Research on motivation and motivational strategies in EFL teaching.

A systematic literature review.

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Abstract

The aim of this study is to conduct a systematic review of the research literature that has been done previously on the subject of motivation and motivational strategies in the EFL classroom. Furthermore, the gathered material will be compared and analyzed. The research questions are based on how motivation and motivational strategies have been defined by previous researchers and what the pedagogical implications are for the Swedish context related to the previous research. The material behind the study is eight articles that all talk about one or more of the four motivational strategies, intrinsic, extrinsic, instrumental and integrative. The majority of the studies argue that the intrinsic motivational strategy is the most valuable, however they all agree that it takes more than one motivational strategy and other factors to build student motivation. These articles have been analyzed with a content analysis and thereafter the articles have been categorized.

The result of this study shows that the majority of the analyzed material mentions or recommends the intrinsic motivational strategy, how the motivation from within where a person does something because they simply want to do it is the most powerful sort of motivation. However, some of the previous researchers indicate that there are more factors involved in a student’s motivation then just one strategy, for example the relationship between a teacher and a student or a combination of different motivational strategies. The research and researchers are consistent with the fact that you need motivation and motivational strategies in the EFL classroom to increase learning.

Keywords

Motivation, motivational strategies, Intrinsic, extrinsic, instrumental and integrative.
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1 Introduction

Motivation is a subject that is not emphasized very much in the Swedish school syllabus, but it is on the other hand well talked about amongst researchers. The syllabus mainly mentions the encouragement of students and the encouragement of learning, but never on the encouragement to motivation. Alkaabi et al, (2017: 193) write that “…individuals pursue some courses of action but avoid others”. Students are forced to form individual goals and oriented activities where they find their motivation and therefore strive to reach that goal. If students are not properly motivated, the effort will not be put in to succeed in the chosen area and looking through an education lens, the motivation a student has towards a subject can determine whether or not the students learning intake will be low or high.

Researchers still debate about what the key to motivation is. The fact that everyone is different, has their own interests and goals will give everyone different motives to find motivation and reach that goal. Researchers claim that there are different types of motivation, and that teachers should act as the “…link between theory and practice” (Alzobiani, 2020: 33). A part of a teacher’s job is to see a student’s “…abilities and potential and know that teachers' relationships with and attitudes towards students affect their attitude towards school and learning” [authors translation] (Natl. Ag. F. Ed, 2020).

Motivation can come from different sources. It can come from a life goal, a dream job or destination. Motivation can be the feeling of belonging and fitting in, However, motivation can also come from having a talent for something. Motivation can be to be the absolute best, to travel or just the love of learning. But with all the talent in the world, “Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long term goals…” (Dörnyei, 2005:65).
1.1 Aim and research questions
The aim of this study is to conduct a systematic review of the research literature that has been done previously on the subject of motivation and motivational strategies in the EFL classroom. This study will compare and analyze various previous written materials, both from an English but also a Swedish perspective.

The research question for this study are as follows:

- How has the subject of motivation and motivational strategies in English language teaching been defined in the research literature?
- What are the pedagogical implications for the Swedish context related to the steering documents and the peer-reviewed research on motivation available?

2 Contextual and Theoretical background
This section presents the important contextual elements of the Swedish school system, such as the steering documents and how the Swedish upper secondary school is structured. The section presents concepts that are key to the field of motivation and it also presents the area of motivation in general for when it comes to language learning and teaching, to get a wider perspective of motivation.

2.1 Research Survey on Motivational Research

2.1.1 The area of motivation in general learning and teaching
Motivation is not only important in the EFL classroom. Motivation can be found in everything we do in life. Motivating and the motivational strategies we use are in other subjects, in jobs, for assignments and in relationships. “However, even the most skillful students cannot learn if they are not motivated to learn” (İller and Demirhan, 2012: 60). İller and Demirha (2012) looked into the subject of motivation and its effects on the subject of physical education. In physical education, motivation is something that is strongly lacking, and as İller and Demirha (2012) discusses, no matter how talented a student is, if they do not have any kind of motivation towards the subject or the topic at hand, the student will not learn. Furthermore, İller and Demirha (2012: 60) states that “Teachers and researchers should, therefore, know how to motivate students to participate in physical education lessons and other learning environments.”, having teachers specialize in motivation and motivational strategies can be beneficial, not only for the students with a talent for the subject, but for the
students without any interest in the subject. On the contrary, it is beneficial for the teacher to know motivational strategies to motivate students, because if the student is motivated it will make teaching easier.

Students act on the basis of different motivational concerns, achievement motivation being one of them. Achievement motivation is one of motivational concerns students act on. People in general strive for being good at something, it makes us feel good about ourselves and it gives the feeling of accomplishment and belief. “Motivational beliefs are one of the most important elements helping motivate students…” (İlker and Demirhan, 2012: 61). The motivational beliefs can be the performance a student has on a task or the score on a text. The belief of knowing the subject and believing in the capacity that the student has. İlker and Demirhan, (2012: 61) states that: “Motivational strategies, comprising self-regulation strategies and motivational beliefs, are considered to play an important role in measuring students’ achievement”.

