



## **The Gap between Teachers' and Students' Perceptions of Motivation in Chinese EFL Classrooms: A Study Based on Self-Determination Theory and the 5Ts Framework**

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Motivation plays an important role in learning foreign languages and many scholars have conducted research on how to maintain and enhance students' motivation in the EFL class. But few studies have analyzed whether there are mismatches between what teachers and learners define as the important factors to motivate students. This study aims to rectify this gap in our knowledge by analyzing university students' and teachers' perceptions of students' English learning motivation based on self-determination theory (SDT) and the '5Ts' which affect motivation (Teacher, Teaching Methodology, Text, Task and Test). In order to have a better understanding of students' and teachers' perceptions, two questionnaires were designed. Participants were 190 Chinese university students and 122 English teachers. Results show that teachers and learners have different perspectives for Task and Teacher. To be specific, teachers gave more weight to the Task factor, whereas students focus more on the Teacher factor, including good characteristics of their teacher. However, teachers and students agree that Teaching methodology and Text play a vital role in motivating students. They also agree that Test is less important. These findings have pedagogical implications for current and prospective English teachers in China and elsewhere.

**Keywords:** motivation, Self-Determination Theory, the 5Ts framework

### **Introduction**

Motivation is always considered a key factor in any learning-teaching process. Motivation, sometimes regarded as 'interest', plays a vital role in language learning (Gardner & Lambert, 1959; Spencer & Jago, 1951). According to Crookes and Schmidt (1991), motivation is related with interest, relevance, expectancy of success or failure, belief in forthcoming rewards, decision to be involved, persistence, and high activity level. Motivation is also called "the engine that drives the system" (MacIntyre, MacKinnon, & Clement, 2009). Motivation is the force which affects whether a learner embarks on a task at all; how much energy he or she devotes to it; and how long he or she perseveres (Littlewood, 2000). Dörnyei and Csizér (1998) also propose that without enough motivation, even students with the most remarkable abilities cannot achieve long-term goals, and neither are appropriate curricula and good teaching to ensure students' achievement. In the past 50 years or so, second language acquisition (SLA) research has also demonstrated that motivation plays a vital role in second language learning and attempted to explore

whether intrinsic or extrinsic motivation has the most influence on students' English language learning, how it affects the L2 learning process, and what strategies can be deployed to increase students' motivation.

In the case of Chinese English learners who learn English as a foreign language, most of them learn English in the classroom, so classroom-related factors are really worth analyzing, including the classroom environment, teachers' behaviors or actions in the English class, the student-teacher relationship, the way teachers deliver the course, the tasks that teachers assign students to do, and the way in which teachers assess students. Renandya (2014) summarizes these classroom-specific factors through his 5Ts of motivation framework, which refers to Teacher, Teaching methodology, Text, Task and Test.

Although many studies have been conducted to analyze the importance of motivation, most of the research is related to students' achievement and engagement. Few studies have explored English teachers' and students' perceptions of motivation and analyzed whether there are mismatches between what teachers and learners define as the important factors to motivate students in the EFL classroom. Also, for students' motivation, few studies have been carried out from the perspective of the 5Ts framework. So, in order to bridge this gap, this study aims to analyze university students' and teachers' perceptions of students' English learning motivation based on self-determination theory and the 5Ts framework. Three research questions are as follows:

1. What are students' perceptions of intrinsic motivation and the 5Ts?
2. What are teachers' perceptions of the 5Ts?
3. What are the pedagogical implications of the perceptions?

