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**THE INFLUENCE OF TEACHER MOTIVATION ON THE USE OF
MOTIVATIONAL TEACHING STRATEGIES IN ENGLISH AS A
FOREIGN LANGUAGE CLASSROOMS**

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Abstract

Considering that one of the factors that affect the use of different motivational teaching strategies to motivate language learners is the motivation of the teacher, the purpose of this research is to examine how teacher motivation influences the use of strategic teaching decisions in English as a Foreign Language (EFL) classrooms. This study is based on the theoretical proposals of Deci and Ryan (2000; 2020) on motivation through intrinsic and extrinsic concepts; Dörnyei and Ushioda (2011), Czikszenmihalyi (2014) and Dinham and Scott (2000) on the study and classification of the main aspects of teacher motivation; and Dörnyei (2001) on the common motivational strategies used in language classrooms. The collection of data was based on a questionnaire answered by twelve English teachers from different teaching contexts and the analysis followed a qualitative and interpretative perspective. The responses showed that most participants are intrinsically motivated to teach English. However, there is also the presence of individuals that state being extrinsically motivated to teach the language. Considering the demotivational aspects, teachers are mainly demotivated by factors extrinsic to the act of teaching. They mentioned the motivational strategies they use when teaching and stated that they face difficulties while implementing them. Then, participants commented on whether their level of motivation to teach English influences how they use motivational teaching strategies in ESL classrooms.

Keywords: teacher motivation, intrinsic and extrinsic motivation, motivational teaching strategies, English as a Foreign Language (EFL).

Resumo

Considerando que um dos fatores que afetam o uso de diferentes estratégias motivacionais de ensino para motivar alunos de línguas é a motivação do professor, o objetivo desta pesquisa é examinar como a motivação do professor influencia o uso de decisões estratégicas de ensino em salas de aula de inglês como língua estrangeira. Este estudo baseia-se nas propostas teóricas de Deci e Ryan (2000; 2020) sobre motivação por meio de conceitos intrínsecos e extrínsecos; Dörnyei e Ushioda (2011), Czikszenmihalyi (2014) e Dinham e Scott (2000) sobre o estudo e classificação dos principais aspectos da motivação docente; e Dörnyei (2001) sobre as estratégias motivacionais comuns que são utilizadas em salas de aula de línguas. A coleta de dados foi baseada em um questionário respondido por doze professores de inglês de diferentes contextos de ensino e a análise seguiu uma perspectiva qualitativa e interpretativa. As respostas mostraram que a maioria dos participantes está intrinsecamente motivada a ensinar inglês. Entretanto, há também a presença de indivíduos que afirmam ser motivados por fatores extrínsecos ao ato de ensinar. Eles mencionaram as estratégias motivacionais que utilizam ao ensinar a língua e afirmaram que enfrentam dificuldades ao implementá-las. Em seguida, participantes comentaram se seus níveis de motivação para ensinar inglês influência como eles usam estratégias motivacionais de ensino nas salas de aula de inglês como língua estrangeira.

Palavras-chave: motivação do professor, motivação intrínseca e extrínseca, estratégias motivacionais de ensino, inglês como língua estrangeira.

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1. INTRODUCTION

In English as a Foreign Language (EFL) classrooms, teachers are expected to use motivational strategies because, as studied by Dörnyei and Guilloteaux (2008), the use of such strategies keeps students motivated and invested in learning. Related to that, Bernaus, Wilson and Gardner (2009) state that the use of said strategies in the classroom is related to the motivation of the teacher. Essentially, high levels of motivation are expected to lead to a more frequent use of strategic teaching decisions. Thus, teacher motivation is the most valuable variable because if teachers do not feel motivated, the notion of strategy use is lost.

Considering the effect of motivation for the success of the teaching-learning process, this paper aims to investigate the ways in which teacher motivation influences the use of motivational strategies in EFL classrooms. Specific objectives include to examine the factors and levels of motivation experienced by English teachers and to identify common motivational strategies used by them in language classes. Thus, the main research questions are: (1) are intrinsically motivated EFL teachers more likely to use motivational strategies in the classroom? and (2) do EFL teachers with higher levels of extrinsic motivation tend to be more restricted about using motivational strategies in teaching?

