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TEACHERS' MOTIVATIONAL BEHAVIOUR AND STUDENTS' MOTIVATION IN EFL CLASSES

Abstract: *In order to have a better command of English as a foreign language (EFL) students who acquire it require support from their English teachers. English teachers should perceive the significance of their motivational behaviour in classrooms. It is expressed in specific motivational strategies they use in foreign language classes. This paper focuses on English as a Foreign Language (EFL) teachers' motivational strategies and their correlation with students' motivation to learn EFL. These two factors belong to fundamental factors in the area of teaching EFL.*

Research carried out among 3rd year secondary students and their English teachers will be presented and discussed. The results include teachers' assessment of the frequency of using motivational strategies as well as the correlation of motivational strategies with students' motivation to learn English. Teachers' motivational strategies are grouped in macrostrategies. The results specify which macrostrategies correlate well with students' motivation in the Croatian educational context. The issue that needs to be examined in future researches is the lack of statistically significant correlations between particular macrostrategies and students' motivation to learn English. The aim of the paper is to explore benefits and implications of the correlation of English teachers' motivational strategies and their students' motivation to learn English and to increase teacher practitioners' awareness of the importance of the analysed factors.

Keywords: *EFL classes, EFL motivation, EFL teachers, motivational strategies*

INTRODUCTION

In previous research, it was established that the relationship between foreign language (FL) teachers and their students, as well as the atmosphere in the classroom, influence students' motivation (e.g. Cheng & Dörnyei, 2007; Dörnyei & Csizér, 1998; Ruesch, Bown, & Dewey, 2012). This paper tries to determine to what extent this applies to the analysed research sample of EFL teachers and their students in the Croatian educational settings. In doing so, it is taken into account that the mentioned factors are a part of the dynamic and changing systems within the long-term process of mastering a foreign language. Furthermore, it is believed that gained results might help English as a foreign language (EFL) teachers from other social and educational contexts to re-examine their own motivational behaviour and approach their students' motivation from a different angle.

The paper focuses on teachers' motivational strategies and their connection to the students' motivation for learning foreign languages. Both factors are relevant for the field of teaching and acquiring a foreign language and present essential factors in FL classes. The correlation between groups or clusters of motivational strategies (i.e. macrostrategies) and types of motivation researched should provide an insight into relations that matter to General English teachers as well as to English for specific purposes teachers of EFL. In order to teach effectively EFL teachers need to develop their skills to motivate their

students successfully. Hence, teachers' behaviour is considered a powerful tool used to increase students' motivation and therefore their commitment to tasks carried out in EFL classes (Dörnyei, 2001b).

A brief overview of the previous research results on the factors such as EFL teachers and students' relationship in EFL classes, EFL teachers' motivational strategies and students' FL motivation will be presented in the next chapters. Afterwards, the research questions, set hypothesis, research instruments and research results of the current study will be presented and interpreted compared to the previously gained results. Final remarks are made in the end including the glottodidactic implications of the findings.

TEACHER – STUDENT RELATIONSHIP IN EFL CLASSES

Creating relationships is an integral part of teaching, therefore teachers and students, that is, teaching and learning, cannot be observed separately. Teachers can help their students learn only if they establish a relationship of mutual understanding and trust with them (Farrell, 2015). Foreign language teachers have rarely been the focus of glottodidactic research, although their importance as one of the actors in the complex process of learning a foreign language in an educational environment is unquestionable. According to Dörnyei (2014), the skills of motivating students that foreign language teachers have are the basis of teaching effectiveness. In the presented research, the actions of EFL teachers they apply when they want to increase students' motivation to learn the language they teach belong to one of the factors that should shed light on success in mastering the English language.

Everything teachers do in class can be motivating or demotivating for students. Students react to what teachers are like, how they behave, how comfortable they are in class. The conscious interventions of teachers and their behaviour play a major role in creating a pleasant and motivating working atmosphere in the classroom and school. Furthermore, students receive and mirror the behaviour of their teachers, and on the other hand, students can influence their teachers with their behaviour (Mercer, 2018).

It is very important what kind of relationship teachers build with their students and what kind of influence they have on students in class (Deci & Ryan, 1985; Dörnyei, 2007; Nikolov, 1999). It has been determined that the teacher-student relationship is the strongest and most influential factor in the education process compared to other factors such as motivation (Hattie, 2009, as cited in Mercer, 2018). It has been proven that a high-quality student-teacher relationship can contribute to the achievement of set educational outcomes and success in school (Wilcken & Roseth, 2015, as cited in Mercer, 2018). The feedback and help that teachers provide to students is extremely important in order for students to see their failures objectively and to make them aware of the importance of the effort they put in and the importance of accepting the fact that they, their students, are active participants in their learning (Ushioda, 2008; Ushioda & Dörnyei, 2012).

