

# Motivational Strategies in College English Teaching in China

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**To cite this article:** Ya-Meng Zhang (2021). Motivational strategies in college English teaching in China. *Malaysian Journal of Chinese Studies* 10(1): 81–96. [http://doi.org/10.6993/MJCS.202106\\_10\(1\).0006](http://doi.org/10.6993/MJCS.202106_10(1).0006)

**To link to this article:** [http://doi.org/10.6993/MJCS.202106\\_10\(1\).0006](http://doi.org/10.6993/MJCS.202106_10(1).0006)

## Abstract

The purpose of motivational strategies in the teaching of a second language is to encourage students to achieve systematic and lasting results in learning. Few studies have been undertaken to examine the perception of teachers and students on the effectiveness of motivational strategies. This study is an attempt to contribute to the achievement of the educational goals of language teaching by exploring the internal relationship between perception and application of motivational strategies among Chinese college English teachers and students. Data were collected through random sampling of 115 college English teachers and 108 students in their classes. The outcomes indicate that: (a) Motivational strategies considered important by teachers were not necessarily the most commonly used; (b) There were distinct differences between teachers and students in their perceptions of the importance of motivational strategies; (c) Very few motivational strategies matched their frequency of use and their perceived importance; (d) Teachers using different strategies agreed that the ultimate purpose of the application was to let students understand the significance of motivational strategies and to be motivated to learn their second language.

**Keywords:** Motivational strategy, importance, frequency of use, motivation

## Introduction

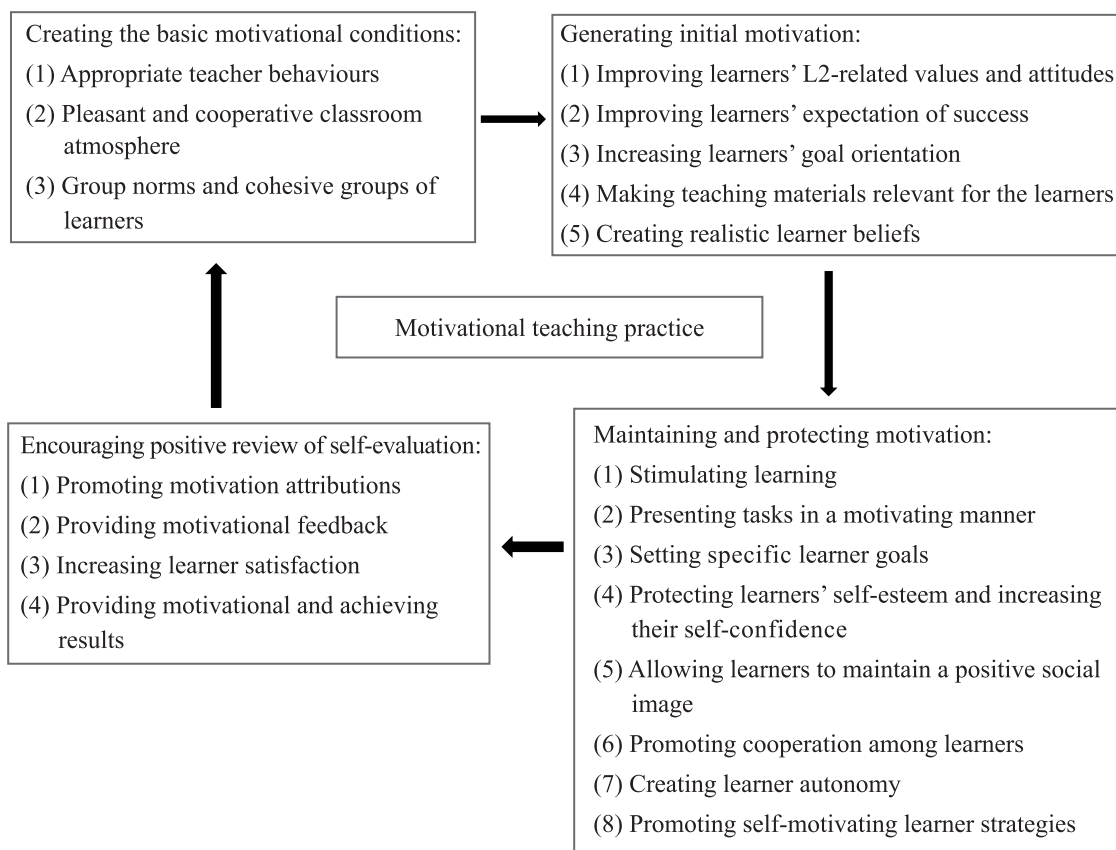
English is a major second foreign language in tertiary education in China where the teaching and learning of English take place mainly in the classroom. Motivation is widely recognised as one of the main determinants of success in the learning of a second language (Gardner, 1985). This task falls on the shoulders of teachers to motivate and encourage students to learn according to the expected goals. To some extent, almost everything teachers do in class has a motivational effect on students. Hence teachers should cautiously apply some effective motivational