There is another aspect that is important when focusing on a student’s motivation, the aspect of attitude and engagement towards something. The result of the attitude a person has going into a possibility of general learning. The attitude that a student has can fast determine the motivational level a student has going into a subject. Henry (2019: 54) writes that knowing the “…factors and circumstances that promote beneficial interactions with classroom activities is seen as of particular importance in developing more situated conceptualizations of L2 motivation”. Engagement in the classroom can enhance the motivation for the subject for the student. Henry (2019: 55) continues to write that “…L2 motivation and L2 engagement need to be understood as having a casual relation…”, that the engagement of language learning is a subsequent consequence “…of a student’s motivational intentions and desires” (Henry, 2019: 55).

“Attitudes demonstrate people’s perceptions, beliefs, judgments and cognitions, and can change via knowledge and experience and affect the manner and intensity of people’s behavior” (İlker and Demirhan, 2012: 61). Consequently, if the attitude is low from the beginning of something new, the harder it is to motivate, and to turn it around and find that motivation. It will be even harder for the teacher to turn the perspective of the subject around.
However, if the attitude is positive, the motivation is most likely there from the beginning, and then it is the teachers’ job to keep the motivation going, the attitude positive and encourage the student to believe in themselves and create self-esteem. As Dörnyei (2005:65) writes: “…neither are appropriate curricula and good teaching enough on their own to ensure student achievement”.

Lightbown & Spada (2015) discuss the different theories that have been made by different authors. The attitudes and the motivation towards language learning of the L2 “… is not easy to determine whether positive attitudes produce successful learning or successful learning engenders positive attitudes…” (Lightbown & Spada, 2015: 87). When it comes to motivation in second language learning, there are two factors that have been defined, “…on the other hand, learners’ communicate needs, and on the other, their attitudes towards the secondary language community.” (Lightbown & Spada, 2015: 87).

Lightbown and Spada (2015: 87) continue to say that students that have “favorable attitudes towards speakers of the language, they will desire more contact with the”, which lead to more communication in the second language and a better learning curve. Furthermore, learners that need, in a wider range, speak the second language in social situations or “…to fulfil professional ambitions, they will perceive the communicative value of the secondary language and therefore likely to be motivated to acquire proficiency in it.” (Lightbown & Spada, 2015: 87).

Lightbown and Spada (2015: 88) continue to speak on the subject of motivation in the classroom: That the motivated students often are the ones that are participating actively in class. They speak of the classroom being a motivational source for the students if the environment in the classroom is good and if the students enjoy coming there, because of the content being relatable to them and at a good level for them (Lightbown & Spada, 2015: 88). The classroom climate can be that source that Lightbown and Spada (2015) are talking about. Every class has a teacher who is responsible for creation of the classroom climate. It all comes down to the teacher, how the teacher-student relationships are formed, how the respect is grown and how a teacher chooses to teach. Henry and Thorsen (2019: 122) presents the perspective of how positive teacher-student relationships affect the motivation in students.
The relationship a teacher creates with a student, helps and gives the student a positive influence on the student’s motivation and engagement in the subject (Henry & Thorsen, 2019: 122). The relationship is constructed and built into an immediately positive relationship, which contributes to a “…student’s learning behaviors…” (Henry & Thorsen, 2019: 123).

2.2 Motivation in the EFL/ELT
Motivation in the EFL classroom is something that is needed to encourage and stimulate the students to want to develop their learning. The following section presents different types of motivation and a light description of them and their implications.

2.2.1 Instrumental and integrative
The topic of integrative and instrumental motivation is something that Harmer (2015) mentions in his chapters about motivation. “…The former is associated with a positive disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community. The latter is related to the potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary” (Dörnyei, 1994: 274).
Instrumental motivation is therefore when “…we are learning because we think it will have an instrumental benefit – we will get a new job or be able to live somewhere new…” (Harmer, 2015: 90) the motivation and the work is going to be rewarding for us in the future.
Instrumental motivation is what helps us reach our goals. In contrast, integrative motivation, on the other hand focuses more on the language that is learnt through personal growth (Lightbown & Spada, 2015: 87). Integrative motivation can also come from a place of cultural enrichment (Lightbown & Spada, 2015: 87), where the language learning comes “…through contact with speakers of the other language” (Lightbown & Spada, 2015: 87). There has always been a debate about what motivation strategy is most effective. For a long period of time integrative motivation was “…considered to be the stronger predicator of successful learning (Lightbown & Spada, 2015: 87). However, instrumental motivation was, in some context, considered to be a better predictor.
The instrumental motivational subsystem consists of well-internalized extrinsic motives (identified and integrated regulation) centered around the individual's future career endeavors” (Dörnyei, 1994: 279)
2.2.2 **Extrinsic and intrinsic**

To fully understand motivation and working towards having a high validity one needs to review the different theories that have been researched in the topic. Alkaabi et al., (2017: 195) states that motivation is not a singular entity, but more so a “…collection of different types…”. Two of the most significant distinctions are *extrinsic and intrinsic*. Extrinsic motivation is argued to be “…rewards and punishments may act as extrinsic motivators and result in positive short-term outcomes, even to the extent of motivating people to develop competencies.” (Alkaabi et al., 2017: 194). When acting from extrinsic motivation, people are expected to be rewarded for the work, or because they feel like they must do it (Harmer, 2015 :90). Intrinsic on the other hand is the more powerful motivation of the two. It has its origin in what people wish to do, and they therefore act from intrinsic motivation (Alkaabi et al., 2017: 194). Henry and Lamb (2020: 2) explain the intrinsic motivation can “… can show how behaviors pursued for their own sake, and activities that are carried out because they generate inner satisfaction are intrinsically motivational, and therefore foster sustained engagement”.

