

The effects of L2 motivational strategies: Within and beyond the L2 classroom

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Abstract

Previous studies have associated L2 teachers' use of motivational strategies with learners' motivated behaviours in class such as raised attention and participation. The after-class effects of L2 motivational strategies, in contrast, have drawn less attention. This paper reports a study examining how L2 teachers' motivational interventions cause changes in learners' perceived attitudes and behaviours, both within and beyond the L2 classroom. To this end, 84 reflective journals were collected over one semester from 42 tertiary students in Hong Kong enrolled in a range of English courses. The results indicate that reported increases in the use of additional self-learning materials, attempts to put newly acquired English knowledge into practice, efforts to reduce mistakes, and in-class engagement were attributable to L2 teachers' motivational efforts. This provides evidence that the benefits brought by L2 teachers' motivational practice can transcend the classroom.

Keywords: L2 motivation, motivational strategies, learners' perceptions, EFL, Hong Kong

Introduction

Motivation is the driving force which initiates, directs, and energises goal-oriented behaviours. Its importance in second language (L2) learning has been well recognised in research, and it often ranks high among the decisive factors that bring success in the attainment of L2 (Dörnyei 1994, 1998). This paper looks at the effects of L2 teachers' motivational strategies on learners' attitudes and behaviours within and beyond the classroom.

L2 motivation and motivational strategies

The work that is widely considered the cornerstone of the L2 motivation research in the

second half of the 20th century is Robert Gardner and Wallace Lambert's (1972) Social-Psychological Theory. According to it, L2 learners' motivation is largely predicated on their attitudes towards the L2 and the L2 community, as well as their desire to become members of that community. In the 1990s, however, the research foci shifted to more education-oriented and cognitive-situated aspects of L2 motivation, such as self-efficacy and determination, language anxiety, learner autonomy, and motivational group dynamics (Alrabai 2014). One recurring issue in this shift was the role of teachers and teaching in the development and maintenance of L2 learners' motivation. This eventually inspired a series of studies on L2 motivational strategies, which refer to the instructional interventions employed by L2 teachers to enhance learners' motivation and sustain learners' goal-oriented behaviours (Dörnyei 2001; Guilloteaux and Dörnyei 2008). This line of research was spearheaded by Dörnyei and Csizér (1998), who examined Hungarian English teachers' use and perceptions of 51 motivational strategies, condensed them into 10 macrostrategies, and named them 'Ten Commandments for Motivating Language Learners'. Soon the 51 strategies were expanded into a framework accommodating 102 strategies and covering four dimensions: creating the basic motivational conditions, generating student motivation, maintaining motivation, and encouraging positive self-evaluation (Dörnyei 2001). This comprehensive framework has constituted the foundation of numerous studies on the motivational effects of L2 teaching in diverse educational and ethnolinguistic contexts.

Teachers' use and perceptions of L2 motivational strategies

The profound influence of Dörnyei and Csizér's (1998) pioneering study and Dörnyei's (2001) taxonomy is manifest in the strikingly similar objectives and methods of various

subsequent studies, which collected questionnaires from teachers to gauge the frequency of use and/or perceived importance of certain L2 motivational strategies selected from the same framework. The findings of these studies suggest that important strategies tend to be used frequently (Al-Mahrooqi, Abrar-ul-Hassan, and Asante 2012; Cheng and Dörnyei 2007; Tavakoli, Yaghoubinejad, and Zarrinabadi 2016), and macrostrategies such as setting a personal example, creating a pleasant learning atmosphere, and presenting tasks properly are universally valued (Cheng and Dörnyei 2007). Still, some important strategies may be underused by L2 teachers owing to a range of culture-specific factors, including frequent assessments and examinations, large class sizes, cultural norms disfavoured comparison and competition, and an overwhelming emphasis on student obedience (Alrabai 2011; Cheng and Dörnyei 2007; Guilloteaux 2013; Tavakoli et al. 2016). The abovementioned teacher-oriented studies help to determine the transferability of L2 motivational strategies across different settings, as well as highlighting the difficulties faced by L2 teachers who attempt to enhance learners' motivation.

Effects of L2 motivational strategies on learners' motivation

While data collected from L2 teachers worldwide have been insightful, it is worth stressing that L2 learners are the most direct consumers and beneficiaries of teachers' motivational efforts (Cowie and Sakui 2011). Therefore, researchers who aim to validate and recommend L2 motivational strategies are urged to analyse learners' responses and perceptions. An L2 motivational strategy, after all, cannot be considered appropriate or effective if it is favoured by teachers but fails to elicit motivation among learners.

