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Research Paper

**Iranian EFL Secondary School Teachers'
Perceptions of L2 Learners' Motivation within
Dörnyei's Motivational Self System and
Kumaravadivelu's KARDS Models**

Effat Salimi

Ph.D. candidate of Teaching English as a Foreign Language

Department of Foreign Languages and Linguistics

Shiraz University, Shiraz, Iran

Naser Rashidi¹

Professor of TEFL, Department of Foreign Languages and Linguistics

Shiraz University, Shiraz, Iran

Abstract

Teachers' perceptions play an important role in their teaching carrier as it paves the way for their pedagogy. This study has tapped into EFL Iranian secondary school teachers' perceptions of learners' motivation. That is, starting from Kumaravadivelu's KARDS model, teachers' perception of learners' motivation inspired by Dörnyei's L2MSS model were investigated. A mixed-method design was employed. In the survey phase, a questionnaire was developed and administered to a sample of 223 respondents based on stratified purposive sampling. The acceptable degrees of CMIN/DF, GFI, RMSER, and CFI indicated the model fitness of motivation. In the narrative phase, 10 EFL secondary teachers gave voice to their opinions on motivation. The results showed (a) among the three components of L2MSS, that is, the ideal L2 self, the ought-to L2 self, and L2 learning experience, the ought-to L2 self was found to be the most important one; and (b) the five elements of learners' related factors, the ideal L2 self, the ought-to L2 self, L2 learning

¹ Corresponding author: naser.rashidi@shirazu.ac.ir

experience, and positive reinforcement were the components of Iranian model of motivation. Therefore, the teachers' perception was not up to date enough regarding Dörnyei's model and some training programs seem desirable. Implications for theory and practice are finally drawn.

Keywords: Teachers' Perception, Learners' Motivation, EFL Context, KARDS model, L2MSS model

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1. Introduction

Motivation is a complex construct defined as choosing an action and the persistence that one has in doing the action and the subsequent effort that he expended on it (Dörnyei & Ushioda, 2011). The motives can be from outside such as bosses' reward, promotion or higher education (extrinsic) or from inside such as inner satisfaction (intrinsic). In a classroom, the teacher's responsibility is to involve learners in language learning process and to inspire them to find their proper type of motivation. Being such a broad and complex phenomenon, motivation has been defined by researchers in such a way to encompass various aspects and dimensions of the construct. In this way, teachers' perception of the construct is very important.

Moreover, Dagnew and Asrat (2016) asserted that teachers' perception has an enormous effect on the successful implementation of quality of teaching and learning in schools. Eggen and Kauchak (2001) asserted that teachers' perception is a process that helps people attach meaning to experience and to gain meanings and to get different experiences, responsibilities and practices from their activities (cited in Cristina-Corina and Valerica, 2012). The present study was done with the perspective that discovering and bringing to the fore teachers' perceptions of motivation is

likely to be helpful in learners' ultimate learning achievements. The study was carried out within two frameworks.

The first one is Kumaravadivelu's (2012) KARDS model which consists of the five components of 'knowing', 'analyzing', 'recognizing', 'doing', and 'seeing'. The first component, 'knowing', consists of three subcomponents: (a) professional knowledge which is the received wisdom that originates from experts who are involved in knowledge production; (b) procedural knowledge which is the knowledge of management of classroom learning and teaching procedures and sustaining a classroom environment in which desired learning outcomes are in hand; and (c) personal knowledge which is a by-product of teachers' thoughts, insights, reflection, and intuition (Kumaravadivelu, 2012). The second one is Dörnyei's (2009) L2 Motivational Self System (L2MSS) model that has triadic subcomponents: a) 'the ideal L2 Self' which is the attributes that one ideally likes to possess (i.e., hopes, aspirations, or wishes); b) 'the ought-to L2 self' defined as attributes that one thinks he or she ought to possess (i.e., meeting expectations and avoiding potential negative outcomes); and c) 'L2 learning experience' which is motives related to the immediate learning environment and subsequent experience (i.e., the impact of the teacher, the curriculum, etc.).

1.1 Statement of the problem

There has been a tendency among the researchers to focus on the dynamic nature of motivation (Rashidi et al., 2013 and Zendehboodi, et al., 2015) though few studies have been carried out on teachers' professional, procedural, and personal knowledge of motivation. In addition, there is a paucity of research following mixed-method design (asserted by Mihandoost et al., 2011; Rashidi et al., 2013; Zendehboodi, et al., 2015). Therefore, to compensate for the shortcomings of using just quantitative design and to take

advantage of the combined strengths of qualitative and quantitative approaches such as seeking corroboration of findings, elaborating or clarifying findings, developing interpretations, and expanding the breadth or depth of the study (Ary et al., 2014), the study used a mixed-methods design to see how motivation works from this perspective. Moreover, since new trends are always emerging, there is a permanent need for new studies on motivation.

1.2 Objectives of the study

The objectives were to explore the areas of EFL teachers' professional, procedural, and personal knowledge (based on Kumaravadivelu's KARDS model), to discover which one of Dornyei's components is the most influential one in motivating language learners, and to provide a local Iranian model of teachers' perception of motivation.