Both theories are common in the school setting today. Researchers argue that even if many students are driven by extrinsic motivation, to get rewarded for the work they have done, this method is the most short-lived one and that it creates a short-term memory of learning. However, they also discuss that intrinsic motivation is the most effective, and long-lived motivation, and there for the most rewarding to be driven by. Dörnyei (1994: 274) would simply explain it like this; “Extrinsically motivated behaviours are the ones that the individual performs to receive some extrinsic reward (e.g., good grades) or to avoid punishment. With intrinsically motivated behaviours the rewards are internal (e.g., the joy of doing a particular activity or satisfying one's curiosity)”.

2.2.3 **Summary**

The four motivational strategies instrumental, integrative, extrinsic and intrinsic that are mentioned and explained above will be the outline of this study. The study will be based on these four strategies and what has been written about them previously, in association with motivational strategies by other authors.
2.3  The Swedish Steering Document / The Swedish Context

2.3.1  The Swedish school context
The following section will present the different aspects of the Swedish school context, covering topics from how the Swedish school system functions, the basic values of the school institution and the aspect of motivation in the EFL classroom.

2.3.2  The Swedish School System
The Swedish school system has two main age range divisions. Sweden has 2 different compulsory school years. These are primary- and secondary school. These 9 years of school is something every child in Sweden is obligated to take part in. Thereafter there is upper secondary school, which is not compulsory for students. Upper secondary school is where the students have the chance to have a greater influence of what they are learning. If a student wants to focus on natural science, music or study to become an electrician, this is where the students choose their major, at age 15. The grades the students graduated with from secondary school, will also be of importance when it comes to applying for upper secondary school. Every program at upper secondary will require a different score, and the points are gathered from the grades made in secondary school. Therefore, this can result in that students do not get into the program of their choice if they do not work hard during secondary school.

2.3.3  Steering documents in Sweden
The Swedish school system has different values that are important. One of the core values is education equality (Natl. Ag. F. Ed, 2018: 4). Natl. Ag. F. Ed (2018: 4) writes out in the section of fundamental values that students should, in the education in the school system, learn “…the equal value of all people, equality between women and men, and solidarity between people are the values that the education should represent and impart…”.

The school and therefore also the teachers have a task to “…encourage all students to discover their own uniqueness as individuals and thereby actively participate in the life of society by giving of their best in responsible freedom.” (Natl. Ag. F. Ed, 2018: 4) and the teacher should “encourage students to overcome any difficulties they may experience in expressing their views” (Natl. Ag. F. Ed, 2018: 11).
When looking into the Swedish syllabus for English at upper secondary school (levels 5,6 and 7), there is no direct section on the student motivation or the motivational strategies a teacher can use to motivate students. However, there are other words included in the syllabus that can be synonymous with motivation or the use of motivational strategies. For example, the use of the word *encourage* is found multiple times in the syllabus and especially in the aim of the subject. Encouragement is something that is a type of motivation, getting encouraged by the teacher might be the last little push to have the courage to try something new or to take the next step. Furthermore, encouragement will bring the students motivation up if done in the right way. Natl. Ag. F. Ed (2011:1) states that “Teaching should encourage students' curiosity…”. The curiosity of as mentioned above, trying something new, to learn and to move forward with a positive and motivated aspect of the subject.

3 Material
The following section will present the method of selecting and locating the material used in this essay. There is also a summary and an analysis of the articles that has been selected for this study.

3.1 Database search
This section presents the search and selection of the material that has been used for this study’s analysis. The material that has been used is written in English and are peer-reviewed articles and books.

The material used is a combination of eight research articles that are investigating the subject of motivation in second language acquisition and looking into different motivational strategies. The articles that are chosen for this study are published between 1994 - 2020, to ensure relevance in the material, and for them to be topical. Most of the articles are from 2000-2020, however Dörnyei (1994) was selected to be used as a comparison since Dörnyei (1994) is one of the main theorists when it comes to motivation and motivational strategies and explains and talks about the four different strategies discussed in this study. The material is articles mostly from outside of Europe, where two of the studies take place in Saudi, one in Japan and one empirical study done within Europe, which is in Sweden.
The articles were found using databases and the databases that were used were ERIC and Linnaeus University own OneSearch, all recommended to use from the university librarian. When searching for potential articles, the number of articles found was higher than eight. However, after a closer inspection of the material and its content to see if it fell under the criteria for the study, the final eight were chosen.