strategies to inspire student learning by translating the research results into understandable language and simple teaching methods. Both teaching and learning are psychological and behavioural processes that are complex and often beyond rationale understanding. Mainstream psychology has developed behavioural, humanistic, cognitive, and social-cultural theories that are relevant to motivational studies. Changes in daily lives and experiences affect behaviour to a certain extent. This would imply that the application of motivational strategies would have some systematic and lasting positive effects on student learning (Dornyei, 2001).

In the mid-1990s, research began to focus on the role of motivational strategies in second language learning. Dornyei (2001) proposed a process-oriented framework which includes creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive review of self-evaluation (Figure 1). This framework has become the guide for many second language teachers.

Figure 1

*The Components of Motivational Teaching Practice*



Source: Dornyei, 2001

Guilloteaux and Dornyei (2008) believed that the learning environment was significantly important, although it had been neglected in stimulating learners' motivation. In his study, Moskovsky (2013) set up two groups: the experimental group and the control group. Teachers in the experimental group were trained on how to improve students' learning motivation before the experiment began. The experiment results showed that if teachers deliberately used motivational strategies, the overall learning motivation of students could be significantly improved. This agreed with the research of Guilloteaux (2008) and Raufelder (2016). Other scholars of various schools of psychology have also relied on their personal experiences and classroom observations and experiments to explore and analyse motivational strategies and their practical significance.

In China, researchers have studied and explored the qualitative and quantitative aspects of motivational strategies and their effects on Chinese college students. Yao Yanju (2003) showed that three strategies could stimulate college students' motivation to learn a second language and to enable them to actively participate in learning activities such as creating a good relationship between teachers and students, cultivating learning interest, and establishing teaching and learning objectives. Fang Wenli (2003) held a similar view that teachers should stimulate students' curiosity and formulate fair and reasonable motivational strategies. Ji Mingyu (2004) believed that the strategies to kindle student interest in second language learning included society's felt need for students to understand the importance of learning a second language and that they be encouraged to improve their language learning ability; that teachers play a principal role in the teaching of a second language; and that teachers should pay attention to build up student confidence and to reduce their anxiety.

The above studies share a common viewpoint that place due emphasis on the dominant roles of both teachers and students to realise the expected effectiveness of motivational strategies.

This study will seek answers to the following issues:

1. Whether the perceived important motivational strategies by teachers are consistent with what students think are important.
2. Whether the commonly used motivational strategies by teachers are the same as what students think should be commonly used.
3. Whether the perceived important strategies are equal to the most commonly used ones in the teaching of second language.
4. The nature of the internal relationship between the motivational strategies and their aftereffects.

## **Methodology**

Data for this study were collected by means of a questionnaire survey of college students in Zhejiang Province, China, during the 2019-2020 academic year. A sample of 115 teachers and 108 students was randomly selected to participate in the survey. The survey would measure the teachers' and students' perception and application of motivational strategies based on the

scales developed by Dornyei and Csizer (1998) and Ji Mingyu (2004). Items 2 and 5 in the questionnaire were amended to suit the conditions prevailing in China and items 3, 16 and 20 were adapted from Dornyei (2001).