1.3 Significance of the study

Due to the dynamic and context-sensitive nature of the concept of motivation, there is a need to investigate this concept from local perspectives in the Iranian context, since, in every context, motivation is defined differently and the ways to enhance it would act differently either. For example, a teacher has to adopt specific types of techniques or strategies to increase motivation among his/her learners compared to another teacher. Being originally a western concept, most studies and theories on this issue come from western psychologists and theoreticians; hence, the necessity for a study that is going to be conducted in the local context of Iran is felt. This study could illuminate some sections of the issue at hand in this respect and may give the researchers a new perspective on the concept. Therefore, a study that will consider this issue from local teachers' perceptions and also consider the developing nature of the issue will eventually give the researchers a model or perceptual knowledge guiding EFL teachers in their

teaching career. Moreover, it gives the researchers a model of teachers' perception indicating what constitutes motivation, what the current status of the construct in Iran is, and, from the three components of motivation, which one is more efficient and salient than others. Furthermore, an understanding of language teachers' conceptions of motivation can help language teachers, teacher trainers, and relevant stakeholders in language education system to make judicious decisions when it comes to what to do and what not to do.

2. Literature review

Since motivation is an important component in language learning progress, it has long been one of the concepts investigated by the researchers. This line of research never seems to cease as it takes on new directions to explore. Moreover, teachers' perceptions on every construct are very important as they show their line of thoughts and the procedures they follow in their classrooms. Since L2 motivation has a dynamic nature, it has been in the process of being reconceptualized and re-theorized in terms of current notions of identity and self (Ushioda & Dörnyei, 2009) Thus, the investigation of the construct and its new developments is necessary if not obligatory.

Several studies have been conducted to investigate motivation or teachers' perceptions of motivation. Huang, Hsu, and Chen (2015) discussed the motivational inclination of Taiwanese learners learning English as L2 and another language simultaneously. Using Dörnyei's L2MSS as a framework, they investigated the anticipated effects of learners' future L2 self-images and the impact of social identities on their L2 learning tendencies. The study concluded that learning multiple foreign languages within various contexts provide insight into cross-cultural effects on the motivational status of possible selves. Along the same lines, within the framework of L2MSS, Papi and Teimouri (2012) looked into the temporal evolution of the motivational

features of Iranian EFL learners across three different populations of secondary school, high school, and university students. They concluded that the ideal L2 Self as a promotion-focus variable mostly improved with age up to entry into university but ought-to L2 Self as a prevention focus declined with age that provides a strong proof of the dynamic nature of L2 motivation.

In another study, Stăncescu, Drăghicescu, and Santic (2016) investigated science teachers' perceptions of motivational factors which influence learner's motivation in science learning and factors that could enhance it. In the same line, Tapilouw, Firman, Redjeki, and Chandra (2017) tried to probe into science teachers' perception of science learning experiences being part of teacher training programs. Science teachers' points of views about different components of science knowledge were collected and used as a basis for their teacher training program. Components such as subject matter, lesson planning, and learning models were what they thought a science teacher had to know.

In a Spanish setting, Doiz and Lasagabaster (2018) analyzed university students' and teachers' perceptions of English-medium instruction (EMI) context in relation to L2MSS. It showed that participation in the EMI experience could augment teachers and students' identity formation. The results additionally indicated that whereas the ideal self clearly predominates over the ought-to self in the case of the teachers, the two components were more balanced among students. Applying a mixed-methods design, Mollaei and Riasati (2013) investigated different aspects of teachers' perception of using technology in their classroom and factors affecting technology implementation in Iranian classrooms. The results showed that teachers had positive approach to the use of technology, particularly computers, in their

classrooms. Moreover, by using technology, students became more responsible and autonomous for their learning.

Along the same lines, Dabbagh Ghazvini and Khajepour (2011) probed into Iranian students' inclination and motivations towards learning English. The results showed that males were more instrumentally motivated while females were motivated more integratively to English learning. But this difference was not significant regarding high school students in motivational orientations (instrumental and integrative) in learning English regarding gender in general. Moreover, criticizing Gardner's (1985) framework of integrative versus instrumental motivation as it does not comply with the dynamic status of the construct, Rashidi et al. (2013) investigated the discursive construction of four Iranian EFL learners' motivation. The results revealed that each learner employed idiosyncratic discursive strategies to legitimize their future self which were specific to each situation, each person, and the purpose.

Emphasizing L2 motivation as a process-oriented phenomenon, Zendeboodi et al. (2015) studied the motivational features among Iranian university students of English and tried to analyze questionnaires and oral narratives. Confirming motivation as a dynamic phenomenon, the researchers identified four recurrent themes, namely learning environment, teacher influence, economic factor, and an effective person (such as a teacher) as a motivator in the learning process.

Learners' L2 motivation is a well-researched concept from different perspectives (Brumen, 2011; Dörnyei, 1994; Gorges, Kandler, & Bohner, 2012; He, 2009; Heidari & Sadegh Oghli, 2015; Murphy and Rodríguez-Manzanares 2009; Nikitina 2020; Teng and Lixun 2020; Thompson & Erdil-Moody 2014). Moreover, other researchers have probed into different aspects of motivation such as the level of students' motivation in science learning

(Chan & Norlizah, 2017), the role of cross-cultural contact as a motivating factor (Cscizer & Kormos, 2008), the effects of contextual dynamics in motivation in learning procedures (Kozaki & Ross, 2011), the impact of negotiated syllabus on learners' achievement and motivation (Pakdaman, Alibakhshi, & Baradaran, 2022), and the relationship between self-regulated learning and motivation (Tosuncuoglu, 2019). Some of these studies such as Chenjing and Dörnyei (2014), Cscizer and Kormos (2008), Cscizer, Kormos, and Sarkadi (2010), Dörnyei (2019), Dörnyei and Chan (2013), Ghafarpour et al. (2018), Henry and Cliffordson (2013), Kormos and Csizér (2014), Kormos et al. (2011), and Öz (2016) have investigated motivation from a Dörnyei's (2009) L2MSS perspective; however, few studies have tried to investigate teachers' perception of motivation, especially within Kumaravadivelu's model (2012).