Research in the field of psychology has established that the environment plays an important role in the formation of human behaviour. It can encourage, but also prevent the development of student motivation (Buckler & Castle, 2014; Pintrich, 2003; Ryan & Deci, 2000a; 2000b; Schunk et al., 2014; Turner & Meyer, 2000). At the same time, individuals most often perceive people who reward them, control or evaluate their work as the most relevant environmental factor, while they perceive the reward itself or the control and reward system as less important (Deci & Ryan, 1985). In the educational system, the most important factor is the teachers, because they most often implement the usual ways of rewarding and punishing student behaviour in educational practice.

Dörnyei and Ushioda (2011) point out that teachers' commitment and enthusiasm can influence students' motivation to learn. Teachers have an impact on students' motivation because they can influence students' beliefs about their abilities and about their success or failure. However, no one can guarantee that students' motivation will always be at a high level, therefore it remains up to teachers to actively work to ensure that their students form positive attitudes towards learning another language (Dörnyei & Muir, 2019). The teacher's role, after all, is to encourage and maintain students' motivation, which can ultimately be related to better outcomes of learning another language (Nicholson, 2013; Williams et al., 2015).

When talking about teaching effectiveness, teachers' ability to motivate students is important for achieving teaching effectiveness, while teachers' behaviour is a powerful means of motivation that can lead students to engage more actively in the language task (Dörnyei, 2001b). Moreover, it is not unimportant how foreign language teachers perceive themselves in class, as this may very well influence their choice of teaching methods. However, it will be difficult to be effective teachers if we are not open to new and different approaches to language teaching (Williams et al., 2015). As students acquire knowledge in different ways, teachers should also be aware that there are different ways to enable students to learn in a motivating and challenging environment (Pintrich, 2003). The analysis of the role of FL teachers in the process of mastering a foreign language in class should help explain the differences in the achieved success in foreign languages of their students (Dörnyei & Ryan, 2015).

TEACHERS' MOTIVATIONAL STRATEGIES

By definition, motivational strategies are techniques or interventions and activities that FL teachers consciously use to try to maintain their students' motivation or to encourage and improve it (Dörnyei, 2001b; Dörnyei & Ushioda, 2011; Guilloteaux, 2013; Guilloteaux & Dörnyei, 2008). These are strategies that should encourage the individual to behave in a way that will help him achieve his goals and result in a positive outcome for the individual (Dörnyei, 2001b). Guilloteaux (2013) believes that teachers' motivational strategies actually present a connection between classroom teaching, i.e. practice, and research on foreign language motivation.

An extensive list of 102 motivational strategies for English language teachers is provided in Dörnyei's (2001b) "Motivational Strategies in Language Teaching". They are based on the fact that students are influenced by their teachers' beliefs and behaviours. He claims that dramatic changes in students' motivation will rarely occur during language classes, and a whole series of nuanced procedures are needed that will result in a greater increase in students' motivation over time. The motivational strategies presented in Dörnyei's book are based on personal teaching experience and on the results of research in the field of educational psychology, nonetheless they are not, as the author emphasises, solid rules that we must follow, but suggestions and guidelines that can be effective in various teaching environments. Dörnyei (2001b) also notes that different motivational strategies will have different effects depending on the environment in which they are applied, because each educational environment is characterized by the social environment, the level of language knowledge, the age of the students and their attitudes towards a target language.

For practicing teachers, Dörnyei's (2001b) assertion that teachers should not strive to be perfect in motivating their students, but good enough to enable them to learn a foreign language in a positive and motivating environment, is encouraging. The application of motivational strategies in FL teaching does not mean that teachers must try to apply as many strategies as possible in one lesson or in general in their teaching. However, they should insist on the quality of application, even if it is a small number, of motivational strategies. Some of the most successful teachers in motivating their students actually use only a few motivational techniques. Dörnyei (2001a) believes that the best thing language teachers can do to encourage the motivation of their students is to improve the quality of their teaching methods. He points out that it is not so important whether teachers know how to motivate their students, as it is important whether they know how to clearly convey to students the instructions that will help them follow the lessons successfully. Clearly stated instructions should lead to increased motivation.

An increase in the motivation to learn another language can be achieved if teachers apply activities that will help students develop motivational and cognitive interdependence and the feeling that they are co-responsible in the teaching process (Ushioda, 2008). A smaller number of motivational techniques that some successful teachers apply in their work are strategies that suit both teachers and their students (Dörnyei, 2014). On the other hand, most of the existing motivational strategies research indicates that the motivational strategies most encouraging to students are those related to the human side of teaching and the personality of the foreign language teacher. Strategies that are most appreciated by both students and

teachers are precisely those that focus on establishing positive relationships in class, which include the teacher-student relationship, but also the mutual relationships of the students themselves (Lamb, 2017).