To this end, this research focuses on the Self-Determination Theory (Deci and Ryan, 2000; 2020) to understand motivation through intrinsic, extrinsic and amotivation factors. Self-Determination Theory claims that the quality of motivation and the way individuals perform specific behaviors depend on the fulfillment of the basic human needs of autonomy (sense of choice), competence (sense of effectiveness) and relatedness (sense of connection). When these needs are satisfied, people are more likely to be intrinsically motivated and self-determined in their actions.

This is one of the theories that influenced Dörnyei and Ushioda (2011) in suggesting the classification of four major factors related to teacher motivation, considering aspects from inside and outside the classroom environment. The dimensions are divided into intrinsic components (internal satisfaction in teaching), contextual influences (school and society), temporal dimensions (career perspectives) and negative influences (demotivation factors).

In sum, motivated educators are able to teach better, help educational institutions achieve their goals of providing quality education to students and enhance student's willingness to learn. It is valuable, then, to understand the factors that influence the motivation of teachers and also comprehend how such factors are related to the use of motivational teaching strategies and the overall teaching performance.

Conversely, demotivation negatively influences the personal and professional confidence of instructors. In many educational environments, educators face challenges that range from class size and unavailability of resources to creating lesson plans that are interesting and attractive to students. Outside of the classroom, consequences range from emotional exhaustion and feeling of professional failure to giving up on teaching. Even if teachers do not get to the point of quitting, the quality of education suffers when they are not motivated to teach (Bardach and Klassen, 2021). Such challenges negatively affect the motivation of teachers and translate into concrete teaching practices that do not prioritize the implementation of motivational strategies.

Despite existing studies on teacher motivation and effective motivational strategies that can be used in language teaching, there is still room for the development of research focusing on understanding the link between the concepts, especially in contexts where the theme has been less explored in the research field of EFL classrooms. This study is justified, then, by the importance of comprehending how teacher motivation is related to the use of strategic teaching decisions by analysing the classroom experience of English teachers.

This paper is organized into six more sections. In the next one, I discuss the understanding of motivation through the lens of Self-Determination theory. Section 3 presents the major aspects specifically related to teacher motivation. Section 4 discusses the common motivational strategies used in language classrooms. The final sections consist of the methodology used, the data analysis and the final remarks.

2. UNDERSTANDING MOTIVATION

Self-Determination theory (SDT, Deci and Ryan, 2000; 2020) is one of the most studied theories that encompasses the understanding of motivation through a psychological lens. First introduced in the 1980s, during the 1990s and 2000s it expanded into a macro-theory that could be applied to many domains, including education. The most basic distinction presented by the theory is the one between intrinsic and extrinsic motivation. Intrinsic motivation is related to performance based on doing something out of pleasure and inner interest, while extrinsic motivation refers to behavioral performance based on separable, external outcomes. Adding to these two main types, there is also amotivation, which is the lack of motivation and intention to act.

Intrinsic motivation is defined as “the doing of an activity for its inherent satisfactions rather than for some separable consequence” (Deci and Ryan, 2000, p.56). It encompasses the realization of activities simply for the enjoyment of the activity itself, rather

than external value. This type of motivation has emerged as an important phenomena for educators since it leads to high-quality educational practices and creativity (Deci and Ryan, 2000). Considering its importance, it is valuable to explore and discuss the conditions that enhance and diminish intrinsic motivation, especially in order to understand if high levels of intrinsic motivation lead to the strategic use of specific educational methodologies.

Extrinsic motivation is defined as “a construct that pertains whenever an activity is done in order to attain some separable outcome” (Deci and Ryan, 2000, p.60). There are four main subcategories of extrinsic motivation, arranged from most controlled to most autonomous. External regulation describes behavior driven by rewards or punishments. Introjected regulation is related to behavior driven by internal rewards, such as self-esteem for success or avoidance of guilt for failure. Identified regulation explains behavior driven by the recognition of the value of an activity. And, in integrated regulation, behavior is aligned with a person’s values and interests. Even though these are identified as subcategories of extrinsic motivation, more autonomous types feel similar to intrinsic motivation. The main contrast is understanding the difference between motivation based on enjoyment and motivation based on a sense of value, even if not enjoyable.

