ក្រសួងអប់រំ យុវជន និងកីឡា
MINISTRY OF EDUCATION, YOUTH AND SPORT

សាកលវិទ្យាល័យ បៃលធី អន្តរជាតិ
BELTEI INTERNATIONAL UNIVERSITY
Tradition of Total Quality Education

FACULTY OF EDUCATION, ARTS AND HUMANITIES

RESEARCH REPORT

ON

យុទ្ធសាស្ត្រលើកទឹកចិត្តប្រកបដោយប្រសិទ្ធិភាពក្នុងការបង្រៀន និងរៀនភាសាអង់គ្លេស ជាភាសាបរទេស សម្រាប់ សាកលវិទ្យាល័យ បៃលធី អន្តរជាតិ

EFFECTIVE MOTIVATIONAL STRATEGIES FOR EFL TEACHING AND LEARNING

FOR BELTEI INTERNATIONAL UNIVERSITY

ANG YONG SING

A RESEARCH REPORT IN PARTIAL FULLFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

PHNOM PENH, 2013

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OTHER LANGUAGES

SUPERVISOR

DR. VANN MONNIROITH

PHNOM PENH, 2013

BELTEI INTERNATIONAL UNVERSITY

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APPROVAL SHEET

This Research Report entitled 'Effective Motivational Strategies for EFL Teaching and Learning for BELTEI International University' was prepared and submitted by ANG YONG SING in partial fulfilment of the requirements for the degree of Master of Arts in Teaching English to Speakers of Other Languages.

Approved by the Committee with a grade of **passed**

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President of the University

ក្រសួងអប់រំ យុវជន និងកីឡា

MINISTRY OF EDUCATION, YOUTH AND SPORT

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BELTEI INTERNATIONAL UNIVERSITY

APPROVALS

EFFECTIVE MOTIVATIONAL STRATEGIES FOR EFL

TEACHING AND LEARNING

FOR BELTEI INTERNATIONAL UNIVERSITY

Research Report Approved by the Research Report Evaluation Committee.

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ABSTRACT IN KHMER

នៅក្នុងពិភពសកវិទ្យាចុងក្រោយនេះ   ភាសាអង់គ្លេសបានក្លាយជាភាសាបរទេសមួយដែលមានតម្រូវខ្លស់នៅក្នុងប្រទេស កម្ពុជា ពីព្រោះតែប្រជាប្រិយភាពរបស់វានៅលើពិភពលោក ។ ប៉ុន្ដែ ដោយសារតែបរិស្ថានសិក្សានៅក្នុងប្រទេសកម្ពុជា ជាការសិក្សាភាសាអង់គ្លេសជាលក្ខណៈភាសាបរទេស (EFL – English as a Foreign Language) និងជាចំនុចចាប់ផ្ដើម ក្នុងការសិក្សា គ្រូបង្រៀនត្រូវមានការខិតខំប្រឹងប្រែងខ្លស់ក្នុងការលើកទឹកចិត្ដដល់សិស្សានុសិស្សក្នុងការសិក្សា ។ បើ តាមចិត្ដវិទូ   និងភាសាវិទូ   ការលើកទឹកចិត្ដត្រូវបានចាត់ទុកជាកត្ដាគន្លឹះដើម្បីទទួលបានជោគជ័យក្នុងការសិក្សាភាសា បរទេស ។ ពីដំបូង គឺគេផ្ដោតទៅលើសំណួរថាតើការលើកទឹកចិត្ដជាអ្វី ប៉ុន្ដែតាមការសិក្សាចុងក្រោយ សំណួរបានផ្លាស់ ប្ដូរថា តើមានវិធីសាស្ត្របែបណាខ្លះ ដើម្បីលើកទឹកចិត្ដដល់អ្នកសិក្សា ។ សម្រាប់ជាសេចក្ដីណែនាំដល់គ្រូបង្រៀនកម្ពុជា ស្ដីពីវិធីសាស្ត្រក្នុងការលើកទឹកចិត្ដដល់អ្នកសិក្សា   ការចងក្រងនូវយុទ្ធសាស្ត្រក្នុងការលើកទឹកចិត្ដលម្អិតមួយត្រូវបាន រៀបចំឡើងពីប្រភពផ្សេងៗ ស្ថិតក្រោមយុទ្ធសាស្ត្របង១ចំនួន ១០ ។ ហេតុនេះហើយ និស្សិតថ្នាក់បរិញ្ញាបត្រ និងថ្នាក់ បរិញ្ញាបត្រជាន់ខ្លស់នៃសាកលវិទ្យាល័យ បៃលធ៏ អន្ដរជាតិចំនួន ៤៣៤ នាក់ ត្រូវបានចោទសួរឲ្យជ្រើសរើសក្នុងចំណោម យុទ្ធសាស្ត្រលម្អិតទាំង ៦០ ថាតើយុទ្ធសាស្ត្រណាខ្លះមានសារៈសំខាន់ និងប្រសិទ្ធភាពក្នុងការលើកទឹកចិត្ដដល់អ្នក សិក្សា ។ បន្ទាប់ពីការឆ្លើយតបរបស់និស្សិតទាំងអស់ បញ្ជីឈ្មោះយុទ្ធសាស្ត្រចុងក្រោយត្រូវបានធ្វើឡើងដែលមានតែ ៣១ យុទ្ធសាស្ត្រ និងត្រូវបានចាត់ថ្នាក់ទៅតាមកម្រិតប្រសិទ្ធភាព និងសារៈសំខាន់ ។ ផ្អែកតាមការធ្វើអង្កេតនេះ បញ្ជី ឈ្មោះយុទ្ធសាស្ត្រចំបងទាំង ១០ ចុងក្រោយត្រូវបានរៀបចំឡើងទៅតាមចំណាត់ថ្នាក់ ។ បញ្ជីឈ្មោះយុទ្ធសាស្ត្រនេះ នឹង ក្លាយជាឧបករណ៍សម្រាប់លោកគ្រូអ្នកគ្រូក្នុងតួនាទីជាអ្នកលើកទឹកសិស្សានុសិស្សក្នុងការរៀនភាសាអង់គ្លេស ។   ក្នុង ចំណោមយុទ្ធសាស្ត្រចំបងទាំង   ១០   យើងឃើញមានចំនួនច្រើនរបស់និស្សិតឆ្លើយតបទៅនឹងចំនុចការយល់ដឹងអំពី ភាសាគោលដៅ ដែលជាចំនុចសំខាន់ក្នុងឧបករណ៍យុទ្ធសាស្ត្រសម្រាប់ការលើកទឹកចិត្ដ ។ ស្ថិតក្នុងចំណាត់ថ្នាក់ទី ៤ អាកប្បកិរិយារបស់គ្រូបង្រៀន ពិតជាមានសារៈសំខាន់ណាស់សម្រាប់ជាឧទាហរណ៍ដល់សិស្សានុសិស្សទាំងអស់ ។

ABSTRACT IN ENGLISH

English has, in the past two decades, become a much sought after foreign language in Cambodia due to the global popularity of the language. However, as the learning environment in Cambodia is labeled as EFL (English as a Foreign Language) and is in its infant stage, much more efforts are needed by the teachers to motivate the learners. Motivation has been considered by the psychologists and linguists as the key factor in influencing the success of foreign language learning. In the beginning, the emphasis was on the question of what motivation is, but the recent development on this area has shifted to the question of how to motivate the learners. In order to guide the Cambodian teachers on how to motivate the learners, a list of motivational micro strategies grouped under ten broader macro strategies were compiled from various sources. Thereafter, 434 undergraduate and graduate students of BELTEI International University were asked how important and effective they considered a selection of 60 micro strategies. Their responses provided a final list of 31 strategies ranked in order of importance and effectiveness. Based on these, a final set of 10 effective motivational macro strategies were categorized and ranked accordingly. This becomes the tool for the teachers to apply in playing the role of a "motivator" in their English teaching profession. Out of the ten macro strategies, increasing the learners' goal orientedness tops the list with the familiarization of target language related culture being the last though not the least in the tool kit. It is worthwhile mentioning here that "teacher behavior", though occupying the fourth place, casts great demands on the teachers with seven attributes to satisfy, with the showing of good example being the most important of all.