For example, Heidari and Sadegh Oghli's (2015) tried to examine the effect of de-motivation in EFL classrooms regarding teacher, student, and classroom-related de-motivational factors. The data analysis revealed that although all three factors of de-motivation negatively affected the student's performance in speaking English, the classroom-related factor such as (a) little or no access to the Internet and (b) computer equipment shortage and the like was the most effective one among the three. In a study, Kozaki and Ross (2011) probed into the effects of contextual dynamics on learning motivation among Japanese students over two years. The results indicated that the mediating effects of class context on the relationship between the L2 proficiency growth and individual difference factors has both positive and negative effects which showed that class compositional effects have both enhancing and preventing impacts on proficiency growth.

Along the same lines, in the following studies, researchers sought to investigate teachers' perceptions of various aspects of English teaching and

learning programs. For example, teachers' perception of change in teaching methodology (Moore, 2018), science learning (Tapilouw et al., 2017), best EFL teachers' characteristics (Liando, 2010), cooperative learning (Alias et al., 2018), the incorporation of Information and Communication Technology into their pedagogy (Mozafari & Wray, 2016), task-based teaching and their dominant pedagogical style (Aliasin, Saeedi, & Pineh, 2019), and grammar instruction and corrective feedback (Mohammadi & Yousefi, 2019) have been investigated. However, none of the studies were inspired by Kumaravadivelu's (2012) framework (Muhammadineku (2017) who investigated learner autonomy as a notable exception).

For example, Moore (2018) tried to explore an experienced teacher's perception of her teaching method regarding the effect of important examinations on her pedagogical methods by analyzing her blogs and narratives. She discovered that the teacher's delving into her teaching carrier caused a change in the teacher's pedagogy becoming more in favor of the CLT teaching style rather than the conventional GTM. The interesting point about this study was the change and the revolution which happened in the teacher's mind. In another study, Muhammadineku (2017) investigated EFL vs. non-EFL teachers' perspectives on the issue of learner autonomy (LA). The results showed that teachers' real pedagogical practices were generally teacher-centered with little inclusion of LA. That is, teachers did not foster LA in their classes because of their lack of understanding of LA and the powerful impact of the traditional pedagogical environment.

To help redress the imbalance, therefore, the present research has intended to throw fresh light on the current situation of motivation in the Iranian EFL educational setting using theoretical lens of Dörnyei (2009) and Kumaravadivelu (2012). The study has advanced the following research questions:

1. How do EFL teachers operating in Iran's secondary education system perceive learners' motivation?
2. Which component of L2 Motivational Self System, that is, the ideal L2 self, ought-to L2 self, and L2 learning experience, is considered the most important one based on Iranian EFL teachers' perception?
3. What are the Iranian EFL teachers' perceptions of learners' motivation as inspired by Kumaravadivelu's KARDS and Dörnyei's L2MSS models?

3. Methods

3.1 Design

The study employed a mixed-method design in which a) in the quantitative section, a questionnaire was constructed based on the data gathered from the teachers' focus group interviews and related literature, and b) in the qualitative section, 10 teachers' narratives regarding the L2 motivation were collected.

Participants and sampling

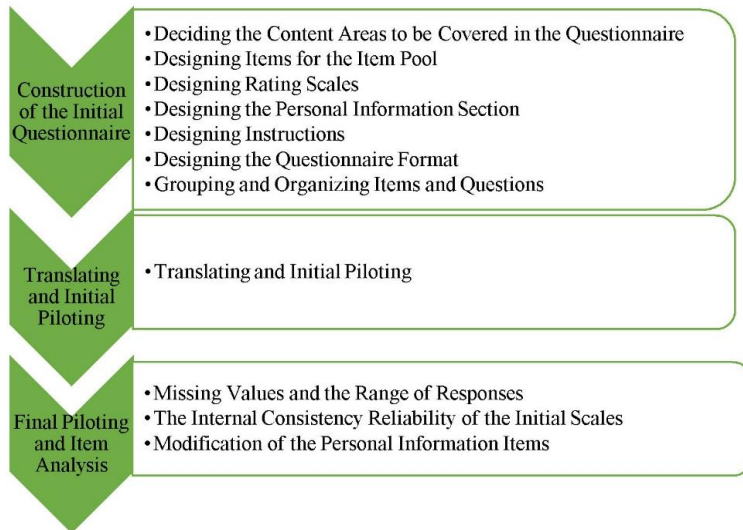
The study was carried out in two phases. In the survey phase, based on stratified purposive sampling, 223 participants from 5 regions of Iran - north, east, south, west, and center - filled out a questionnaire, and in the narrative phase, based on convenient sampling, 10 teachers wrote their narratives on motivation.

3.2 Instrument

The primary instrument was a questionnaire constructed based on the data elicited from teachers' focus group interviews and the previous literature. Seventeen EFL Iranian teachers from the southern provinces of *Boushehr* and *Fars* were interviewed for the data needed for the preparation of the questionnaire. Teachers' verbal productions were qualitatively analyzed to find the recurrent themes that could be used as items of the questionnaire. They were double-checked for any possible data loss, and then organized. Following Braun and Clarke's (2006) model, the researcher read and reread the transcriptions to get familiar enough with the data-immersion phase and extracted recurrent

Salimi & Rashidi

themes. Then, Dörnyei and Taguchi's (2009) model for developing a motivation questionnaire was followed, which consisted of "construction of initial questionnaire", "designing the personal information section", "translating and initial piloting", and "final piloting and item analysis". Figure 1 presents the steps which were followed to prepare the questionnaire:



Note. Adapted from "Model for Developing a Motivation Questionnaire" by Dörnyei and Taguchi (2009, p. 89)

Figure 1. Motivation Questionnaire Development Procedures

The first draft of the questionnaire has 30 five-point Likert scale items from strongly agree to strongly disagree to collect information about teachers' attitudes towards learner motivation. It was administered to the intended sample (240 participants) to fill out. Afterwards, the researcher estimated the reliability of the instrument using the *Cronbach Alpha coefficient*, which was found to be 0.91. Moreover, the face and content validity of the instrument were estimated. Moreover, exploratory factor analysis was carried out to statistically check the construct validity and to tease out certain underlying constructs in the questionnaire. However, after

exploratory factor analysis, some items were eradicated by way of cross-loading or the small number of items for each factor. At last, a refined questionnaire with 20 items and five components including 'L2 learners' related factors, L2 ideal self, L2 ought-to self, L2 learning experience, and positive reinforcement' remained.

