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Milanović, Julija

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SVEUČILIŠTE U ZAGREBU

UČITELJSKI FAKULTET

ODSJEK ZA UČITELJSKE STUDIJE

JULIJA MILANOVIĆ

DIPLOMSKI RAD

THE IMPORTANCE OF LEARNERS´ AND TEACHERS´ MOTIVATION IN EFL LEARNING

Zagreb, srpanj 2020

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teachers´ motivation in EFL learning

MENTOR: doc. dr. sc. Alenka Mikulec

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SUMMARY

The main goal of this thesis is to present publications and research papers discussing motivation in English as a foreign language (EFL) teaching and learning. The thesis deals with motivation of primary school EFL teachers and learners as well as the effect that motivation has on learners´ language achievement and attitudes towards language learning. One of the biggest challenges in the EFL classroom is improving learners´ motivation, so different aspects of motivation and motivational strategies in English language teaching and learning will be presented. This thesis will show what researchers have found on motivating and demotivating factors that influence teachers´ job motivation as well as the importance of choosing appropriate motivational strategies in English language teaching and learning. As research showed that learners tend to highlight certain activities as preferable, the connection between those activities and English language learning motivation will also be discussed. Alongside teachers, parents may also be involved in motivating learners and their involvement may be an extension to motivational strategies employed by teachers at school, therefore, their role will also be mentioned. Finally, since motivation has been found to have a great influence on learners´ language competence, especially reading and writing skills, those skills will be discussed separately as well as the ways in which teachers can motivate learners to learn vocabulary in English language, particularly because vocabulary learning has been found to be demotivating for FL learners.

Key words: learner motivation, teacher motivation, motivational strategies, reading motivation, motivation and writing skills, motivation and English language competence.

SAŽETAK

Glavni je cilj ovoga rada predstaviti publikacije i istraživačke radove koji govore o motivaciji za učenje i poučavanje engleskoga kao stranoga jezika (EFL). U ovom je radu naglasak na motivaciji učenika i nastavnika engleskoga jezika u osnovnoj školi, kao i na učinku koji motivacija ima na učenička postignuća u jeziku i stavove prema učenju jezika. Jedan od najvećih izazova u nastavi engleskoga kao stranoga jezika je poboljšanje motivacije učenika, tako da će u radu biti predstavljeni različiti aspekti motivacije i motivacijske strategije u poučavanju i učenju engleskoga jezika. Ovaj će rad pokazati što su istraživači otkrili o motivirajućim i demotivirajućim čimbenicima koji utječu na motivaciju nastavnika za posao, kao i važnost odabira odgovarajućih motivacijskih strategija u poučavanju i učenju engleskoga jezika. Kako su istraživanja pokazala da učenici ističu određene aktivnosti kao poželjnije, u radu će se raspravljati o povezanosti tih aktivnosti s motivacijom za učenje engleskoga jezika. U radu će se spomenuti i uloga roditelja budući da oni, uz učitelje, također mogu biti uključeni u motiviranje učenika i njihova uključenost može biti produžetak motivacijskim strategijama koje učitelji koriste u školi. Kako su istraživanja pokazala da motivacija ima velik utjecaj na jezičnu kompetenciju učenika i kako više utječe na vještine čitanja i pisanja, o tim će se vještinama raspravljati zasebno. S obzirom da je utvrđeno da učenje vokabulara može biti demotivirajuće, bit će predstavljeni načini na koje nastavnici mogu motivirati učenike za učenje vokabulara na engleskom jeziku.

Ključne riječi: motivacija učenika, motivacija učitelja, motivacijske strategije, motivacija za čitanje, motivacija i vještine pisanja, motivacija i jezične kompetencije u engleskom jeziku.

Introduction

This thesis aims to analyze and present publications and research papers that address some motivational challenges faced by language teachers and the importance of motivation for learners´ English language achievement. Motivation is considered one of the most important factors affecting an individual´s success in life in general, as well as the success in language learning. However, motivation is not unchangeable, it constantly develops from the earliest age and throughout an individual´s life, but its intensity also changes under the influence of internal and external factors. Student motivation in school, which could be defined as a way in which students think about their goals and possibilities in order to achieve them in the best possible way, is considered very important. The teachers, therefore, have a significant role as they must be motivated to teach, but they also need to be willing and able to build learners´ motivation to learn.

Finding new ways and methods to best motivate EFL learners for certain teaching content should become an integral part of teacher´s work because it is believed that a motivated learner can achieve much better results and can more easily master the teaching content. This is very important as throughout education, motivation has been strongly linked to school achievement. In other words, a learner who is not motivated to learn for any reason will not put any effort, and thus will not achieve good results. Moreover, the working atmosphere in the classrooms has been found to be significantly better and of better quality in cases where students are motivated to work. However, since many EFL learners did not choose to be in the classroom and learn, targeting and strengthening learners´ motivation is a challenge but also an obligation for EFL teachers.

1. Motivation in a school context

School is an institution that significantly shapes students´ attitudes and their motivation, which is why schools should strive to provide stimulating learning environment. Center on Education Policy (CEP) collected the findings from a number of studies on student motivation in the USA and presented them in six papers. The fifth paper from the series, *What Can Schools Do to Motivate Students?* (Usher, 2012), describes research into the changes that schools can introduce to increase student engagement. The author suggested the following three major categories of schools´ efforts to influence students´ motivation: 1) programs that specifically target students most ″at risk″ of losing motivation, 2) efforts that focus on the role of teachers and other school staff as motivators, and 3) attention to the design and structure of the school itself. The first category, *creating targeted intervention programs,* describes the methods which may contribute to increasing students´ motivation. These programs identify the indicators of students´ dropping out of school and encourage their motivation for school before they quit. Research conducted by Manzo (2008 as cited in Usher, 2012) showed that about 40% of the students who completely lose motivation and drop out could have been pinpointed in the sixth grade. The problems concerning motivation and dropouts in schools are different, so there are various programs that target those specific dropout factors, for instance, Usher (2012) mentions the program in Ohio which targeted male students in the first grade of high school. Those students were identified as ″at risk″ because they showed one of the four factors: failing two core classes in the eighth grade, being suspended, having a poor attendance record, or being overage. The program enabled the students to participate in special extracurricular activities and to have a motivating and encouraging conversation with a ″personal motivator″ twice a month. This program showed positive effects, and the dropout rate decreased considerably (Usher, 2012). The second category, i.e. *teachers as motivators,* underlines the most important aspects through which the teachers affect the motivational factors. The first of the two major aspects is *how teachers teach,* which included research results and analysis of teachers´ perceptions, and professional development. The research showed that teachers were successful at motivating students when their instructional styles encouraged autonomy and when they recognized students´ low motivation and increased it. Usher (2012) noted that teachers´ professional development can have long-term impact on stimulating student

motivation. The second aspect inspected the role of teachers as outreach facilitators. The teachers encourage students´ parents to engage in their children´s learning process because such interactions can help the students to become more motivated. The third category is *reorganizing the school itself*. The main point that Usher (2012) made is that creating an appropriate environment for learning may increase students´ and teachers´ motivation. One of the problems that schools have to deal with is large number of students in schools, which may lead to lack of personal atmosphere and social contacts. It is thought that smaller schools have increased the level of students´ motivation because in these schools, teachers and students know each other better and communicate more frequently, feelings of relatedness and social support are increased, expectations are clearer, and help is more readily available, which contributes to increased feelings of control. In such environments, teachers are more inclined to spot a student losing interest or competence and address the problem before it worsens (Usher, 2012).