Bernaus and Gardner (2008) and Ruesch, Bown, and Dewey (2012) used questionnaires to uncover the differences between how teachers and learners perceived the frequency

and effectiveness of L2 motivational strategies. Sugita and Takeuchi (2010) and Sugita McEown and Takeuchi (2014), also using questionnaires, explored the relationship between the frequency of L2 teachers' motivational interventions and the effectiveness reported by learners. The findings of these two studies suggest that the relationship is affected by the learners' L2 proficiency, and a positive correlation is uncommon. Apart from questionnaires, observations (Guilloteaux and Dörnyei 2008; Wong 2014), interviews (Astuti 2013), and reflective journals (Lee 2017) have also been employed to gather data from learners. More ambitious quasi-experimental studies (Alrabai 2016; Moskovsky et al. 2013) have also been conducted to determine the student-reported effectiveness of certain contextually appropriate strategies. In brief, this line of research shows that although teachers' and learners' perceptions may differ, motivational interventions in L2 classrooms can indeed engender enhanced motivation and, in some cases, higher achievements.

While the abovementioned studies have yielded compelling evidence that teachers' motivational efforts can raise learners' motivation, it is imperative to review not only the reported magnitude of aroused L2 motivation but also the resultant cognitive and behavioural changes to determine an L2 motivational strategy's effectiveness. A number of studies adopting a Likert scale questionnaire (e.g. Ruesch et al. 2012; Sugita and Takeuchi 2010; Sugita McEown and Takeuchi 2014) have gauged the strength of motivation elicited by each investigated strategy, but not examined the ways learners are motivated. In comparison, studies such as Alrabai (2014), Astuti (2013), Guilloteaux and Dörnyei (2008), and Wong (2014) have reported learners' in-class motivational states and motivated behaviours, enhanced L2 proficiencies, and perceptions of the adopted

strategies. It should be noted, however, that L2 motivation comprises not only learners' choice of an action but also their persistence with it and the efforts they put into it (Dörnyei and Ushioda 2011). Such commitment to continual action is probably a more reliable indicator of the motivating power of the adopted strategies than learners' recollection of strategy characteristics and in-class experiences, or observed motivated behaviours which may be short-lived. Examples of persistent efforts induced by L2 motivational strategies include attempts to communicate in L2 out of class, more frequent review of L2 course materials, and more meticulous completion of assignments. These are all unobservable in class and, so far, have not been researched out of class. In response to this research gap, the present study sets out to examine what learning attitudes and behaviours, both within and beyond the classroom, are potentially attributable to teachers' regular use of L2 motivational strategies. Specifically, this study sets out to answer the following three research questions:

1. What effects of teachers' L2 motivational strategies are reported by students?
2. Where are the effects most felt (within or beyond the classroom) by students?
3. To what extent are these effects associated with a range of macrostrategies?

Methods

Participants

The study took place in a Hong Kong tertiary education context. The participants consisted of 42 tertiary students aged 18 to 20 and 15 teachers. They were all Chinese non-native English speakers. The students were enrolled in a variety of degree programmes which included credit-earning English for specific purposes courses taught

by the 15 teacher participants. The teacher participants' backgrounds, the courses they were teaching, and the numbers of student participants enrolled in those courses are shown in Table 1.

Table 1: Information of teacher and student participants

Teacher	Tertiary teaching experience	Highest qualification	Course title	Number of student participants
Teacher 1	6 years	MA	Practical English for College Students	3
Teacher 2	5 years	PhD	English for Academic Studies	3
Teacher 3	8 years	MA	English for Academic Studies	3
Teacher 4	7 years	MEd	English for Academic Studies	3
Teacher 5	9 years	MA	English for Academic Studies	1
Teacher 6	8 years	MA	Analysis of English Grammar	3
Teacher 7	1 year	MPhil	English for Workplace Communication	3
Teacher 8	7 years	MA	Practical English for College Students	3
Teacher 9	8 years	PhD	English for Academic Studies	4
Teacher 10	22 years	MA	English for University Studies	2
Teacher 11	5 years	MA	English for University Studies	3
Teacher 12	7 years	MA	English for University Studies	2
Teacher 13	7 years	EdD	English for University Studies	2
Teacher 14	18 years	PhD	Advanced English for University Studies	3
Teacher 15	13 years	PhD	Advanced English for University Studies	4

Data collection

Data were collected in two distinct phases within a single 13-week semester. Initially, the teachers were asked to report L2 motivational strategies they routinely used in class.