To perform exploratory factor analysis, certain criteria are to be met, namely, the factorability of the data; which means two conditions must be met. First, the sample size and second, the strength of association among the variables (Pallant, 2016). In this study, 240 participants filled out the questionnaire hence the criterion of 5-10 participants for each item, which means the range of 150-300 participants, was met by a wide margin. Considering the factorability of the data and employing SPSS, Pallant (2016) suggested Bartlett's test of sphericity and the Kaiser-Meyer-Olkin (KMO) measure as the two options available in the package. As Table 1 shows, the amounts of KMO and Bartlett's Test were acceptable; hence, the factorability of the data was confirmed.

Table 1

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.814
Bartlett's Test of Sphericity	Approx. Chi-Square	4456.55
	df	435
	Sig.	.000

Kaiser's criterion is the most commonly-used technique to determine the number of factors to be retained and only factors with the eigenvalues of 1.0 and more are further investigated. At first, nine factors with an eigenvalue of above 1 were found. There were some cross-loadings in some instances. If their loading was usually much higher on one factor than on the other, the cross-loadings would be ignored. Nonetheless, three close cross-loadings on four separate factors were observed; therefore, the three items 5, 16, and 18

were deleted because of too much degree of cross-loading. Furthermore, some factors have less than three items; therefore, they were supposed inappropriate and did not fit the data and thus were discarded (Pallant, 2016).

The second instrument used was narrative enquiries in which 10 teachers wrote their reports on their teaching experience regarding learners' motivation, the static or dynamic nature of motivation, and motivational factors that were possibly important to keep their students motivated. The narrative approach seeks to understand participants' intentions along with their causal attributions (Barusch, 2012) and to capture the detailed stories of life experiences of individuals or small groups (Ary et al., 2014).

3.3 Data collection procedure

In the survey phase, 223 respondents from 5 regions - north, south, east, west, and center- of Iran were required to fill out the questionnaire based on the degree of agreement with the statements of the questionnaire. The questionnaire was sent in an online form -Google form- and was submitted to purposive population via e-mails or WhatsApp. In the narrative phase, 10 teachers from southern regions were required to write their narrations focusing on what they thought about learner motivation. They submitted their narration in English although they were given a chance to write theirs in Persian or English.

3.4 Data analysis procedure

In the survey phase, the frequency and means of factors were calculated to specify the priority of factors affecting the motivation and also the saliency among the three factors of Dörnyei's model. Moreover, SEM was run to check the model fitness of EFL Iranian teachers' perception of motivation. In the narrative phase, using Polkinghorne's (1995) paradigmatic mode of analysis and the constant comparison method, the researcher used narratives to elicit the recurrent themes. Paradigmatic mode of analysis was used to organize experiences into general features and common categories and to

identify the categories of particular themes while paying attention to the relationship among categories. Using the constant comparative method of analysis- open coding, axial coding, and selective coding- the researcher sought for tentative categories and themes. Moreover, inter-coding and intra-coding procedures were followed to make the process more reliable.

4. Results and discussions

To answer the first research question, 10 teachers' narratives were analyzed. The researcher elicited the most important features and organized experiences into general features and common categories. Table 2 shows the list of teachers' pseudonyms.

Table 2

Demographic Information of Teachers Writing Narratives

Names:	Level of teaching	Gender	Academic degree	Years of experience
Mr. Reishahri	Senior	Male	MA	28
Mrs. Mahdavi	Senior	Female	MA	25
Mrs. Mosavi	Senior	Female	MA	26
Mr. Ahmadi	Senior	Male	MA	22
Mr. Ghaedi	Senior	Male	MA	18
Mr. Hamedi	Senior	Male	MA	23
Mr. Sadeghi	Senior	Male	MA	19
Mrs. Akbari	Junior	Female	MA	16
Mr. Bahadori	Junior	Male	BA	14
Mrs. Hoseinpoor	Junior	Female	BA	10

Starting from Dörnyei's triadic components of motivation model and following the first step of analysis, which is *finding the core codes*, open coding was done through which the phrases such as the following were specified:

- The impact of teacher, peer group, school environment, and parents
- Learners' future achievement (such as good grades, teachers' acceptance, etc.)

Salimi & Rashidi

- Collaborative learning among learners
- Teachers' giving positive feedback and reinforcement
- Peripheral learning (such as pictures, brochures, grammatical points, etc.)
- Watching English movies or reading stories
- Providing English atmosphere in the classroom in which learners can speak and listen in English
- Providing for learners a greater level of comfort and less stressful conditions
- Providing games, competitions, and interesting learning opportunities
- Making an interesting classroom atmosphere full of fun and energy

In the second step, *finding categories* or the axial coding, by writing memos on the margins of the narratives and by reviewing different themes or categories mentioned by the teachers, the researcher elicited the most recurrent categories. Therefore, having gone through mass data of narratives and assigning codes to data, the researcher encountered three themes of 'teachers' influence', 'learners' attitudes towards teachers or learning process', and 'learning situation and context'. Finally, in the third step, *finding themes and their patterns* or selective coding, by sorting and writing memos of the previous step and eliminating some cores, the researcher perceived a relationship between 'teachers' influence' and 'learners' attitudes towards teachers or learning process'; therefore, they were subsumed under 'the role of the teacher'. Therefore, the two most salient themes were the *role of the teacher* as a learning facilitator or stimulator of motivation in the classroom and the *role of L2 learning experience* of the learners.