CERTIFICATE

This is to certify that the Research Report of

Ang Yong Sing

has met the requirements of BELTEI INTERNATIONAL UNIVERSITY

Dr. Vann Monniroith .... (Major Supervisor)

Mr. Ros Paradise...(Supervisor)

WORK DECLARATION

I do hereby declare that, except otherwise stated the Research Report 'Effective Motivational Strategies for EFL Teaching and Learning for BELTEI International University' is based on my original work and the same has not been submitted either in part or in full for the award of any other degree of this or any other University.

My indebtedness to other writers has been acknowledged at relevant places.

_____   _____
Ang Yong Sing (Signature)   Date Signed

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To Mr. Ngun Rathana, my ex-partner in teaching English classes, and also a classmate in the Master of Arts (TEFL) program, I am thankful for his sacrifice of invaluable time and efforts in translating the abstract of this research report into Khmer language.

Last but not least, I appreciate greatly the cooperation and contributions extended by all undergraduate and graduate students who responded to the questionnaires with sincerity and honesty. The findings based on their opinions form the backbone of this study, which would benefit the learners of English in Cambodia.

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CHAPTER 1

INTRODUCTION

1.1. Introduction to research

In all human endeavors, motivation has long been considered and recognized by psychologists and social scientists as an indispensable psychological impetus and sustaining driving force in ensuring success and achievement of the ventures. Being one of the most important concepts in psychology, theories touching on motivation attempt to at least explain why human behave and think as they do (Guilloteaux & Dörnyei, 2008). It has been agreed by most, if not all, the practitioners in second language acquisition that motivation is one of the most important elements that influence the progress and achievement of foreign or second language learning. It offers the fundamental and essential initiation force as well as the sustaining energy in the challenging tasks of learning someone else's language (Dörnyei & Csizér, 1998).

English has, since the 1600s, developed into an international language through several factors such as colonization; independence of colonists such as the United States, Australia; international agreements to adopt English for air-traffic control; the establishment of United Nations, the dominance of international media by English; the reliance of pop-music, science, and technology on English (Strevens, 1987). According to Strevens (1987), the population of native speakers of English stood at 350 million while the non-native users of English were estimated at 1.5 billion at that point of time. With this trend of learning of English by people in different parts of the world, teaching and learning English has become a very important activity and therefore attracted much attention of the professionals in this field of learning. Strevens (1987) also pointed out that the status of English in a community could be identified as a foreign language or a second language. English is considered as a foreign language (FL) within the

community when it has no special standing, but it is considered as a second language (SL) when it is used in some specific settings such as the court of law, in school as the medium of instruction, in regional or national administration, or commonly used on radio or television, and where newspapers are published in English. The distinction has significant impacts on the teaching and learning of English, such as the background exposure of the learners to English, the expectation of success of the learners, and most importantly the level of achievement of the learners. It was particularly mentioned by Strevens (1987) that the success rate of learning was higher in the ESL community than that of the EFL context.

In the last two decades, following the globalization of world economy and the advent of communication technologies, English language has become a much sought after foreign language in Cambodia, as evidenced by the rapid offshoot of schools and institutions offering teaching of English for various purposes and to a wide spectrum of learners of different age. As English language learning is revived in Cambodia, and there is not any English language community existing, the learning process is, therefore, taking place in a foreign language context, which means the learners may not have access to the use of English outside the classroom. In this respect, the learning of English in Cambodia naturally falls into the EFL context, and that reminds all parties committed to the teaching and learning of English of the challenge and difficulties in attaining optimum learning outcomes.

With the set of situation in hand, the major concern of the educationists, administrators, and teachers will be the ways to initiate the interest of the people to enroll on English courses, then followed by the enduring efforts of keeping the learners on the curriculum and eventually able to use English language for the various purposes that originally support the learning itself. As mentioned in the beginning, and further supported by Cheng and Dörnyei (2007), without

motivation, even the most intelligent learners will not be able to sustain in the long and tedious process of acquiring sufficient proficiency in the language.

And on the contrary, most learners who are motivated with a sense of purpose can achieve some level of proficiency of the foreign language in spite of poor language learning aptitude or other undesirable learning conditions. Accepting the predominance of motivation in learning English, it is naturally important to define the term and also to find out how Cambodian learners can be motivated in learning this language in a classroom. Many definitions on motivation and theories about the source and origin of motivation have been written in the past few decades and even the "how to motivate" question is receiving attention lately. However, according to the researchers, they have expressed doubts that the strategies they identify and establish in a particular cultural context may be applicable or valid in every other cultural, ethno linguistic and institutional setting (Cheng & Dörnyei, 2007). In view of this, the question we may ask is: "Who are the right people to decide which strategies are most effective or best suited to their learning?" The answer is obviously the learners themselves and the people who are involved in teaching the learners, the teachers. It is with this belief in mind that this study is done by gathering all available motivational strategies arising out of sound theoretical frameworks and empirical studies, and thereafter getting Cambodian learners and teachers and administrators alike to decide which ones would benefit learners the most and to bring about maximum learning outcomes.

1.2. Research problems

The study is therefore conducted to attempt to answer the following questions:

- What are the motivational strategies preferred by the undergraduate students of Bachelor of Education (TEFL) of BELTEI International University?

- What are the motivational strategies preferred by the graduate students of Master of Arts (TEFL) Program of BELTEI International University in the capacity of teachers of English?

- What is the resulting set of motivational strategies considered most important and effective in teaching and learning English as a foreign language for BELTEI International University?

1.3. Research Objectives

The objectives of the study are as follows:

- To understand the concept and the importance of motivation in EFL teaching and learning.

- To identify available motivational strategies which are proposed, tested, practiced, and proven by scholars and educationists worldwide in order to use as variables in the study.

- To arrive at a set of motivational strategies considered most important and effective for the teaching and learning of English as a foreign language for BELTEI International University.

Significance

- To share the findings of the study with administrators and teachers of BELTEI International Institute and other institutions for the better learning outcomes of the learners of English in Cambodia.

1.3. Research scope and limitation

- The survey is only conducted on the undergraduate students and the graduate students of BELTEI International University.

- Only self-reported questionnaires are used. No objective assessments of learning outcomes resulting from the application of the strategies are made.
- The survey is conducted on voluntary basis and therefore the population size is limited.