It is important to mention that none of the programs or methods described above can be successful in isolation. There is no guarantee that the above-mentioned strategies will work. Schools have to recognize their specific problems and initiate reforms that will work in order to benefit the students.

Knowing the ways and having the abilities to act on the motivation of both students and teachers themselves makes the process of learning purposeful. One of the biggest challenges for teachers today is how to motivate their students when they are at school. It is easier for teachers to work with motivated students, and consequently, those students who are motivated experience greater success. Gardner (2007) presented a motivated individual as goal-directed, someone who expends effort, is persistent, is attentive, has desires (wants), exhibits positive affects, is aroused, has expectancies, demonstrates self-confidence (self-efficacy), and has reasons (motives). The teachers in schools should try to develop the above-mentioned characteristics among their students although the process is influenced by a number of different factors. Two of those factors, social and contextual, strongly influence motivation. ″Students´ immediate environment: their family and friends play an important role in goal setting, attitude formation, and influencing students´ self-efficacy beliefs and the effort and persistence with which they carry out a learning activity″ (Kormos, Kiddle, & Csizér, 2011, p. 5).

On the whole, motivation has a significant impact on learning at school in general. The following section will try to ascertain if the case is the same for EFL classrooms.

1.1 Motivation in EFL classrooms

Besides being important for learning in general, motivation is an important factor that stimulates activity and arouses the desire to obtain the goals of learning the language. One of the biggest challenges in the EFL classroom is improving learners´ motivation. Musso Buendia and Ortega-Martin (2018) pointed out that language learning motivation affects learners´ interest in language and at the same time their ability to learn a foreign language. The learners who are not motivated to learn a foreign language find the language lessons useless and incomprehensible. Although in the contemporary society the communication in a foreign language is something that people need in order to understand different cultures, to be part of multilingual society and at the same time improve the possibility of professional development (Musso Buendia & Ortega-Martin, 2018), many learners still have only a vague sense about whether English will be useful for their future or not. Kormos et al. (2011, p. 24) stated that

> ˝the most important learning goal of the surveyed students was related to the status of English as a lingua franca, and the wish to use English as a means of international communication had a strong direct relationship with students´ future self-guides˝.

This means that the studied group of learners were aware how important language learning is, so the question is what can be done to motivate and encourage them to obtain it. Musso Buendia and Ortega-Martin (2018) conducted research among Spanish EFL learners to discern the motivating factors that make learners more disposed and interested in EFL and to determine which classroom procedures have the biggest impact on learners´ motivation. The results showed that for the learners from the third, fifth, and sixth grades at Spanish primary school the characteristics of the

teacher and the necessity of learning English for the future were the most far-reaching variables in obtaining motivation in the classroom.

According to Musso Buendia and Ortega-Martin (2018), a great number of EFL learners, in general, learn English at school only because they want to pass their exams, and they do not see learning the language as important. For that reason, as reported by Oga-Baldwin, Nakata, Parker, and Ryan (2017), Japanese Ministry of Education advocates the idea of intrinsic motivation, with learners learning a foreign language through games and communication, and where teachers build their lessons on learners´ interests without external rewards such as praise and high-stakes assessment. Japanese idea of creating motivationally supportive environment instead of rewards and punishments provides learners with psychological autonomy enabling them to affect the content and the course of the lesson by expressing interests and giving feedback (Oga-Baldwin et al., 2017). The authors pointed out that the previous research on motivation for language learning had shown significant decline in motivation as the learners grew older. However, the results of the research about motivational development in elementary school in foreign language classes that Oga-Baldwin et al. (2017) conducted in Japan among fifth grade learners showed no decrease in the level of motivation as learners grew older. According to this view, teaching and learning environment have a positive influence on learners´ motivation, i.e. it is not motivation itself that has a direct effect on engagement, teachers do, and what they do and say can have either positive or negative effect on learners´ motivation. For this reason, autonomy-supportive teaching remains an important factor in motivating learners, and positive language learning environment arouses the learners´ desire to learn a language not only to get a good grade but because of intrinsic motives (Oga-Baldwin et al., 2017).

Learner´s gender has also been identified as an important factor that influences one´s achievements in school and the level of language learning motivation (Hadjar, Krolak-Schwerdt, Priem, & Glock, 2014). Studies concerning motivation in language learning note that, when it comes to higher levels of motivation, female students outnumber male students, i.e. greater number of female students report being motivated for language learning. Studies have also shown that females and males process languages in different ways. Results of a Swiss study (Hadjar & Lupatsch, 2010 as cited in Hadjar et al., 2014) – based on a random school sample – showed that

the school grades of girls were significantly better than those of boys in language subjects (German, French, English). Fernández Fontecha (2011) argues that in the previous research females were found to show greater interest in languages because they have good verbal skills and their brain can process abstract language better while males have better mathematics and visual-spatial abilities. Thus, females tend to be more creative while learning language and engage all language-related skills from speaking, reading and pronunciation, whilst men need more sensory reinforcement as listening and reading to process language. However, Fernández Fontecha (2011) warns that gender differences should not be proclaimed too hastily as there is also research exhibiting counterevidence. Therefore, it cannot be assumed that gender is always related to language learning outcomes, but it may be safe to propose that it is one of the factors that constructs learners´ language learning experiences, trajectories, and outcomes (Norton & Pavlenko, 2004 as cited in Fernández Fontecha, 2011). The research conducted in Spain by Fernandez Fontecha (2011) demonstrated that females had better results in foreign language vocabulary achievement. The study reported that female learners exceeded male in EFL lexical availability test, and previous psycholinguistic and neurology research reported that the reason lies in different brain functions between men and women as females have advantages related to declarative memory. When considering intrinsic and extrinsic motivation, both male and female learners were more extrinsically than intrinsically motivated, but females had higher level of both intrinsic and extrinsic motivation than males.