The questionnaire consisted of 20 questions and divided into two parts. The first part described personal information, such as gender, educational background, teaching content, college grade and the proficiency level of the students. In the second part, 115 selected teachers were asked to answer questions about the importance of motivational strategies in the classroom. The scoring standard in assessing these motivational strategies was based on Likert's five subscale method, expressed from "no relevance" to "very important," and how often they were in the teaching practice, with the scores expressed in terms of grades ranging from "never use" to "often use". At the same time, 108 selected students were asked to evaluate the importance of motivational strategies as well as the frequency of their usage in the classroom by the teachers (Table 1).

Table 1  
*The Scoring System and Questions in the Questionnaire*

Views on the Importance of Strategies					Views on the Frequency Use of Strategies				
No Relevance			Very Important		Never Use			Often Use	
1	2	3	4	5	1	2	3	4	5

#### Questions

- 1 Prepare the curriculum properly.
- 2 Give positive feedback and evaluation.
- 3 Teach students how to learn instead of learning.
- 4 Emphasise the importance of target language in career planning.
- 5 Help students design personal learning plan.
- 6 Let students be familiar with the target language's cultural background.
- 7 Keep the lessons humorous and always smiling.
- 8 Provide a variety of teaching materials.
- 9 Share the fun of learning target language with students.
- 10 Help students achieve their learning goals.
- 11 Play classical music or movie scripts in target language during breaks.
- 12 Establish a good relationship with students.
- 13 Apply multimedia technology to assist language teaching if conditions permit.
- 14 Choose exercises that do not exceed the learner's ability.
- 15 Point out mistakes: they are a natural part of learning.
- 16 Introduce different classroom activities and check how much students have mastered.
- 17 Encourage students to apply what they have learned.
- 18 Use body language to assist language teaching, such as eye contact or sign language.



- 19 Avoid any comparisons between students.
- 20 Keep a supportive and pleasant atmosphere in the classroom.

Teachers and students in the sample were briefed on the purpose of the survey and were asked to complete the survey within 15 minutes and to fill in the questionnaire as accurately and as honestly as possible. The identity of the participants was strictly confidential. They were not to communicate with or to influence each other when filling in the questionnaire.

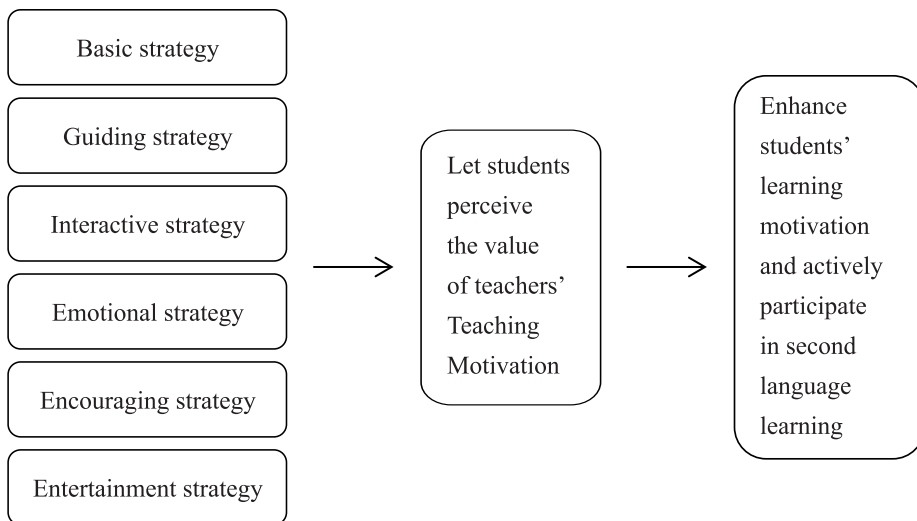
To ensure the validity and reliability of the data, two factors were considered in the selection of teachers: there should be both male and female teachers and that they have at least 1-2 years of English teaching experience in the college.

The scale and calculation method used in the study revealed the perception of importance and frequency use of motivational strategies both by teachers and their students. Of the 115 questionnaires, 106 were valid, of which 66 were returned by female teachers and 40 by male teachers. In the second group, 102 questionnaires out of the 108 student respondents were valid, of which 55 were submitted by female and by 47 male students.