Despite the fact that the importance of motivational strategies has been proven by finding that they are related to motivational behaviour in the classroom (Cheng & Dörnyei, 2007; Dörnyei & Csizér, 1998; Guilloteaux & Dörnyei, 2008; Papi & Abdollahzadeh, 2012; Ruesch et al., 2012) and to helping students achieve better success in a foreign language (Alrabai, 2014; Cheng & Dörnyei, 2007), recent research involving motivational strategies is rare. It is possible that the reason for this lies in the complexity of the teachers' motivational strategies themselves, but also in the difficulty of analysing their effects.

STUDENTS' MOTIVATION FOR LEARNING FOREIGN LANGUAGES

Motivation is one of the most significant factors that determine success in a long-term process such as mastering a foreign language (Bernaus & Gardner, 2008; Campbell & Storch, 2011; Dörnyei, 2014; Gardner, 2001; Guilloteaux & Dörnyei, 2008; Ushioda & Dörnyei, 2012). Motivation in the field of Second Language Acquisition (SLA) represents, therefore, the initial momentum and incentive for learning another language, and the driving force that helps each student to persevere in this long-term process (Dörnyei, 2005; 2009; Dörnyei & Ryan, 2015; Dörnyei & Ushioda, 2011; Ushioda, 2008). It is a changing, fluid relationship between external and internal factors that develops in the complex world of each student (Ellis & Larsen-Freeman, 2006). Without strong motivation, even the most talented students cannot be successful, and strong motivation can enable every student to acquire working knowledge of another language, regardless of his language aptitude or poor learning conditions (Cheng & Dörnyei, 2007). It is considered one of the key factors in which the differences between the acquisition of the first and second languages are manifested (Ushioda, 2010).

Canadian psychologists Gardner and Lambert, who first started researching motivation in SLA (Gardner & Lambert, 1972), significantly influenced research on motivation for learning other languages. Gardner (1985) believes that motivation is like a mental machine, i.e. an energy centre made of three components: desire or wanting as a cognitive component, effort and affect (the level of pleasure that an individual achieves in a certain task). Truly motivated students must exhibit all three components (Gardner, 2001; 2006). Students who are motivated will invest their effort in teaching activities, will enjoy them and will persist in their commitment to teaching activities and show that they want to achieve the set goals (Gardner, 2006).

Gardner and his colleagues initiated and conducted research on the causal relationship between motivation and successful mastery of a foreign language (Ushioda, 2010). Gardner and Lambert (1972) created the basic framework for social-psychological research on FL motivation. They started their work by raising a research question related to the difference in success that students achieve in another language even though they acquire it under equal conditions. Gardner (2007) believes that the type of motivation for learning another language is not as important as the intensity of motivation in a broader sense, which includes behaviour and affective and cognitive components. He claims that integrative motives, which imply openness to cultural identification, are associated with achieving the highest level of knowledge of another language.

A low level of motivation for learning another language prevents success in learning that language, but we cannot unilaterally claim that increased motivation necessarily results in better knowledge of a language (Williams et al., 2015). Nevertheless, it is indisputable that all the investigated factors in SLA to some extent presuppose the presence of motivation in those who want to master a foreign language (Dörnyei, 2009; Dörnyei & Ryan, 2015).

METHODOLOGY

RESEARCH QUESTIONS

The aim of the research was to answer the following research questions and confirm the following hypothesis:

Research question 1: Is there a relationship between self-assessed motivational strategies with three types of student motivation for learning English?

Hypothesis 1: Self-assessed motivational strategies are positively related to three types of Ss' motivation, pragmatic-communicative, affective and instrumental motivation.

Research question 2: Is there a relationship between self-assessed motivational strategies with demotivators teaching setting and learning difficulties?

Hypothesis 2: Self-assessed motivational strategies are negatively related to demotivators teaching setting and learning difficulties.

RESEARCH SAMPLE

The research sample included students of the third grade of secondary state schools in Split, grammar and vocational schools, and their EFL teachers. In order to make the sample as homogeneous as possible, private high schools and private schools for foreign languages were not included in the research. Upper secondary school students were included in the research because it was believed that the content of the questionnaires used in the research would be more experientially closer to older students and that they would be able to rationalize and understand them more successfully. However, as the students of the fourth grade of secondary schools, as well as their teachers, are burdened with preparations for the state graduation exams, the research was conducted among the students of the third grade of secondary schools. A total of 629 students were examined, of which 353 were female students and 276 were male students. All respondents were students of five grammar secondary state schools and four-year vocational state schools in Split, Croatia: Economics, Construction, Graphics, Maritime, Technical-Mechatronics and Tourism. There are five grades in the Croatian educational system. They include, from the highest to the lowest grade, excellent (5), very good (4), good (3), sufficient (2) and fail (1). The largest number of examined students ($N = 213$) had a grade very good (4), followed by a grade good (3), which was given to 169 of the examined students, and excellent (5), 161 of them. The mean value of the grade in the subject English language of the examined students was 3.722 (median = 4.000; $SD = 0.990$).

