An Investigation of Motivational Strategies Practiced by Japanese as a Foreign Language (JFL) Teachers to Motivate Students in Learning Japanese

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Abstract: This study attempted to analyze the use of specific motivational strategies for motivating students to learn Japanese language in secondary schools in Sri Lanka. The present study investigated in what extent the Japanese as a foreign language (JFL) teachers use motivational strategies and how often they use these strategies in their teaching practice. The sample consisted of 30 JFL teachers. They were asked to rate the list of 48 strategies which was previously used in Cheng and Dörnyei's (2007) study. The results were analyzed in terms of most frequently and infrequently used strategies in their teaching contexts to identify that how often the JFL teachers use the selected strategies for motivating students. 'Present tasks properly' was the most frequently practiced motivational strategy by JFL teachers and the least frequently used strategies was "make the learning tasks stimulating". It can be concluded that JFL teachers have used all the 48 motivational strategies to motivate JFL students in learning Japanese language and they are aware of the importance of using motivational strategies for maintaining the motivation.
Keywords: Motivational Strategies, JFL teachers, Motivation, Secondary schools.

Introduction

In the process of learning foreign/second languages (L2), it is influenced by a number of affective factors such as students' motivation, attitudes, anxiety, aptitudes, intelligence, age, and personalities (Asghar *et al.,* 2018). The teachers' role and motivational strategies used in the language classroom also affects on students' success or failure in learning languages (Gardner, 2005; Noreen *et al.,* 2015). Therefore, motivating students is the pedagogical implication of motivation and improve or maintain the students' level of motivation is a teachers' responsibility. Among the factors effecting language achievement, the learners' motivation is strongly related to achievement than other factors and it is a driving force that enables learners to expend the continuous sustained effort to learn languages (Gardner, 2005). In the field of L2 learning, motivation is recognized as one of the key factors that determine success or failure in language learning. Further, it is widely believed that more motivated

learners are more successful at learning a language than less motivated learners when everything else is equal. "Motivation serves as the initial engine to generate learning and [it] later functions as an ongoing driving force that helps to sustain the long and usually laborious journey of acquiring a foreign language" (Cheng and Dörnyei, 2007, p. 153). Dörnyei (2001) stated "without sufficient motivation, however, even the brightest learners are unlikely to persist long enough to attain any really useful language" (p. 5).

Recent researches that conducted on motivation in second language acquisition were on identifying the factors affecting language learners' motivation or relationship between the motivation and achievement. Language teachers are commonly believed as one of the most important factors of students' motivation (Dörnyei, 1994). Therefore, strategies which used by teachers in motivating language learners also has been considered as an important aspect of L2 motivation researchers. Though, empirical studies focusing on motivational strategies are limited in this area. Dörnyei (2001) stated that there was a gap between motivation theory and practice in research contexts. More research have been conducted on analyzing various motivational theories than on identifying most suitable techniques or strategies which increase students' motivation (Cheng and Dornyei, 2007). However, during the past decade number of researches has been conducted to identify and design motivational techniques. Dörnyei and Csizér in (1998) conducted an empirical study of EFL teachers in Hungaria evaluating a list of 51 motivational strategies, indicating how important they considered the techniques to be and how frequently they actually implemented them. Based on the findings, a list of the most important motivational macro strategies which call "ten commandments for motivating learners" was presented by Dörnyei and Csizér (1998). Later Dörnyei (2001) suggested a list of more than 100 strategies based on comprehensive framework for motivating language learners. Though, he stated that effectiveness of these motivational strategies should be confirmed by experimental research in various contexts before applying them in language classroom. Gardner and Tremblay (1994) also stated the necessity of the empirical evidence for the recommendation of the practical usefulness of strategies. To fulfill this requirement number of studies has investigated the motivational strategies which can be applied to motivate the language learners and most of studies have adapted Dörnyei's motivational strategies framework (2001). Two studies attempted to empirically test Dörnyei's motivational strategies by Cheng and Dörnyei (2007) in Taiwan, and Guilloteaux and Dörnyei (2008) in South Korea.