The results of the questionnaire were expected to help answer two major questions: whether the motivational strategies used by the teachers correlated with the students' expectations and whether the students and the teachers held the same idea about which motivational strategies were more important.

The items in the questionnaire were grouped into six categories by which teachers might enhance student learning motivation on aspects based on the framework below (Figure 2).

Figure 2  
*Framework of Questionnaire*



The data collected from the questionnaire were processed by the Social Science Statistical Package (SPSS 17.0). By comparing the statistics, the most important and commonly used strategies were identified and the top ten motivational strategies were discussed.

In addition, six teachers were selected from 106 teachers to take part in a separate interview (Table 2). Among them were male and female teachers with 1–2 years of experience in teaching English at the college level to students in English and non-English majors.

Table 2

*Gender and Years of Teaching of the Interviewees*

Gender	Years of Teaching	Major
Female	2	English
Male	2	non-English
Female	2	English
Male	2	non-English
Female	1	English
Male	1	non-English

The one-to-one interviews were conducted within two weeks after the questionnaire survey. Each respondent was encouraged to express their thoughts on the questionnaire and to respond to questions prepared in advance. The interviews were recorded, each lasting 25 to 30 minutes. These teachers were clear about what the motivational strategies and were trained to use different ones in the classroom. The intention was to select the most important and frequently used motivational strategies for both teachers and students. The interviews were also to identify additional or new strategies that were included in the questionnaire. The commonly asked questions were the following:

1. What rewards and punishments do you usually use to motivate students in class?
2. What factors do you think affect the difference in the frequent use of motivational strategies?

The interview materials were a supplement to the overall research results (see Appendix).

## Results

Computation of the mean value of the statistics compiled separately in the questionnaire survey for teachers and students revealed differences in the perception of selected variables between the two parties (Table 3).

The teachers considered that the most important strategies were as follows:

- Establish a good relationship with students,
- Prepare the curriculum properly,
- Give positive feedback and evaluation, and

- Keep a supportive and pleasant atmosphere in the classroom.

At the same time, they gave the lowest scores to what they regarded as the least important strategies for the following:

- Emphasise the importance of target language in career planning,
- Play classical music or movie scripts in target language during breaks, and
- Share the fun of learning target language with students.

The students, on the other hand, have their own ideas and indicated their preferences were rather different from those of their teachers. The strategies that they perceived as the most important were the following:

- Encourage students to apply what they have learned,
- Give positive feedback and evaluation,
- Establish a good relationship with students, and
- Apply multimedia technology to assist language teaching if conditions permit.

It is shown that teachers and students were in agreement on only two of the four strategies that both parties regarded as the most important in teaching. However, students gave the lowest scores to strategies that they were rather indifferent to, such as the following:

- Emphasise the importance of target language in career planning,
- Help students design personal learning plan,
- Introduce different classroom activities and test how much students have mastered.

Table 3

*Mean Value Statistics of Responses by Teachers and Students to the Questions of the Importance of Motivational Strategies*

Teachers					Students				
No.	M	SD	MAX	MIN	No.	M	SD	MAX	MIN
01	4.82	0.56	5	3	01	4.73	0.73	5	2
02	4.67	0.61	5	3	02	4.54	0.70	5	2
03	4.04	0.74	5	3	03	3.82	0.69	5	3
04	3.67	0.78	5	2	04	3.29	0.87	5	2
05	4.00	0.74	5	2	05	3.34	0.65	5	2
06	4.49	0.67	5	3	06	4.27	0.68	5	2
07	4.40	0.64	5	3	07	4.00	0.77	5	2
08	4.27	0.83	5	2	08	3.80	0.70	5	2
09	3.82	0.76	5	3	09	3.66	0.79	5	2
10	4.16	0.67	5	2	10	4.00	0.79	5	2