Although they were given a list of strategies recommended in Dörnyei's (2001) framework for their reference, they were encouraged report any other strategies. The teachers reported 40 individual L2 motivational strategies (see Appendix 1), most of which were found to align closely with Dörnyei's (2001) framework. Due to this

similarity, the 40 strategies were grouped into eight macrostrategies (see Table 2) based on the categorization by Dörnyei (2001).

Table 2: L2 motivational macrostrategies reported by teacher participants

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- a. Draw students' attention to unique and difficult aspects of English
 - b. Use group work, games, competitions, and other interactive activities
 - c. Enhance the authenticity of English teaching and learning
 - d. Build students' confidence
 - e. Prepare students for assignments and assessments
 - f. Promote learner autonomy
 - g. Provide students with positive information feedback
 - h. Stress the instrumental values of learning English
 - i. Develop a personal relationship with students
-

Towards the end of the first half of the course (in weeks 5-7), each participating student was given a list of several individual L2 motivational strategies which his or her own English teacher had reported employing regularly in class. The student participants then wrote a reflection (200 to 300 words in English) about their perceptions of the listed strategies and any related changes they had perceived in their L2 learning (see Appendix 2 for a sample student reflection). This procedure was repeated towards the end of the course (weeks 10-13). The data were collected in two rounds to ensure the reflections were based on the student participants' recent experiences rather than their recollections across one whole semester. By the end of the semester each student participant had submitted two reflections, thus 84 were collected and analysed.

Reflection has long been used as an important learning tool, especially in programmes which involve professional preparation. As Jasper (2005) acknowledged,

reflection recognises the ‘centrality of the writer’ (250) and ‘enhances higher-level conceptual skills through the process of developing understanding’ (251), which are both key to language learning. Reflection has also been recognised as a valid research instrument in a wide range of disciplines such as education (e.g. Finch et al. 2015), business (e.g. Starr-Glass 2014) and applied linguistics (e.g. Lau 2012). It generates narrative data which may be richer, more thoughtful, and more organised than verbal accounts. To guard against the potential lack of rigor in the use of reflection, guidelines were provided but the student participants were encouraged to comment freely on the effects of the strategies used by their teachers.

Data analysis

The data were coded to identify themes which emerged directly from the students’ own reflections about the effects on their learning rather than fitting the data to an existing framework. These emergent themes can be grouped into categories of effects on learning resulting from the teachers’ use of motivational strategies. The participants’ reflections were initially coded by a single coder (the first author) during multiple read-throughs, and subsequently grouped into categories. To ensure the credibility of the analysis, the tentative categories, along with a sample of the data, were given to two colleagues who were not involved in the project but were familiar with L2 motivation and qualitative research. They coded the data independently. A post-coding analysis revealed that all the three coders had categorized 85% of the reported impacts in the same way. The remaining 15% of the reported impacts were coded identically by two of the coders. This indicates a reliable coding process. When the coding was complete, a frequency analysis of the themes was conducted.

Results and discussion

This section will first summarise the frequency of the effects of the adopted L2 motivational strategies as reported by the student participants. The eight effects will then be discussed with reference to the data and relevant literature. Lastly, this section will present the overall impact of individual macrostrategies, a breakdown of the effects resulting from particular macrostrategies, and the degree to which the macrostrategies contributed to each effect.

The frequency of the effects

The effects reported by students fall into eight types (see Table 3), of which the overwhelmingly most common was that students were more likely to search for and use additional learning materials (Effect 1: 42 mentions). Most of the other effects (Effects 2-6) were far less common and there was little distinction between them in terms of frequency (17-23 mentions). Using course materials (Effect 7: 14 mentions) and contributing more in group activities (Effect 8: 13 mentions) were the least frequently mentioned.

Table 3: Frequency of reported effects of L2 motivational strategies

Reported effect	Mention	Predominant locus of effects
1. Searching for and using additional self-learning materials	42	Out-of-class
2. Reducing mistakes	23	In-class
3. Having more positive L2 learning attitudes	22	In- & out-of-class
4. Engaging more in class	21	In-class
5. Completing assignments more meticulously or	19	Out-of-class

effectively		
6. Putting newly learnt skills into practice	17	Out-of-class
7. Using and revising course materials more thoroughly	14	Out-of-class
8. Contributing more in group activities	13	In-class

Analysis of the reported effects of the macrostrategies

This subsection will discuss in detail how the macrostrategies impacted on the students through the examination of the students' narratives. The eight reported effects of the macrostrategies used by the 15 teachers will be discussed in descending order of the reported frequency.