The researcher came up with Table 3 which summarizes the number of times each component was mentioned by the ten participants. Apart from the three components of Dörnyei's motivation model, 'teachers' influence' was mentioned too many times by the participants.

Table 3*The Frequency of the Three Components of Dörnyei's L2MSS Model*

Dörnyei's components	Ought-to L2 self	Ideal L2 self	L2 learning experience	Teachers' influence
Frequency (out of ten)	5	5	8	7

Therefore, the first theme mentioned severally by the participants was *teachers' influence* in his classroom. The followings are excerpts from the narratives:

Excerpt 1: Mrs. Mahdavi

The high degree of teachers' skillfulness and proficiency in creating and supporting an enthusiastic and encouraging classroom atmosphere would be very helpful in motivating language learners and teachers' attempt to create less stressful environment full of energy and providing interesting learning situation are also contributing.

Excerpt 2: Mr. Reishahri

Motivated teacher is crucial to a successful classroom. They will look at teaching through a different lens, and, in doing so, motivate their students in their learning too. Teachers' proficiency, having a good lesson plan, the way he dresses in front of the students, being kind and affectionate, understanding the students and most importantly starting lessons with inspirational sentences could be good factors of motivation for students.

Most of these teachers assume themselves as the most important source of motivation in the classroom directly or indirectly. Number of times referring to teachers as source of stimulus or enthusiasm by these 10 teachers showed the effect teachers can have in their classes. Moreover, teachers' consideration of learners' needs, wants, wishes and future of learner and boosting group working and enhancing collaborative learning among learners are procedures that can be followed by the teachers in their classrooms to keep their students motivated.

The second factor mentioned by most of the participants of study was *L2 learning experience*. Two participants (Mr. Reishahri and Mr. Ahmadi) for example pinpointed to "different factors such as positive school environment in which students feel safe and secure; interesting activities like games and fun; minimizing distractions such as noises, overcrowded classes; minimizing negative emotions such as fear" and "class and curriculum structure helping students feel more secure; positive feedback; different teaching methods, and friendly peer relationship are factors of learning environment which could have positive influence on language learners' motivation."

Excerpt 3: Mrs. Mahdavi

The feeling of success that learners have from their previous language learning process, the atmosphere of the classroom, and teachers' teaching methods such as learners' involvement and encouragement in the language learning process can work as motivating factors in the language learning process.

To put it in a nutshell, most of the teachers (8 out of 10) pinpointed to the importance of language learning experience or context in learning. As Apple and Da Silva (2016) asserted, those "who are interested in uncovering motivations and selves among their language learners should understand that the social context where the learning occurs cannot be completely separated

from or considered independently from the learner" (p.35), hence the importance of the context in which language learning happens and the attempts that teachers shall make to enhance it.

Based on the whole process of evaluating the participants' professional knowledge in their narrations, it seemed that participants' professional knowledge of Dörnyei's L2MSS model was not sufficient and up-to-date and some pre- and in-service training programs regarding this concept would seem in demand since, as Hennebry-Leung and Gao (2022) asserted, all positive contributions that teachers could make to enhance language learners' motivation are closely associated with the knowledge that these teachers have developed in relation to motivation.

Regarding the procedural knowledge, the teachers were familiar with management strategies in their classroom but whether they apply them in their classrooms or not needs further research observing their pedagogy and classroom setting. For instance, the participants Mr. Reishahri and Mrs. Mahdavi pinpointed to the following factors:

Excerpt 4: Mr. Reishahri

Provision of different tasks by the teachers or provision of pedagogical games or English movies or making fun of grammatical or pedagogical points would be beneficial for the learners. Also, making changes in the teaching environment, for example, teaching in a different setting or teaching in a lab or school yard would be interesting for the learners. Moreover, teachers who engage learners in the teaching process such as assigning some teaching parts to the learners themselves is a technique which can be beneficial in motivating and, therefore, accelerating language learning in the learners.

Excerpt 5: Mrs. Mahdavi

Moreover, teachers can ask the learners to search the web or ask other knowledgeable people about some minute points or grammatical details and then the

Salimi & Rashidi

learners can present these points in the classroom and learners' participation will be encouraged.

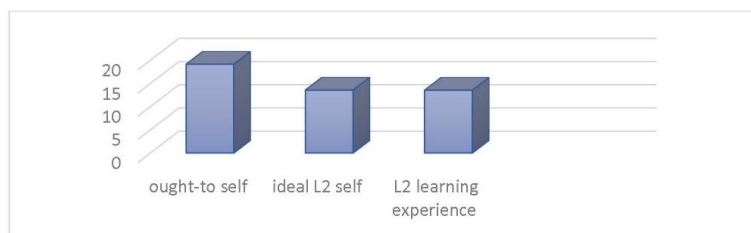
As for 'personal knowledge' or a sense of what works and what does not in their classrooms, analysis of the narratives showed the *role of teachers* and the *L2 learning environment* increase and sustain motivation in the classroom. Along the same lines, Kumaravadivelu insisted on improving and flourishing the personal knowledge of teachers via training programs and assumed personal knowledge as the most important one. Most of the participants were also in agreement on the importance of personal knowledge. Also, the *impact of the teachers* can be subsumed under ought-to L2 self but with some modification. At last, considering the first research question and regarding the two frameworks, the participants assumed motivation as a dynamic process or driving force for the learning process in which 'teachers' influence' and 'L2 learning experience' were two factors contributing to motivation.