RESEARCH INSTRUMENTS

The motivational strategies of teachers in the Croatian educational environment were measured by a questionnaire created by the author of this paper for the purposes of the research based on Cheng and Dörnyei's (2007) questionnaire. The motivational strategies questionnaire by Cheng and Dörnyei was created based on Dörnyei's (2001b) detailed list of more than 100 motivational techniques used by EFL teachers. Therefore, this questionnaire investigates the teaching practice in the EFL teaching.

In the main research, a new version of the questionnaire created based on the results of the pre-research of the motivational strategies questionnaire was applied. This version of the questionnaire was filled out by the interviewed teachers who participated in the main research and their students. The teachers gave their assessment of the frequency of motivational strategies application in English lessons. The questionnaire contained 46 items to which a five-point rating scale was added (never or almost never, rarely, sometimes, often, almost always). The following are the macrostrategies included in the questionnaire: *proper teacher behaviour, recognise students' effort, promote learners' self-confidence, creating a pleasant*

classroom climate, increase learners' goal-orientedness, make the learning tasks stimulating, familiarise learners with L2-related values, promote group cohesiveness and group norms, promote learner autonomy.

The types of motivation for learning English of the examined students were measured by the questionnaire created by Mihaljević Djigunović, which includes three types of motivation and two types of demotivators (Mihaljević, 1991). The three types of motivation include the affective, the pragmatic-communicative and the instrumental motivation. The two demotivators are teaching setting and learning difficulties.

RESULTS

The results of the correlation analysis for self-assessed motivational strategies, on the one hand, and three types of motivation, on the other hand, are presented in Table 1. Hypothesis 1 assumed a positive direction of the correlation (teachers' motivational strategies are positively related to three types of student motivation for learning EFL) and a one-way correlation test was applied. A statistically significant connection was established between affective and instrumental motivation and the macrostrategy *proper teacher behaviour*, while the correlation between the macrostrategy *creating a pleasant classroom climate* and the pragmatic-communicative motivation is also statistically significant, but a negative one.

The results of the correlation analysis for self-assessed motivational strategies and two demotivators, learning difficulties and teaching setting, are presented in Table 2. Hypothesis 2 assumed a negative direction of the analysed correlations between self-assessed motivational strategies and demotivators. Therefore, a one-way correlation test was applied. A statistically significant negative correlation exists only between the self-assessed macrostrategy *promote group cohesiveness and group norms* and demotivator learning difficulties. Another statistically significant correlation, but a positive one, was established between the self-assessed macrostrategy *creating a pleasant classroom climate* and the demotivator learning difficulties.

Table 1

Results of the correlation coefficients between self-assessed motivational strategies with three types of motivation for learning English

Self-assessed motivational strategies		Types of motivation		
		Affective motivation	Pragmatic-communicative motivation	Instrumental motivation
<i>Proper teacher behaviour</i>	r	0.393*	0.254	0.439*
	p	0.032	0.121	0.018
	N	23	23	23
<i>Recognise students' effort</i>	r	0.226	0.015	0.160
	p	0.150	0.474	0.233
	N	23	23	23
<i>Promote learners' self-confidence</i>	r	0.224	0.042	0.227
	p	0.152	0.425	0.149
	N	23	23	23
<i>Creating a pleasant classroom climate</i>	r	-0.238	-0.370*	-0.279
	p	0.138	0.041	0.099
	N	23	23	23
<i>Increase learners' goal-orientedness</i>	r	0.141	0.220	0.281
	p	0.260	0.157	0.097
	N	23	23	23

<i>Make the learning tasks stimulating</i>	r	0.031	0.191	0.022
	p	0.444	0.191	0.460
	N	23	23	23
<i>Familiarise learners with L2-related values</i>	r	0.337	0.306	0.255
	p	0.058	0.078	0.120
	N	23	23	23
<i>Promote group cohesiveness and group norms</i>	r	0.085	0.201	0.161
	p	0.351	0.179	0.232
	N	23	23	23
<i>Promote learner autonomy</i>	r	0.207	0.242	0.242
	p	0.171	0.133	0.133
	N	23	23	23

** p < 0.01

* p < 0.05

A one-way correlation test was applied.