Considering the importance of motivation in the EFL classrooms, and gender differences in motivation, it can be concluded that motivation in general, and especially intrinsic motivation, should be encouraged while learning. To achieve good results in motivating learners, the teachers need to be motivated too because ″a motivated teacher should be able to motivate students″ (Musso Buendia & Ortega-Martin, 2018, p. 30).

2. Teachers´ motivation

Teachers´ motivation has a significant influence on their students´ motivation, and that is why it is important to know what motivates teachers in their work. There are several studies that have dealt with the factors that motivate or demotivate teachers, and based on which factors influencing teachers´ job satisfaction and motivation can be grouped in two categories: intrinsic and extrinsic motivation. Mihaliček and Rijavec (2009) list these as intrinsic factors: challenging work, responsibility, achievement and success, recognition, progress and opportunity to grow (self-actualization). On the other hand, extrinsic factors are: interpersonal relationships, pay, working conditions, job security, management and executives - their professional competence and relationships, and the policy and administration of the institution in which they are employed. Hiver, Kim, and Kim (2018) stated that in many contexts intrinsic factors are more pronounced, but teachers in many countries have confirmed that they consider extrinsic factors as more important. However, these motivational profiles can vary depending on the socio-cultural context, which is, according to Hiver et al. (2018), considered to be crucial when individuals choose teaching as their profession. In their research, Dinham and Scott (1998) indicate that, apart from self-growth, working with students and students´ achievement are the strongest motives for teachers, and they are also pleased to see students learn and thrive. They prefer to work under stimulating conditions with opportunities for improvement (Resman, 2001 as cited in Mihaliček & Rijavec, 2009). According to Dinham and Scott´s (1998) research about teachers´ reasons for resignation, the intrinsic factors such as student achievement, teacher achievement, changing student attitudes and behaviors in a positive way, recognition from others, mastery and self-growth, and positive relationships, make teachers satisfied with their job. On the other hand, extrinsic factors are mostly the reason for dissatisfaction. The teachers were dissatisfied with aspects that drew them away from the main purpose of teaching their students. Some examples of these are impacts of changes to educational policies and procedures, greater expectations placed on schools to deal with and solve social problems, the declining status of teachers in society, poor supervision, being treated impersonally by employers, new responsibilities for schools and increased administrative workloads (Dinham & Scott, 1998). Noels, Clement, and Pelletier (1999 as cited in Bernaus & Gardner, 2008) conducted a study that confirmed intrinsic motivation as negatively

connected to class anxiety, perceptions of the teacher as controlling and perceptions of being controlled by the environment, but it also confirmed positive relation to motivational intensity, to intention to continue language study, to self-evaluation of language skills, and to perceptions of the teacher as informative. Intrinsic motivation for teaching is particularly connected to better quality approach to teaching that promotes students´ autonomy, and thus their intrinsic motivation and better learning success (Pelletier, Chantal, & Legault, 2002 as cited in Borić, 2017). Apart from intrinsic and extrinsic factors, individuals choose teaching as a career because of pro-social or altruistic value of teaching (Richardson & Watt, 2014 as cited in Hiver et al., 2018). The individuals believe that with love, passion and dedication to students, personal or moral commitment to contribute to society or reduce social inequality, can make a difference (Hiver et al., 2018). Zee and Koomen (2016 as cited in Hiver et al., 2018) propose that initial teaching motivation can be influenced by individual´s level of confidence and their ability to help students learn.

Teacher job motivation refers to variables that affect their productivity. Therefore, one of the questions that should be considered is what motivates individuals to choose teaching as a career. Research among students at Australian teaching universities conducted by Richardson and Watt (2006) showed that the most important reasons that motivated the students to choose a teaching profession were perceived teaching skills, the social and intrinsic value of teaching and the previous positive experience with learning and teaching. The students also said that they perceived teaching as a demanding job where the teachers do not get much in return. The results further showed that the students saw teachers as experts because their profession requires a high level of knowledge. However, the students think that teachers do not have a good social status and that the salaries are low and not motivating (Richardson & Watt, 2006).

Gender is another issue frequently discussed in relation to teaching profession, and motivation has been identified as one of the reasons why there is bigger number of female than male teachers. Women are dominant in the field of teaching in many countries, and jobs dominated by women usually offer lower salaries and are not considered prestigious. Demotivating factors like low salary, working at home after school hours, and an increasing number of responsibilities and laws that do not protect them enough are among the main reasons why individuals, especially men, are not

attracted by the teaching profession in general (Richardson & Watt, 2006). It is interesting that the motivation for teaching has changed through history. As the degree of feminization in the teaching profession has increased, the labor market (primarily for men) has changed, too. The women were willing to educate themselves and work as teachers even when the income was low, and men were more likely to become teachers when they were well-paid, and teaching was considered more desirable than other jobs. Nowadays, men can earn more if they choose a career where women are not dominant, while women´s teaching salaries are similar to the average pay for women outside of education. Richardson and Watts (2006) implied that candidates who enroll teacher education are typically female, young and from less than affluent family backgrounds. Similar views were expressed by Hiver et al. (2018, p. 11):

> In countries where a teaching job is considered to be a stable profession guaranteeing job security and social status, teachers, particularly female teachers, may be pressured to enter the teaching profession from significant figures such as parents. Economically, material rewards such as guaranteed pay and pension plans for educators in many disadvantaged local settings are also strong, attractive reasons for choosing the occupation.

The issues concerning the low status of teachers in general prompted the researchers to investigate it more closely and provide valuable background information for policy-makers, recruitment bodies, university governance and teacher educators. They agree that it is important to raise the status of teaching so that it attracts and motivates the best candidates to choose the teaching career (Richardson & Watts, 2006).

2.1 The role of EFL teachers in motivating learners

Today´s teachers of all subjects, including EFL teachers, with all their knowledge and competences, face great challenges in how to motivate learners. Sometimes, it is difficult for the teachers to engage the learners in activities and content because they do not find it interesting. That is why including content that will interest the learners in the lesson is recommended. It is useful for EFL teachers to know what the learners like because then they could add interesting topics to the material to be

learned. It is also useful to provide a choice of topics and innovative ways to perform specific tasks. For example, learners may be allowed to choose works of literature to read and report on or topics to explore. The role of the EFL teacher is reflected in setting clear learning outcomes for each lesson and each learning activity by using active learning more often than frontal instruction. The teachers encourage questions and the learners learn in an active way, they provide opportunities for continuous improvement of learners´ skills, monitor learners´ progress and achievement, and provide constructive feedback to learners and their parents. ″One of the main objectives of many foreign language teachers in classrooms the world over is to increase student motivation, so that pupils may acquire a good command of English″ (Lasagabaster, 2011, p. 3).