Effect 1: Searching for and using additional self-learning materials

The most frequently reported effect was self-learning with materials not provided in the English courses. Unsurprisingly, resources on the Internet were most preferred (Extracts 1-4), and most of the reported learning activities were likely to be conducted out of class. Online and mobile English learning has been facilitated by the convenience brought by the Internet and mobile technology (Sandberg, Maris, and de Geus 2011), and the informal yet authentic learning contexts encourage learners to acquire readily applicable knowledge and associate it with their existing knowledge (Mayer 2003; Sharples 2000).

Extract 1: I frequently use the online dictionary and other resources introduced by my teacher to raise my English standard. (Participant 6)

Extract 2: I look for some more samples online to learn what is done well.
(Participant 13)

Extract 3: I searched for many press release and business proposal samples.
(Participant 29)

Extract 4: I installed a mobile app that teaches me how to discuss in English more effectively and confidently. (Participant 38)

Conventional learning materials such as TV programmes, songs, and newspapers were still of importance to some students (Extracts 5-8), and were almost certainly used out of class. This echoes Tafani's (2009) observation that teachers and learners continue to value the mass media as useful L2 learning resources.

Extract 5: I pay more attention to the useful English expressions in TV programmes and newspapers which I overlooked. (Participant 14)

Extract 6: I watch TV advertisement more often and try to translate some of the content. (Participant 20)

Extract 7: I listen to more English songs to learn more proper English pronunciation. (Participant 23)

Extract 8: I developed the habit of reading two or three newspaper articles every week. This can improve my writing skills and vocabulary. (Participant 33)

The large number of extracts above are compelling evidence that this most commonly reported effect was present beyond the classroom, and that sustainable and independent learning after class was essential in the participants' L2 motivational process. This is consistent with Williams and Burden's (1997) position that L2 motivation involves 'investing time and energy' and 'putting the necessary efforts' (121).

Effect 2: Reducing mistakes

A considerable number of participants aspired to produce mistake-free English as a result of the teachers' motivational interventions. The types of mistakes the participants wanted to tackle were vague because the majority of the remarks, as exemplified by Extracts 9 to 11, did not refer to any specific skills. However, the phrases 'in classwork', 'group

discussion’, and ‘I and my classmates’ imply that the reported effect of mistake reduction was largely in-class, as opposed to the out-of-class effect of additional self-learning.

Extract 9: ...so that I will not make any low-level, silly mistakes in classwork.
(Participant 8)

Extract 10: Group discussion is a good way to learn faster about mistakes I and my classmates tend to make, and solve the problem. (Participant 17)

Extract 11: I remember the mistakes my teacher highlighted with a PowerPoint slideshow, and I will do my best to avoid them. (Participant 35)

Apart from the English teachers, classmates and some external resources were also reported to facilitate mistake reduction (Extracts 12 & 13). This indicates that some participants were motivated to improve performance and accuracy in more autonomous and less teacher-directed ways.

Extract 12: The teacher introduced a sample video from an external source...The sample video reminded me not to follow the drawbacks of the speakers and try to make improvement in future presentations. (Participant 22)

Extract 13: My classmates underlined the grammar mistakes in the first draft. I can refer to that draft when writing similar essays in the future to reduce similar mistakes. (Participant 30)

Since reducing English mistakes is an example of performance-avoidance goals in Goal Orientation Theory (Elliot 1997), the responses concerning mistake reduction reflect part of the participants’ L2 motivation. In fact, learners worldwide are frequently found to be preoccupied with English mistakes and reluctant to speak or write because of a strong concern to perform flawlessly (Liu and Littlewood 1997; Savaşçı 2014). Hong Kong learners, in particular, are reported to feel compelled to produce perfect, mistake-free English in response to teachers’ expectations (Littlewood 2004). That said, the fact that

none of the participants ascribed mistake reduction to any course or teacher requirement implies that the seemingly external goal might have been internalised, so their mistake reduction, according to Deci and Ryan's (1985) continuum of extrinsic motivation, was an introjected or identified regulation.

Effect 3: Having more positive L2 learning attitudes

The L2 motivational strategies under investigation were reported to engender not only motivated behaviours but also more positive attitudes towards L2 learning. Nearly half of the responses in this category pertained to either increased confidence or reduced anxiety. This phenomenon, as illustrated by Extracts 14 to 17, took place in various situations including encounters with strangers, oral presentations, and in-class interaction. This confirms the effectiveness of the teachers' attempts to raise confidence – a macrostrategy recorded in Table 2 – both within and beyond the classroom.