Another central idea of SDT is that the quality of motivation and the way people perform particular behaviours depend on basic human needs. Such needs are “seen as particularly fundamental, namely those for autonomy, competence and relatedness” (Deci and Ryan, 2020, p.1). Autonomy is related to the experience of initiative and ownership, being undermined by controlling and punishing experiences. Competence refers to the feelings of efficacy and accomplishment supported by environments that allow growth opportunities. The last one of the needs, relatedness, concerns being close and connected to other individuals through respect and care.

When these basic needs are met, it is expected that teachers will become more self-determined towards teaching and classroom performance. In contrast, the lack of the fulfillment of such basic needs can interfere with educators' satisfaction and lead toward more controlling and less relationally satisfying classroom methods (Deci and Ryan, 2020).

3. MAJOR ASPECTS OF TEACHER MOTIVATION

Dörnyei and Ushioda (2011), based on studies on teacher motivation including SDT, suggest the existence of four major aspects particularly related to teacher motivation. These aspects are classified as intrinsic components, contextual influences, temporal dimension and negative influences (related to demotivation). Each of the mentioned factors here will be

presented and explained in the following paragraphs.

The intrinsic component of teacher motivation in the teaching practice is “associated with the internal desire to educate people, to impart knowledge and values, and to advance a community or a whole nation” (Dörnyei and Ushioda, 2011, p.161). It is related to the internal satisfaction that teachers feel when they are performing in the classroom and is closely linked with the desire to help students. Czikszenmihalyi (2014) explains that the rewards for intrinsically motivated teachers are related to (1) the educational process itself, for example, the perception of behavioral and developmental progress of students by teachers' action and (2) the subject matter, related to teachers' increasing knowledge and professional improvement. In fact, when both processes are enjoyed together, teachers experience higher levels of intrinsic motivation, and the teaching practice is more effective.

Dörnyei and Ushioda (2011) defines contextual influences as the ways in which intrinsic motivation will be inevitably affected by the impact of external conditions and constraints. In search for the categorization of such influences, Dinham and Scott (2000) divide them according to (1) school-based factors, including school leadership as a big influence on teacher satisfaction and (2) societal-level factors such as the status and image of teachers perceived by society. The authors mention that such influences are major sources of demotivation and extrinsic to the act of teaching. However, besides the possibility of eroding motivation, contextual factors can also enhance it. In a research, Hettiarachchi (2013) concluded that a great number of educators are motivated by the view of English teachers by their communities, which gives them prestigious positions in society. This finding contrasts others from studies that identified the social status of the occupation, in some communities, as a demotivational element.

The temporal dimension aspect of teacher motivation is related to the concern with career advancements and perspectives. The motivation of teachers “is not just about the motivation to teach but also about the motivation to be a teacher as a lifelong career” (Dörnyei and Ushioda, 2011, p.165). If teachers believe that the job they are doing will not bring them career advancement or improvement, they will be negatively impacted, and their work and classroom performance will be affected. The authors state that this issue is of particular relevance to the motivation of individuals in the teaching field.

The aspect that explains the negative influences is focused on demotivation. Although the teacher profession is mainly fueled by intrinsic factors, “there exist a number of detrimental factors that systematically undermine and erode the intrinsic character of teacher motivation” (Dörnyei and Ushioda, 2011, p.168). Inhibition of teacher autonomy and

insufficient self-efficacy are some of the influences and are directly related to the undermining of the basic needs identified by the SDT as necessary for positive motivational human behavior.

4. MOTIVATIONAL STRATEGIES IN LANGUAGE CLASSROOMS

Dörnyei (2001) developed a framework of motivational strategies in language teaching with practical techniques that teachers can use to create and maintain motivation through the educational process. The author proposes the division of four main phases that follow the natural process of motivational progression, from the initial arousal of motivation to the completion and evaluation of motivated action (Dörnyei and Ushioda, 2011).

The first key phase (creating the basic motivational conditions) focuses on particular conditions related to appropriate teacher behaviour, good relationship with students, a pleasant and welcoming classroom atmosphere and a cohesive learner group with appropriate group norms. Such conditions involve the creation of a supportive and comfortable classroom climate and encourage teachers to be enthusiastic, foster good relationships with their students and maintain mutual discussions of classroom norms that should contribute to the teaching-learning process.