Table 2

Results of the correlation coefficients between self-assessed motivational strategies with demotivators learning difficulties and teaching setting

Self-assessed motivational strategies		Demotivators	
		Teaching setting	Learning difficulties
<i>Proper teacher behaviour</i>	r	-0.028	-0.108
	p	0.449	0.312
	N	23	23
<i>Recognise students' effort</i>	r	-0.065	-0.195
	p	0.384	0.186
	N	23	23
<i>Promote learners' self-confidence</i>	r	-0.110	-0.095
	p	0.308	0.334
	N	23	23
<i>Creating a pleasant classroom climate</i>	r	-0.250	0.571**
	p	0.125	0.002
	N	23	23
<i>Increase learners' goal-orientedness</i>	r	0.011	-0.323
	p	0.480	0.066
	N	23	23
<i>Make the learning tasks stimulating</i>	r	-0.131	0.062
	p	0.276	0.390
	N	23	23
<i>Familiarise learners with L2-related values</i>	r	0.060	-0.314
	p	0.393	0.072
	N	23	23
<i>Promote group cohesiveness and group norms</i>	r	0.065	-0.359*
	p	0.384	0.046
	N	23	23
<i>Promote learner autonomy</i>	r	0.130	-0.252
	p	0.277	0.123
	N	23	23

** p < 0.01

* p < 0.05

A one-way correlation test was applied.

DISCUSSION

Teachers are a key factor that can be significantly related to student motivation, either positively or negatively. Almost everything that a FL teacher does in class with students can have a motivating effect on the students. It follows that the teacher's behaviour plays the role of motivational tools in FL teaching. Previous research has established that FL teachers with their motivating teaching techniques can really change the motivation of their students and that there is a connection between the motivational approaches and methods used by teachers in teaching and student motivation (Astuti, 2013; Dörnyei & Csizér, 1998; Dörnyei & Ushioda, 2011; Guilloteaux & Dörnyei, 2008).

The results of our research, shown in Table 1, are different from the results of Mihaljević Djigunović (1996), who determined that there are no differences between students with stronger affective motivation and those with weaker affective motivation when it comes to their assessment of the relationship that the English language teacher establishes with his students. In our research it was shown that a statistically significant correlation was established between affective motivation and macrostrategy *proper teacher behaviour*, which contains statements related to the relationship between the English language teacher and the students, with the respect shown to the students and with spontaneity (e.g. teachers talking about their hobbies, what they like or dislike). The results of the research show that the macrostrategy *proper teacher behaviour* is even more closely related to instrumental motivation, which would mean that the examined teachers succeeded in creating an atmosphere conducive to the development of this type of motivation in their students. This also means that the surveyed teachers managed to achieve a stimulating and harmonious relationship with their students, which is connected with the students' awareness of the importance of mastering the English language in their future education and professional and personal development (e.g. 'Mastering the English language helps us to become part of the world.' or 'With English I can expand my general culture.'). This is in accordance with Dörnyei's (2001) claim that motivational strategies will not be effective in the so-called "motivational vacuum" and that teachers must create certain preconditions in English language classes in order to succeed in stimulating the motivation of their students.

The results of the correlation analysis for self-assessed motivational strategies and types of students' motivation indicate that there is no correlation between the efforts of the examined teachers to help their students understand that the effort they invest in demanding language tasks in class or in general during FL learning is important for success in a foreign language. The results did not confirm the connection between the teachers' efforts to make the process of mastering the English language as easy as possible for students, encouraging their self-confidence and belief in their abilities and reducing the burden of mistakes, with student motivation. Nor was there a connection between the strategies used by teachers to raise awareness of the pragmatic value of knowledge of the English language on a professional and private level, such as travel and the spread of general culture, and student motivation. The connection between strategies that promote group cohesion, creating contact, cooperation and interaction in the class with types of motivation, especially with pragmatic-communicative motivation, was not confirmed, which is contrary to Dörnyei and Murphey's (2003) and Dörnyei and Ushioda's (2011) conclusion that the mentioned strategies promote socialization and behaviour aimed at achieving set goals.

According to the research results, a large number of stimulating teaching methods, which let students know that the English teacher cares about how she can help them in completing tasks, that she is careful when choosing tasks, that she appreciates their efforts, etc., are not related to any of the analysed types of student's motivation. This is in contrast to some foreign research. Oxford and Bolaños-Sanchez (2016), for example, found that useful feedback and positive comments from English teachers can strengthen students' self-confidence and in general their motivation for English, while Brophy (2004) highlighted the importance of constructive and informative teacher feedback for student's successful completion of tasks in class and achievement of goals. It can be assumed that the reason for the small number of established correlations between self-assessed motivational strategies and the three types of students' motivation is that the students' motivation is at a very high level, especially when considering

pragmatic-communicative ($M = 4.252$) and instrumental motivation ($M = 4.335$). These students perhaps did not perceive a large number of motivational strategies as the stimulus they needed to increase their motivation to learn English.