Extract 14: I am now more determined to tackle my weaknesses. In the past I simply spoke and wrote less to avoid making mistakes and being laughed at by my classmates. (Participant 2)

Extract 15: Now I have less fear in speaking English. I used to avoid foreigners who asked for directions, but yesterday a Filipino maid asked me and I answered quite naturally. I feel much more confident now. (Participant 9)

Extract 16: I feel less stressed and worried during presentations. I become more confident instead. (Participant 26)

Extract 17: I became less shy or anxious when practicing job interview skills with my classmates. (Participant 31)

In addition to higher confidence, other types of positive learning attitudes such as increased persistence (Extract 18) and interest (Extract 19), a more realistic outlook on the values of English (Extract 20), and pleasant feelings about an English course (Extract

21) were also recorded. These attitudes could have potentially affected the student participants' behaviours both in class and out of class. Taken together, the findings here are in line with Tremblay and Gardner's (1995) and Dörnyei's (1994) views that L2 motivation is mediated by interest in L2 and the L2 course, L2 use and class anxiety, self-confidence, goal specificity, and persistence.

Extract 18: I do not give up even if I run into difficulties. (Participant 1)

Extract 19: I am now more interested in English and more active in English learning. (Participant 4)

Extract 20: In the past I thought English learning was all about passing exams. Now I know better the importance of English for work and study. (Participant 10)

Extract 21: I always look forward to the next English for Academic Studies class. (Participant 17)

Effect 4: Engaging more in class

One reported effect which was entirely confined to the L2 classroom was increased attention, participation, and volunteering in class. These three types of motivated behaviours were evidenced multiple times in the participants' journals (Extracts 22-24). This confirms the previous findings that when learners find their teacher's practice motivating, they tend to pay close attention, participate in the assigned activity intently, and volunteer contributions (Guilloteaux and Dörnyei 2008; Spada and Fröhlich 1995). Although group work is characteristic of modern L2 classes, teacher instruction and teacher-fronted activities are still commonplace. It is hence worth reiterating that teachers' knowledge and personalities are indispensable to the maintenance of learners' motivation (Chambers 1991; Prabhu 1992), and learners usually prefer English teachers who are not only transmitters of knowledge but also people with whom they can have

genuine, interesting, and meaningful interaction (Çelik 2004).

Extract 22: I become more attentive, as I hope that my production can get my teacher's recognition. (Participant 4)

Extract 23: I volunteer to answer the teacher's questions, and it improves my level. (Participant 5)

Extract 24: I use English with my classmates and teacher more in class, whether there is group work or competition or not. (Participant 13)

Effect 5: Completing assignments more meticulously or effectively

Some participants reported more meticulous or effective completion of English assignments as a result of their teachers' use of L2 motivational strategies. They detailed various ways to improve their performance in English assignments, such as learning from their classmates' past assignments (Extract 26), selecting more appropriate approaches and methods (Extracts 27 & 29), and following the teachers' guidance and assistance (Extracts 30 & 31). Less specific outcomes such as more independence, less reliance on other people, and refrainment from finishing assignments haphazardly were also mentioned (Extracts 25 & 28). These improved ways to complete assignments can be viewed as motivated behaviours driven by extrinsic and instrumental motivation. The phrases 'go to the library', 'save time for finding information', and 'search for more recent and reliable sources', together with the fact that assignments are usually completed out of class, suggest that this effect was felt by the student participants largely beyond the L2 classroom.

Extract 25: I understand the requirements of the assignment better, so I become more independent and do not need as much help from my friends. (Participant 4)

Extract 26: I read the assignments submitted by previous students to discuss their strengths and weaknesses. (Participant 6)

Extract 27: I go to the library to read related books when writing argumentative essays. (Participant 14)

Extract 28: I complete my assignment more wholeheartedly, and I will not finish it sloppily to meet the deadline. (Participant 17)

Extract 29: It makes me pay more attention to the selection of sources, and I spend more time considering what approaches to take in writing. (Participant 18)

Extract 30: My teacher gives us some hints and strategies. They help me to save time for finding information. I save really a lot of time. (Participant 22)

Extract 31: I searched for more recent and reliable sources the way my teacher demonstrated. (Participant 41)

Effect 6: Putting newly learnt skills into practice

A number of participants, spurred by the L2 motivational strategies, decided to go beyond merely acquiring the course knowledge. They took a further step and adopted the taught English skills in diverse settings. Speaking (Extracts 32-34) and writing (Extracts 34-36) appeared to be the two skill sets which were utilised most, probably because of the heavy emphasis laid by Hong Kong tertiary institutions on academic writing and oral presentations. It is also believed that this effect often went beyond the L2 classroom, as evidenced by the phrases ‘to my friends’, ‘whenever’, and ‘at home’.