In the next main phase (generating initial motivation), teachers are able to help with the increase of interest and commitment to the learning process. This involves strategies that enhance the understanding of the value and relevance of the language, the expectation of success and the definition of meaningful personal goals by learners. For teachers, it is also important to consider using teaching materials that relate and connect to students' experiences and interests. Furthermore, creating realistic learning beliefs can positively influence students since most of them have certain ideas about the process of learning a language that are likely to be incorrect (Dörnyei, 2001).

In phase number three (maintaining and protecting motivation), after initial motivation has been established, it is now necessary to maintain it. This aspect is particularly rich and can be developed in many different ways, "ranging from the manner we present and administer tasks to teaching the learners how to motivate themselves" (Dörnyei, 2001, p.71). Adding to these, some other important strategies that can be applied based on this phase are related to making the learning process stimulating and enjoyable, protecting and increasing the self-esteem and self-confidence of learners, allowing learners to maintain a positive social image, promoting cooperation among students and supporting learner autonomy.

The last phase (encouraging positive self-evaluation) focuses on the way students

reflect upon and evaluate their own learning experiences. To help with that, teachers can use appropriate strategies that guide learners to positively evaluate their achievements and also encourage them to take credit for such achievements attributing them to ability and effort (Dörnyei and Ushioda, 2011). To encourage self-evaluation, teachers can promote motivational attributions and provide motivational feedback. Another motivation technique that is probably the most well-known but also the most controversial is the offer of rewards and grades in a motivational manner to increase learner satisfaction (Dörnyei, 2001).

Motivated teachers are more likely to adopt and apply a greater range of motivational strategies in their lessons. Not only that, they also understand students' needs and adjust such strategies to maintain consistency in the teaching and learning experience. By understanding educators' motivational states, it is possible to comprehend the manner in which motivational strategies are used (or not) in the language classroom.

5. METHODOLOGY

This study adopts a qualitative and interpretative analysis to explore the connection between teacher motivation and the use of motivational strategies in EFL classrooms. The viewpoint of teachers is going to be relevant to this analysis by factors related to their motivation to teach, the main factors that influence their motivation (or demotivation), and the link between their motivation and classroom performance, more specifically, whether the use of motivational teaching methods is affected by the educators' levels of motivation.

As the main participants of the analysis presented in this article, teachers were asked to partake and provide the data necessary for this study through a questionnaire (Appendix A) distributed via Google Forms. The questionnaire, encompassing open-ended and multiple-choice questions, focused on the teachers' motivation and demotivation levels and application of motivational techniques during their English classes.

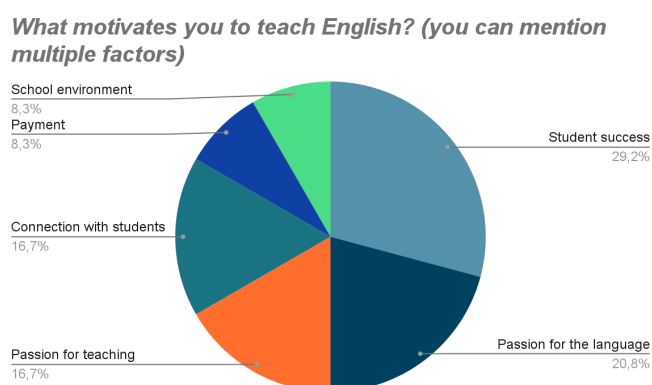
A total of twelve teachers participated. Their ages ranged from 21 to 30 and ten of them were female while two were male. Their educational backgrounds vary, with some of them having an English teaching degree, others currently majoring in the same degree and others having a degree in a different area. Teaching experience ranges from two to over nine years. Related to the educational institutions they were teaching at, seven of them stated that they were currently working at language courses, three at private schools and one at a public school. To conclude, one of the teachers stated that she was not currently teaching at a school, but instead, giving private lessons.