Teachers					Students				
No.	M	SD	MAX	MIN	No.	M	SD	MAX	MIN
11	3.73	0.77	5	3	11	3.82	0.74	5	2
12	4.82	0.66	5	2	12	4.53	0.75	5	3
13	4.40	0.61	5	3	13	4.62	0.87	5	2
14	4.02	0.74	5	3	14	3.75	0.69	5	3
15	4.18	0.65	5	3	15	4.14	0.72	5	2
16	4.02	0.79	5	2	16	3.48	0.74	5	3
17	4.31	0.89	5	2	17	4.02	0.77	5	2
18	4.33	0.58	5	3	18	4.24	0.95	5	3
19	4.44	0.62	5	3	19	4.46	0.74	5	3
20	4.78	0.65	5	3	20	4.34	0.60	5	2

On the most frequently used motivational strategies, teachers and students were similarly in agreement on some and disagreement in their perceptions (Table 4).

The most highly regarded teaching strategies by the teachers were the following:

- Prepare the curriculum properly,
- Establish a good relationship with students, and
- Give positive feedback and evaluation.

They did not feel that the following strategies were of great importance as indicated by the low scores:

- Emphasise the importance of target language in career planning,
- Help students design personal learning plan,
- Introduce different classroom activities and check how much students have mastered, and
- Share the fun of learning target language with students.

Again, students did not see eye to eye with their teachers on the question of the most frequently used motivational strategies. Their choice was confined to the following strategies:

- Give positive feedback and evaluation,
- Choose exercises that do not exceed the learner's ability,
- Establish a good relationship with students, and
- Point out mistakes: they are a natural part of learning.

However, they identified four strategies that were regarded low in their priority and expressed their thoughts with the lowest scores for the following:

- Play classical music or movie scripts in the target language during the break,
- Help students design personal learning plan,

- Provide a variety of teaching materials, and
- Apply multimedia technology to assist language teaching if conditions permit.

Table 4

*Mean Value Statistics of the of Responses by Teachers and Students to the Questions of Frequency Use of Motivational Strategies*

Teachers					Students				
No.	M	SD	MAX	MIN	No.	M	SD	MAX	MIN
01	4.73	0.50	5	3	01	4.06	0.73	5	3
02	4.54	0.58	5	3	02	4.28	0.72	5	3
03	4.65	0.73	5	2	03	4.06	0.72	5	3
04	3.29	0.76	5	2	04	3.92	0.83	5	2
05	3.34	0.76	5	2	05	3.27	0.64	5	2
06	4.27	0.68	5	2	06	3.76	0.70	5	3
07	4.00	0.58	5	3	07	3.76	0.78	5	2
08	3.80	0.85	5	2	08	3.57	0.69	5	2
09	3.66	0.76	5	2	09	3.70	0.79	5	2
10	4.00	0.68	5	3	10	3.68	0.81	5	2
11	3.82	0.76	5	2	11	3.00	0.69	5	2
12	4.53	0.65	5	3	12	4.36	0.75	5	3
13	3.62	0.50	5	3	13	3.06	0.79	5	2
14	3.75	0.77	5	2	14	4.24	0.64	5	3
15	4.14	0.66	5	3	15	4.22	0.73	5	2
16	3.48	0.79	5	2	16	4.14	0.73	5	3
17	4.00	0.87	5	2	17	4.15	0.80	5	2
18	4.24	0.57	5	3	18	3.71	0.99	5	2
19	4.46	0.58	5	3	19	4.35	0.76	5	3
20	4.34	0.65	5	3	20	4.45	0.59	5	3

This table shows how often teachers used these strategies and how often students thought teachers used these strategies. It can be seen that the important and frequently used motivational strategies were consistent for teachers while not consistent for students.

Table 5

*The Top Ten Important Motivational Strategies according to the Responses of Teachers and Students*

No.	Top Ten Important Motivational Strategies (Teachers)	Top Ten Important Motivational Strategies (Students)
1	Establish a good relationship with students.	Encourage students to apply what they have learned.
2	Prepare the curriculum properly.	Apply multimedia technology to assist language teaching if conditions permit.
3	Keep a supportive and pleasant atmosphere in the classroom.	Give positive feedback and evaluation.
4	Give positive feedback and evaluation	Establish a good relationship with students.
5	Avoid any comparisons between students.	Avoid any comparison with students.
6	Let students be familiar with the target language's cultural background.	Keep a supportive and pleasant atmosphere in the classroom
7	Keep the lessons humorous and always smiling.	Let students be familiar with the target language's cultural background.
8	Apply multimedia technology to assist language teaching if conditions permit.	Use body language to assist language teaching, such as eye contact or sign language.
9	Use body language to assist language teaching, such as eye contact or sign language.	Point out mistakes: they are a natural part of learning.
10	Encourage students to apply what they have learned.	Teach them how to learn instead of learning.