1.5. Research method

In this study, a descriptive, opinion and judgment-based survey by questionnaires is adopted. The participants for the study are undergraduate and graduate students of BELTEI International University with the following distribution:

Batch/Year	Faculty	Major	No of Students
Bridging Course 1 & 2	Education, Arts, & Humanities	NA	56
Foundation	Education, Arts, & Humanities	B Ed. (TEFL)	207
Year 2	Education, Arts, & Humanities	B Ed. (TEFL)	76
Year 3	Education, Arts, & Humanities	B Ed. (TEFL)	78
Batch1/2	Education, Arts, & Humanities	MA (TEFL)	3
Batch 2/2	Education, Arts, & Humanities	MA (TEFL)	14
Total			434

To begin with, a Modified List of all available motivational strategies based on all those which are proposed, tested, practiced, and proven by scholars, teachers, and administrators was compiled. The list was categorized into sets of macro strategies which are supported by numbers of micro strategies or techniques applied in classrooms.

The instrument for the study is a questionnaire that list the 60 strategies compiled for the respondents to answer. Two versions of questionnaires were designed. The first set was provided to the undergraduate students in the classroom. They were required to assign scaled

value for degree of effectiveness to each selected strategy from the scale of Strongly Agree (5) through Strongly Disagree (1).

The second set of questionnaire was conducted on the graduate students in the classroom as well via emails. They were asked to assign value for degree of effectiveness in motivating the learners to each selected strategy from the scale of Strongly Agree (5) through Strongly Disagree (1).

With the completed questionnaires, data was analyzed and ranked order in terms of the mean values and standard deviations. Subsequently, those strategies with a mean value of 4 or higher were identified and listed as the resultant effective motivational strategies. The criterion of the mean value of 4 and above is based on the belief that, for a strategy to be considered effective, it has to receive at least 80% of the total score in the degree of agreement. The internal reliability of the responses was also determined by the use of reliability test which showed the Cronbach Alpha (α) value.

In the questionnaire, all the individual strategies were presented without being assigned to any categories of macro strategies. However, once the list is finalized, the categories of macro strategies under which the micro strategies were selected and ranked were relisted and ranked to show the significance of the different categories of motivational macro strategies.

Before the survey was conducted, the participants were clearly explained the procedure in responding to the questionnaires. They were also made known that the survey was on voluntary basis. They were also not required to put their names in the questionnaires. Permission was also obtained from the President of BELTEI International University for the conduct of the survey.

1.5. Layout of the Study

Chapter 1—Introduction. The background situation leading to this research is presented in this chapter.

Chapter 2—Literature Review. In this chapter, the definition of Motivation, Motivational Strategies, and EFL (English as a Foreign Language) are discussed to provide a clear and precise backdrop for the research. The recent trend of research into the motivational factors of learning and teaching English has been shifting from the question of "what is motivation?" to "how to motivate?" (Guilloteaux et al., 2008). Three recent studies conducted in different parts of the "World of Englishes" as explained by Scovel (2001), such as Hungary, Taiwan, and Korea, are highlighted to reiterate the importance and relevance of this research and also to provide the theoretical and practical frameworks for the conduct of this research.

Chapter 3—Research Result. In this chapter, a brief description of the research process, including the description of the participants and questionnaires are provided. The results of the survey conducted via questionnaires are presented with the aid of tables.

Chapter 4—Analysis of the Strength and Weaknesses. The results obtained from the survey as presented in Chapter 3 is analyzed in terms of its strengths and weaknesses. In addition, a generalization from the survey result is made on the most effective and preferred motivational strategies that the administrators, academic managers, teachers and lecturers of BELTEI International University, BELTEI International Institutes, and other institutes could focus on in the performance of their professional duties in teaching English to Cambodian learners.

Chapter 5—Conclusion and Recommendations. Based on the analysis made in Chapter 4, conclusion will be drawn by the establishment of a set of motivational strategies appropriate and effective for Cambodian EFL learning context. Recommendation on further research to supplement and validate the current study such as conducting research in BELTEI

International Institute, or using observational approach of assessment and interviews besides questionnaires to obtain more objective and more in-depth responses and results will be offered. The recommended build-up of studies would provide stronger empirical evidence to strengthen the usefulness of this study.

CHAPTER 2

LITERATURE REVIEW

In learning a language as second language or foreign language, the success of it depends on many factors such as the people in the learning environment, the language itself, the attention level of the learners, the cognitive perspective of the learners, and also the emotional disposition of the learners (Scovel, 2001). Scovel also pointed out that motivation is the most prominent variable in the domain of emotion. He supported his claim with the numerous definitions and redefinitions the educators attempted to label on this term. Many other researchers and scholars also agree with the fact that motivation plays an important role in the success of second or foreign language (Cheng & Dörnyei, 2007, Dörnyei & Csizér, 1998, Xu, 2010). Motivation is defined by Gardner (1985) as cited by Xu (2010) as "the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity (p.10)." Cheng and Dörnyei (2007) suggested that motivation provides the impetus to the learners to begin the undertaking of learning the language and subsequently works as the sustaining force for the learners to endure and to excel in the long and trying route of attempting to master the target language.

The earliest discussion on motivation began with Gardner and Lambert (1972, as cited by Scovel 2001), who distinguish motivation into integrative and instrumental dichotomy. Integrative motivation is more personal, and was assumed to be more effective, while instrumental motivation stem from practical, professional, or economic reasons to study a new language (Scovel, 2001). Later, Brown (2000, as cited in Scovel, 2001), created another set of opposing elements of motivation known as intrinsic and extrinsic motivation. Intrinsic

motivation reflects the initiative of a learner to take up a new language for pleasure and satisfaction individually, while extrinsic motivation is derived from reasons or stimulus external of the learner (Noels, Clěment, & Pelletier, 1999). A subsequent hypothesis proposed by Hermann (1980), known as Resultative Hypothesis, suggests that success in the learning of the target language would positively encourage continuous learning of the language (Scovel, 2001). Hermann's hypothesis was later reinforced by Weiner's (1992) Attribution Theory. In his theory, Weiner believes that a learner's past experience of success or failure in the language learning would shape his or her motivational disposition.

In those theories discussed, the researchers were merely identifying, defining, analyzing, and authenticating the importance and the need for motivation in learning a new language. They merely attempted to deal with the question of what motivation is. However, in the 1990s, there seems to be a shift of focus by the scholars to the question of how to motivate language learners by conceptualizing, designing motivational strategies or techniques for classroom application. (Cheng & Dörnyei, 2007). Dörnyei, in his paper "Attitudes, Orientations, and Motivations in Language Learning: Advances in Theory, Research, and Applications", summarized several key themes to reflect the works of the "motivational renaissance" (Gardner & Trembly, 1994, cited by Dörnyei). The first is termed situated approach, in which impacts of various learning context such as course-specific components, teacher-specific components, and group-specific components were examined. Furthermore, three research directions were described as (a) the willingness to communicate (WTC), (b) task motivation, and (c) the relationship between motivation and the use of language learning strategies. The willingness to communicate is subject to a multitude of variables such as linguistic self-confidence, the desire to affiliate with a person, interpersonal motivation, intergroup attitude, communicative competence and experiences, and various personality traits.