To be able to motivate learners, language teachers should not only apply the strategies and methods that they think should work. They have to understand that the emotional component of student – teacher interaction also has impact on teaching and learning in general. ″Visionary language teachers have the power to emotionally *infect* their learners and thus stimulate their vision too: 'the two [teacher and student] are inextricably linked because the former is needed for the latter to blossom'″ (Dörnyei & Kubanyiova, 2014 as cited in Bier, 2015, p. 175). Teacher´s ability to recognize and support learner´s emotions is equally important as teacher´s understanding and expressing emotions. Dörnyei and Kubanyiova (2014 as cited in Bier, 2015) claim that the understanding of *the self* is one of the integral features of quality teaching. The goal of education is that EFL learners, through curriculum, recognize and learn how to develop and use their abilities. To accomplish such goal, it is important for the learners to feel good at school and through that positive school environment, they adopt positive attitudes and permanently incorporate them into their value system. Much is expected from teachers during the teaching and learning process. EFL teachers have to be objective, consistent, respect learner´s opinion, and the grade or praise should not depend on the teacher´s mood. However, it can be noticed that at one time or another all teachers experience a wide range of positive (love for students, joy, satisfaction, pride, etc.) and negative emotions (anger, frustration, anxiety, helplessness, etc.) while teaching, but they need to ensure that their emotions do not affect their judgment. Each learner has his/her own traits and character, and if the teachers want the learning to be effective, they have to respect and treat their learners accordingly (Oga-Baldwin et al., 2017). To sum up, we will mention some factors

reported by Gardner (2007) to influence EFL learner´s motivation for learning: teacher, the class atmosphere, the course content, materials and facilities, as well as personal characteristics of the learner. All these can be determinants of successful and effective or unsuccessful and ineffective teaching and learning.

2.2. Motivation of English Language Teachers in Croatia

The motivational potential of each job depends on three key psychological states: 1) perceived meaningfulness of the job, 2) perceived responsibility at work, 3) feedback (Šarac Lekić, 2019). From the language teacher´s point of view, the perceived meaningfulness of the job means that the EFL teacher feels that their work has a meaning as they recognize language teaching as the means of success. The perceived responsibility at work means that teachers should feel that they are responsible for the course and outcomes of their work. Feedback means that teachers need to have the information about how they are doing in their effort to reach a goal. Mihaliček and Rijavec (2009) pointed out that many researchers have addressed the motivation factors for the teaching job, but there were few studies on job motivation of English language teachers in Croatia. Therefore, they conducted research ˝to identify the ranking of job motivation factors of English teachers in Croatia according to the degree of importance of, and the degree of satisfaction with, their everyday work˝ (Mihaliček & Rijavec, 2009, p. 53). One hundred and thirty-three respondents, English language teachers employed in primary schools across Croatia, participated in the research. The results, which did not significantly differ from previous research in other countries, showed that teachers are highly satisfied with the intrinsic rewards in their work (work itself, work with students, etc.), and dissatisfied with extrinsic factors (salary, working conditions, societal attitudes, etc.). There were twelve motivational factors listed in the questionnaire on English language teachers´ job motivation, and the research found that the following four factors were the most satisfying: independence and responsibility in work come first, followed by good relationships with superiors in the third place, and cooperation with other people in the fourth (Mihaliček & Rijavec, 2009). It is concerning that language teachers in Croatia are the least satisfied with their job reputation and income level (Mihaliček & Rijavec, 2009).

However, Šarac Lekić (2019) suggested that the teaching profession is perceived as relatively secure job, despite significantly lower average incomes compared to university graduates in other areas of the public sector. Mihaliček and Rijavec (2009) suggested that low income in Croatian education system has detrimental effect on one´s motivation to enter the teaching profession, but it is not the only reason why teachers are dissatisfied. Additional factors that contribute to teachers´ dissatisfaction are: a negative selection of prospective teachers, lack of experts, poor financial stimulation, lack of advancement opportunities, and poor living and working conditions. The dissatisfying factors are common among teachers in Croatia, and teaching profession in Croatia does not have adequate social position that is in line with the new Croatian reality and development (Mihaliček & Rijavec, 2009). More economically developed countries, which achieve the best results in international comparative assessments of educational attainment (e.g. PISA), invest more in teachers, who are consequently attracted and retained in the profession by high salaries and good working conditions (Šarac Lekić, 2019). Great opportunities for improving teacher motivation lie in eliminating the stressors that are present in the profession. As only motivated teacher can be successful in the workplace, Rijavec and Mihaliček (2009) suggest that Croatian government has to invest in education and improve working conditions of teachers because it is also investment in the long-term overall development of Croatia.

Šarac Lekić (2019) gathered information from 262 English language teachers from different parts of Croatia, and their responses indicated that both motivated and demotivated English language teachers enjoy teaching and working with children. On the other hand, the causes of teachers´ dissatisfaction were low salary, paperwork, final course grading, poor class environment, and verbal conflicts with students, parents, and colleagues. The English language teachers surveyed in the research conducted by Šarac Lekić (2019) concluded that if the Ministry of Education wants to have motivated and satisfied teachers, they should secure more favorable working conditions, invest more money and start new projects.

Despite all unfavorable conditions that the Croatian English language teachers are facing, they are still willing to improve their teaching skills, so they are developing different strategies to motivate their students.

2.3 Teacher Motivation Strategies

There are many ways in which the teacher can influence student motivation, and one of them is developing motivational strategies. Teachers need to be skillful, well-intentioned and educated to facilitate learning using motivational strategies. According to Hatch and Brown (2000, as cited in Trajanov, 2016), teaching strategies refer to everything teachers do or should do in order to help their students learn, and which teaching strategy a teacher will use depends on the time available, the content as well as its value for the students.