Extract 32: I try to use English to talk to my friends more, using the structures and content approved of by my teacher. (Participant 2)

Extract 33: Whenever I see a new word, I try to use the ways my teachers introduced to pronounce it. It makes me more eager to try. (Participant 5)

Extract 34: Right after I have learnt a new skill (speaking or writing), I try to use it at home. (Participant 10)

Extract 35: I pay more attention to the cohesion of my writing. (Participant 27)

Extract 36: I use the hedging devices taught by my teacher in the written assignments of other courses. (Participant 32)

These findings are encouraging in two ways. First, additional efforts reported by learners are more convincing indicators of the adopted strategies' effectiveness than simple numerical ratings. Second, learners who are willing to try the newly learnt skills in diverse situations have more opportunities to experience success in L2 use, and such success can further enhance their motivation in future L2 learning.

Effect 7: Using and revising course materials more thoroughly

Some participants responded to their teacher's use of L2 motivational strategies by using materials of both L2 and major courses more thoroughly. Common instances of the revised L2 course materials included exercises (Extract 38), notes (Extracts 37 & 38), and returned assignments (Extract 40). Some participants did not mention the materials used, but they stated English learning as the aim of their revision (Extracts 39 & 41). The phrases 'after class' and 'revise the content taught in class', coupled with the fact that the student participants could choose how frequently they did the exercises and revision, are indicators that this reported effect pertained mainly to out-of-class learning behaviours.

Extract 37: I work harder after class to revise the grammar notes. (Participant 11)

Extract 38: I revise the notes more often and finish more exercises. (Participant 12)

Extract 39: I revise more frequently to consolidate my English knowledge.
(Participant 20)

Extract 40: Whenever an assignment is returned to me, I read several times what I did unsatisfactorily. (Participant 25)

Extract 41: Whenever I run into words I don't know, I look them up in a dictionary, and I revise the content taught in class. (Participant 26)

Several participants improved their L2 standard by looking up unknown English words, and the words came from both L2 and major course content. Biology, for example, appeared to be a subject in which some participants regularly came across difficult English words (Extracts 42 & 43).

Extract 42: One day before every class, I read the notes and look up the words that are new to me, especially human biology classes. (Participant 25)

Extract 43: I try harder to memorise the words that appear in the biology course. (Participant 26)

The course materials seem to have met the criteria of interest, relevance, expectancy, and satisfaction, which are the criteria for motivational L2 instructional design in Crookes and Schmidt's (1991) and Dörnyei's (1994) frameworks. As an outcome, the participants felt motivated to use them intently.

Effect 8: Contributing more in group activities

Apart from Effect 4 (engaging more in class), another reported effect which took place exclusively in the L2 classroom was becoming more active and reflective members in in-class group activities. A number of the student participants tried to assist their group members in task completion (Extract 44). Others noted their increased engagement in group activities, with an aim of practicing English communication skills (Extract 46). There was also a higher willingness to exchange ideas and knowledge, and to respond genuinely to different viewpoints (Extracts 45 & 47).

Extract 44: To better show my value, I try hard to finish the group activity and take the initiative to help group members. (Participant 1)

Extract 45: I become more active in group discussion because it is a time to share knowledge and learn from each other. (Participant 16)

Extract 46: In class, I interact with classmates more, so I get to use English communication skills more often. (Participant 20)

Extract 47: After listening to group members' opinions, rather than staying silent, I respond to opinions that are different from mine. That is the change. (Participant 21)

The participants were evidently motivated by different conducive features of group work: an increase in the quantity and variety of language practice opportunities (Naughton 2006), and a high degree of group cohesiveness, typified by frequent and genuine interaction (Chang 2010). The participants' recognition of enhanced group cohesiveness as a motivated action sequence validates the group cohesiveness component in Dörnyei's (1994) situational framework. Teachers should hence keep in mind that the motivating power of group work lies not only in the additional language practice but also the strengthened relationship (Slavin 2010).

Summary of the reported effects of the macrostrategies

In response to RQ1, The student participants reported eight effects, all of the which were desirable, as the results of their teachers' use of L2 motivational strategies. In response to RQ2, based on the analysis of the narratives, four of the effects (Effects 1, 5, 6, & 7) appear to have taken place mostly out of class, whereas three other effects (Effects 2, 4, & 8) were closely or exclusively related to classroom settings. The remaining effect (Effect 3), conceivably, was felt by the students both within and beyond the L2 classroom.

The overall impact of the macrostrategies

In terms of the overall impact as shown in Table 4, Macrostrategies a (*draw students' attention to unique and difficult aspects of English*) and b (*use group work, games, competitions, and other interactive activities*) were clearly mentioned more than others (32 and 33 mentions respectively), Macrostrategies d (*build students' confidence*) and e (*prepare students for assignments and assessments*) were mentioned relatively less frequently (27 and 22 mentions respectively) and the remainder were least frequently mentioned (9-14 mentions). Although there is no clearly discernible pattern in this grouping, it is apparent that certain macrostrategies had a greater reported impact than others.