Table 6

*Top Ten Frequently Used Motivational Strategies according to the Responses of Teachers and Students*

No.	Top Ten Frequently Used Strategies (Teachers)	Top Ten Frequently Used Strategies (Students)
1	Prepare the curriculum properly.	Keep a supportive and pleasant atmosphere in the classroom.
2	Teach students how to learn instead of learning.	Establish a good relationship with students.
3	Give positive feedback and evaluation.	Avoid any comparisons between students.
4	Establish a good relationship with students.	Give positive feedback and evaluation
5	Avoid any comparisons between students.	Choose exercises that do not exceed the learner's ability.

No.	Top Ten Frequently Used Strategies (Teachers)	Top Ten Frequently Used Strategies (Students)
6	Keep a supportive and pleasant atmosphere in the classroom.	Point out mistakes: they are a natural part of learning.
7	Let students be familiar with the target language's cultural background.	Encourage students to apply what they have learned.
8	Use body language to assist language teaching, such as eye contact or sign language.	Introduce different classroom activities and check how much students have mastered.
9	Point out mistakes: they are a natural part of learning.	Help students achieve their learning goals.
10	Encourage students to apply what they have learned.	Teach them how to learn instead of learning.

From the analysis of the survey data, the following observations may be made:

Firstly, on the most important motivational strategies, the mean values of teachers' responses were higher than 4.00, meaning that the teachers have a high opinion of motivational strategies. However, only about half of the students' scores were above 4.00, indicating that they were not so clear about the importance of motivational strategies in second language learning.

Secondly, on the most frequently used motivational strategies, the teachers' responses showed that only half of the strategies' mean values were higher than 4.00, implying that the frequently used motivational strategies were not consistent with the most important ones. In short, the perceived important strategies were not the same as the most commonly used ones in the second language teaching. Students' responses on the most frequently used strategies referred to how often students thought teachers used motivational strategies. As Tables 3 and 4 indicate, less than half of the motivational strategies' mean values were higher than 4.00. Similar to the teachers' results, students also believed that the important and the most frequently used strategies were not identical.

### ***The Top Ten Important and Frequently Used Motivational Strategies***

By comparing the data listed in Tables 5 and 6, the top 10 important and frequently used motivational strategies can be divided into three types, namely:

1. Perceived important and frequently used motivational strategies;
2. Perceived important but not frequently used motivational strategies;
3. Perceived not important but frequently used motivational strategies.

### ***Perceived as Important and Frequently Used Motivational Strategies***

The following five strategies appeared in different order in both tables as the most important and the most frequently used ones. Teachers believed that these strategies would effectively



motivate language learners and often applied them in the classroom.

- Establish a good relationship with students;
- Keep a supportive and pleasant atmosphere in the classroom;
- Avoid any comparisons between students;
- Give positive feedback and evaluation;
- Encourage students to apply what they have learned.

Good relationships between teachers and students are the basic requirement for effective classroom teaching. Mutual trust and respect between teachers and learners is likely to motivate students to study (Dornyei, 2001). When students feel comfortable in the classrooms, they are more likely to volunteer to respond to questions, co-operate with the teacher and participate in the learning process and hence likely to improve in their language learning performance. Good teacher-student relationships are built on friendliness, care and concern and showing interest in student pastimes such as their hobbies.

To some extent, encouragement is considered to be an effective way to support the learning process. It is generally believed that one's ability to achieve a goal largely depends on whether one has enough confidence to set a goal and put it into action. Confidence is nurtured by praise, encouragement, and inspiration. In the context of Chinese education, students of a second language bear a lot of pressure from the need to respond to teachers' questions. In view of the demands of having to pay attention to pronunciation, intonation and content, students are prone to make mistakes. Hence the positive evaluation and encouragement of teachers would help to increase student confidence in a language learning environment.