Task motivation looks at the quality of the activities used in classrooms and the way they are presented and managed, which believed to have deep influence on the attitude of the learners toward learning. Learning strategies refer to the techniques learners apply of their own free will to achieve their learning outcome. The strategies adopted by the learner are believed to have direct causal effect to their learning outcomes. As an extension to the situated approach, process-oriented approach was adopted to build in the time element in motivation, which is reflected in the ongoing fluctuations of motivation. Three main phases are identified: (a) preactional stage; (b) actional stage; (c) postactional stage. In preactional stage, the motivational functions are goal setting, intention forming, and action launching. For the actional stage, the main activities are tasks implementation, ongoing assessment, and action control. At the postactional stage, the key elements are the formation of attributes, elaboration of standards and strategies, and dismissal of intention and further planning.

In one of his valuable works, Dörnyei, (2001), constructed a comprehensive framework for motivational teaching practice that comprises four main domains of: (a) creating the basic motivational condition, (b) generating initial student motivation, (c) maintaining and protecting motivation, and (d) encouraging positive retrospective self-evaluation. These four motivational departments are supported by micro strategies and techniques that can be implemented to ensure that the learners are motivated to sustain the challenge of learning another language.

(a) Creating the basic motivational conditions

- Appropriate teacher behaviors

- A pleasant and supportive atmosphere in the classroom

- A cohesive learner group with appropriate group norms

(b) Generating initial motivation

- Enhancing the learners' L2- related values and attributes

- Increasing the learners' expectancy of success

- Increasing the learners' goal-orientedness

- Making the teaching materials relevant for the learners

- Creating realistic learner beliefs

(c) 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

(d) Encouraging positive retrospective self-evaluation

- Promoting motivational attributes

- Providing motivational feedback

- Increasing learner satisfaction

- Offering rewards and grades in a motivating manner

Besides the theoretical framework for the development of motivational strategies, there have been increasing numbers of research conducted with the aim of establishing the appropriate and effective motivational strategies for the particular learning communities, especially in EFL context. Three particular research works conducted in different parts of the world have direct bearing to the Cambodian EFL atmosphere and they have, in many ways, influenced the conduct of this research. The first is "Ten Commandments for motivating language learners:

results of an empirical study" conducted by Dörnyei and Csizér (1998). In this research conducted on Hungarian teachers of English, the researchers have identified and ranked 18 macro-strategies supported by 51 micro strategies. (See Table 2.1)

Table 2.1: List of Motivational Micro strategies adopted by Dörnyei and Csizér, (1998)

Macro strategies	Micro strategies
1. Teacher	• Prepare for the lessons properly. • Show a good example by being committed and motivated. • Try to behave naturally and be yourself in class. • Be as sensitive and accepting as you can.
1. Climate	• Create a pleasant atmosphere in the classroom. • Bring in humor, laughter, and smile. • Have games and fun in class. • Have game-like competitions within class.
3. Task	• Give clear instructions. • Provide guidance about how to do the task. • State the purpose and the utility of every week.
4. Rapport	• Develop a good relationship with your students.
5. Self-confidence	• Give positive feedback and appraisal. • Make sure that students experience success regularly. • Constantly encourage your student. • Demystify mistakes: they are a natural part of learning. • Select tasks that do not exceed the learners' competence.
6. Interest	• Select interesting task. • Choose interesting topics and supplementary materials. • Offer a variety of materials. • Vary the activities. • Make tasks challenging to involve your students. • Build on the learners' interests rather than tests or grades, as the main energizer for learning. • Raise learners' curiosity by introducing unexpected or exotic elements.

Table 2.1: List of Motivational Micro strategies adopted by Dörnyei and Csizér, (1998),
continued

Macro strategies	Micro strategies
7. Autonomy	• Encourage creative and imaginative ideas. • Encourage questions and other contributions from the students. • Share as much responsibility to organize the learning process with your students as possible.
8. Personal relevance	• Try and fill the tasks with personal content that is relevant to the students.
9. Goal	• Help the students develop realistic expectations about their learning. • Set up several specific learning goals for the learners. • Increase the group's goal-orientedness. • Do a needs analysis about the learners' language goals and needs. • Help students design their individual study plans.
10. Culture	• Familiarize the learners with the cultural background of the language they are learning. • Use authentic materials. • Invite native speakers to some classes. • Find pen friends for your learners.
11. Group	• Include regular group work in your class. • Help students to get to know one another. • Be an ordinary member of the group as much as possible. • Organize extracurricular (out-of-class) activities.
12. Effort	• Help students realize that it is mainly effort that is needed for success.
13. Usefulness	• Emphasize the usefulness of the language.
14. Reward	• Besides the grades, give the learners other rewards.
15. Rule	• Help maintain the set of classroom rules that students accepted. • Involve students in creating their own classroom rules. • Regularly review the classroom rules with your students.
16. Finished products	• Allow students to create products that they can display or perform.
17. Decoration	• Encourage the learners to decorate the classroom and make it cosy in any way they can.
18. Comparison	• Avoid any comparison of students to one another.

The second scholarly writing, "The use of motivational strategies in language instruction: The case of EFL teaching in Taiwan" completed by Cheng and Dörnyei (2007), replicated the Dörnyei and Csizér study with slight modification. It has identified another set of effective macro strategies from 48 micro strategies, with some similarity and also some differences in comparison with the Dörnyei and Csizér report. (See Table 2.2)

Table 2.2: List of Motivational Micro strategies adopted by Cheng and Dörnyei (2007)

Macro strategies	Micro strategies
• Proper teacher behavior	• Show students you care about them. • Establish good rapport with students. • Show your enthusiasm for teaching. • Share with students that you value English as a meaningful experiences. • Be yourself in front of students.
• Recognize students' effort	• Recognize students' effort and achievement. • Monitor students' progress and celebrate their victory. • Make sure grades reflect students' effort and hard work. • Promote effort attributions.
• Promote learners' self-confidence	• Provide students with positive feedback. • Teach students learning techniques. • Encourage students to try harder. • Design tasks that are within the student's ability. • Make clear to students that communicating meaning effectively is more important than being grammatically correct.
• Creating a pleasant classroom climate	• Create a supportive classroom climate that promotes risk-taking. • Bring in and encourage humor. • Avoid social comparison. • Use a short and interesting opening activity to start each class.
• Present tasks properly	• Give clear instructions by modeling. • Give good reasons to students as to why a particular task is meaningful.

Table 2.2: List of Motivational Micro strategies adopted by Cheng and Dörnyei, (2007), continued

Macro strategies	Micro strategies
• Increase learners' goal-orientedness	• Help students develop realistic beliefs about English learning. • Find out students' needs and build them into curriculum. • Encourage students to set learning goals. • Display the class goal in a wall chart and review it regularly.
• Make the learning tasks stimulating	• Break the routine by varying the presentation format. • Introduce various interesting topics. • Present various auditory and visual teaching aids. • Make tasks attractive by including novel and fantasy element. • Encourage students to create products. • Make tasks challenging.
• Familiarize learners with L2-related values	• Increase the amount of English you use in the class. • Encourage students to use English outside the classroom. • Familiarize students with the cultural background of the target language. • Introduce authentic materials. • Remind students of the benefits of mastering English. • Invite senior students to share their English learning experiences. • Invite English-speaking foreigners to class.
• Promote group cohesiveness and group norms	• Explain the importance of the class rules. • Encourage students to share personal experiences and thoughts. • Allow students to get to know each other. • Ask students to work toward the same goal. • Let student suggest class rules.
• Promote learner autonomy	• Adopt the role of 'facilitator'. • Encourage peer teaching and group presentation. • Teach self-motivating strategies. • Allow students to assess themselves. • Give students choices in deciding how and when they will be assessed. • Involve students in designing and running the English course.