The data was analyzed through a qualitative and interpretative perspective and the framework that grounds this analysis consists of the theoretical proposal of Deci and Ryan (2000; 2020) on motivation through intrinsic and extrinsic concepts; Dörnyei and Ushioda (2011), Czikszenmihalyi (2014) and Dinham and Scott (2000) on the study and classification of the main aspects of teacher motivation; and Dörnyei (2001) on the common motivational strategies used in language classrooms.

6. DATA ANALYSIS: TEACHERS' PERSPECTIVES ON THE TOPIC

This analysis aims to explore the levels and factors that influence the motivation and demotivation of EFL teachers. Furthermore, it focuses on exploring and identifying the different types of motivational strategies applied in EFL classrooms by the participants, understanding the challenges faced while implementing them. To conclude, there will be presented the teachers' perspectives on how they perceive the influence of their motivation on the use of strategic teaching decisions.

Figure 6.1



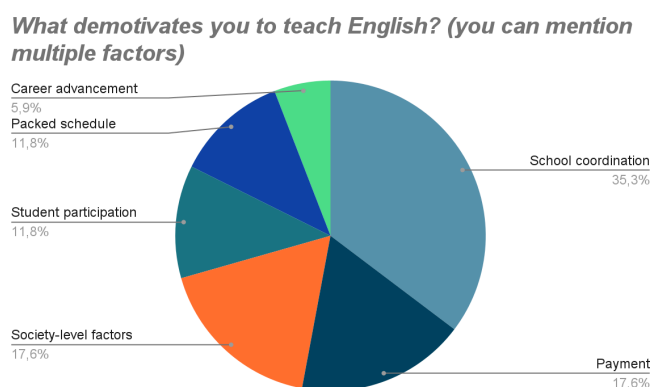
As noticed in Figure 6.1, most teachers stated that the success of their students is one of the main causes of their motivation to teach. This finding is closely related to the notion of the intrinsic component of teacher motivation since the perception of behavioral and developmental progress of students by the action of the teacher is a reward to intrinsically motivated educators (Czikszenmihalyi, 2014). Related to that, informants explained that seeing students developing confidence in communicating by using the language, seeing their happy faces when they understand what they once thought was hard or impossible to comprehend and noticing students achieving their goals and dreams are key moments of student success that motivates them to continue on teaching.

The second most mentioned factor was their passion for English. Informants stated that their enjoyment for the language and how it empowers people and opens doors is a big

source of motivation. Moreover, the passion for teaching and the connection with students were the next identified factors. Some teachers explained that, despite the many difficulties in teaching, they love to do it and described their enjoyment for being in the classroom as one of the main motivational factors for them to keep on doing it. Also related to teaching, one of them pointed out that the possibility of improvement of language skills since they learn while teaching is a motivational factor. It closely relates to the second type of rewards experienced by intrinsically motivated teachers, focusing on how the subject matter leads to the increase of knowledge and professional enhancement (Czikszentmihalyi, 2014). About the connection with students, a teacher that works with children highlighted as positive their interactions during moments of singing and dancing in class while others mentioned as motivational the care they feel for students once they get to know them and the feedback they receive from students once they establish positive relationships in the classroom.

In relation to extrinsic components of teacher motivation, two participants shared that the payment that they receive is a motivational factor for them to teach. While one said that it is an important factor, the other mentioned that the payment for teaching English is better than for the teaching of other languages, such as Portuguese, which they considered positive. Furthermore, the last mentioned factor was related to the contextual influence of school environments that allow for dynamic classes and support the motivation of teachers. Even with the mentioning of extrinsic motivational factors, according to their answers, the majority of teachers are intrinsically motivated to teach the language.

Figure 6.2



When it comes to demotivation, ten out of the total twelve participants positively answered that they have felt demotivated as a language teacher. The other two participants stated that they have not experienced demotivation in their teaching experiences. It is valuable to understand that even though the act of teaching is mainly fueled by intrinsic factors, as stated by Dörnyei and Ushioda (2011) and confirmed by the last figure in this

same analysis, there is the existence of undermining factors that threaten it.