Teachers should learn to avoid making comparisons between students. In the face of peer pressure, most students, especially the relatively weak ones, may feel nervous or embarrassed. It sometimes leads to language anxiety and results in psychological barriers that have impact negatively on the students. In language teaching at the college level, the teacher's attention to the psychological needs of students is as important as using appropriate teaching strategies and techniques.

### ***Perceived as Important but Not Frequently Used Motivational Strategies***

Perceived important but not frequently used motivational strategies refer to those that appear in Table 5 concerning important strategies but not listed in Table 6. The strategy that was considered important referred to the application of multimedia technology to assist language teaching if conditions permit.

Teachers believed that this strategy could effectively motivate language learners, but rarely employed in their teaching practice. They cited the lack of time, that the classroom was too small, and some teachers even regarded this strategy as redundant and that multimedia facilities were not available.

### ***Perceived as Unimportant but Frequently Used Motivational Strategies***

Perceived as unimportant but frequently used motivational strategies are those that appear in the frequency table but not listed in the table on importance of the strategies. These are:

- Choose exercises that do not exceed the learners' ability;
- Introduce different classroom activities and check how much students have mastered them;
- Teach them how to learn instead of rote learning.
- Although these strategies are not part of the importance table, their high position in the frequency table is a reflection of their practical significance.

These strategies used hidden aspects to assist in language teaching. It is subtle, and some teachers were unaware of its motivational effects. In short, due to the subtle influence of these strategies, teachers might not regard them as effective motivational strategies in the teaching process.

### **Implications for Teaching**

This study has highlighted several issues arising from the application of motivational strategies that may have implications for the classroom teaching of English in China.

The first concerns student autonomy in learning. There was a direct positive correlation between the degree of teachers' support for students' autonomy and the amount of information feedback they provide. It is advisable for teachers to give sufficient emphasis to improving student autonomy by adapting rigid teaching modes to increasing student involvement in organising the learning process.

Another issue touches on the need to improve interaction in the classroom. The current scenario of teacher-student interaction in most universities is largely teacher-centred. The result is that students tend to be bored by dull course contents, which in turn would sap their interest and motivation in learning. It is essential that teachers take the initiative to organise stimulating classroom activities to facilitate student interaction and to boost student enthusiasm as well as induce a warm and friendly classroom atmosphere. Examples that may be cited include designing English communication activities to improve students' oral proficiency; teaching English pop songs; giving a one-minute English speech before class; choosing relatively simple articles to encourage students to introduce themselves in English; and giving students equal opportunities to answer questions.

The next issue is the need for taking prompt action on student feedback. In general, students look forward to having the views of their teachers on class performance and other relevant issues. The lack of meaningful interaction from teachers may dampen student motivation and enthusiasm. There are many ways by which teachers may express their concern for student learning and performance. These include adjusting teaching plans according to varying abilities of students, solving the problems and challenges facing individual students, and providing additional support and care by the teachers.

Based on the responses of teachers during the interviews, some teachers tended to focus more on building their professional career as a second language teachers rather than on student motivation in learning. Hence, on the issue relating to the use of motivational activities, some would propose three or four strategies that they would apply in their teaching. There was no clear indication that they would explore other means by which to generate student enthusiasm in learning. Hence to improve teacher awareness in the need to employ diverse motivational activities, all schools ought to provide specific training to upgrade and improve teaching methods.

A final consideration relates to the importance of upgrading teaching facilities. Both teachers and students agreed that multimedia technology be used to assist language teaching as an essential strategy. Some students confessed that they have had little exposure to learning of second language via multimedia technology in the classroom environment. The integration of multimedia in language learning is likely to stimulate and motivate student interest. School administrators were in obvious agreement that the upgrading of infrastructure in the form of easy access to the Internet, television broadcast, and various other multimedia means of learning was an increasingly essential item of investment.