The other literature, "Motivating Language Learners: A classroom-Oriented Investigation of the Effects of Motivational Strategies on Student Motivation" jointly produced by Guilloteaux and Dörnyei (2008), took one step further to determine the effective motivational strategies appropriate to Korean classrooms context by observation in addition to questionnaires and

interviews. In this research, 25 micro strategies were used as variables to measure learners'

motivated behavior. (See Table 2.3)

Table 2.3: List of Motivational Micro strategies adopted by Guilloteaux and Dörnyei (2008)

Micro strategies
- Social chat   - Signposting   - Stating the communicative purpose or utility of the activity   - Establishing relevance   - Promoting integrative values   - Promoting instrumental values   - Arousing curiosity or attention   - Scaffolding   - Promoting cooperation   - Promoting autonomy   - Referential questions   - Group work   - Pair work   - Tangible reward   - Personalization   - Element of interest, creativity, fantasy   - Intellectual challenge   - Tangible task product   - Individual competition   - Neutral feedback   - Elicitation of self or peer correction   - Effective praise   - Class applause

From these three studies, and also from discussions held with Level 12 students of ESL classes

at Pochentong Campus of BELTEI International Institute (part of BELTEI Group where

BELTEI International University is affiliated to), of which the candidate of this research report

is a teacher, a Modified List of Micro Strategies categorized into several macro strategies for

motivating students of English as a foreign language has been compiled to provide a guideline

and a base to do this study. (See Table 2.4)

Table 2.4: Modified List of Micro Strategies for this study

Macro strategies	Micro strategies
• Teacher behavior	• Show a good example. • Show students you care about them. • Show your enthusiasm for teaching. • Be as sensitive and accepting as you can. • Establish good rapport with students. • Share with students that you value English as a meaningful experience. • Prepare for the lessons properly. • Personalization.
• A pleasant classroom climate	• Bring in humor, laughter, and smile. • Have games and fun in class. • Use a short and interesting opening activity to start each class. • Encourage the learners to decorate the classroom and make it cozy in any way they can. • Avoid comparison of students to one another. • Promote cooperation.
• Presenting tasks properly	• Give clear instructions. • Provide guidance about how to do the task. • Give good reasons for the task given.
• Promote learners' self-confidence	• Give positive feedback and appraisal. • Constantly encourage students to try harder. • Design tasks that are within the students' ability. • Teach students learning techniques. • Demystify mistakes: they are a natural part of learning. • Give students a second chance to do the tests they failed.
• Make the learning tasks interesting	• Select interesting task. • Choosing interesting topics and supplementary materials. • Offer variety of materials. • Vary the activities. • Make tasks challenging to involve students. • Present various auditory and visual teaching aids.

Table 2.4: Modified List of Micro Strategies for this study, continued

Macro strategies	Micro strategies
• Promote learner autonomy	• Encourage questions and other contributions from the students. • Encourage peer teaching and group presentation. • Teach self-motivating strategies. • Allow students to assess themselves. • Give students choices in deciding how and when they will be assessed.
• Increase learners'goal-orientedness	• Help the students develop realistic expectations about their learning. • Set up several specific learning goals for the learners. • Find out students' needs and build them into curriculum. • Display the class goal in a wall chart and review it regularly. • Help students design their individual study plans.
• Recognize students' effort	• Help students realize that it is mainly effort that is needed for success. • Recognize students' effort and achievement. • Monitor students' progress and celebrate their victory. • Make sure grades reflect students' effort and hard work. • Besides the grade, give the learners other rewards. • Give effective praise. • Class applause.
• Promote group cohesiveness and group norms	• Include regular group work in class. • Help students to get to know one another. • Organize extracurricular (out-of-class) activities. • Explain the importance of class rules. • Encourage students to share personal experiences and thoughts. • Regularly review the class rules. • Ask students to work toward same goal. • Let students suggest class rules.
• Familiarize learners with L2-related values	• Familiarize the learners with the cultural background of the language they are learning. • Use authentic materials. • Invite native speakers to some classes. • Increase the amount of English used in the class. • Remind students of the benefits of mastering English. • Invite senior students to share their English learning experiences.

In conclusion, the development of motivation in EFL teaching and learning has gone a long way from justifying motivation to designing and selecting classroom-based effective strategies

in order to initiate and sustain the commitment of the learners in their language learning process. The recent research conducted in other parts of the world provides a framework of theories and practice to the Cambodia EFL community to formulate appropriate strategies through local research and studies.

CHAPTER 3

RESULTS

In this study, a survey was conducted on the undergraduate and graduate students of BELTEI International University. The total number of respondents is 434. The survey of the undergraduate students was conducted in the classrooms while the survey for the graduate students was done both in classrooms and via email. Two different sets of questionnaires were designed with the same strategies worded differently to elicit answers from undergraduate students as learners and from graduate students as teachers. The questionnaires were piloted by four experienced staff of BELTEI International University in a period of 3 days, and a final list of 60 strategies was included in the questionnaires. In the survey, the respondents were clearly explained the purpose, rationale, benefits and the procedure. The students were also made to understand that the survey was voluntary. The survey on the students was carried out with the permission of the President of BELTEI International University.

After all questionnaires were completed, analysis was carried out using SPSS program to rank order all strategies according to the mean value of each strategy. A descriptive analysis was employed in the data analysis. The most cherished attribute which bears a mean value of 4.5674 is the exemplary feature of a teacher. This finding gives clear indication to all teachers that they play a decisive role in the attainment of learning outcomes of the learners.

Two items, Item 37 and Item 31 from the questionnaire were removed from the list due to the high value in skewness (-1.694 and 16.753 respectively). The internal consistency of the responses was tested and represented by the Cronbach Alpha (α). The results showed a value of .924, which means that the responses to the questionnaires bear a high internal reliability.

The next step of the analysis was to identify all those strategies with a mean value of 4 or higher and include in the List of Effective Emotional Strategies. (See Table 3.1) This list provides the ultimate result of the study that shows the most important and effective motivational strategies appropriate for EFL teaching and learning for BELTEI International University as perceived and preferred by the students. And eventually it may be adopted for all campuses of BELTEI International Institute, or even for all other institutes in Cambodia. Each of these strategies represents the beliefs and needs of the learners for keeping them motivated in the long and trying journey of learning English as a Foreign Language.