In modern education systems, the students are expected to be high in intrinsic motivation from the outset (Oga-Baldwin et al., 2017). For this reason, the importance of developing general learning strategies is becoming more and more prominent as those actions influence the students´ motivation. The teachers and students in 31 secondary school classes in Catalonia participated in the research which investigated language teaching strategies and the effects of these strategies on students´ motivation and English achievement (Bernaus & Gardner, 2008). The results demonstrated that there may be disagreement between students and teachers about the value of some strategies. Student perceptions of the use of strategies were generally related to their attitudes and motivation, but teacher perceptions of their use were not related to student attitudes and motivation. In the teachers´ questionnaire the authors presented 14 traditional and 12 innovative strategies, as follows:

Traditional strategies:

1. *My students do listening activities through audio or video.*
2. *I make students do grammar exercises.*
3. *I ask my students to memorize lists of vocabulary.*
4. *My students read stories or other kinds of texts in class.*
5. *My students write letters or other kinds of texts in class.*
6. *I address questions to the whole class.*
7. *I assign homework to my students.*
8. *I make my students do dictations.*
9. *My students use dictionaries in class.*
10. *I make my students translate English texts into Catalan.*
11. *I follow the students´ textbook.*

12. I allow my students to speak Catalan or Spanish in class.

13. I lay down the norms to be followed in class.

14. I evaluate my students´ English achievement using tests.

Innovative strategies:

1. *I make students do pair work conversations.*

2. *My students play games in class.*

3. *Students work in small groups.*

4. *My students do project work.*

5. *My students participate in European projects.*

6. *My students use the Internet, CDs or other kind of resources to do research.*

7. *I speak English in class.*

8. *I put more emphasis on my students´ communicative competence than on their discourse competence.*

9. *I supplement the students´ textbook with other materials.*

10. *I surprise my students with new activities in order to maintain their interest.*

11. *I give questionnaires to my students to evaluate my teaching.*

12. *My students do self-evaluation and co-evaluation.*

Surprisingly, in this study the students favored traditional over innovative strategies, but the results did not indicate that innovative or traditional strategies affected their English language achievement, attitudes, motivation, language anxiety, or perceived parental encouragement (Bernaus & Gardner, 2008). The authors explained that the reason for this finding could be the teachers, who might have tended to use traditional strategies more frequently than innovative strategies, and that the students were therefore more aware of the traditional strategies.

The research conducted in Croatia by Trajanov (2016) investigated whether there would be a link between particular teaching styles and the use of motivational strategies in practice. The researcher initially included six teacher participants whose teaching style was determined through a questionnaire by Kolak (2010), which included items determining an autocratic, a democratic and a laissez faire teaching style, and six criteria determining the same, taken from Bašić (2009). As only two English teachers had predominantly one teaching style, Trajanov´s study included only those two teachers from two different elementary schools in Zagreb, one male and one female, and their 39 learners. One teacher had a predominantly democratic teaching

style, while the other had a predominantly autocratic teaching style. The democratic teacher taught the seventh grade, which had 20 learners, and the autocratic teacher taught the eighth grade, which had 19 learners. The researcher also observed several classes taught by each teacher and conducted a short interview with the teachers to ascertain his/her teaching style. The democratic teacher in the study used more motivational strategies and provided students with the experience of autonomy (Trajanov, 2016), which is important since ″autonomously motivated students use more deep-level learning strategies and achieve better grades″ (Vansteenkiste et al., 2005 as cited in Oga-Baldwin et al., 2017, p. 7). These findings are significant because Trajanov (2016) also found a positive connection between democratic teaching style and students´ motivation to learn English.

It can be concluded that teachers choose strategies with which they feel comfortable and that they believe are beneficial for the students, but for the strategies to have a positive effect on students´ attitudes and motivation, they must be perceived as such by the students (Bernaus & Gardner, 2008).

2.4 Teacher understanding and implementation of motivational strategies in ELT

There are obvious connections that link both learning strategies and students´ motivation. Vilke and Mihaljević Djigunović (2003) suggested that desirable characteristics for successful foreign language teaching and learning depend on teaching style, which is influenced by teacher personality traits. In addition, Trajanov (2016) as well as some other authors confirmed that teaching strategies and practices have a more significant role when compared to other external factors that influence students´ motivation in learning a foreign language. For this reason, teachers need to recognize and adjust teaching procedures and strategies to achieve positive motivational results during the language course (Hermann, 2014). Matijević (1998 as cited in Trajanov, 2016, p. 19) proposed that ″teachers have to organize the teaching process in which student will participate in different pedagogical episodes and critically examine the world around them″. In other words, the teachers have to adjust and choose teaching strategies so as to take into account students´ abilities, interests, desires, age and level of knowledge.

Waddington (2017) described staff development training program for English language teachers in primary schools in Catalonia, which aimed to enhance teacher understanding and implementation of motivational strategies in ELT. Some of the objectives of the training program were to provide teachers with 1) specific strategies to be able to promote motivation more effectively, and 2) the opportunity to develop their own motivational strategies for use in their own classes. The author used the process-oriented approach which was based on Dörnyei´s (2001) conceptualization and theoretical approach to motivation. The components of process-oriented approach were:

1) Creating the basic motivational conditions (appropriate teacher behaviors, a pleasant and supportive atmosphere in the classroom, a cohesive learner group with appropriate group norms),

2) Generating initial motivation (enhancing the learners´ L2 - related values and attitudes, increasing the learners´ expectancy of success, increasing the learners´ goal-orientedness, making the teaching materials relevant for the learners, creating realistic learner beliefs),

3) Maintaining and protecting motivation (making learning stimulating and enjoyable, presenting tasks in a motivating way, setting specific learner goals, protecting the learners´ self-esteem and increasing their self-confidence, allowing learners to maintain a positive social image, creating learner autonomy, promoting self-motivating strategies, promoting cooperation among the learners),

4) Encouraging positive retrospective self-evaluation (promoting motivational attributions, providing motivational feedback, increasing learner satisfaction, offering rewards and grades in a motivating manner) (Dörnyei 2001 as cited in Waddington, 2017, p. 164).

During one-week course, the English teachers participating in the program were also research participants. The aim of the research was to investigate ways in which teachers applied motivational strategies in their classrooms and their understanding of the concept of motivation. The EFL teachers who participated in the study associated motivation in the initial Self-Reporting Questionnaire with the use of activities that students find 'fun' or 'enjoyable' and showed limited understandings of the complexities of the concept. The teachers also had to provide their own examples of strategies they would implement in their teaching using Dörnyei´s strategies concept

as a base. The results showed that most teachers provided examples that belong to the category of ´Maintaining and protecting motivation´, highlighting the use of resources or the way in which resources or activities are presented in class. After the training process, the findings from the final Self-Reporting Questionnaire, where the teachers stated how they intend to implement motivational strategies in future practice, were significantly different. The teachers were not focused only on resources and activities but on the learning process itself. After the training, the teachers were more aware of the need to encourage their students to reflect more on their own effort and persistence, to value students´ effort, to give more instructive feedback, and to include students in the evaluation process, making it more transparent and meaningful for them. From these findings it can be concluded that training courses focusing on motivation in the primary English classroom can help teachers to put their new understandings and informed intentions about motivational strategies into practice (Waddington, 2007).