To find articles related to the subject of motivation the use of different search words where required. The search words were all written in English and related to the topic of motivation. The search words that were used were motivation* strategies*, Motivational*, Motivational strategies*, EFL*, Teacher*, Educate* Motivation AND motivational strategies, Effective teaching AND teaching, Motivation AND Student motivation AND Education AND Psychology, Intrinsic motivation AND General learning, Motivational Beliefs AND Motivational strategies, Motivation in learning AND Saudi, Motivation to learn AND Empirical. With the use of AND when searching in databases like ERIC, it narrows down the result of the search and to limit the search (Eriksson Barajas, Forsberg & Wengström, 2013: 79)

3.2 Material selection

The amount of hits on the different search words were high, and the selection of materials that were found through the databases ERIC and OneSearch had to be limited. To be able to narrow the selection down, the titles and the abstract of each article was read. By reading through the abstracts and titles of the found materials, some articles were not relevant for the purpose of the study and did not meet the requirements for the research questions. Moreover, the articles that did have a relevant abstract combined with the research question of this study, a closer look into the articles was made. After a thorough look through the articles, the final eight was selected. The final selection can be found under appendix 1.

The material for a systematic literature review should, according to Eriksson-Barajas, Forsberg and Wengström (2013:82) be briefly presented and summarized. This can be found under the “material” section.
3.3 Method of analysis

The material was read and analyzed by the author and the guidelines for a systematic literature review presented by Eriksson-Barajas, Forsberg and Wengström (2013: 26-27, 32) have been followed. Furthermore, to analyze the material a content analysis was made, which means that it was done in a systematic and a step-by-step way of classifying data (Eriksson Barajas et. al. 2013:147). Eriksson-Barajas, Forsberg and Wengström (2013: 176-178) provides a checklist, so that there is no chance that the guidelines have been missed. Appendix 1 and Appendix 2 shows how the articles have been systematically categorized. Moreover, below in the material section the articles used in this study have been briefly summarized.

3.4 Material

3.4.1 Alzobiani (2020)

The aim of this study by Iman Alzobiani (2020: 32) “… was to investigate the dominant types of qualities of effective teachers”. On the topic of efficiency, Alzobiani (2020: 32) states that “Effective teaching is of great significance for efficient functioning of educational systems and for improving the quality of learning”. This study is not necessarily on motivation or motivational strategies and does not mention any of the four strategies mentioned previously; however, it focuses on the importance of an effective teacher. “Research supports the notion that an effective teacher’s actions play an essential role in provoking effective and efficient learning on the part of the learners” (Alzobiani, 2020: 32). Moreover, “Effective EFL teachers are aware that students need to learn more than the subject matter in order to be ready for using the language beyond the classroom” (Alzobiani, 2020: 33), which can increase the chances of a student being and feeling motivated, when the teacher shows knowledge, commitment and involvement in the subject and in the student.

3.4.2 Alkaabi, Alkaabi and Vyver (2017)

Due to” …complexities, many researchers focus on using a single motivation theory in their studies” (Alkaabi, Alkaabi and Vyver, 2017: 193), however, in this article, ‘Researching student’s motivation’ written by Alkaabi, Alkaabi and Vyver (2017: 193) focuses on offering a perspective and a research using multiple motivation theories since that is not a common practice in education research. The article investigates the different motivational strategies
like for example extrinsic and intrinsic motivation, however its main focus is on the cognitive, behaviorist and humanistic perspectives, where the intrinsic and extrinsic motivational strategies come in under the cognitive category. The behaviorist perspective has “…fallen out of favor in motivational theory in general…” (Alkaabi, Alkaabi and Vyver, 2017: 194) since it punishes negative behavior.

**3.4.3 Carreira (2011)**

This study occurs outside of Europe, in the region of Asia, Japan and is investigating “…children’s motivation for learning English as a foreign language (EFL) and intrinsic motivation for learning in general” (Carreira, 2011: 90). Similar to the study mentioned above, Carreira (2011: 90) argues that intrinsic motivation is the most effective strategy, where the student is engaged in an activity for its own sake. By using a survey and survey questions the conclusion comes to that “…the present study simultaneously investigated motivation for learning EFL and intrinsic motivation for learning in general, demonstrating that the participating students’ intrinsic motivation for learning in general as well as motivation for learning EFL generally decline from third through sixth grades” (Carreira, 2011: 99)

**3.4.4 Dörnyei (1994)**

Zoltán Dörnyeis (1994:283) article *Motivation and Motivation in the Foreign language classroom* has its aim at trying to make the “…motivation research more education-friendly…”. Looking at second language acquisition and the long succession of research there, and also the findings “…in general and educational psychology, an attempt was made to outline a comprehensive motivational construct relevant to L2 classroom motivation.” (Zoltán Dörnyeis, 1995: 283). Dörnyei (1994: 283) continues to say that “This construct comprises three broad levels, the Language Level, the Learner Level, and the Learning Situation Level; these levels correspond to the three basic constituents of the L2 learning process (L2, L2 learner, and L2 learning environment) …”.