Table 3.1: List of Effective Motivational Micro Strategies

Rank	Strategies	Mean	Standard Deviation
1	Show a good example	4.57	.62
2	Give clear instructions	4.46	.68
3	Establish good rapport with students	4.37	.72
4	Encourage questions and other contributions from the students	4.35	.74
5	Help the students develop realistic expectations about their learning	4.32	.74
6	Demystify mistakes; they are a natural part of learning	4.27	.85
7	Monitor students' progress and celebrate their victory	4.27	.79
8	Teach students learning techniques	4.21	.81
9	Teach self-motivating strategies	4.20	.82
10	Vary the activities	4.20	.77
11	Give good reasons for the tasks given	4.18	.80
12	Make sure grades reflect students' effort and hard work	4.18	.85
13	Make tasks challenging to involve students	4.15	.78
14	Present various auditory and visual teaching aids	4.15	.92
15	Personalization	4.14	.86

Rank	Strategies	Mean	Standard Deviation
16	Prepare for the lessons properly	4.14	.85
17	Encourage peer teaching and group presentation	4.14	.85
18	Help students realize that it is mainly effort that is needed for success	4.12	.84
19	Promote cooperation	4.12	.76
20	Give positive feedback and appraisal	4.08	.75
21	Be as sensitive and as accepting as you can	4.07	.79
22	Select interesting tasks	4.07	.72
23	Encourage students to share personal experiences and thoughts	4.07	.81
24	Show your enthusiasm for teaching	4.07	.87
25	Use a short and interesting opening activity to start each class	4.06	.87
26	Remind students of the benefits of mastering English	4.06	.87
27	Choosing interesting topics and supplementary materials	4.06	.83
28	Recognize students' effort and achievement	4.06	.81
29	Share with students that you value English as a meaningful experience	4.04	.77
30	Provide guidance about how to do the task	4.04	.81
31	Bring in humor, laughter, and smile	4.03	.86

The next step was to rearrange the 31 effective micro strategies according to the macro strategies they belong to and to rank the ten macro strategies using the respective mean values of the supporting micro strategies. (See Table 3.2)

From the findings, it appears that increasing the learners' goal orientedness is the first objective that a teacher should set for his or her class, with the promotion of learner autonomy following closely. The clear presentation of tasks to students would also help in motivating them, and so is the behavior of teachers. It is worth noting here that although "Teacher's behavior" is ranked fourth in the list, it entails the most numbers of attributes which places a high demand of personality, professionalism, and commitment on the teachers. Next on the list is the building up of learners' self-confidence, among others such as recognition of efforts, making learning interesting, facilitate pleasant classroom atmosphere, promoting cooperation

and cohesiveness, and familiarizing students with the values related to English language, in descending order of importance and effectiveness.

Table 3.2: Ranked list of Macro Strategies for this study

Rank	Macro strategies (Mean)	Micro strategies	Mean
1	Increase learner's goal orientedness (4.32)	(7)　Help the students develop realistic expectations about their learning	4.32
2	Promote learner autonomy (4.23)	(6)　Encourage questions and other contributions from the students	4.35
		(33) Teach self-motivating strategies	4.20
		(14) Encourage peer teaching and group presentation	4.14
3	Presenting task properly (4.23)	(3)　Give clear instructions	4.46
		(59) Give good reasons for the tasks given	4.18
		(48) Provide guidance about how to do the task	4.04
4	Teacher behavior (4.20)	(1)　Show a good example	4.57
		(29) Establish good rapport with students	4.37
		(56) Personalization	4.14
		(46) Prepare for the lessons properly	4.14
		(24) Be as sensitive and as accepting as you can	4.07
		(19) Show your enthusiasm for teaching	4.07
		(38) Share with students that you value English as a meaningful experience	4.04
5	Promote learners' self-confidence (4.19)	(58) Demystify mistakes; they are a natural part of learning	4.27
		(49) Teach students learning techniques	4.21
		(4)　Give positive feedback and appraisal	4.08

Table 3.2: Ranked list of Macro Strategies for this study, continued

Rank	Macro strategies (Mean)	Micro strategies	Mean
6	Recognize students' effort (4.16)	(21) Monitor students' progress and celebrate their victory	4.27
		(27) Make sure grades reflect students' effort and hard work	4.18
		(8) Help students realize that it is mainly effort that is needed for success	4.12
		(16) Recognize students' effort and achievement	4.06
7	Make the learning tasks interesting (4.13)	(32) Vary the activities	4.20
		(40) Make tasks challenging to involve students	4.15
		(50) Present various auditory and visual teaching aids	4.15
		(5) Select interesting tasks	4.07
		(13) Choosing interesting topics and supplementary materials	4.06
8	A pleasant classroom climate (4.07)	(57) Promote cooperation	4.12
		(25) Use a short and interesting opening activity to start each class	4.06
		(2) Bring in humor, laughter, and smile	4.03
9	Promote group cohesiveness and group norms (4.07)	(36) Encourage students to share personal experiences and thoughts	4.07
10	Familiarize learners with L2-related values (4.06)	(45) Remind students of the benefits of mastering English	4.06

CHAPTER 4

STRENGTH AND WEAKNESSES ANALYSIS

The strength of this study lies on the high internal reliability of the survey result and also on the Cambodian originality of the findings, which is based on the needs and perceptions of the Cambodian learners for teaching and learning English in Cambodia.

However, this study is not free from imperfections. Firstly, the results stemmed mainly from the learners' point of view and did not indicate the ideas of teachers who are the key players in the teaching and learning process. Secondly, the participants of the survey were only limited to undergraduate and graduate students and did not include the learners in lower levels of learning. As such, the findings would be more inclined to the perception of the adult learners. Moreover, the survey was conducted based on personal opinion and judgment, and not by measurements of learning outcomes against the strategies adopted in classrooms.

These weaknesses necessitate both more intensive and extensive studies such as longitudinal study, observations, and tests in order to provide more empirical results on the topic.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

With the findings, a set of key strategies in motivating the learners of English in Cambodia can be shared with the management of BELTEI International University and also its lecturers. It is clear that the success of the learners depend largely on how well they are motivated. And this in turn hinges on how well the teachers help the learners to stay focused and motivated applying the important and effective strategies established in this study. Certainly, motivating the motivators, the teachers, seems to be the priority of the administrators of schools and institutions. The findings of this study could be used as a tool to prepare the next generation of highly motivated teachers to motivate the learners of English in the future.

With the weaknesses analyzed in Chapter 4, it is evident that further studies should be encouraged. Firstly, a study on the same subject on the students and teachers of BELTEI International Institute is the immediate extension of the present research. Preferably, two sets of motivational strategies based on the opinions of learners and the practice of teachers respectively could be determined in order to identify the gap between the expectations of the learners and the provisions of the teachers. Secondly, longitudinal studies by observations and tests on the effects of various motivational strategies seem to be appropriate and necessary to increase the validity, applicability, and reliability of inquiries into motivational factors in teaching and learning of English in Cambodia. Finally, comparative studies of the research findings for different regions would facilitate a cross-cultural understanding of the needs of English learners.

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Appendix A
Research Report

EFFECTIVE MOTIVATIONAL STRATEGIES IN EFL TEACHING AND LEARNING
FOR BELTEI INTERNATIONAL UNIVERSITY

Questionnaire for undergraduate students

Dear fellow students of BELTEI International University. I am Ang Yong Sing, a lecturer at BELTEI International University and also a student of the M A (TEFL) program. I am conducting a Research Report as a partial fulfillment of the requirement of the program. My research topic is: "Effective Motivational Strategies for EFL Teaching and Learning for BELTEI International University". The aim of this research report is to establish a set of motivational strategies suitable for Teaching and learning of English in Cambodia base on the opinions of the undergraduate students of various programs and the graduate students of MA (TEFL) program in the capacity of a teacher. The success of this study depends entirely on your contributions in providing your ideas about what strategies that the teachers and the institution use would motivate you to learn English, that is to say, what the teachers and the schools should do to make you work hard in your learning of English.