When analyzing Figure 6.2, it is possible to understand that the main demotivational factor for English teachers that participated in the research is related to the coordination of educational institutions. Participants that mentioned this aspect highlighted that the style school coordination deals with problems, the way they exploit teachers and treat them with deprecation, how they do not really care about the subject of English at school and the manner bosses want instructors to be more entertainers than teachers when working with kids were some of the main actions from school coordinations that were responsible for eroding the motivation of language teachers. Continuing on school-based factors, the lack of appropriate teaching resources provided and administered by school coordinations was also pointed out as a problem for teachers, considering the lack of materials or the unavailability of good tools for the preparation and application of the English classes planned by educators.

The next two most mentioned factors were payment and society-level aspects. In Figure 6.1 money was identified as a motivational factor for teachers but, conversely, a higher number of instructors mentioned payment as a demotivational element rather than a motivational one. Comments described it as being a financial problem, expressed low-salary as a lack of recognition of effort and defined the teaching profession as a not well-paid one. The society-level aspects were related to dealing with parents and the way teachers notice that some individuals see the job of the English educator as only something extra to the curriculum, affecting the status and image of teachers in society (Dinham and Scott, 2000).

Other factors noted by the informants were student participation, packed schedule and career advancement. The lack of participation of students in the classroom was identified as demotivational considering moments when students lose interest in the subject matter, which makes the learning progress slow. The packed schedule of teachers, considering that many have multiple classes and dozens of students, leads to lack of time and influences the demotivation of teachers in the preparation of lessons, creation of materials and filling out of diaries, as exemplified by two informants. About career advancement, related to the temporal dimension aspect of teacher motivation (Dörnyei and Ushioda, 2011), one teacher mentioned thinking that teaching was not for them after going through negative experiences in the classroom, which made them reflect upon the choice of following this professional path. By understanding the data provided by the teachers, it is possible to identify that, when they are demotivated to teach English, it is caused mainly by factors extrinsic to the act of teaching.

Figure 6.3

What types of motivational teaching strategies do you use to teach English? (you can mention multiple strategies)

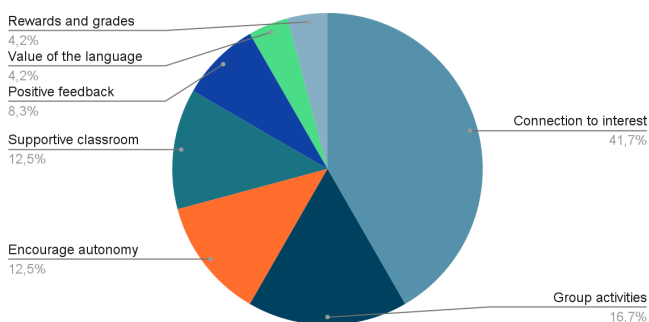


Figure 6.3 exemplifies the main types of motivational strategies that English teachers use while teaching the language. Here, participants were also able to mention multiple answers since there is a vast array of possibilities to choose from and also the possibility of mixing together different teaching methods to best satisfy the needs of students or the lesson planned by the teacher. After listing and analyzing the motivational teaching approaches listed by the informants, it was possible to identify that they encompass the framework proposed by Dörnyei (2000) that divides such strategies into four main phases that follows the process of motivation progression.

Connected to the initial phase of establishment of the basic motivational conditions, teachers noted the importance of creating a supportive environment for the learning process of the English language. The actions of building positive relationships with students, developing a supportive and comfortable space that allows learners to be confident enough to communicate using the language even if committing mistakes and setting clear goals for the learning process were the main behaviours mentioned by the informants as the foundation for the constitution of a supportive classroom environment.