**3.4.5 Ilker and Demirhan (2013)**

Ilker and Demirhans (2013) article is, unlike the other articles that are focusing on motivation in the EFL classroom, a study with the motivational focus being towards the subject of
physical education. The study will present how “…conducting physical education lessons according to different motivational climates leads to a significant difference between students’ achievement goals, motivational strategies and attitudes towards physical education.” (Ilker & Demirhan, 2013: 59). The intrinsic motivational strategy is mentioned in this study, as it is in the previous mentioned studies as well. However, the focus on other motivational effects occur here. For example, achievement motivation and climate motivation. Achievement motivation having an “…important role in activating students’ beliefs related to success” (Ilker & Demirhan, 2013: 59), nevertheless, motivational climate which is “…the processes between the people within a learning environment and the affective and social situation related primarily to assessment and student perception of achievement goals stressed by the teacher” (Ilker & Demirhan, 2013: 59).

3.4.6 Sabry Daif-Allah and Hamad Aljumah (2020)
The aim of this study was to “…analyzes and determines the various orientations of…male and female university students for learning English.” (Sabry Daif-Allah and Hamad Aljumah, 2020: 63) The study showed the “…university students are highly motivated to learn English and therefore, it suggests that motivation is an important variable that shapes learners’ idea about foreign language learning.” (Sabry Daif-Allah and Hamad Aljumah, 2020: 63)
The study also resulted in the learning that different genders and students with different majors had different perspectives and motivations to learning the English language (Sabry Daif-Allah and Hamad Aljumah, 2020: 63). Nevertheless, as the article by Dörnyei (1994) this article presents all four of the different motivational strategies relevant to this study.

3.4.7 Szklarski (2011)
This study and its empirical material have been gathered in Sweden, and the aim of the study is to “…investigate, explore and describe the essence of pupils’ experiences of motivation in school” (Szklarski, 2011: 43). The study has shown that the teacher is the most central factor for a student’s motivational experience in school (Szklarski, 2011: 43). The study has also resulted in the findings that interest and progress are the two constituents that are “…necessary and sufficient for the experience of being motivated to learn in school” (Szklarski, 2011: 43). This study, compared to the other articles presented that are done in
countries outside of Europe, for example Japan and Saudi, is performed in Sweden and will contribute to the Swedish school context and with a Swedish perspective in this study.

3.4.8 Wolters and Rosenthal (2000)

Presented in this study, another angle on motivation is occurring. The perspective on motivation and motivational belief is presented, in the same way as in the study done on physical education. However, the article presents the obstacle of various motivational threats. Wolters and Rosenthal (2000: 802) present that an example of a threat could be that “…students may have to overcome such motivational problems as distractions in the environment, tasks that become increasingly difficult or boring, or material that appears irrelevant or unimportant”, which can be linked to the article about physical education, where the environment and the climate motivation is a key for the student to feel motivated.

4 Results

The following section will present the results of the research review. After analyzing the eight different articles, that all have a variety of publishing years and a difference in where they have been performed, the following can be shown. The articles presented under the material section all have different entries to the subject of motivation and motivational strategies. After analyzing the articles by looking into what strategies they were about and reading their results, a chart has been made to show the appearance of the different motivational strategies presented in the theoretical background. The choice has been made to present the results based on the research questions down below.
4.1 How has the subject of motivation and motivational strategies in English language teaching been defined in the research literature?

Reviewing the research articles that has been presented above under the material section has contributed to an interesting result when it comes to the previous definition on motivation and motivational strategies in English language teaching. As the chart above shows, when looking through the different studies, the intrinsic motivational strategy is the most frequent one that all of them (except from the top one) write about. However, one interesting finding is that two of the articles do not mention the student’s motivation as much as the teachers, and the teacher effect and efficiency towards the student. Alzobiani (2020: 40) mentions the
importance of;” …that students are interested in their relationship with their teacher”. Students are in need of a teacher-student relationship to help them gain a part of their motivation. By building a positive relationship with a student, it will show that “…respectful behavior towards students will bring about a stress free and friendly atmosphere which can greatly induce high levels of language learning” (Alzobiani, 2020: 40). Szklarski (2011:43) agrees with Alzobiani (2020) and while writing about the different factors essential to a student’s motivational experience Szklarski (2011:43) says that “The most central of them is the teacher, whose approach has varied importance or the pupil’s motivational experience in school. However, even if Szklarski (2011: 47) does not speak much about any of the motivational strategies mentioned in the theoretical background, he concludes to say that “…the experience of being motivated is an important factor that can affect students’ readiness to work in school”.

The instrumental and integrative motivation strategies were mentioned in three of the articles, even if it is not as talked about, the ones mentioning the two have had different things to say. The study by Sabry Daif-Allah and Hamad Aljumah (2020) that took place in Saudi, the results were different. “They found that those who do support an integrative approach to language study are usually more highly motivated and overall, more successful in language learning” (Sabry Daif-Allah and Hamad Aljumah, 2020:72), on the other hand they also found that “…it is instrumental motivation which has been found to top first of Saudi students' orientations for learning English at different levels” (Sabry Daif-Allah and Hamad Aljumah, 2020:72). Dörnyei (1994:274-275) reflects over the motivational framework of the integrative and instrumental strategies and goes on to say that; “The popularity of the integrative-instrumental system is partly due to its simplicity and intuitively convincing character, but partly also to the fact that broadly defined "cultural effective" and "pragmatic-instrumental" dimensions do usually emerge in empirical studies of motivation” (Dörnyei 1994: 274-275).