## **Literature Review**

### **Self-Determination Theory**

In Self-Determination Theory (SDT), Deci and his colleagues (Deci & Ryan 1985; Deci, Vallerand, Pelletier, & Ryan, 1991) think that people have needs when they are born and these needs evolve with development from an organismic dialectical perspective. An individual who is self-determined will "engage in an activity with a full sense of wanting, choosing and personal endorsement" (Deci, 1992). Self-determination has three aspects: intrinsic motivation, extrinsic motivation and amotivation. Intrinsic motivation refers to the state of doing an activity out of interest and inherent satisfaction, that is, the learner gets enjoyment and satisfaction from engaging in the actual process of the learning activity. By contrast, extrinsic motivation is motivation to take part in an activity in order to achieve some specific results, such as earning a reward or avoiding a punishment. Amotivation refers to the state that people have no desire to carry out a task or join in an activity. Vallerand and his colleagues (Vallerand, 1997; Vallerand, Blais, Brière, & Pelletier, 1989; Vallerand et al., 1992, 1993) propose three sub-categories of intrinsic motivation: knowledge motivation, accomplishment motivation and stimulation motivation. Intrinsic motivation-knowledge motivation means the feelings related to satisfying curiosity, acquiring knowledge and learning new things. Intrinsic motivation-accomplishment motivation refers to the sensations associated with attempting to complete some tasks or attain some goals. Intrinsic motivation-stimulation motivation is the sensation stimulated by performing the task, such as aesthetic appreciation, fun or excitement. Generally, intrinsic motivation is a stronger source of success and satisfaction.

For optimal motivation, SDT points out that the environment must satisfy an individual's three basic psychological needs—for a sense of autonomy, competence, and relatedness (Ryan & Deci, 2017). Therefore, to improve intrinsic motivation and facilitate internalization of extrinsic motivation in the classroom, teachers are encouraged to provide these three key nutrients by offering abundant opportunities for students to have autonomy over their own behaviors, have the capability to engage in target activities, and build a connection with others. Feelings of autonomy can be aroused when teachers

actively explore students' knowledge and experiences and relate them to the learning content, when they give students some choice with regard to classroom procedures and learning content, and allow and encourage them to think critically and independently (Assor, Kaplan, & Roth, 2002; Reeve, 2009). Students become competent when teachers are able to provide them with feedback on their individual learning processes and correct their errors in a constructive way (Ryan & Deci, 2000). Finally, feelings of social relatedness are stronger when teachers create a friendly and respectful learning environment and when teachers make sure that all students are following the lesson and no student is shamed in class (Kunter & Trautwein, 2013).

## **The 5Ts Motivation Framework**

The motivating character of the learning context can be enhanced through conscious intervention by the language teacher (Dörnyei, 2007). In extrinsic motivation, we introduce the 5Ts theory, which is proposed by Renandya (2014), to investigate whether the teacher-led environment has an effect on students' motivation. The relationship between teachers and students, teaching styles or teaching strategies, the lessons, classroom activities and assessments are considered to be the important factors that influence students' motivation. Therefore, having a deep understanding of students' and teachers' perceptions of these 5Ts will have huge pedagogical implications for EFL education. According to Renandya, the 5Ts of motivation represent (1) Teacher, which means the teacher's personality; the way the teacher behaves; the role that the teacher plays in the classroom; (2) Teaching methodology, which means the choice of teaching methodology; the way of teaching; (3) Task, which means the guidelines and instruction proposed by teachers; (4) Test, which means the exams or questions students should answer; (5) Text, which means the materials the teacher uses. Now let's take a closer look at each T of motivation for our further understanding.

### **T1: The Teacher as a motivating agent in the classroom**

Dörnyei (2007) stresses the important role that teachers play in the process of English language teaching because they can affect students' learning attitudes and motivation. He also suggests teachers should adopt motivational practice, which can lead to a motivating classroom environment.

Renandya (2014) points out that almost everything about the teacher, like the teacher's personal characteristics and communicative skills, can have a huge influence on students' motivation. Teachers' characteristics, including enthusiasm, friendliness, fairness, patience, etc. can have a positive impact on students' motivation (Borg, 2008; Dörnyei, 2001; Miller, 2012, cited in Renandya, 2014).

### **T2: Teaching methodology as a motivating agent in the classroom**

Renandya (2014) takes the view that language teachers should gain insight into teaching methods that reflect their better understanding of different students' needs and interests. He also states that we need to view motivation as a dynamic and changeable process, so keeping students' motivation high during the lesson is essential. Teachers who use a large repertoire of teaching methods and can change them can make students enthusiastic and committed to the learning process.