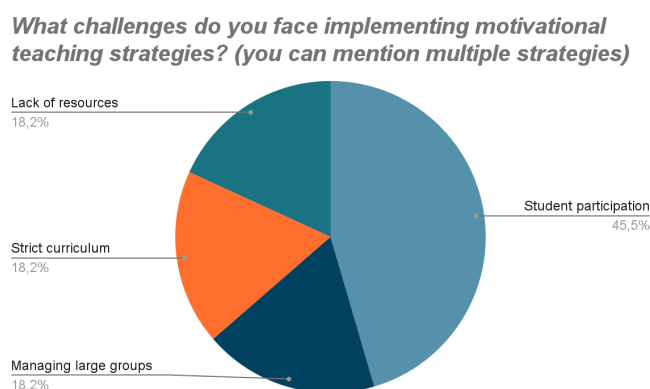
The most used motivational teaching strategy, as mentioned by the participants, was one that fits into the phase of the generation of initial motivation. A big percentage of teachers highlighted that they often use teaching materials and methods that connect with students' interests and personal experiences. They stated that they usually make use of music, videos, sports, games and scenes or clips from TV series and movies students are familiar with to enhance their interest in learning. Teachers mentioned that by using this strategy, they feel that it becomes easier for students to learn since they can relate to familiar material. Adding to this phase, one teacher acknowledged that discussing the value and relevance of English with students is a positive strategy to fuel initial motivation.

Considering the maintenance and protection of motivation, two main strategies were

reported by the participants. The use of group activities such as role-plays and presentations were noted as a very interactive and collaborative strategy that leads to cooperation and makes the learning process stimulating and enjoyable. Another positive strategy for the maintenance of motivation in the learning process was supporting learner autonomy by allowing students to choose different topics and projects to aid the teaching process and giving students the opportunity to guide different activities during classes.

The last strategies go into the final phase of the motivation process, related to the encouragement of students' positive self-evaluation. The use of lots of motivational feedback is very valuable and encourages not only students to reflect on their own learning experiences and progress, but also functions as a motivational factor for teachers as previously seen in Figure 6.1. To conclude, the use of rewards and grades, identified as a very known but highly controversial technique by Dörnyei (2001), was pointed out by one teacher as a strategy used in the classroom to motivate students to learn English.

Figure 6.4



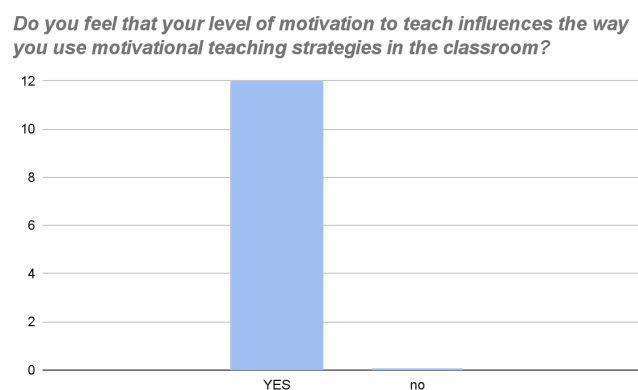
Considering challenges faced when trying to implement motivational strategies while teaching English, ten out of twelve informants stated that they face or have faced challenges while doing it. Conversely, two of the teachers said that they do not or have not had trouble applying such methods. Figure 6.4 shows the challenges identified by the participants.

It is noticeable that the main challenge faced by the teachers, most specifically half of them, is related to student participation. Participants stated that it is affected by lack of motivation and confidence, especially if students are teenagers. Adding to that, they also informed that it is difficult when students do not engage, get excited or interested during the classes planned, when they do not provide feedback about the methods used in the classroom and when they do not focus on positively participating in activities, which leads to instruction difficulties.

Another mentioned challenge is related to lack of resources, previously noted as a

demotivational element for English teachers. Instructors mentioned that it makes it hard to prepare and implement engaging activities in the classroom, leading to the use of less motivational strategies in the teaching process. The others identified challenges were the strict curriculum institutions follow and the management of large groups. As some teachers have to follow the school's curriculum and finish big amounts of content from textbooks and teaching materials, time does not allow creativity while structuring classes, two informants explained. Considering the management of large groups, other two teachers said that, by having many students, it becomes harder to give individual feedback and administer fun and dynamic activities, especially with children since it can lead to loss of control of the class.

Figure 6.5



The data presented in Figure 6.5 shows that the totality of English teachers that participated in the research feel that their level of motivation to teach the language influences how they use motivational teaching strategies. While describing their perception of the way it happens, teachers pointed out how high motivation and low motivation regulate the use of strategic teaching decisions in the classroom.