For half of the studies, the extrinsic motivational strategy was included or mentioned. Where the students are working towards a goal, a dream job or getting a higher grade. However, the intrinsic motivational strategy was the one most frequently discussed. It is discussed in the majority of the articles presented in the material section. The opinions on these strategies vary
Slightly. Furthermore, Dörnyei (1994: 275) writes that “One of the most general and well-known distinctions in motivation theories is that between intrinsic and extrinsic motivation” Wolters and Rosenthal (2000) continue to say that.

Students who reported more frequent use of motivational strategies based on intrinsic forms of motivation also tended to report a greater focus on learning goals, whereas students who reported more frequent use of motivational strategies based on extrinsic forms of motivation tended to report a greater focus on performance goals.


However, the majority of the results leads to the intrinsic motivational strategy being the one that is currently most used. “Intrinsic motivation for learning in general tends to have a positive influence on motivation for learning EFL” (Carreira, 2011: 100). No matter how effective the other strategies are, “…the most powerful motivators are those that are intrinsic, where people do things because they wish to do them” (Alkaabi, Alkaabi and Vyver, 2017: 194).

4.1.1 Summary
To summarize the results written above, all the different strategies can and are used when looking into motivation and motivational strategies, and motivation is different for everyone since everyone is not motivated by the same things. However, the most frequent and most powerful form of motivation that is defined and recommended is the intrinsic motivation strategy, where students and people in general do something that they themselves want to do.

4.2 What are the pedagogical implications for the Swedish context related to the steering documents and the peer-reviewed research on motivation available?
The pedagogical implications that can be found in these studies are many but looking through the lens of the Swedish context made it a bit harder. Szklarski’s (2011:43) empirical study was made in Sweden and provided some interesting findings. One of the more complex issues he discusses is the relationship between a student’s motivation to learn and a teacher’s motivation to teach. Szklarski (2011:44) says that the problem with the previous research is that it is being dominated by the adult perspective of what a student’s motivation is and not from the student’s own perspective, which is not just an implication in the Swedish context.
but in a general context as well. One of the main findings in this study is that the interest that the students have in the subject is important. Szklarski (2011) presents that the connection to personal interest has a positive implication on motivation. Nevertheless, the progress a student makes in a subject or at school in general is also presented, that “Even if a person is successful but cannot see a possibility to further deepen her or his knowledge, the drive to continue weakens” (Szklarski, 2011:46). Alastair Henry (2019:64) notifies another consequence in the Swedish school setting, that “…teachers of English face unique challenges in developing lesson content that can motivate students who may turn up to class feeling that there is little need to exert energy in learning”. Henry (2019:73-74) also pointed out that many of the activities in school are based on other forms of what is popular amongst the students, for example the use of films, audiobooks and others. Moreover, the use of UK and USA content is strongly featured when doing these activities, which can be a challenge since the curriculum exploration of culture are intended to take place in (Henry, 2019:75) “different context and areas where English is used” (National Agency for Education, 2011). Other implications that can be found is that the Swedish school system has a different way of grading students. Students start to get term grades from the last term of sixth grade, however it is only the final grade in the ninth year of school that counts when it comes to applying to upper secondary school.

4.2.1 Summary
The implications for the Swedish context from motivation research are a lot of different factors, factors that represent interest, progress, the material that is used and how it is used. A teacher’s motivation to teach in comparison to the student’s motivation to learn and the relationship between the two. Moreover, the fact that grades are set at a young age but the only grade that counts in the end is the final grade in year nine.

5 Discussion and conclusion
This section will be divided into three parts, the two research questions will be discussed separately, and lastly there will be a conclusion summarizing the study. This section will provide the discussion of the findings from the articles mentioned above.
5.1 How has the subject of motivation and motivational strategies in English language teaching been defined in the research literature?

5.1.1 Instrumental and Integrative

The articles under this section have had instrumental and integrative motivation as their main theme as found during the content analysis.

How has the subject of motivation and motivational strategies in English language teaching been defined in the research literature? These last pages have been presenting different motivational strategies and previous research done on them in the subject of motivation. The least talked about is the integrative and instrumental motivation. It seems that it is now more of a stepping block when it comes to further developing the subject of motivation. Dörnyei (1994:279) writes that “The instrumental motivational subsystem consists of well-internalised extrinsic motives (identified and integrated regulation) centred around the individual's future career endeavours” (Dörnyei, 1994:279). Dörnyei (1994) sees the extrinsic in the instrumental, and from there he uses it as a stepping point. The instrumental is where a student, for example, studies hard to be able to get the grade they need to the school of their dreams, to thereafter be able to apply for the job they have always wanted. The instrumental strategies are full of extrinsic connections, whereas extrinsic motivation is about the rewards a person gets from doing something good, or the punishment from doing something bad.