Madrid (2002) proposed research to investigate how powerful the following eighteen classroom motivational strategies are:

1. Praise and rewards
2. Scolds or punishment
3. Adequate difficulty of tasks
4. Intellectually challenging exercises
5. Good results and good grades vs. bad results and grades
6. Working cooperatively in pairs or groups
7. Negotiating curricular decisions
8. Taking part in self-evaluation processes
9. Working individually or autonomously
10. Class participation
11. Using the FL/L2 in class
12. Satisfying needs and interests
13. Acting out in the presence of classmates
14. Competing with others; competitive activities
15. Information about the objectives and contents of tasks
16. No participation; listening passively
17. Discovering things and drawing personal conclusions
18. Using audiovisual and technological aids.

The results showed that, according to the students´ and teachers´ perception, the strongest motivational strategies are: 18) The use of audiovisual resources and new technologies, 6) Group work, 12) Satisfying the students´ needs and interests, 10) Student participation in class, 5) Good grades and fulfillment of the student´s success expectations, 1) Praises and rewards. On the other hand, the weakest motivational strategies are: 16) No participation; listening passively, 9) Working individually and 11) Using the L2 in class (Madrid, 2002). Finally, when considering the findings from the research, it can be concluded that teachers should foster and put into practice motivational strategies which increase the students´ interest, attention and satisfaction within the English class.

Vrhovac (2003) stated that it is not enough to bring some interesting material to class if the teacher does not know how to use it properly. In other words, a teacher who has well-developed teaching methodology competence is able to independently choose and if possible, adapt or independently create material for his / her students. The teachers need to use appropriate motivational strategies to enable students to achieve their learning goal. However, motivational strategies should not be prescribed because ″we cannot be sure that they represent teachers´ own core beliefs about how to motivate students″ (Lamb, 2017, p. 49), and if the strategies are not in line with teachers´ values and beliefs, the teachers will fail in motivating students (Lamb, 2017).

Musso Buendia and Ortega-Martin (2018) explained that when a good teacher and the proper strategies and adequate skills to teach are combined, the students will be more aware of how significant English is and the benefits that being fluent in a foreign language can have for them.

3. Learners´ motivation

Daskalovska, Gudeva, and Ivanovska (2012) suggest that a motivated learner is the learner who wants to achieve a goal and who is willing to invest time and effort in reaching that goal. In other words, the learner´s motivation is the way a learner thinks about their goals and opportunities in order to achieve them successfully.

The level and type of motivation can vary depending on learner. Language learners may be strongly or weakly motivated or not motivated at all, but their level of motivation is changeable. Harmer (2001 as cited in Daskalovska et al., 2012) proposed three areas where teachers affect learner´s motivation: 1) Goals and goal setting, 2) Learning environment, 3) Interesting classes. Sometimes it may seem to teachers that following and applying these techniques is a waste of time, given the prescribed curriculum, but they can certainly contribute to learners´ positive mood and encourage them to participate, which is the ultimate goal, as well as create a sense of satisfaction in learners and positive attitudes toward the subject and the school in general.

Daskalovska et al. (2012) suggested that learner´s motivation is closely connected to classroom activities, and those activities should be interesting and stimulate learners´ curiosity. Ur (1996 as cited in Daskalovska et al., 2012) listed some of the ways of creating learners´ interest in doing a task:

- Setting clear tasks and goals.
- Using varied topics and tasks.
- Using visuals.
- Incorporating tension and challenge by using game-like activities.
- Providing entertainment in the form of jokes, stories, dramatic presentations, movies, video clips, television documentaries, etc.
- Using rope-play and simulations.
- Using information gap activities.
- Personalizing tasks and activities.
- Using tasks and activities with open-ended cues.

Mihaljević Djigunović (2012b) was one of the researchers in ELLiE (Early Language Learning in Europe), a longitudinal study that lasted from 2007 to 2010 and included research teams in England, Italy, Netherlands, Poland, Spain, Sweden, and Croatia. One of the objectives of the investigations were learners´ preferences for

classroom activities. The most frequent and typical foreign language activities selected by young learners were games, learning new words and singing, and while doing these activities the learners were aware that they were learning new things. There were few learners who highlighted role playing, storytelling, speaking and doing coursebook tasks as preferable activities. ″The young learners´ preferences were obviously related to how much they had enjoyed their FL classes and to how much they had been engaged in using the FL″ (Mihaljević Djigunović & Lopriore, 2011, p. 47). Through preferable activities and conditions, the learners can develop positive attitudes and high motivation. For this reason, it is important to mention that Mihaljević Djigunović (2012a) also researched whether there are differences between learners of English who learned the English language under highly favorable conditions (small groups, intensive teaching, appropriately trained teachers) and learners who were exposed to regular conditions (big groups, only two hours of English per week, teachers of various competences and not trained specifically to work with young learners). The results of the research among two groups of English language learners in Croatia showed a less positive view on learning English, lower self-confidence and less enjoyment of English classes in the group that learned under less favorable conditions (Mihaljević Djigunović, 2012a).

Learner´s motivation cannot be studied and measured by one scale, and teachers cannot control all types and aspects of motivation, but it is important to know that the sources of learner´s motivation may differ, and teachers need to recognize and monitor the factors that influence learner´s motivation.

However, not all learners come with strong motivation and clearly set goals. It may stem from their previous learning experiences, from the attitudes of their parents, peers and other members of the society they live in, the attitudes to the target language and the target-language community and culture, etc. (Daskalovska et al., 2012 p. 5).

3.1 Parental factors in learners´ motivation for learning English

Based on the study conducted by Rahman, Rajab, Wahab, Nor, Zakaria, and Badli (2017), teachers have the greatest influence on learner´s motivation, followed by learner´s own attitudes towards learning and then parental influence. Since the first two factors (teachers and learners) have already been discussed, this chapter will focus on the third – the parents´ role in learners´ motivation for learning the English language.