L2 teachers play "multi-dimensional role such as an initiator, facilitator, motivator, ideal model of target language speaker, mentor, consultant and mental supporter" which are influenced on learners' motivation and their success of learning (Matsumoto, 2009, p.2). The role of teacher has been identified as the most dominant factor which influence on learners success in previous studies (Dö rnyei, 1994; Dörnyei and Csizér, 1998; Dörnyei, 2001; Cheng and Dörnyei, 2007). Based on the initial findings of the study conducted with 200 Hungarian teachers, Dörnyei and Csizér (1998) state that the teachers' behavior and the strategies they apply in the classroom may influence the students' motivation and their engagement in class. However, a single motivational strategy cannot use to motivate every learner in any situation due to the individual differences or characteristics of students in various contexts. The study of language learners' characteristics or individual differences was rooted in second language studies which include factors such as language aptitude, motivation, or learning styles etc. (Dörnyei, 2005). Therefore, the effectiveness of each strategy may vary according to the other variables. Some of them may culture specific and others may culture neutral (Guilloteaux, 2013). On the other hand the effect of strategies depends on learners' attitudes towards use of strategies too (Dörnyei, 2001).

Learning a foreign language is a challenge for the students who learn it from a teacher in formal language learning context. Therefore, the role of teacher is the most significant factor in motivating the learners and as a facilitator in the classroom; teachers have responsibilities to encourage all students to participate actively in learning. Appropriate methodologies, well planned lesson plans, interesting activities and attractive learning environment will encourage and motivate students and it will leads to better achievement of students. Therefore, it is necessary to identify which strategies can be applied in specific contexts. However, a limited number of research has been conducted to find out the effect of applying teaching strategies on increasing students' motivation. Considerable amount of researches among them have focused on the role of teachers and the strategies they use to motivate students (e.g. Dörnyei and Csizér, 1998; Cheng and Dö rnyei, 2007; Khatib and Najafi, 2012; Guilloteaux, 2013,). Nevertheless, still there is little emphasizing on this type of study in Sri Lanka. Therefore, the present study is aimed to identify in what extent the JFL teachers use motivational strategies to motivate their students in secondary schools. Identifying the strategies which increase learners' motivation will help teachers to have a better understanding about the role of motivation in learning a foreign language. The findings of the present study bear significant implications for language teachers in secondary schools in Sri Lanka.

Literature Review

Motivation has been recognized as an important factor in social psychology field as well as in the education field. In the field of L2 learning, it is one of the most important aspect that determine learners' initial persistence and success in learning languages (Lu, 2018). Motivation serves as the initial engine to generate learning and later functions as an ongoing driving force that helps acquiring a foreign language (Dörnyei, 1994). Indeed, learners with sufficient motivation can achieve a working knowledge of an L2, regardless of their language aptitude or other cognitive characteristics. Without sufficient motivation, however, even the brightest learners are unlikely to persist long enough to attain any really useful language (Dörnyei, 2001, p.5). The students, who have strong motivation, are more likely to succeed in acquiring a foreign language and they put more effort to achieve their target even though they may face difficulties in learning languages (Lai and Aksornjarung, 2018). Therefore, during the past decades large numbers of studies have made significant contributions to understanding the role of motivation in different fields in different ways.

Until the early 1990s, this line of research had been strongly influenced by the seminal work by two Canadian psychologists, Robert Gardner and Wallace Lambert (Dörnyei, 1994). Also motivation has been explained based on behavioral views, cognitive views, humanistic views and psychological views too. The term motivation has been defined by theorists in various fields in different ways which makes it difficult to give a simple definition to explain the exact meaning. According to Gardner (1985), motivation refers to "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning language" (p.10). A truly motivated individual exhibits all three characteristics. Only the effort or desire to learn a language does not reflect motivation. A motivated student expends the effort to learn the language by doing homework, learning the materials with extra effort, seeking other opportunities to learn the language and doing extra work than others. Secondly, they exhibit a desire to attain the goal and work hard to achieve success. Finally, motivated individuals enjoy the activities in learning the language. Gardner (1985) proposed two types of motivation in his theory namely integrative motivation and instrumental motivation. He argues that integratively motivated individual exhibits more interest regarding the target language community. An instrumentally motivated learner has more pragmatic reasons to learn second language such as obtaining a job or passing exams.