Furthermore, this shows that no strategy can work completely on their own. By having a goal and working towards it, with help from the extrinsic motivation where a student perhaps rewards themselves with a treat or a movie after finishing their assignment. The student wants a high grade, so they work hard in that subject, and when they reach it, they are rewarded.

Even if the integrative motivational strategy, that is about for example a possibility or a wish to interact with a new culture through the use of language, is not highly spoken of in the articles that are presented, Sabry Daif-Allah & Hamad Aljumah (2020:66) states that “...integrative motivation is necessary to maintain an appreciation for cultural diversity and for successful communication”. Moreover, a student might have a passion to speak and sound like a British professor, to reach their goal of not having an accent and feeling a part of the British culture. However, there are other strategies that are more effective to get a student to be motivated.
5.1.2 *Extrinsic and Intrinsic*

This section presents the result of the content analysis, where the themes identified were extrinsic and intrinsic motivation, there was also a finding of achievement motivation and motivational belief.

Motivation is not something that comes voluntarily just because someone tells a person, for example a student, to be motivated. Whether it is in school, at work or a club sport done during leisure, motivation is something that comes from within. Achievement motivation is something that Ilker & Demirhan (2013: 59) are talking about, having an “…important role in activating students’ beliefs related to success”. However, they also talk about the intrinsic form of motivation. The intrinsic motivational strategy is the one most talked about or the one that is mostly praised in the articles that have been analyzed. Alkaabi, Alkaabi and Vyver (2017:196) explains the two different strategies as follows: “…extrinsic motivation, where offering money to the worker yields the effort to cut stone, while the other is intrinsically motivated to fulfill an inner goal”. The intrinsic motivational strategy has its roots in what a person wants to do and is interested in. If a student likes math, they will most likely be more motivated to study and learn math, and the same goes for learning an L2 language. If the interest is there, if a student finds the subject fun, interesting and wants to learn there is a higher motivation. However, to get a person to feel motivated towards something new or something that they do not particularly like is a challenge. In school that challenge falls open to the teacher. Dörnyei (1994:278) said that the “…desire for teacher approval is an extrinsic motive, it is often a precursor to intrinsic interest, as is attested by good teachers whose students become devoted to their subject”, what he means is that a “good job” from a teacher is going to start building the students intrinsic (inner) motivation. For example, if a teacher tells a student that they are good at painting, it might spark an interest in painting and art in the student, and that is the intrinsic motivation taking off. Wolters & Rosenthal (2000:814) writes that “…students with a strong learning goal [extrinsic] orientation may be less likely to allow motivational problems such as boredom, distractions, and increasingly difficult tasks to prevent them from completing the academic work they are required to complete”. However, only the intrinsic motivation strategy is not something every student has or works with. On the other hand, not all students like all subjects in school. Only working with the intrinsic
Motivational strategy and non-other, there is a big chance that the motivation will not last. Motivation from within is when a person wants to do something only because they wish to do them. There is a chance that the motivation will fade, the subject might not have been as fun as they thought, the students will lose the motivation and might risk failing or dropping a grade. Therefore, it is important to have different motivational strategies more different subject, for example, a student might like music and therefore the intrinsic (inner) motivation makes them take ensemble in school, but they want to have good grades and get into a good school later on, so the instrumental motivation kicks in on other subjects. Thereafter a student might want to speak their L2 language without and Swedish accent, to come across as a native speaker, this is the integrative motivational strategy, and lastly the extrinsic motivation, where a student’s reward or punish themselves based on the outcome of perhaps a grade or an assignment, if the student passed, they do not have to study on Saturday, but if they did not finish or pass the assignment, they will have to study or continue working on the assignment that Saturday.

5.2 What are the pedagogical implications for the Swedish context related to the steering documents and the peer-reviewed research on motivation available?

Through this essay the different motivational strategies have been shown and discussed. The studies are done in different parts of the world and only one of them has been done in Sweden. Most of the articles have pointed at the intrinsic motivational strategy, focusing on students finding something interesting and motivating because they themselves wish to do it and think it is fun. However, there are some implications when it comes to the Swedish context, based out of what the articles have said. Another interesting thing to point out is that from the last term from grade six, grades are given out every term, to tell students know where they are, how it is going and for the teacher to have an overview of what the student knows. To get good grades is always motivation and it gives the feeling of accomplishment. As mentioned in the result section, by having a goal to work towards, it helps with the instrumental and intrinsic motivation. However, Natl. Ag. F. Ed, (2013) writes that “In the end of the spring term in ninth grade, the final grades will be set. It is the final grades that the students apply to upper secondary school with.” [author’s translation], which states that the grades up until ninth grade technically does not matter, since it is the grades in ninth that will take the student to the school they want to go to. On the other hand, by giving grades early on,
the motivation to do better, to work hard to achieve a higher grade will be stronger. At the same time, it can make students feel unmotivated, to get grades that technically do not matter, it can bring students to only do their job and do just what they need for a pass at the end of eight and ninth grade. However, it can also be a great motivation for students, it can give drive and an instrumental and intrinsic motivation, to want a good grade. Using the perspective of motivation when looking into the Swedish school system, the motivation for the students can be both positive, making them work hard to reach their goal of getting into a specific program in upper secondary school. However, it can also have the opposite effect, making the student unmotivated, since they might not have the ambition to pursue their studies after secondary school, or the pressure is too hard from the beginning, which can lead to other complications when looking into the student’s mental health and motivation.