Table 4: Reported effects generated by teacher participants' L2 motivational macrostrategies

Macrostrategy	Effect								Overall
	1 [°]	2 ⁱ	3	4 ⁱ	5 [°]	6 [°]	7 [°]	8 ⁱ	
a	11	6	3	2	2	5	1	2	32
b	2	3	2	7	3	3	3	10	33
c	10	0	1	1	2	0	0	0	14
d	2	5	10	4	1	4	1	0	27
e	1	6	0	0	9	3	3	0	22
f	8	0	1	0	0	0	4	1	14
g	1	3	1	1	2	2	2	0	12
h	7	0	1	0	0	0	0	0	8
i	0	0	3	6	0	0	0	0	9
Total	42	23	22	21	19	17	14	13	

ⁱ These three reported effects were predominantly in-class.

[°] These four reported effects were predominantly out-of-class.

The effects resulting from particular macrostrategies

The effects of each macrostrategy fall onto a spectrum ranging between very focused and broad-brush, which allow individual macrostrategies to be targeted depending on the breadth of effect required (see Table 4). For example, Macrostrategies h (*stress the instrumental values of learning English*) and i (*develop a personal relationship with students*) were each mentioned as contributing to only two of the effects. Indeed, seven of the eight mentions for Macrostrategy h focused on a single effect and it can thus be regarded as having the most focused effect. Conversely, Macrostrategies a (*draw students' attention to unique and difficult aspects of English*) and b (*use group work, games, competitions, and other interactive activities*) were mentioned as contributing to all of the eight effects, albeit in differing frequencies. Most of the macrostrategies tend to be at the broad-brush end of the spectrum, reportedly causing five or more effects.

Another noteworthy finding is that most of the macrostrategies appear to have exerted effects mainly either within the L2 classroom or beyond it. On the one hand, Macrostrategies c (*enhance the authenticity of English teaching and learning*), f (*promote learner autonomy*), and h (*stress the instrumental values of learning English*) were almost never associated with any in-class effects. The effects of Macrostrategies a (*draw students' attention to unique and difficult aspects of English*), e (*prepare students for assignments and assessments*), and g (*provide students with positive information feedback*) were also inclined to be beyond the L2 classroom. On the other hand, Macrostrategies b (*use group work, games, competitions, and other interactive activities*) and i (*develop a personal relationship with students*) caused noticeably more effects in class than out of class. This tendency suggests that an additional way of evaluating an L2

motivational strategy, apart from examining its overall effectiveness and the variety of its effects, is to see to what extent it can help learners within and/or beyond the classroom.

Summary of the association between effects and macrostrategies

In response to RQ3, almost all of the effects were reportedly associated with more than half of the macrostrategies (see Table 4). Of those, two effects (Effects 1 and 3) were associated with eight out of nine of the macrostrategies, although to varying degrees. Only one effect (Effect 8) was associated with few macrostrategies and predominantly with a single one (Macrostrategy b). In most cases, a particular effect could apparently have been achieved by different strategies.

Conclusion

This study provides evidence based on students' self-report via their reflective journals that teachers' use of L2 motivational strategies can lead to desirable effects, which are categorised into eight types. This is not to suggest that using the L2 motivational strategies or macrostrategies examined in this study will necessarily promote all the eight desirable effects in students. There is insufficient evidence presented in this study or in the literature to determine whether a similar use of these strategies will bring identical results in other contexts. Equally, it is not clear whether the relationship between strategy use and the effects is bivariate or multivariate. It is possible that the reported effects in this study might have been triggered, not by the use of individual strategies, but by the use of a collection of strategies. Such an interpretation would explain, for example, the high rankings of behaviours related to self-learning and mistake reduction in contrast to the small number of strategies specifically promoting the two types of behaviours. More

concrete evidence of the effects could perhaps be achieved by asking student participants to provide illustrative examples of the effects during their reflections.

An important contribution of this study is its examination of both in-class and out-of-class effects which the student participants suggested were caused by their teachers' use of L2 motivational strategies. The large number of reported effects which were likely to affect the students' attitudes and behaviours out of class indicates that the benefits of L2 motivational strategies can extend beyond the classroom, thus further confirming the importance of L2 teachers' motivational interventions. The distinction between in-class and out-of-class effects may deserve more attention in future research on L2 motivational strategies. In addition, the emerging relationship between teachers' strategy use and the desirable effects in learners' behaviours suggests that in cases where L2 learners report a small number or a narrow range of changes, some aspects of their motivation remain to be activated, and this may require teachers to rethink their motivational techniques.