This questionnaire survey is on voluntary basis. Therefore, you need not write your name on it. Your cooperation to provide sincere and honest responses to the items in the questionnaires is critical to the reliability of this research report. I would like to thank you in advance for your invaluable time and contribution to this study.

I. Procedure

In this questionnaire, 60 strategies or things that the teachers all school do are listed. You are requested to provide your opinion on the importance and effectiveness of each strategy by crossing the appropriate five-point scale, where:

        5 = Strongly Agree (SA)
        4 = Agree (A)
        3 = Neutral (N)
        2 = Disagree (D)
        1 = Strongly Disagree (SD)

	SA	A	N	D	SD
1. Teacher shows you a good example	5	4	3	2	1
2. Teacher smiles, makes students laugh	5	4	3	2	1
3. Teacher explains tasks clearly	5	4	3	2	1
4. Teacher gives positive feedback and assessment	5	4	3	2	1
5. Teacher gives interesting tasks	5	4	3	2	1
6. Teacher encourages you to ask questions and to give your ideas	5	4	3	2	1

7. Teacher helps you to know what you can achieve in the learning	5	4	3	2	1
8. Teacher always remind you that hard work is the main way to succeed	5	4	3	2	1
9. Teacher gives group work regularly	5	4	3	2	1
10. Teachers explains the culture related to English	5	4	3	2	1
11. Teacher cares about your feelings, problems, etc.	5	4	3	2	1
12. Teacher includes games and fun in class	5	4	3	2	1
13. Teacher chooses interesting topics to teach	5	4	3	2	1
14. Teacher makes students teach each other and do group presentation	5	4	3	2	1
15. Teacher sets learning goals for you	5	4	3	2	1
16. Teacher admires your hard work and good result	5	4	3	2	1
17. Teacher helps you to know other students	5	4	3	2	1
18. Teacher uses materials related to real life situation	5	4	3	2	1
19. Teacher shows he or she enjoys teaching you	5	4	3	2	1
20. Teacher encourages you to take risk, means not to be afraid of making mistakes	5	4	3	2	1
21. Teacher always check your work and enjoys your success	5	4	3	2	1
22. Teacher plans activities outside the class	5	4	3	2	1
23. School invites native speakers to class	5	4	3	2	1
24. Teacher accepts you and all students	5	4	3	2	1
25. Teacher starts class with interesting activity	5	4	3	2	1
26. Teacher finds different materials to teach	5	4	3	2	1
27. Teacher gives marks according to how hard you work	5	4	3	2	1
28. Teacher explains the importance of class rules	5	4	3	2	1
29. Teacher is friendly and close to students	5	4	3	2	1
30. Teacher gets students to decorate classroom	5	4	3	2	1
31. Teacher encourages you to try harder	5	4	3	2	1
32. Teacher uses many different activities to teach	5	4	3	2	1
33. Teacher teaches you how to motivate yourself	5	4	3	2	1
34. Teacher always ask you what you need to learn	5	4	3	2	1
35. Teacher gives you other rewards beside marks	5	4	3	2	1
36. Teacher encourages students to share their experiences and thoughts	5	4	3	2	1
37. Teacher uses more English in the class	5	4	3	2	1
38. Teacher shows that he or she see English as meaningful experience	5	4	3	2	1
39. Teacher gives exercises that is within your ability	5	4	3	2	1
40. Teacher gives tasks that make you try your best	5	4	3	2	1

41. Teacher lets students assess themselves, means to check their own progress	5	4	3	2	1
42. Teacher puts class goals on the wall and always check and improve it	5	4	3	2	1
43. Teacher always praise you when you do well	5	4	3	2	1
44. Teacher always review the class rules	5	4	3	2	1
45. Teacher always remind you the benefits of learning English well	5	4	3	2	1
46. Teacher prepares his or her lessons properly	5	4	3	2	1
47. Teacher not to compare students in the class	5	4	3	2	1
48. Teacher always show you how to do the tasks	5	4	3	2	1
49. Teachers teaches you the techniques of learning	5	4	3	2	1
50. Teacher uses audio or video aids to teach, e.g. DVD player or LCD	5	4	3	2	1
51. Teacher lets students decide when to have test and how to be tested	5	4	3	2	1
52. Teacher helps each student to make study plan	5	4	3	2	1
53. Teacher always get the class to clap for students who do well in the tasks or give good answers	5	4	3	2	1
54. Teacher gets all students to work for same goal	5	4	3	2	1
55. Teacher invites senior students to share their English learning experience	5	4	3	2	1
56. Teacher shares his or her own experience in life to encourage or guide students	5	4	3	2	1
57. Teacher encourages students to cooperate	5	4	3	2	1
58. Teacher encourages students not to be afraid of making mistakes	5	4	3	2	1
59. Teacher gives good reasons for the tasks	5	4	3	2	1
60. Teacher lets students suggest class rules	5	4	3	2	1

III. Any other comments:
1. _____
2. _____
3. _____

Research Report

**EFFECTIVE MOTIVATIONAL STRATEGIES IN EFL TEACHING AND LEARNING
FOR BELTEI INTERNATIONAL UNIVERSITY**

Questionnaire for graduate students

Dear fellow graduate students of BELTEI International University. I am Ang Yong Sing, a lecturer at BELTEI International University and also a student of the M A (TEFL) program. I am writing a Research Report as a partial fulfillment of the requirement of the program. My research topic is: "Effective Motivational Strategies for EFL Teaching and Learning for BELTEI International University". In this study, a set of motivational strategies suitable for Teaching and learning of English in Cambodia will be established from the opinions of the undergraduate students of various programs and the graduate students of MA (TEFL) program in the capacity of a teacher. The success of this study entirely depends on your contributions in providing your ideas about what strategies that the teachers and the institution use would motivate the learners of English as a Foreign Language, that is to say, what you as a teacher and the school should do to make the students work hard in their learning of English.

This questionnaire survey is on voluntary basis. Therefore, you need not write your name on it. Your cooperation to provide sincere and honest responses to the items in the questionnaires is critical to the reliability of this research report. I would like to thank you in advance for your invaluable time and contribution to this study.

I. In this questionnaire, 60 strategies or things that the teachers or school do are listed. You are requested to provide your opinion on the importance and effectiveness of each strategy by crossing the appropriate five-point scale, where:

5 = Strongly Agree (SA)
4 = Agree (A)
3 = Neutral (N)
2 = Disagree (D)
1 = Strongly Disagree (SD)

	SA	A	N	D	SD
1. Teacher shows you a good example	5	4	3	2	1
2. Teacher smiles, makes students laugh	5	4	3	2	1
3. Teacher explains tasks clearly	5	4	3	2	1
4. Teacher gives positive feedback and assessment	5	4	3	2	1