Identifying learners' type of motivation is important to select appropriate teaching strategies for motivating students. As well the strategies which are used to motivate students also has considered as a significant aspect in language motivation (Cheng and Dörnyei, 2007). However, Gardner's social psychological approach has not given much attention on the classroom implications for motivating language learners and did not provide suggestions for language teachers in promoting their teaching practice (Cheng and Dörnyei, 2007). Increasing an interest towards learning language and motivating student is a big challenge for L2 teachers. Although a sufficient attention has not given to investigating how should motivate the students towards learning languages (Guilloteaux and Dörnyei, 2008). Therefore, some researchers have investigated various motivational strategies which improve students' positive attitudes towards learning and build self-confidence in language classroom (Cheung, 2018). Motivational strategies refer to "instructional intentions applied by the teacher to elicit and stimulate student motivation and self-regulating strategies that are used purposefully by individual students to manage their own level of motivation" (Guilloteaux and Dörnyei, 2008, p.57). Dörnyei (2001) defines motivational strategies as "techniques that promote the individual's goal-related behavior" (p. 28). Generating students' motivation and positive attitudes towards the target language is most probably teachers' responsibility and it can be achieved by introducing various strategies.

Motivational strategies are known as the techniques which encourage student and promote student behavior in language class in different ways (Dö rnyei, 2001). Also it is needed to maintain and protect the students' motivation as well as generating and initiating the motivation (Al Kaboody, 2013). Dö rnyei (2001) presented the set of four principals which can promote students' motivation namely creating the basic motivational strategies, generating student motivation, maintaining and protecting motivation and encouraging positive self-evaluation (p.119). Further he grouped a list of motivational strategies in to three dimensions known as the Language Level, the Learner Level and the Learning Situation Level in his framework of L2 motivation. The way that teachers use to teach, the methodology and their behavior influence on students' attitudes' toward the language (Huyen, 2018). Though the empirical studies on the effectiveness of motivational strategies in foreign language classroom are considerably limited and available literature proves that many of studies have conducted in western countries (Lu, 2018).

Dörnyei and Csizér (1998) investigated an empirical study of Hungarian English language teachers to evaluate 51 motivational strategies. The aim of this study was to identify how they considered these strategies as important in teaching and frequency of use them. However, they emphasized that most of the strategies recommended by them are theoretical basis and those strategies may be effective in certain contexts since most of them were tested in western educational contexts. Therefore, they suggested that "we cannot say with certainty that the 'Ten Commandments' are valid in every cultural, ethno linguistic and institutional setting. There is clearly much room for further research in this respect" (Do¨rnyei and Csizér, 1998, p. 224). Based on the findings of this study they presented a list of "ten commandments" among 51 motivational strategies for motivating language learners. Later Dörnyei (2001) wrote a book related to motivational strategies in the language classroom including a list of more than 100 motivational strategies. The motivational strategies presented by Dornyei (2001) include four main dimensions: (a) Creating basic motivational conditions, by creating a good teacher-student relationship, a pleasant and supportive class environment, and establishing a cohesive learner group with specific group norms, (b) Generating initial motivation, by using techniques to foster the learners' expectancy of success and increasing their positive attitudes toward the language class and language

learning in general, (c) Maintaining and protecting motivation by promoting situation-specific task-motivation (e.g. using enjoyable and relevant tasks), allowing learners to maintain their positive attitude in communication tasks with a limited language code, and promoting learner autonomy, (d) Encouraging positive retrospective self-evaluation by giving effective and encouraging feedback, increasing learners' satisfaction, and offering rewards in a motivational manner, and using grades in a motivational manner.

Based on Dornyei's motivational strategies, few studies have been conducted in EFL contexts, for example in Taiwan (Cheng and Dörnyei, 2007) with 378 Taiwanese teachers; Japan (Sugita and Takeuchi, 2010) with 124 English teachers; Korea (Guilloteaux, 2013) with 268 South Korean secondary EFL teachers; Hungary (Dornyei and Csizér, 1998) with 200 Hungarian English teachers; Turkey (Deniz, 2010), and in China (Wong, 2014) with 10 teachers and more than 900 students and 30 classroom observations. Guillautaux and Dörnyei (2008) investigated the relationship between the teachers' motivational strategies and the language learning motivation. They investigated 27 teachers and more than 1,300 learners in 40 ESOL classrooms in South Korea. The findings show that there was a significant relationship between teachers' use of motivational teaching strategies and students' motivation. To fulfill the literature gap in this area Bernaus and his colleagues (2008) conducted a study to investigate student motivation and achievement in English and their relation to teacher motivation and strategy use in the classroom. This study revealed that teacher motivation is related to teachers' use of motivational strategies, student motivation and English achievement. Further they suggest that any change in the educational system which enables to develop teacher motivation should result in improved student levels of education and their achievement (Bernaus *et al.,* 2009).