The informants explained that when they are facing low levels of motivation to teach, it becomes harder to create fun activities or interactive lessons. They end up, then, not putting a lot of effort in their lesson plans and sticking to safer and more basic strategies that are easier to implement in their English classes. Conversely, teachers said that when their levels of motivation are high, they feel more creative, energetic and open to new ideas. They note that it reflects on how they behave as a teacher and how much effort they put into the use of motivational strategies since the more motivated they feel, the more they want to engage with students and consider using helpful methods to teach content in English. Informants also explained that high motivation leads to better teaching performance and the classes become more fluid and students become more excited to participate.

7. CONCLUSION

The insights provided by the twelve teachers who participated in this study shed light on the understanding of the different levels and factors that influence the motivation and demotivation of English teachers to teach the language. It also helped to identify the main motivational strategies used in the classroom by such teachers and the challenges that they face or have faced while implementing strategic teaching decisions. By considering a deeper analysis of the data focusing on motivational and demotivational factors and the use of strategic teaching methodologies in the classroom, I was able to answer the two research questions I previously proposed.

To answer the first question (*are intrinsically motivated EFL teachers more likely to use motivational strategies in the classroom?*), it was noticed that most teachers that participated in this study are intrinsically motivated to teach English, considering that the main factor that influences their motivation is student success in learning the language. By noticing that the second and third most mentioned factors are the passion for the language, the passion for teaching and the connection with students, it is possible to understand that teachers are highly influenced by their passion for the teaching process, through noticing the positive learning progress students make by having them as mediators and by classroom interaction. By interpreting the answers in Question 9 (*On a scale of 1 to 5, how often do you use motivational teaching strategies in your English classroom?*), teachers that are mostly intrinsically motivated stated that the frequency in which they use motivational strategies in their classes ranges from often to always. By making sure to use such strategies, teachers can get students to achieve high accomplishments, which goes back to increasing the educator's motivation. This finding positively answers my first proposed question.

Considering the second question (*do EFL teachers with higher levels of extrinsic motivation tend to be more restricted about using motivational strategies in teaching?*), going back to the interpretation of answers from the informants in Question 9 (*On a scale of 1 to 5, how often do you use motivational teaching strategies in your English classroom?*) and taking a look into answers from teachers that state being mostly motivated by factors extrinsic to the act of teaching, such as rewards and payment, it was possible to notice that they stated that the frequency in which they use motivational strategies in the classroom ranges from sometimes to often. This finding also positively answers my second research question since the frequency of implementation of motivational methodologies in English as a Foreign Language classrooms by teachers with higher levels of extrinsic motivation is

lower than teachers that are mostly intrinsically motivated. I expect that this research encourages even further and deeper studies around the topics and concepts explored here, highlighting the importance of the motivational aspect in the educational field.

Moreover, by analyzing other findings from this study, it is important to highlight that the coordination of educational institutions has considerable influence on the levels of demotivation of English teachers and the implementation of motivational strategies in the educational environment. It is very important, then, for institutions to comprehend the importance not only of the language educator, but also the powerful value of the teaching and learning of English, reflecting and reconsidering how they are paying, providing supportive material and recognizing effort and work from their teachers. By understanding that, institutions will be able to increase the motivation of their educators and provide even more quality education to their students.

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APPENDIX A (QUESTIONNAIRE)

1. What is your gender?

() Male () Female () Other

2. What is your age?

() 18-20 () 21-25 () 26-30 () 31-35 () 35+

3. What is your educational background?

4. What type(s) of institution(s) do you currently teach English at? *(Select all that apply)*

() Public school () Private school () Language course () University () Other

5. How long have you been teaching English?

6. What motivates you to teach English? *(You can describe multiple factors)*

7. Have you ever felt demotivated as an English teacher?

() Yes () No

8. If you answered “Yes”, what were the main reasons?

9. On a scale of 1 to 5, how often do you use motivational teaching strategies in your English classroom? *(1 = never, 2 = rarely, 3 = sometimes, 4 = often and 5 = always)*

10. What types of motivational teaching strategies do you typically use for the teaching of English? *(You can mention multiple strategies)*

11. Do you face challenges when trying to implement motivational teaching strategies in your teaching context?

() Yes () No

12. If you answered “Yes”, what are the main challenges?

13. Do you feel like your own level of motivation influences how you use motivational teaching strategies to teach English? How?