### **T3: Text as a motivating agent in the classroom**

Text is not limited to printed textbooks. Some electronic materials (e.g., CD, DVD, webpage) or any other supplementary materials are also included. Renandya (2014) proposes that choosing appropriate materials is based on three factors: linguistic, cognitive and affective. His idea is similar to extensive reading experts'. The two major principles of extensive reading are as follows:

1. The reading material is easy, which emphasizes that reading materials should satisfy the readers' language competence, instead of reading difficult ones.
2. Learners have the freedom to choose what they want to read. Students have autonomy over what

they read and they can choose whatever they are interested in.

#### T4: Task as a motivating agent in the classroom

Scholars take the view that when teachers design language tasks, two key factors influence students' motivation: expectancy and value. They also propose the expectancy-value theory (Day & Bamford, 1998; Feather, 1982, cited in Renandya, 2014). This means that students will be motivated to perform a task if they realize the socio-cultural or other instrumental value of the task and they understand that they have a good chance of success in the task. Students are also motivated when they experience the joy of successfully finishing the task.

#### T5: Test as a motivating agent in the classroom

The test can be a learning tool that can help learners to see their progress in a non-threatening manner (Hapsari, 2013), but the traditional tests maybe have a negative effect on students' motivation, because of their focus on product, rather than the real process of learning. Renandya (2014) suggests that alternative assessment, such as project work and portfolios or authentic assessment, can be integrated into the teaching process, in order to motivate students' English learning.

## Methodology

### Participants<sup>1</sup>

The present research study involved two groups of participants: 190 junior English major university students and 122 university English teachers from Shanxi Province, China. The female students ( $n = 160$ , 84.2%) outnumbered the male students ( $n = 30$ , 15.8%). The students' average age was 21.5. Most of them had learnt English for about 13 years.

The female university teachers also outnumbered the male counterparts, with 111 and 11, respectively. The percentage of the teachers who were between 35-45 years old reached 45.1% and the percentage of the participants who were between 25-35 years old was 39.3%, while 15.6% of teachers were over 45 years old. The participating teachers held different qualifications: 98 participants (80.3%) held a master's degree, and 24 participants (19.7%) had a PhD degree. Most of them had 9 to 20 years' teaching experience.

### Instruments

Two questionnaires were given to the informants: one was for teachers and the other was for students. The teachers' questionnaire consisted of 20 items, while the students' questionnaire included 20+4 items, because 4 additional items were designed to test students' intrinsic motivation. 20 items on two questionnaires were about the 5Ts framework, which was adopted and adapted from the work of Renandya's (2014). The 20 items in the two questionnaires were similar except that the views were from students' and teachers' perspectives. Participants were also asked to rank the 5Ts in order of importance for motivating students to learn English (1 = most important, 5 = least important). The questionnaire was analyzed using SPSS v25.0.0 obtaining a Cronbach Alpha index = .946 and .881, which represents a high validity and reliability level based on international social research standards.

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<sup>1</sup> In order to determine whether significant differences exist, a one-way ANOVA and independent samples t-tests were conducted to check demographic characteristics: gender, teachers' teaching length, teachers' qualification. Results showed that there were no statistically significant differences in the perceived importance of the 5Ts in terms of gender, teachers' teaching length and teachers' qualifications.

In order to let students have a better understanding of each question and eliminate any potential language-based interference, questionnaires were translated into Chinese and double-checked for translation accuracy.

### **Students' questionnaire**

There were two main parts in the students' questionnaire (see Appendix A):

Part 1: The demographic questions were designed to collect students' personal data, including gender, age and English learning time.

Part 2: Intrinsic motivation and extrinsic motivation from the 5Ts Framework

Four items related to intrinsic motivation were adopted from the Motivational Orientation Inventory of Noels, Pelletier, Clement, and Vallerand (2003); there were 3 sub-scales including intrinsic-knowledge (item 10), intrinsic-stimulation (item 13) and intrinsic-accomplishment (item 15 and 22).

The rest of the questionnaire comprised 5 domains with a total of 20 items related to factors supporting motivation in the English language learning classroom.