As previously mentioned, Henry (2019:73-74) pointed out a challenge for teachers can be the material for the activities that they use. Teachers tend to lean more towards materials like films and clips, amongst others, that have its origin in the UK or USA. However, the students are supposed to get a broader spectrum of different contexts. Using new technology can be challenging for a teacher and the use of too many new activities and tools can end up being confusing for the student, especially when the teacher does not seem to have the tools figured out. Using a handful of new activities and trying to incorporate different cultures and contexts where English is spoken, will help the teacher to keep focus in class and make it easier for the students to follow along. On the other hand, it is not always a bad thing to switch things up and try something new, however making sure that it works, and the teacher knows what they are doing is the challenge.

In the end striving for a dream, whether it is an acceptance to a school or a job or a salary, can give that extrinsic motivation. However, it can at the same time have the opposite effect, making students only do what they need to do, they might not know what they want to work with or what school to go to. Dörnyei (2005:65) writes that “…high motivation can make up for considerable deficiencies both in one’s language aptitude and learning conditions…” In the end the motivation that counts comes from within, and how a student keeps that motivation going with help from a teacher is the real challenge.
Arguably, the motivation of students does not come easy, teachers have a great challenge in motivating students, but most of all making sure they do everything so that the student does not lose the motivation they have built or have from the start. “Sharing responsibility with students, offering them options and choices, letting them have a say in establishing priorities, and involving them in the decision making enhance student self-determination and intrinsic motivation” (Dörnyei, 1994:278), it makes the students feel seen, moreover it makes them a part of their own education and gives them the feeling that they have been a part of the proeses, and they have themselves been involved in the workload plan, which will make it easier when the work comes along because the student have been a part of making the plan and “…we should strive to enhance students’ motivation for school learning including English learning…” (Carreira, 2011:100). Thus, it is important for a teacher to remember that “…in the selection of materials and the design of activities, it is important to ensure that a student focus is maintained” (Henry, 2019: 68), if the student gets too involved or think they can be in charge of the whole semester plan, the focus on learning will be lost. Dörnyei (2005:65) writes that: “Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement.”

Motivation is something that is different for every person, motivation is felt for different topics, subjects and for different reasons. However, as the previous researchers have said, the “… intrinsic motivation for learning in general is related to motivation for learning EFL” (Carreira, 2011:100), and doing something because of the inner motivation and because a person wishes to do it will always weigh heavier than anything else.

5.3 Conclusion
The aim of this study was to research how motivation and motivational strategies have been defined by previous researchers and what pedagogical implications were form this motivation research in a Swedish context. There might not be empirical evidence of which strategy is the best, however most research articles point out intrinsic motivation as most important, but that the need of more than one strategy is ideal. The findings from the content analysis are that the four motivational strategies presented under the background section, instrumental, integrative, intrinsic and extrinsic motivation are all ways to have motivation, and that they all work best
if they are combined. It was also found that achievement motivation, that is similar to instrumental motivation is also an important motivational strategy. The selection of material had a good mix of both different years, countries and strategy, which gave the study different perspectives from around the world. The content analysis that was done worked well for this study, by reading the articles and identifying themes, it made it easy to find the right articles for this study. One conclusion is that there needs to be more research done on what is considered a good mix of motivators for student’s success. However, further investigations on the subject are required to receive a clearer answer. All students and teachers are different, they learn different and most certainly are motivated in different ways, which leads to that “After all, motivation concerns the fundamental question of why people think and behave as they do, and we should never assume that we know the full answer” (Dörnyei, 2005:66).

5.4 Suggestion for Further research
There is a lot more research done on motivation and different motivational strategies, so there are gaps found in the present study. Different researchers come up with new and different ways to test motivation and new strategies which makes it an ongoing process. Most of the articles mention intrinsic motivation, since it was apparent that it was the most powerful strategy. They all did cover one or more of the strategies, intrinsic, extrinsic, integrative and instrumental, however in the future, there is a need to look further into others as well, for example, achievement motivation that was mentioned in one of the articles, and perhaps working on developing the strategies that are already existing. Since achievement motivation and instrumental motivation are similar, it might be easier to develop the strategies that are already existing instead of creating new ones that are almost the same. However, the research that is used in this study is different depending on the country, the year and the student. In order to improve the motivation in the EFL classroom, it would be interesting to see more research done in Sweden and more studies done in the perspective of the student instead of the adult. Moreover, even more looking into the effect teachers and the student-teacher relationship have on motivation.
6 List of references


## Appendices

### Appendix 1

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Appendix 2 – Categorization of Context/country