The results that teachers have an important role in motivating learners were in line with Huang and Chen (2016) asserting that teachers play a vital role in creating positive English learning experiences, especially the ones that engage students' identities in language learning process. Contrary to our results, Kim's (2016) examination of motivation in Korean context showed parental involvement and social pressure playing key roles in student L2 motivation. One possible reason for these contradictory findings regarding motivation in Asian countries is that models of L2 motivation stem from WEIRD countries (Western, educated, industrialized, rich, and democratic countries) and, therefore, may not be applicable to non-WEIRD contexts such as India, Iran, etc.... (Apple & Da Silva, 2016).

Along the same lines, Lamb et al.'s (2016) study showed that teachers who act as positive, impactful agents act as powerful source of motivation in their classrooms. That is, teachers who try to build rapport with students and

evaluate them in a sensitive manner can convince them to become strong English speakers. As Hennebry-Leung and Gao (2022) asserted, teachers are successful in igniting and sustaining learners' motivation depending on what pedagogical activities they develop, how they promote motivation in learning, and how they invest in creating learning environments for their learners.

The second question deals with Iranian EFL teachers' perception of the most important component of the L2MSS model. According to Figure 2, the *ought-to L2 self* with the average mean of 19.15 stands as the highest. Therefore, attributes that one ought to possess such as meeting others' expectations and avoiding possible negative outcomes work as a salient factor in L2 language learning process. *L2 learning experience* and *ideal L2 self* have similar mean indices of 13.52 and 13.54, respectively, which shows they have the same value in affecting learner motivation.



Note. Means of Three Factors of Dörnyei's L2MSS Based on Questionnaire

Figure 2. Graphic chart: means of three factors

4.1 Data

The *ought-to L2 self* included a) attributes such as meeting expectations and avoiding possible negative outcomes b) teachers' expectations c) parents' expectations d) learners' efforts not to disappoint other people and e) teachers' enhancement of peripheral learning- learning from their environment- and decorating the classroom with materials from the textbook.

Salimi & Rashidi

The means of items are presented in Table 4. Item number 8 which is “teachers’ expectations” has the highest mean frequency of 3.90 among the five items showing that what teachers’ expect from their learners can fulfill the most important role in ought-to L2 self. This is in line with Huang and Chen (2016) who showed the concept of ought-to L2 self rather than the ideal L2 self may have a greater effect on language learning motivation among younger Taiwanese students. On the other hand, Papi (2022) asserted that both ideal and ought-to L2 self contribute to the intensity of learner motivation. However, there are qualitative differences in the emotional and behavioral outcomes of these two selves. But the *ideal L2 self* appeared to lead to emotional and behavioral patterns which were more adaptive and conducive to better language learning motivation.

Table 4
Means of Items of Ought-to L2 Self Component

		Item 7	Item 8	Item 9	Item 10	Item 11
N	Valid	223	223	223	223	223
	Missing	0	0	0	0	0
Mean		3.87	3.90	3.81	3.68	3.88
Std. Error of Mean		.049	.045	.045	.053	.047

The third question deals with what EFL Iranian teachers’ perception of learners’ motivation would be within Kumaravadivelu’s KARDS and Dörnyie’s L2MSS frameworks. Table 5 provides the means of five factors derived from the questionnaire data after exploratory factor analysis. The five factors of *learner related features*, *ought-to L2 self*, *L2 learning experience*, *ideal L2 self*, and *positive reinforcement* have the following mean values of 25.85, 19.15, 13.52, 13.54, and 12.9, respectively.

Table 5
Means of 5 Factors of Questionnaire

Factors	Learner related factors	Ought-to self	L2 Learning experience	Ideal L2 self	Positive reinforcement
N	Valid	223	223	223	223
	Missing	0	0	0	0
Mean	25.85	19.15	13.52	13.54	12.9
SED	.2	.19	.10	.092	.082

Learner related factors include 1) peer group and peer relationships 2) learners' success 3) the curriculum prepared based on learners' language learning goals 4) learners' collaboration and teamwork 5) learners' attributes such as hopes, wishes, and aspirations, and 6) learners' willingness to become autonomous. The mean values of the items are presented in Table 6. "Learners' collaboration and teamwork" has the highest mean frequency of 4.46 among the six items showing that from the teachers' perspective, it has the greatest effect on learners' promotion of motivation. Cooperative or group work has many benefits and provides an increased variety of activities for the learners. As Sprick, Sprick, Coughlin, and Edwards (2021) asserted, group work gives students the opportunity to work and learn from their peers. That is, for the students who prefer interpersonal learning settings, cooperative activities can be a powerful motivating factor and for those who struggle academically, they can provide opportunities to learn from their capable peers.

Table 6

Mean Frequency of Learners' Related Items

		Item1	Item2	Item3	Item4	Item5	Item6
N	Valid	223	223	223	223	223	223
	Missing	0	0	0	0	0	0
Mean		4.29	4.30	4.28	4.46	4.30	4.22
Std. Error of Mean		.042	.045	.047	.038	.046	.047

Regarding *ought-to L2 self*, the teachers pointed to "teachers' expectation" as the major influencing item in the promotion of motivation. They referred to attributes such as "meeting expectations and avoiding possible negative outcomes", "teachers' expectations", "parents' expectations", "learners' efforts not to disappoint other people", "teachers' enhancement of peripheral learning- learning from their environment- and decorating the classroom with materials from the textbook" as features of *L2*

Salimi & Rashidi

ought-to self component of the questionnaire. Along the same lines, “teachers’ creation of a pleasant and supportive atmosphere in the classroom” was the most significant item in *L2 learning experience*. Moreover, items such as “teachers’ creation of a pleasant and supportive atmosphere in the classroom”, “giving learners responsibility and a sense of control over their learning”, and “teachers’ enthusiasm for the course” are under the heading of *L2 learning experience*.