5. Teacher gives interesting tasks	5	4	3	2	1
6. Teacher encourages students to ask questions and to give their ideas	5	4	3	2	1
7. Teacher helps students to know what they can achieve in the learning	5	4	3	2	1
8. Teacher always reminds students that hard work is the main way to succeed	5	4	3	2	1
9. Teacher gives group work regularly	5	4	3	2	1
10. Teachers explains the culture related to English	5	4	3	2	1
11. Teacher cares about students	5	4	3	2	1
12. Teacher includes games and fun in class	5	4	3	2	1
13. Teacher chooses interesting topics to teach	5	4	3	2	1
14. Teacher make students teach each other and do group presentation	5	4	3	2	1
15. Teacher sets learning goals for students	5	4	3	2	1
16. Teacher recognizes hard work and good result	5	4	3	2	1
17. Teacher helps students to know one other	5	4	3	2	1
18. Teacher uses authentic materials	5	4	3	2	1
19. Teacher shows enthusiasm in teaching	5	4	3	2	1
20. Teacher encourages students to take risk	5	4	3	2	1
21. Teachers monitor students' progress and celebrates their success	5	4	3	2	1
22. Teacher plans activities outside the class	5	4	3	2	1
23. School invites native speakers to class	5	4	3	2	1
24. Teachers are sensitive and accepting	5	4	3	2	1
25. Teacher starts class with an interesting activity	5	4	3	2	1
26. Teacher finds various materials to teach	5	4	3	2	1
27. Teacher gives grades according to hard work and efforts	5	4	3	2	1
28. Teacher explains the importance of class rules	5	4	3	2	1
29. Teacher establishes good rapport with students	5	4	3	2	1
30. Teacher gets students to decorate classroom	5	4	3	2	1
31. Teacher encourages students to try harder	5	4	3	2	1
32. Teacher uses many different activities to teach	5	4	3	2	1
33. Teacher teaches self-motivating techniques	5	4	3	2	1
34. Teacher finds out students' needs	5	4	3	2	1
35. Teacher gives other rewards beside grades	5	4	3	2	1
36. Teacher encourages students to share their experiences and thoughts	5	4	3	2	1
37. Teacher uses more English in the class	5	4	3	2	1
38. Teacher shows that he or she values English as meaningful experience	5	4	3	2	1

39. Teacher gives exercises that is within students' ability	5	4	3	2	1
40. Teacher makes tasks challenging to involve students	5	4	3	2	1
41. Teacher allows students to assess themselves	5	4	3	2	1
42. Teacher displays class goals on the wall and constantly reviews it	5	4	3	2	1
43. Teacher gives effective praise	5	4	3	2	1
44. Teacher regularly reviews the class rules	5	4	3	2	1
45. Teacher always reminds students the benefits of mastering English	5	4	3	2	1
46. Teacher prepares his or her lessons properly	5	4	3	2	1
47. Teacher not to compare students in the class	5	4	3	2	1
48. Teacher provides guidance about how to do the tasks	5	4	3	2	1
49. Teachers teaches students learning techniques	5	4	3	2	1
50. Teacher uses audio or video teaching aids	5	4	3	2	1
51. Teacher lets students decide when to have test and how to be tested	5	4	3	2	1
52. Teacher helps students design own study plan	5	4	3	2	1
53. Teacher encourages class applause	5	4	3	2	1
54. Teacher gets all students to work for same goal	5	4	3	2	1
55. Teacher invites senior students to share their English learning experience	5	4	3	2	1
56. Teacher shares his or her own experience in life to encourage or guide students (personalization)	5	4	3	2	1
57. Teacher promotes cooperation	5	4	3	2	1
58. Teacher encourages students not to be afraid of making mistakes	5	4	3	2	1
59. Teacher gives good reasons for the tasks	5	4	3	2	1
60. Teacher lets students suggest class rules	5	4	3	2	1

II. Any other comments:

 1. _____
 2. _____
 3. _____

Appendix C

Table 3.1: Rank ordered list of micro strategies

Rank	Strategies	Mean	SD
1	(1) Show a good example	4.5674	.62494
2	(3) Give clear instructions	4.4567	.67821
3	(29) Establish good rapport with students	4.3700	.72114
4	(6) Encourage questions and other contributions from the students	4.3466	.74226
5	(7) Help the students develop realistic expectations about their learning	4.3239	.73772
6	(58) Demystify mistakes; they are a natural part of learning	4.2712	.85304
7	(21) Monitor students' progress and celebrate their victory	4.2708	.79048
8	(49) Teach students learning techniques	4.2085	.81210
9	(33) Teach self-motivating strategies	4.2009	.82312
10	(32) Vary the activities	4.1995	.76703
11	(59) Give good reasons for the tasks given	4.1846	.79580
12	(27) Make sure grades reflect students' effort and hard work	4.1759	.85440
13	(40) Make tasks challenging to involve students	4.1526	.78378
14	(50) Present various auditory and visual teaching aids	4.1475	.92145
15	(56) Personalization	4.1432	.86537
16	(46) Prepare for the lessons properly	4.1405	.84970
17	(14) Encourage peer teaching and group presentation	4.1366	.85211
18	(8) Help students realize that it is mainly effort that is needed for success	4.1230	.83594
19	(57) Promote cooperation	4.1192	.76352
20	(4) Give positive feedback and appraisal	4.0851	.74614
21	(24) Be as sensitive and as accepting as you can	4.0673	.79394
22	(5) Select interesting tasks	4.0670	.71992
23	(36) Encourage students to share personal experiences and thoughts	4.0656	.81096
24	(19) Show your enthusiasm for teaching	4.0654	.87131
25	(25) Use a short and interesting opening activity to start each class	4.0654	.86862
26	(45) Remind students of the benefits of mastering English	4.0573	.87308
27	(13) Choosing interesting topics and supplementary materials	4.056	.83460
28	(16) Recognize students' effort and achievement	4.0563	.81262
29	(38) Share with students that you value English as a meaningful experience	4.0423	.76886
30	(48) Provide guidance about how to do the task	4.0402	.80918
31	(2) Bring in humor, laughter, and smile	4.0255	.85723
32	(9) Include regular group work in class	3.9977	.78503
33	(43) Give effective praise	3.9811	.87872
34	(11) Show students you care about them	3.9207	.93642
35	(39) Design tasks that are within the students' ability	3.9089	.82047
36	(23) Invite native speakers to some classes	3.8599	1.07872

37	(26) Offer variety of materials	3.8396	.89270
38	(10) Familiarize the learners with the cultural background of the language they are learning	3.8341	.87003
39	(15) Set up several specific learning goals for the learners	3.7870	.94686
40	(28) Explain the importance of class rules	3.7786	.88598
41	(34) Find out students' needs and build them into curriculum	3.7647	.94728
42	(52) Help students design their individual study plans	3.7518	1.05226
43	(55) Invite senior students to share their English learning experience	3.7506	1.04109
44	(20) Give students second chance to do the tests that they failed	3.7442	1.08374
45	(18) Use authentic materials	3.7436	.88047
46	(53) Class applause	3.7400	1.02566
47	(41) Allow students to assess themselves	3.7170	.88331
48	(47) Avoid comparison of students to one another	3.6856	1.16950
49	(60) Let students suggest class rules	3.6745	1.11725
50	(17) Help students to get to know one another	3.6721	.97852
51	(12) Have games and fun in class	3.5600	1.01256
52	(35) Besides the grades, give the learners other rewards	3.4752	1.02976
53	(42) Display the class goal in a wall chart and review it regularly	3.4552	1.09063
54	(51) Give students choices in deciding how and when they will be assessed	3.4356	1.16379
55	(22) Organize extracurricular (out-of-class) activities	3.4306	1.06180
56	(54) Ask students to work toward same goal	3.4259	1.04601
57	(44) Regularly review the class rules	3.2654	1.08573
58	(30) Encourage the learners to decorate the classroom and make it cozy in any way they can	3.1558	1.04509
59	Nil	NA	NA
60	Nil	NA	NA