In the conducted research, there was no confirmation of the existence of a connection between students' motivation and the encouragement of their autonomy. Previous research has confirmed the following: if FL teachers succeed in developing students' autonomy and students' language skills, then they will also succeed in influencing student motivation, which contributes to better success in learning a foreign language (Dörnyei & Ushioda, 2011; Little et al., 2003; Liu, 2014; Noels et al, 1999; Ushioda, 2013). On the other hand, previous research confirmed that certain motivational strategies are perceived differently in different cultures. Encouraging student autonomy is one of them. Thus, encouraging student autonomy among Taiwanese teachers was not perceived as effective and important for teaching EFL in the research of Cheng and Dörnyei (2007), while among Hungarian teachers in the research of Dörnyei and Csizér (1998) it was, which was interpreted by the existence of differences between Western and Eastern cultures and ways of teaching foreign languages in these cultures. Students in Croatia may still be more used to relying on their teachers and perhaps in their opinion the teacher should be the one who makes decisions and evaluates, and they do not see themselves in the role of those who can also participate in the selection of activities and teaching materials, in the way of assessing knowledge etc., which could explain the fact that in our research there was no significant correlation between the macrostrategy *promote learner autonomy* and students' motivation.

The research results, however, confirm the existence of a negative relationship between the macrostrategy *creating a pleasant classroom climate* and students' motivation was found, which is surprising, because it was expected that this macrostrategy would be positively related to FL motivation, especially because it was confirmed as one of the universal macrostrategies that is ranked high in terms of importance and frequency of use in significant researches of motivational strategies carried out by Dörnyei and Csizér (1998) and Cheng and Dörnyei (2007). Gardner (1985) also argued that teachers must be aware of the importance of maintaining a pleasant atmosphere in the classroom and creating an environment that will not cause students pressure because this has a negative effect on students' FL motivation. English language teachers' motivational strategies will have an effect on students' motivation and success only if students experience these strategies as interesting and useful to them, as determined by Bernaus and Gardner (2008) and Brophy (2004; 2010). It is interesting that Bernaus and Gardner (2008) did not establish a positive connection between self-assessed motivational strategies and students' motivation, which was confirmed in the results of the vast majority of correlations between self-assessed motivational strategies and types of students' motivation in the research presented here. Bernaus and Gardner (2008) concluded that teachers' motivational strategies can have an effect on student motivation only when students perceive them as purposeful and effective. It is assumed that this can explain why in the obtained results of this research there was no positive significant correlation between self-assessed motivational strategies within the macrostrategy *creating a pleasant classroom climate* and students' motivation.

It is possible that strategies such as the use of humour and laughter and interesting introductory activities had the opposite effect on a part of the students, or the students did not perceive the motivational strategies within the macrostrategy *creating a pleasant classroom climate* or their function at all. Bernaus and Gardner's claim (2008) that teachers apply those strategies they feel safe applying and the ones they believe will be useful to their students contributes to a better understanding of the obtained correlations. On the other hand, when choosing strategies, teachers do not always start from students' attitudes and types of motivation, while students' perception of motivational strategies is generally more related to students' motivation and their attitudes. The assumption is that this is another reason for the obtained negative correlations between all three types of motivation and the macrostrategy *creating a pleasant classroom climate*, while taking into account that a statistically significant negative correlation was found only for the correlation of this macrostrategy with pragmatic-communicative motivation. It can be assumed that the reason for this is that students with the strong pragmatic-communicative motivation experienced motivational strategies within the macrostrategy *creating a pleasant classroom climate* as unnecessary activities for them, because even without stimulating activities in the form of fun games, humour, creating

a stimulating atmosphere in the class, they are aware of the benefits that knowledge of the English language provides them.

On the other hand, it is also possible that the obtained result is a proof of the variability of students' motivation, which has been established in the previous research on FL motivation (Dörnyei & Otto, 1998; Dörnyei et al., 2015; Ellis & Larsen-Freeman, 2006; Lasagabaster, 2011; Wanninger et al., 2014). It can be assumed that the reaction of the whole group or class could be negative towards certain teacher's motivational strategies within the mentioned macrostrategy, which could have a negative effect on the FL motivation of individual students (Williams et al., 2015). This could ultimately be reflected in the results obtained for this correlation. The assumption is that the activities that the interviewed teachers used to create a stimulating atmosphere in English language classes were simply not the correct and effective stimulus for the FL motivation of their students (Buckler & Castle, 2014). Teachers should try to determine the teaching activities in which their students find reasons and justification for investing their effort. Students will then conclude that such activities are useful to them which could result in the increase of their motivation (Brophy, 2004; 2010; Brown, 2009). Ruesch et al. (2012) conclude that it is certainly very important to collect as much data as possible about all participants in the teaching process in order to determine how FL teachers can motivate their students in the classroom.