“Learners’ strong desire and eagerness to learn” was the salient item in *ideal L2 self*. Furthermore, items of “learners’ inclination to communicate with others”, “providing enjoyable and interesting lessons by the teachers relevant to the learners’ needs and wants”, and “learners’ strong desire and eagerness to learn” stand in *ideal L2 self* section of the questionnaire. Finally, in *positive reinforcement* section, the item “positive reinforcements such as teacher rewards or good marks” has the highest mean among the items and items of “learners’ attempts to gain other people’s approval”, “positive reinforcements such as teacher rewards or good marks”, and “teachers’ pedagogical methods” are under the title of *positive reinforcement*. All these components are framed into Iranian provisional model for learner motivation presented in the next section.

4.2 A tentative Iranian model of learner motivation

The literature is replete with research on teachers’ perceptions on learner motivation. However, one of the problems with the research on EFL teachers’ perception of motivation is that few studies have attempted to operationalize the concept locally or develop a local model. Some models have already been proposed in the literature globally (e.g., Dornyei 2009; Ryan & Deci, 2017; Freeman, 2015), but they fail to account for local demands. Therefore, such models are susceptible to contextual changes. Since motivation is a context-

sensitive concept, it is very difficult for teachers to isolate the contextual meanings intertwined with learner motivation.

To develop a model, a set of systematic and research-based steps were taken. The first step in the model development was to consult the literature and extract the required information from focus group interviews. That is, teachers in the interviews were first asked about the construct based on pre-specified questions elicited from Dorneyei's model and literature. Then, their proposed components were checked against the ones gleaned from the literature by other researchers. Accordingly, a tentative list of component items was formed based on their suggestions. This hypothesized model might be characterized as the end point in this study; however, it can be the starting point for future studies on learner motivation within the Iranian setting.

To test the model, the researcher ran SEM by employing AMOS 22 and employed maximum likelihood method to estimate the parameters. In this study, absolute fit indices were considered as there were no previous Iranian models to test the current model against. The initial results of SEM indicated relative fitness for the model. The output of SEM showed $\chi^2 = 375.653$, $df = 157$, $p = 0.0$ which is a significant chi-square value. Since the value for chi-square is sensitive to and contingent on sample size, it was normally meaningful for our sample which included 223 participants. Table 7 shows the results of SEM based on which Goodness of Fit (GFI) = 0.866, CFI = 0.912, CMIN/DF = 2.408, and RMSEA = 0.080 were at an acceptable range, which shows model fitness.

RMSEA (stated by Browne & Cudeck, 1993) takes into account the error of approximation in the population, values less than .05 indicate good fit, values as high as .08 represent reasonable errors of approximation in the population (cited in Byrne, 2010, p. 80), values ranging from .08 to .10 indicate mediocre fit, and those greater than .10 indicate poor fit. The GFI is

Salimi & Rashidi

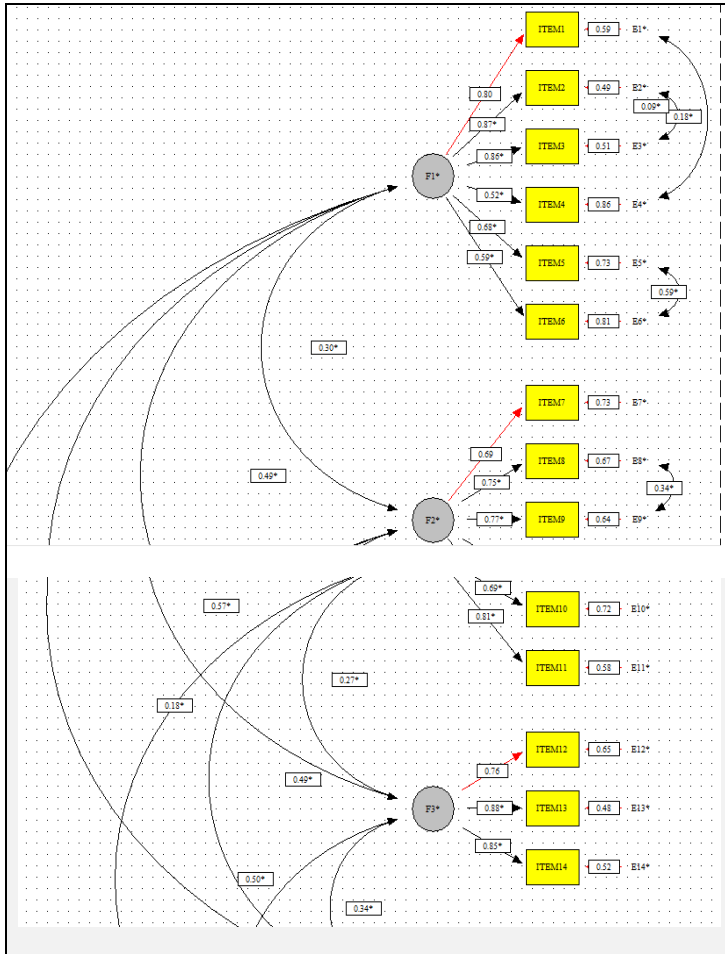
an absolute index of fit because it basically compares the hypothesized model with no model at all. The index ranges from zero to 1.00, with values close to 1.00 being indicative of good fit. On the other hand, values for CFI range from zero to 1.00 and are derived from the comparison of a hypothesized model with the independence (or null) model and a value $> .90$ was originally considered representative of a well-fitting model. Regarding CMIN/DF, the higher the probability associated with χ^2 , the closer the fit between the hypothesized model and the perfect fit.