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Appendix 1: Individual L2 motivational strategies reported by teachers

-
- a. Draw students' attention to unique and difficult aspects of English
-
- a1. Show students' in-class work on the visualiser and invite others to comment on it
 - a2. Compare Chinese and English features
 - a3. Use lyrics to introduce English structures
 - a4. Draw students' attention to their strengths and weaknesses in English
 - a5. Use both effective and ineffective advertisements to raise students' awareness of language mistakes and differences
 - a6. Raise students' awareness of pronunciation issues and encourage students to practice
 - a7. Show students videos of sample presentations and let students discuss the strengths and weaknesses
-
- b. Use group work, games, competitions, and other interactive activities
-
- b1. Use small games and quizzes in class and reward the winners
 - b2. Use in-class competitions
 - b3. Let students learn writing skills through interaction
 - b4. Regularly use small-group discussions where students can interact
 - b5. Make tasks challenging to prompt students to cooperate
 - b6. Offer students opportunities to discuss in groups before or after various reading and listening tasks
 - b7. Use pair and group work
-
- c. Enhance the authenticity of English teaching and learning
-
- c1. Share own English learning experience with students
 - c2. Use examples from daily life to illustrate English features
 - c3. Teach presentation skills with videos of previous students' performance
 - c4. Explain the purpose and utility of a task or an assignment
 - c5. Incorporate authentic materials into the course
-
- d. Build students' confidence
-
- d1. Recognise students' attempts to speak English, show understanding, and provide encouragement
 - d2. Adjust assessment guidelines to ensure success and boost students' confidence

- d3. Use encouraging words in class
- d4. Help students understand obstacles, correction, and revision of assignments are a normal and natural part of English learning
- d5. Select tasks that yield tangible products

- e. Prepare students for assignments and assessments

- e1. Show students a sample test paper and stress that all the tested topics have been taught in class
- e2. Discuss previous students' assignments as exemplars
- e3. Use the step-by-step guide for research essay writing
- e4. Provide appropriate strategies to facilitate assignment completion
- e5. Emphasise assignment deadlines

- f. Promote learner autonomy

- f1. Share with students useful L2 learning online resources for self-study
- f2. Introduce methods for improving English after school
- f3. Provide opportunities for students to make discoveries
- f4. Adopt the role of a facilitator

- g. Provide students with positive information feedback

- g1. Provide ongoing feedback on students' in-class performance
- g2. Provide feedback on students' performance in assignments
- g3. Provide mainly positive feedback and show confidence in students' abilities

- h. Stress the instrumental values of learning English

- h1. Tell students the usefulness and importance of the knowledge taught in daily life, further studies, employment, etc.
- h2. Stress the instrumental value of English

- i. Develop a personal relationship with students

- i1. Care about students and their learning progress
- i2. Pay attention and listen to each of them

Appendix 2: Sample student reflection

Below is a list of second language motivational strategies your English teacher has used in the last few weeks, according to his/her self-report. Please evaluate each of the strategies used. Some prompts are provided to guide your writing. You are free to include other content that is relevant. Write in total 200-300 English words.

Second language motivational strategies reported by your English teacher:

1. Use encouraging words in class
2. Provide opportunities for students to make discoveries (e.g. the activity of identifying generic moves in personal statements)
3. Regularly use small-group discussions where students can mix

Teacher XXX has used Strategies 1 and 3 almost every lesson. She has used Strategy 2 less frequently.

In my opinion, only Strategies 1 and 3 increased our motivation towards learning English. Strategy 1 made us feel more confident and close to Teacher XXX. Strategy 3 helped us perform better, especially in speaking and writing tasks. Strategy 2 was not so effective as I did not have so much time to explore English myself as there was no extra time for English learning after the lesson. Also, in terms of marks for assignments, students only needed to do the best to get better gpa grades, other than that I don't think students would need to explore more unless they really had to.

Although I didn't have much time, I did find some research for the writing assignments because of Strategy 1. Strategy 3 saved me some time because I learnt about some good resources and methods from my classmates, so I was able to finish some assignments more effectively. I think I also become more active now in group discussions.

These methods were quite useful but I think apart from encouraging us, she can invite us to answer more questions by giving some participation marks which is counted in the gpa. By this, students will be more willing to answer more questions and at the same time learn more English. On the other hand, for Strategy 2, I think she should ensure that each student knows about the mistakes they have made to improve in the future.