It has been established that teachers can motivate their students, and by motivating their students they can encourage their progress in learning a foreign language (Bernaus & Gardner, 2008; Bernaus et al., 2009; Gardner, 2001; Moskovsky et al., 2012; Patrick et al., 2000; Waninger et al., 2014). However, it should be kept in mind that Dörnyei and Csizér (1998) emphasized that there is no motivational strategy that FL teachers apply, which would be effective always and everywhere. Motivational strategies are applied in an extremely dynamic environment that is characterized by various changes and in which various factors are interrelated, such as the personality of the student, the personality of the teacher, the structure of the student group, etc. The effectiveness of the motivational strategies used by FL teachers will depend on all these factors. Ushioda (2008) points out that the basic pedagogical principle should be to encourage motivation in FL classes, which will not rely only on the FL teacher, but on the students themselves.

The second research question related to the correlation between the assessment of the frequency of use of motivational strategies and two demotivators, the teaching situation and learning difficulties. According to the second hypothesis, self-assessed motivational strategies are expected to be negatively related to both demotivators. From the results presented in Table 2, it is evident that only one statistically significant negative correlation was found between the macrostrategy *promoting group cohesiveness and group norms* and demotivator learning difficulties. This is in accordance with the sociocultural perspective of FL learning, according to which the teacher's support (scaffolding) or the support of another student in the class encourages the acquisition of new knowledge and skills in FL teaching (Brophy, 2010; Saville-Troike, 2012; Williams et al., 2015). Motivational strategies within the macrostrategy *promoting group cohesiveness and group norms* include activities that require group work, encourage cooperation among students and create conditions that improve learning. The communication of students in the class during the preparation of a teaching task is particularly important for the joint acquisition of new knowledge in the group, which is also one of the assumptions of the sociocultural approach to learning a foreign language (Williams et al., 2015), which was confirmed by the results for the correlation of the assessment of the frequency of use of motivational strategies and two demotivators in the presented research.

A low negative correlation according to the correlation coefficient, although slightly above the acceptable level of statistical significance, was determined for macrostrategies *increase learners' goal-orientedness* and *familiarise learners with L2-related values* and the demotivator learning difficulties. Trang and Baldauf (2007) determined that the strongest factor that helps their respondents reduce demotivation to learn English as a foreign language is the teacher's emphasis on the importance of the English language. The results of the above correlations between the macrostrategies highlighting the importance of setting goals and introducing students to the values of knowledge of the English language and culture with the demotivator learning difficulties, although they show a low level of correlation that is close to the level of statistical significance, still point to the possibility that some motivational strategies of English teachers result in the reduction of demotivating factors of their students. This refers, for example,

to directing students' attention to their goals and interests related to their learning of English, which will be included in the curriculum, or to familiarizing students with the characteristics of the culture of the target language.

The strongest connection was found between self-assessed motivational strategies within the macrostrategy *creating a pleasant classroom climate* and the demotivator learning difficulties. However, this correlation is positive, which means that more frequent use of motivational strategies within the observed macrostrategy is associated with a higher level of the demotivator learning difficulties. It is possible that for some examined students, the group of motivational strategies within the macrostrategy *creating a pleasant classroom climate* had the opposite effect than expected. This contradicts the hypothesis, as a negative correlation between self-assessed motivational strategies and both demotivators was expected. It can be assumed that some students' lack of prior knowledge and negative attitudes towards English as a foreign language (e.g. that English is a difficult or stupid language) are so strong that the English teacher's attempts to create an empathetic and stimulating atmosphere and to use humour and fun games to make it easier for students to master certain content of that subject only caused even stronger negative attitudes towards the English language among them. Therefore, it is assumed that some students do not perceive humour, laughter or fun games as stimulating for learning English or as helping to compensate for "holes" in prior knowledge, which could have led to the results obtained for the correlation between these two factors. It is not entirely clear why a significant positive correlation was established between strategies applied by teachers, which should provide a pleasant and stimulating classroom atmosphere, without discomfort for students, or those that prevent comparisons between students, and demotivator learning difficulties. Namely, it is expected that such strategies reduce at least some of the factors related to learning difficulties. It can only be concluded that the examined teachers did not manage to change the negative attitudes their students have towards the English language by applying motivational strategies within the macrostrategy *creating a pleasant classroom climate*, nor did they manage to change the students' attitudes towards their abilities to compensate for the deficiencies in their prior knowledge.

CONCLUSION

Applied linguistic and psychological research followed different paths of language analysis. Nonetheless, applied linguistics and psychology still have one important point in common – FL learners and research into individual differences among FL learners. The paper focuses on the research of one individual difference, FL motivation, which is an integral part of students' attitude towards a foreign language and the process of learning a foreign language. In addition to the FL motivation factor, another important segment for the process of learning a foreign language in the institutional or school environment, included in the paper, is the motivational behaviour of the FL teacher. The aim of the paper was to analyse the relationships between the motivational strategies used by EFL teachers in class and three types of student motivation for learning English. The conducted research provided an insight into the data that helps to clarify the relationships between the mentioned factors.