Teacher: item 1, item 7, item 10 and item 16

Teaching method: item 5, item 9, item 18 and item 23

Text: item 2, item 8, item 20 and item 24

Task: item 4, item 6, item 12 and item 21

Test: item 3, item 14, item 17 and item 19

The questionnaire was based on a 5-point Likert scale ranging from, "not important at all" to "extremely important" in relation to how important students think each factor is for motivating them in the language classroom.

Students were also asked to rank the 5Ts in order of importance for motivating students to learn English (1 = most Important, 5 = least Important).

### **Teachers' questionnaire**

Parallel with the students' questionnaire, the teachers' questionnaire is also made up of two parts (see Appendix B).

Part 1: the questions consisted of 4 demographic questions, regarding teachers' age, gender, qualification and English teaching experience.

Part 2: the 5Ts Framework of Motivation

The questionnaire also comprised 5 domains with a total of 20 items related to the factors supporting motivation in the English language learning classroom. The 20 items were similar to the students' questionnaire, except that the views were from teachers' perspective.

Teacher: item 1, item 7, item 10 and item 13

Teaching method: item 5, item 9, item 15 and item 19

Text: item 4, item 6, item 11 and item 18

Task: item 2, item 8, item 17 and item 20

Test: item 3, item 12, item 14 and item 16

The teachers' questionnaire was also based on a 5-point Likert scale ranging from 1(not important at

all) to 5(extremely important) in relation to how important teachers think each factor is for motivating students in the language classroom.

Teachers were also asked to rank the 5Ts in order of importance for motivating students to learn English (1 = most important, 5 = least important).

## Data Collection and Analysis Procedures

Both students' and teachers' questionnaires were collected by China's most popular online questionnaire survey tool, *Wenjuanxing*. Students were required to fill in the questionnaire for about 15 minutes within the class time with the help of their teacher. It was emphasized that the questionnaire was anonymous and there were no right and wrong answers to each question, so respondents were encouraged to give honest responses. 200 questionnaires were collected and 190 were adopted for data analysis.

Regarding teachers' data, the questionnaire link was shared among teachers before their meeting and 122 English teachers filled in the questionnaire.

## Results and Discussion

We began by analyzing the results of the teachers' questionnaire, followed by the students' questionnaire. We then compared teachers' and students' perceptions through the two analyses.

### Results of Descriptive Statistics

#### Results of the teachers' questionnaire

As shown in Table 1, among the 5Ts framework, the mean scores were arranged in order of importance as follows: Task (M = 3.78), Teaching methodology (M = 3.76), Teacher (M = 3.75), Text (M = 3.56) and Test (M = 3.49). So, from the teachers' perspective, the rank order for the 5Ts based on the importance of motivating students to learn English was Task > Teaching Methodology > Teacher > Text > Test.

TABLE 1

*Rank Order, Means and Standard Deviations for Each Dimension of the Teachers' Questionnaire*

Dimension	Rank	N	Mean	S.D.
Task	1	122	3.78	.566
Teaching methodology	2	122	3.76	.588
Teacher	3	122	3.75	.608
Text	4	122	3.56	.624
Test	5	122	3.49	.534
Teachers' questionnaire		122	3.67	

According to Table 2, the factor for supporting motivation in the English language learning classroom with the highest means was "I can design a variety of activities to keep students interested and engaged"(item 5: M = 4.15), followed by the factor "the materials used in class provide ample opportunity for students to learn what they really need or want to learn" (item 4: M = 4.03). The least important factor was "I allow students to assess themselves" (item 14: M = 3.25).

When investigating the factors among each "T", the following conclusions can be drawn:

- Providing students with clear instructions before, during and after the task was the most important factor within "Task" and the mean score was 3.89.
- The most important factor within "Teaching Methodology" was teachers' ability to design a

- variety of activities to keep students interested and engaged (M = 4.15)
- Treating every student fairly was the most important factor within “Teacher” (M = 3.81)
  - The most important factor within “Text” was that the materials used in class can provide ample opportunity for students to learn what they really need or want to learn (M = 4.03).
  - Providing feedback, guidance and advice to students after a test and assessing them on an on-going basis received the highest mean for the “Test” domain (M = 3.96).