The study that Butler (2014) conducted in China investigated how parental factors (their socio-economic status and their beliefs and support for their children´s English language learning) influenced children´s motivation to learn English. The study was conducted among 572 participating learners and their parents in an eastern city in mainland China. The study indicated that parents had a significant role in the development of their children´s motivation. The parents´ influence on children´s motivation varied depending on their socio-economic status backgrounds and children´s grade level (Butler, 2014). Another research in China conducted by Liu and Chiang (2019) among seventh and ninth grade students surveyed the importance of family (and teachers) in fostering students´ motivation to learn math, Chinese, and English. The findings confirmed the assumption that student learning motivation for math, Chinese and English is significantly related to both family socio-economic status and teacher-student interaction (Liu & Chiang, 2019). In other words, students from privileged family backgrounds had remarkably higher academic performance in all three subjects compared to students from disadvantaged family backgrounds. Based on the assumption that teachers who believe that ″student´s educational outcomes are primarily determined by their family background report less motivation in spending time and effort on students from disadvantaged backgrounds″ (Diamond et al., 2004 as cited in Liu & Chiang, 2019, p. 4), Liu and Chiang investigated whether student-teacher interactions together with family background have any connection with students´ motivation. The results showed that there were differences when considering the teacher-student mediation between family background and student learning motivation. The student-teacher interactions for math and Chinese mediated the positive association between family background and student learning motivation. On the other hand, for English, it was found that ″students from advantaged family backgrounds have higher levels of learning motivation than students from

disadvantaged family backgrounds even after controlling for levels of student-teacher interaction" (Liu & Chiang, 2019, p. 13).

Another way in which the parents can influence students´ motivation is parental involvement in their children´s learning. Usher (2012) claims that most of the parents play an active role in their children´s education and the teachers need to be aware of that fact so that they can try to engage parents to implement strategies so as to improve students´ motivation. Gardner (2007) suggested that parental encouragement has a positive influence on motivation for learning English language, but the influence decreased with learners´ age. Mihaljević Djigunović (2012b) reported that 97 per cent of second grade learners received help from their parents or other family members (mostly older siblings) while learning English. In the fourth grade there were 87 per cent of learners whose parents and family helped them in English. The author argued that the reason for this decrease lies in parents´ lack of competence as the learners grow older, and the content learned in English becomes more complex, so the parents do not understand it enough to help their children. However, the parental level of education was not connected with helping children learn the English language. This case can be explained with Gardner´s term *passive role of parents,* which denotes the parents´ passive and unconscious influence on their children´s attitudes to and motivation for foreign language learning (Gardner, 1985 as cited in Mihaljević Djigunović, 2012b).

Usher and Kober (2012) mentioned different studies reporting that parents who are included in their children´s education and provide a stimulating learning environment at home may help their children develop feelings of competence, control, curiosity, and positive attitudes about academics. The authors mentioned several activities that stimulate motivation and improve students´ performance in learning. The activities they listed were: reading to children, talking with children about what they read, talking about school, and celebrating moments of intellectual discovery (Usher & Kober, 2012).

Liu and Chiang (2019) noted that the findings in their research carry important implications for educational inequality in the Chinese society. For this reason, parents´ role in motivating learners should not be disregarded. Parents´ socio-economic status as well as their attitudes and the educational level can influence learners´ motivation to learn the English language. Butler (2015) expressed serious concerns about socio-

economic discrepancies among students, and proposed that the government has to deal with this problem by investing time and resources. Usher (2012) reported that teachers should encourage parents´ involvement in students´ education because parents can guide and support their children at home and create good atmosphere as extension to teacher´s motivational teaching at school.

3.2 Motivation and language competence

Many studies suggest that the higher the motivation, the more successful students are at learning a foreign language. The research by Lasagabaster (2011) argues whether motivation has a key role in the development of language skills.

Lasagabaster (2011) investigated what kind of relationship there is between motivation, different foreign language skills and overall English proficiency. He measured foreign language competence of 191 language learners in Spain using English language tests of grammar, listening, speaking and writing. The grammar and the listening skills were measured using the standardized Oxford Placement Test. For the written test, students had to write a letter to an English family with whom they were supposed to stay in the summer, and the overall English language competence was determined by putting together the results collected in the four tests. The author used factor analysis to reduce the data collected in exploring motivation. Factor I was *interest and instrumental orientation*. Factor II represented the *attitudes towards learning English in class (or language-learning enjoyment)*, and Factor III was defined by two variables and related to the *effort made*. According to this research, the correlations of the three factors with English achievement were high and statistically significant, and they all affected the overall English achievement, which means that more motivated students performed better on the English tests than the less motivated students. Lasagabaster (2011) found some differences between the language skills surveyed in this study. The correlations between the grammar and writing tests were very high. However, for the speaking and listening tests the correlations were not high because only Factor I correlated with these two tests. The relationship between motivation and the oral skills created an impression of being less direct than that between motivation and written skills. This absence of correlation between the speaking and listening proficiency and the second (attitudes towards learning English

in class) and third (effort made) factors indicated that students´ attitudes towards the English class are not connected to the effort and language achievement the students make in these two skills. ″It could be argued that command of these skills doesn´t require just extra effort, but rather some kind of extra motivation to acquire them″ (Lasagabaster, 2011, pp. 12-13).

All in all, motivation has a significant role in developing students´ language competence. However, students´ attitudes and motivation do not have the same effect on all the skills equally, and their language competence does not develop at the same rate in all language areas. For this reason, the influence of motivation on different language skills should be investigated separately. As the research by Lasagabaster confirmed the results obtained by Vandergrift (2005 as cited in Lasagabaster, 2011), who proposed that a high degree of motivation is not necessarily a reliable predictor of proficiency in listening and speaking, the effect of motivation on other language skills will be discussed in the following chapters.

3.3.1 Motivation and EFL vocabulary production

A great number of authors researched and confirmed that motivation is a crucial factor for successful language learning, so it is only logical to assume that it also affects different language areas such as vocabulary production. Many learners find vocabulary study a demotivating and never-ending task (Schmitt, 2008 as cited in Wilkinson, 2017). It is valuable to examine the ways in which motivation can affect vocabulary learning so that the teachers know how to provide vocabulary activities that will increase learning outcomes.

Fernandez Fontecha (2011) conducted a study in Spain which included 250 EFL Spanish learners 13-14 years old. The researcher collected the data through lexical availability test and a questionnaire on motivation. The results of the study indicated that learners who are more motivated to learn the FL showed better outcomes in FL vocabulary productive test. This positive correlation is in line with general research that investigated the relation between motivation and foreign language achievement. The author pointed out that intrinsic motivation is the best predictor of FL vocabulary achievement and that intrinsic motivation has a bigger effect than extrinsic motivation on achievement in FL productive vocabulary (Fernandez Fontecha, 2011). On the

other hand, research by Oga-Baldwin et al. (2017) showed that autonomous motivation was weakly predicted by vocabulary proficiency. The studies by Elley (1989) and Gardner and MacIntyre (1991) as cited in Tseng and Schmitt (2008) provided direct and indirect evidence of the connection between motivation and vocabulary learning.

Elley found that teaching materials that raised learners´ interest and motivation led to better word learning. Gardner and MacIntyre demonstrated that both integrative motivation and instrumental motivation can facilitate vocabulary learning. (Tseng & Schmitt, 2008, pp. 358-359).