Cheng and Dörnyei (2007) conducted a modified replication study in an Asian context with 378 Taiwanese teachers of English. Due to different cultural background between Western and Asian contexts, Cheng and Dörnyei tried to identify how different Taiwanese teachers' motivational practices with Hungarian teachers. The findings revealed that some motivational strategies were 'universally transferable across diverse cultural and ethnolinguistic contexts' (Cheng and Dörnyei, 2007, p.169). They identified that 'motivating teacher behavior', 'promoting learners' self-confidence' and 'creating a pleasant classroom climate and presenting tasks properly' were the most important strategies according to Taiwanese teacher's point of view.

Although there has been considerable research on the relationship between motivation and motivational strategies only little research has focused on given practical recommendations for how to motivating students and its effectiveness in various contexts. This issue is considered in the present study as emphasized in literature regarding the importance of this type of research. Therefore, the present study intends to investigate the use of motivational strategies among JFL teachers in secondary schools in Sri Lanka and find out the most frequently used motivational strategies.

Research Question
The present study aimed to investigate the use of motivational strategies among JFL teachers in secondary schools in Sri Lanka. To achieve the purpose of the study, the following research questions were posed.
1. What motivational strategies use in the classroom to motivate students by JFL teachers?
2. Which motivational strategies have been identified as the most frequently used strategies by the JFL teachers in Sri Lanka?

Material and Method
Research Design
The research design of the study will be discussed in this section including the instrument, methods, data collection and analysis.

Participants
The participants were 30 JFL teachers who taught in grade 12 and 13 in secondary schools in Sri Lanka. Out of the nine provinces in Sri Lanka, only six provinces were selected for the study since currently Japanese language studies are being taught only in these provinces. In the current study, probability sampling method was used to select the sample.

Instrument
Quantitative research design was employed in the present study. The instrument consisted of a list of 48 items based on 10 motivational strategies with a six point scale, which adapted from the study conducted in Taiwan by Cheng and Do¨rnyei's (2007).

The questionnaire was translated to Sinhala and reviewed by two experts for ensuring the validity of the instrument. The participants were asked to report how frequently they use each of the 48 strategies on 6-point scales ranging from "hardly ever" to "very often". The Cronbach alpha was 0.92 which is considered reliable. The following table shows the distribution of the items of the questionnaire related to each motivational construct (macro strategy).

Table 1. Distribution of items in the questionnaire

	Macro Strategies	Items in the Questionnaire
1	Proper teacher behavior	02,17, 23, 40, 47
2	Recognize students' effort	08, 15, 42, 46
3	Promote learners' self-confidence	34, 36, 28, 11, 33
4	Creating a pleasant classroom climate	30, 01, 41, 21
5	Present tasks properly	06, 25
6	Increase learners' goal-orientedness	20, 26, 10, 31
7	Make the learning tasks stimulating,	18, 12, 45, 43, 27, 13
8	Familiarize learners with L2-related values	39, 38, 04, 32, 07, 09, 19
9	Promote group cohesiveness and group norms	05, 44, 03, 35, 16
10	Promote learners' autonomy	37, 14, 24, 48, 29, 22

Statistical Method
The data was submitted to statistical software SPSS (Version 21) to test reliability with Cronbach Alpha, and to calculate mean value and standard deviation of each item. In pilot study 10 teachers rated the questionnaires to examine the reliability and construct validity of the questionnaires. The choronbach Alpha value was above 0.7 indicated that the questionnaires were highly reliable. After the pilot study a number of initial statistical analyses and the data were submitted to main analysis. In analyzing the data, first the mean of each motivational construct was calculated to identify the rank order of the ten constructs. In order to answer the first research question the mean frequency of 48 items were calculated to estimate the rank order based on the frequency of use. As shown in table 1, the most used motivational strategies by JFL teachers in their teaching practice were identified. Then the relationship between JFL teachers' teaching experience and use of motivational strategies was identified using Pearson correlation statistics.