### **Conclusion**

From the main findings from the survey and the interviews, the study reveals that there were differences in the perceptions of teachers and students regarding the importance of motivational strategies. Teachers had a high opinion on the role of motivational strategies in the classroom; but student perception was not entirely similar to that of their teachers. From the statistics on the most frequently used motivational strategies, it was clear that the perceived important motivational strategies were not the same as the most commonly used ones in second language teaching. The reason may be that the idea of “teacher-centred and examination-centred” learning process was not compatible with the most important and useful motivational strategies. The study also confirms that the teachers agreed that the usage of motivational strategies in the classroom improved the study process and thus would lead to the improvement of student performance. In the case of students, their personal preferences as well as the external environment, different motivational methods could be adapted into the teaching aids. In general, students would prefer teaching modes that were more entertaining, novel, and attention to the need for better communication between teachers and themselves. Teachers, on the other hand, often praised students for their good performance and to help them when they did not perform well. They felt that this was the most practical motivation and could yield encouraging results.

This study that is based on a sample survey of selected teachers and students in a college in Zhejiang Province of China. By examining the perceptions and application of motivational strategies among English teachers and students, the purpose was to seek a better understanding of the role of these teaching strategies in contributing to the achievement of intended educational goals in college English teaching and learning. More studies conducted on the role

of motivational strategies in second language teaching would make available the findings and recommendations to improve the performance of teachers and students in the classroom setting of colleges and universities of China.

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## Appendix

### Results of the interview of teachers

Question 1. What rewards and punishments do you usually use to motivate students in class?

Teacher A: For students’ homework, dictation, and quizzes, I give immediate evaluation. A high score and a short but encouraging comment often inadvertently becomes the key to broaden students’ minds.

Teacher B: Usually, students perform well in completing tasks or answering questions. I will praise them when they do well. If they do not do well, I will encourage more efforts and point out how they may improve. Praise can motivate students to move forward, and helping students improve themselves will also be appreciated by students. They will be more willing to try and not be afraid of failure.

Teacher C: Students are often more willing to accept positive voice than negative voice. I think that as long as student performance is worthy of praise, it should be praised in time. Where corrections are needed, they must be carried out strictly. This is a responsible attitude towards students. Both praise and

correction are to promote students' ability. I believe that as long as students understand this, they may become more enthusiastic in their learning.

Teacher D: Motivational evaluation requires teachers to pay attention to the progress and changes of students in the learning process, give timely praise and encouragement, stimulate their interest in learning and encourage their initiatives. Due to the different learning habits and learning experiences of students, the differences in their academic achievements can be seen.

Teacher E: The improvement in academic performance will not be seen in a matter of days. If a student's original learning habits are poor, he often does not hand in his homework. But through positive evaluation from teachers over a period of time, he now hands in his homework every day, and sometimes even asks teachers or classmates questions. Giving positive evaluation to such a student will arouse his strong learning enthusiasm.

Teacher F: Praise can provide motivation to students to move forward. In this manner, students will be more positive and put in more efforts.

Question 2. What factors do you think affect the difference in the frequent use of motivational strategies?

Teacher A: In my opinion, the main influencing factors for the differences are the differences of students' own choices. Some students like to learn through multimedia, some students like the teacher to combine classroom knowledge with life, and some students think that they need to interact with teachers more. Therefore, what kind of motivational strategy to adopt is also related to what kind of students being taught.

Teacher B: Students need to feel that teachers value them. Therefore, I think the most important motivational strategy should be to let students know that teachers are paying attention to everyone.

Teacher C: Praise and correction are my most commonly used strategies. I think these strategies are the best ones. Of course, I will try to enlighten students if I know what difficulties they encounter in their life or experience something that affects their learning.

Teacher D: Motivational evaluation is my most commonly used strategy, because I think motivation is positive. It can produce encouraging effects, and can increase students' learning autonomy.

Teacher E: I will let students have more entertainment programs in class because they are good at completing tasks and mastering knowledge. Students will also increase the amount of learning tasks to help them achieve their goals.

Teacher F: I think understanding students' needs and completing the lessons according to their needs is important. Therefore, the choice of incentive strategy depends on individual needs.