Vocabulary has an important role in communication and is the basis for building language knowledge because knowing only grammatical structures does not imply the realization of communication competence at the same time (Sekelj, 2011). For this reason, vocabulary learning appears to be a prime source of motivation for many learners. Increasing vocabulary knowledge is the fundamental part of every language learning program. As research findings discussed above suggest that motivation mediates vocabulary learning, the teachers should be aware of that positive relation and facilitate and enhance language learning through different motivational strategies and activities.

Sekelj (2011) stated that vocabulary is important in mastering English language and as learners simply want to discover how to pronounce the words they have learned, learners´ natural curiosity will motivate them to read in English. Moreover, they usually become aware that reading can help them memorize structures and acquire vocabulary.

3.3.2 Reading motivation

Reading to children, talking with children about what they read, interacting with children about academics, and celebrating moments of intellectual discovery are among the activities that promote achievement and motivation. (Usher & Kober, 2012, p. 5).

When teachers encourage reading motivation in the classrooms, the students acquire proficiency in reading. But, to become proficient readers, the students have to

participate actively (McRae & Guthrie, 2009). There are two reasons the students read - for pleasure and for information. Students who read because they enjoy reading are intrinsically motivated and compared to students who are extrinsically motivated and who read because they have to read, intrinsically motivated students spend 300% more time reading (Wigfield & Guthrie, 1997 as cited in McRae & Guthrie, 2009). Thus, the reasons for reading are crucial and teachers should implement practices that support students´ intrinsic motivation in the classroom (McRae & Guthrie, 2009).

Cho, Xu, and Rhodes (2010) formed a focus group consisting of six student volunteers and interviewed them at the end of the reading intervention period to examine language learners´ motivation for, and engagement in, reading. Research revealed that the high-interest and challenging reading materials motivated the students. In addition, the students were not motivated by linguistic simplicity that makes the reading effortless but by the content they read. In other words, the students are motivated to read the text if it is interesting without paying attention to the difficulty of the text. The authors also found that teachers´ quality, attitude, and expectations played a key role in engaging students to read (Cho et al., 2010). This study cannot be generalized because of the small number of interviewed students, but the study still provides relevant insight into reading motivation among fourth graders. Another research on reading motivation, conducted by Pirih (2019), investigated extensive reading and changes to reading motivation among 10 students aged 13-14 in a Slovenian primary school. Extensive reading, also called sustained silent reading (McCraken, 1971 as cited in Pirih, 2019) or free voluntary reading (Krashen, 2011 as cited in Pirih, 2019) is not only a style of reading (skimming, scanning and intensive reading) but reading with a distinct pedagogical potential. The research lasted nine months and was a part of the pilot extensive reading program. The results showed that the strongest factors influencing students´ motivation to read in English were the reading materials, the influence of family members, positive attitudes towards English, and external demands. When considering extensive reading programs, the participants preferred online materials and authentic texts over other formats, and they valued the autonomy in choosing what they want to read (Pirih, 2019).

Since reading skills are a crucial foundation for academic success, the importance of reading education should not be underestimated. ˝Reading should be an

integral part of foreign language teaching, and the long-term goal should be training students for independent reading" (Sekelj, 2011, p. 202).

3.3.3 The correlation between motivation and writing skills

As motivation has a great impact on language competence, it is valuable to examine whether there is a motivation - achievement relationship in writing skills. Sekelj (2011) suggests that writing is a process that requires creativity, accuracy, knowledge about structures and punctuation, selecting appropriate words and connecting sentences at the text level. For this reason, it is important to facilitate writing process through different approaches.

Lo and Hyland (2007) carried out an action research study in a Hong Kong primary school to measure the learners´ writing skills. There were 130 students from sixth to eighth grade participating in the study and through student´s questionnaires and teachers´ interviews, the researchers collected the data for their study. The results confirmed that introducing more personally relevant topics and providing new audiences beyond the teacher were factors that contributed to learners´ motivation to write in English (Lo & Hyland, 2007).

> In order to motivate the students to engage in creative writing exercises the teachers should provide sufficient opportunities to the students to involve themselves in high order thinking and a regular habit of reading. (Kucuk, 2007 as cited in Lo & Hyland).

In her review, Cremin (2011) pointed out that creative approach to teaching literacy is highly motivating. The creative approaches that positively affect motivation to write are 1) Taking time in the extended process of composition, 2) Potent texts to lean on and learn from, 3) Creative contexts to generate ideas, 4) Explicit teaching of skills in context, 5) Offering increased choice and agency to writers, and 6) Teachers´ creative involvement as writers. The author concluded that developing appropriate motivational environment and contexts will build on learners´ writing skills.

Conclusion

The present review indicated that motivation has a very important role in successful English language teaching and learning. According to the studies and views expressed in the analyzed articles, it is important to motivate EFL teachers for their work and increase motivation as much as possible because motivated teachers encourage learners to be constantly engaged and active during teaching process and to achieve the best possible results. Learner motivation is equally, if not more, important, and to motivate students to learn and develop their EFL skills, teachers need to be enthusiastic, cheerful, consistent, persevering and determined, and show faith that every student can and will succeed. A teacher who shows enthusiasm for teaching and his/her subject can convey the same enthusiasm to students. There are numerous studies and evidence informing teachers what they need to know about children´s FL learning process, and consequently how they can teach them better. But even when the teachers know there might be better, innovative, and more efficient ways to develop learners´ understanding, choosing appropriate teaching strategies that motivate learners can be challenging. However, the teaching profession presupposes high qualification and developed competences, and before a teacher enters the class he/she must be prepared for challenges in motivating learners. Even though English language teachers in Croatia report poor working conditions such as low salary, too much paperwork, final course grading, poor class environment, and verbal conflicts with students, parents, and colleagues, they still try to find a way to motivate their learners to learn English. Alongside teachers, parents also have an important role in motivating learners as parental support may have a positive effect on learners´ motivation and success in foreign language learning.

All in all, motivation has a significant role in developing learners´ English language competence and for this reason it is important to know how motivation affects English language learning so that the learners can achieve the best possible results.

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Odsjek za učiteljske studije

Izjava o samostalnoj izradi rada

Izjavljujem da sam ja, Julija Milanović studentica Odsjeka za učiteljske studije Učiteljskog fakulteta u Zagrebu smjer engleski jezik, samostalno provela aktivnosti istraživanja literature i napisala diplomski rad na temu The importance of learners´ and teachers´ motivation in EFL learning.

U Zagrebu, 6. srpnja 2020.

Potpis:

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