The results for the correlations of self-assessed motivational strategies and students' motivation for learning English showed that in the sample of the presented research, the macrostrategy *proper teacher behaviour* is well connected with student motivation, as a statistically significant correlation of this macrostrategy with the instrumental and affective motivation was established. This leads to the conclusion that the interviewed teachers managed to achieve a stimulating and harmonious relationship with their students, which is connected with the students' awareness of the importance of having a good command of the English language in their future education and professional and personal development. This confirmed that an encouraging approach to students and a teaching method that raises awareness of the importance of acquiring English among students can be associated with an increase in instrumental and affective motivation. The results obtained for the macrostrategy *proper teacher behaviour* and students' motivation confirm results of the previous research that students' motivation to learn another language can be increased by good relationship established between students and their English language teacher, by teachers' enthusiasm and by the respect teachers show to students (Cheng & Dörnyei, 2007; Dörnyei & Ushioda, 2011; Hadfield & Dörnyei, 2013; Oxford & Bolanos-Sanchez, 2016; Ruesch et al., 2012; Urdan, 2001; Williams et al., 2015).

The second hypothesis was confirmed only to a lesser extent when observing the connection between self-assessed motivational strategies and the demotivators teaching situation and learning difficulties. Only one statistically significant negative correlation was found between the macrostrategy *promote group cohesiveness and group norms* and the demotivator learning difficulties. The macrostrategy *promote group cohesiveness and group norms* contains activities that require group work, encourage cooperation among students and create conditions that improve learning. It encourages the communication of students in the class when performing a teaching task, which is very important for the joint acquisition of new knowledge in FL classes, and which, after all, is one of the fundamental principles of the sociocultural approach to learning a foreign language (Williams et al., 2015). The research results confirmed that the mentioned strategies are related to the reduction of students' demotivating attitudes that English is too difficult for them, that their prior knowledge is weak or that they will not understand anything in English classes. On the other hand, the most significant correlation ($r = 0.571$) was found between self-assessed motivational strategies within the macrostrategy *creating a pleasant classroom climate* and the demotivator learning difficulties, but it is a positive one, which contradicts the set hypothesis. The assumption is that for some students the macrostrategy *creating a pleasant classroom climate* had the opposite effect than expected, or that students' attitudes that everything they do in class is too difficult for them and that they will not understand anything were an enormous obstacle for the activities within this macrostrategy to have a positive effect on the students' difficulties in learning English.

The research pointed to the need to organise professional trainings of EFL teachers on the importance of teacher's motivational strategies and their connection with a number of factors important for FL teaching. Additional training should include raising the awareness of EFL teachers about the existence of three types of motivation and demotivators for learning English, which could help them better understand what motivates their students to invest effort and greater commitment in learning English. Such knowledge could provide EFL teachers with guidelines that will direct them to what needs to be changed in their

motivational behaviour and/or what needs to be changed in the motivational strategies they apply to make them even more effective. Such training of English language teachers can be carried out in the form of lectures and workshops organized by professional associations. This type of education contributes to the exchange of experiences, which can be an incentive for English language teachers to independently further investigate the research questions analysed in this paper and thus help everyone involved in the process of learning and teaching English in schools to raise that process to a higher level of efficiency and success for students. Many educational institutions implement life-long education programmes within which continuous education of FL teachers could also be organized in order to gain new knowledge about the importance of the affective characteristics of their students for the process of mastering a foreign language as well as about the importance of their own motivational behaviour in FL classes.

Considering the fact that only one type of instrument for measuring student motivation and motivational behaviour of EFL teachers was used in the research, in the future research quantitative and qualitative research methods should be applied (e.g. interviews). Applying both research methods should provide a better insight into the analysed factors. Interviews with successful and less successful students in English would certainly offer useful data on EFL motivation. In addition, qualitative research data on the observations of EFL teachers would provide more layered insights into their work, into students' reactions to certain activities that they have noticed, in the feedback and advice they give to their students, in the help they provide during EFL classes, etc. Furthermore, many studies have confirmed that the whole range of factors involved in the process of learning a foreign language, as well as its teaching, is unstable and fluctuates over time (Mihaljević Djigunović, 2013). Therefore, the next research on factors of EFL motivation and teachers' motivational strategies should be longitudinal.

The results of the research presented in this paper provide data on FL motivation and motivational strategies of teachers for one type of sample and for one city in Croatia. It would be useful to obtain data on other types of samples, e.g. the student population. In such a research other variables relating to teachers' motivational behaviour and students' motivation might be singled out which could help researchers and practicing teachers discover more about what motivates students in EFL classes.

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