Results and Discussion

In order to answer the research questions, the mean score and standard deviation of each motivational strategy in the questionnaire was calculated. The findings are presented in the following Table 2.

Table 2. Frequency statistics of the use of 10 macro strategies

Macro Strategies	Mean	Std. Deviation
Present tasks properly	5.2833	.42918
Set a personal example with your own behavior	5.2800	.44752
Recognize students' effort and celebrate their success	5.1667	.51417
Promote learners' self-confidence	5.1467	.34813
Promote learner autonomy	4.8722	.50035
Familiarize learners with L2-related values	4.8286	.53241
Create a pleasant and relaxed atmosphere in the classroom	4.8167	.62950
Promote group cohesiveness and set group norms	4.7400	.49591
Increase the learners' goal-orientedness	4.6833	.68208
Make the learning tasks stimulating	4.6111	.59263

The research questions were concerned with identifying motivational strategies use in the classroom to motivate students by JFL teachers. The purpose of analyzing the frequency of the use of strategies was to determine how often the JFL teachers apply those selected strategies for motivating their students. The Table 2 shows the ranking order of the motivational strategies used by JFL teachers in secondary school. 'Present tasks properly' (M=5.2833, SD=.42918) was most frequently practiced motivational strategy and 'set a personal example with your own behavior' (M=5.2800, SD=.44752) as the second most practiced strategy by JFL teachers to motivate JFL students. This finding is contrast with the findings of the study conducted by Kakar and Pathan in 2017 which revealed that the "present tasks properly" strategy rated as the least practiced motivational strategy by EFL teachers in Pakistan. The way that the teachers present the learning tasks and activities, may effect on how their students' response on the specific tasks. To present task properly the JFL teachers have frequently given 'clear instructions to students by modeling' and have 'explained students as to why a particular task is meaningful'. As similar to the findings reported by Cheng and Dornyei in 2007, "set a personal example with your own behavior" followed by "recognize students' effort and celebrate their success" were rated by JFL teachers as second and third most practiced strategy in Sri Lankan context. In Cheng and Dornyei's (2007) study "proper teacher behavior" was the most popular strategy and "recognize students' effort and celebrate their success" was the second most practiced strategy in Taiwan EFL context. However, the least frequently used strategies by JFL teachers were "make the learning tasks stimulating", "increase the learners' goal-orientedness" and "promote group cohesiveness and set group norms".

Further the results of the study indicated that the most frequently used strategies among 48 items by JFL teachers in Sri Lanka are "show students you care about them" followed by "provide students with positive feedback", "promote effort attribution" and "give clear instructions by modeling". The least frequency used strategies are "invite Japanese people to class" followed by "display the class goal in a wall chart and review it regularly" and "bring in and encourage humor". Finally it can be concluded that generally JFL teachers used all the 48 motivational strategies to motivate their students for learning Japanese language and they are aware of the importance of using motivational strategies for maintaining the motivation.

Conclusion

This study investigated the motivational strategies which JFL teachers employed to motivate learners in secondary schools in learning Japanese language as a foreign language in Sri Lanka. The study concerned with identifying the most frequently used motivational strategies by JFL teachers for motivating JFL students in their teaching practice. The findings of this study revealed that "present tasks properly" was the most frequently practiced motivational strategy and "set a personal example with your own behavior" was the second most applied strategy by JFL teachers. In contrast "present tasks properly" was selected by EFL teachers in Pakistan (2017) as the least practiced motivational strategy. This may be happened because of that effect of some motivational strategies vary from context to context showing different results and also due to the differences of teachers' skill, experience in teaching and available facilities in the learning context.

The findings of the study are useful for foreign language teachers in Sri Lanka to identify the least frequently used strategies. It can be recommended that teachers should try to apply those less frequently used strategies as well in their language classroom in order to motivate students. Also teachers can practice various strategies to identify the most effective strategies which support to enhance students' motivation. Further the findings shows that use of some motivational strategies is culture-dependent and some are transferable across diverse cultural contexts. Finally as suggestions for further research, it is recommended that the empirical investigation should be done for identifying the actual usage of strategies in language classroom and the relationship between the use of motivational strategies with students' achievement and motivation. Further it would be useful to identify the learners' perception about the importance of use of strategies by their teachers for motivating them.

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