Table 7*Fit Indices for the Final Model*

Model	RMSEA	CFI	GFI	CMIN/DF
Default model	.080	.912	.866	2.408
Saturated model	.244	1.000	1.000	
Independence model	RMSEA	.000	.314	14.169

The path diagram, Figure 3, shows five motivational factors, as indicated by the five ellipses labeled as F1 to F5. These five factors are intercorrelated, as indicated by the two-headed arrows. Each factor is measured by some observed variables, the reliability of which is influenced by random measurement error, as indicated by the associated error term. The higher the number associated with each arrow, the more reliable the relationship will be. There are 20 items indicated by 20 rectangles. These items load on their related factors, that is, items 1 to 6 load on Factor 1, items 7 to 11 on factor 2, and items 12 to 14 on factor 3, items 15 to 17 on factor 4, and items 18 to 20 on factor 5. Items 1 to 20 load on one and only one factor. Each item-pair measure has a nonzero loading on each target factor designed to measure and a zero loading on all other nontarget factors. Errors of measurement associated with each item (err01–err20) are uncorrelated with each other.

Our results of SEM analysis are in contrast with that of Zendehboodi et al. (2015) who studied the motivational factors. In their study, they identified four recurrent themes of learning environment, teacher influence, economic factor, and an effective person (such as a teacher) as motivators in the learning process. Moreover, Nauzeer and Jaunky (2019) used a SEM approach and found a well-fitting model for the relationship between motivation, mother education, weights of bags, tuition, and academic performance, which was in contrast with our SEM results. These differences could be due to the fact that the investigations were from students' point of views and teachers' perceptions were not considered. Moreover, the context in which the research is conducted can make some changes in the results.



Salimi & Rashidi

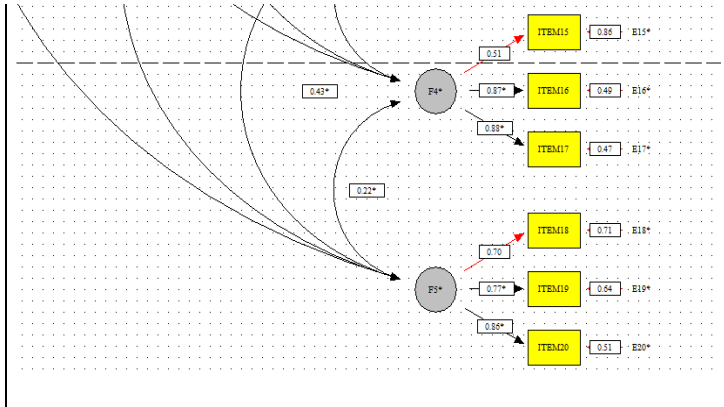


Figure 3. Iranian Graphic Model of Motivation with Their Standardized Estimates

5. Conclusions

Having tapped into Iranian EFL teachers' perception of L2 learner motivation, the researcher has come up with the following findings:

(a) From the narratives, it appears teachers are the most important source of motivation in the classroom setting by employing different and efficient techniques in their teaching procedures but from the questionnaire data, learner related features are assumed as the most salient one.

(b) Among the three components of L2MSS - the ideal L2 self, the ought-to L2 self, and L2 learning experience, the ought-to L2 self is considered as the most important factor in arousing and sustaining motivation.

(c) The Iranian model presented here consisted of five components of learner-related features, ought-to self, L2 learning experience, ideal L2 self, and positive reinforcement.

On the whole, considering the role of teachers' perception of motivation in Teacher Education programs, some in-service or per-service courses seem beneficial since learner motivation is a source of enthusiasm and turning point of teachers' pedagogy. Most of the participants of the study enumerated the importance of teachers' management of classroom and provision of

friendly and enthusiastic environment in their classroom. Moreover, teachers can give students positive feedbacks and try to emphasize the positive characteristics to the extent possible and develop autonomous learners. In sustained long-term activities such as learning a foreign language, motivation does not remain constant during the course of months, or even during a single lesson. (Dörnyei & Ushioda, 2011).

One of the limitations of this study was that although the researcher developed a reliable and valid questionnaire through a rigorous set of procedures, certain shortcomings regarding reliability and validity issues could be unavoidable since the construct is a context-sensitive one. Therefore, it is recommended that future researchers and users of this questionnaire should re-evaluate the items and examine its reliability and validity indices. Another factor is the truth value of the claims of the participants. To better capture teachers' attitudes towards learner motivation, their classes could also be recorded to see whether what individuals do in their real classroom match what they have announced. Moreover, further research can be conducted on the learners' perspectives on the construct.

Different groups such as teachers, students, and relevant stakeholders could benefit from the results. Teachers can use possible sources of motivation introduced by the Iranian model presented here which illuminate the path of motivation promotion and enhance motivation in classroom settings. It would also help them keep abreast of the latest developments in sustaining motivation in their learners. The results would also be beneficial for students to know how to keep themselves motivated in the classroom. Regarding relevant stakeholders of the Ministry of Education, some pre- and in-service training programs introducing the local Iranian model or Dörnyei's model would be desirable and beneficial.

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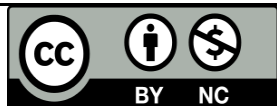
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