TABLE 2

*Descriptive Statistics of Factors for Supporting Motivation in the EFL Classroom from Teachers' Perspective*

Dimension	Mean	SD
<b>1. Task</b>	3.78	.566
(2) I can motivate students if I provide students with clear instructions before, during and after the task.	3.89	.780
(20) I can motivate students if I design tasks that are within the students' ability and meet their interests.	3.88	.849
(17) I can motivate students if I select tasks which require involvement from each student.	3.80	.862
(8) I can motivate students if I explain the linguistic, communicative or cultural value of the task clearly.	3.49	.973
<b>2. Teaching Methodology</b>	3.76	.588
(5) I can motivate students if I design a variety of activities to keep students interested and engaged.	4.15	.789
(9) I can motivate students if I use different teaching aids such as images, videos, songs and movements.	3.80	.944
(15) I can motivate students if I carefully select and structure learning activities that support the attainment of lesson objectives.	3.69	.772
(19) I can motivate students if I signal clearly when moving from one activity to another.	3.38	.948
<b>3. Teacher</b>	3.75	.608
(10) I can motivate students if I treat every student fairly and do not practice favoritism.	3.81	.948
(7) I can motivate students if I create a low-stress classroom environment and explain to students that mistakes are a natural part of learning.	3.75	.896
(13) I can motivate students if I share with students my own personal interest in English and I teach my courses with passion	3.73	.900
(1) I can motivate students if I'm friendly and approachable. They can share with me not only thoughts about school work but also other things related to their personal and social life.	3.64	.772
<b>4. Text</b>	3.56	.624
(4) I can motivate students if the materials used in class provide ample opportunity for students to learn what they really need or want to learn	4.03	.771
(18) I can motivate students if I adopt various teaching and instructional materials, including print, electronic, oral & written ones.	3.51	.865
(6) I can motivate students if the texts used in the class do not contain too many words or expressions that are beyond the reach of the students.	3.38	.990
(11) I can motivate students if I give students freedom to choose reading materials, they're interested in.	3.21	.855
<b>5. Test</b>	3.49	.534
(3) I can motivate students if I provide feedback, guidance and advice to students after a test and assess them on an on-going basis, rather than concentrating on a single day, week or end of the term.	3.96	.797
(12) I can motivate students if I give students alternative assessments such as project work and other activities in the classroom, besides the examination.	3.43	.792
(16) I can motivate students if I use marking rubrics that are carefully calibrated to avoid subjectivity.	3.27	.793
(14) I can motivate students if I allow students to assess themselves.	3.25	.903

## Results of the students' questionnaire

From Table 3, we can see that the overall mean of students' intrinsic motivation is 3.45. Students want to learn English in order to know much about the second language community and their way of life. During the second language learning process, they enjoy gaining satisfaction from accomplishing difficult exercises and they also feel confident when they can surpass their previous limits in second language studies.

TABLE 3

*Means and Standard Deviations for Intrinsic Motivation of the Students' Questionnaire*

Dimension	Mean	SD
<b>Intrinsic-Knowledge</b>	3.41	.803
(10) I am motivated to learn English when I enjoy acquiring knowledge about the second language community and their way of life.	3.41	.803
<b>Intrinsic-Stimulation</b>	3.42	.927
(13) I am motivated to learn English when I have the pleasure of hearing the second language spoken by native second language speakers.	3.42	.927
<b>Intrinsic-Accomplishment</b>	3.50	.892
(15) I am motivated to learn English when I experience the satisfaction of accomplishing difficult exercises in the second language	3.60	1.053
(22) I am motivated to learn English when I enjoy surpassing my previous limits in my second language studies	3.39	.834
Overall- Intrinsic Motivation	3.46	

Table 4 shows that the overall degree of students' perceptions of the 5Ts is relatively high with a mean of 3.29, which highlights the importance of the 5Ts for motivating students to learn English. The factor of Teacher has the highest mean (3.44), followed by the factor of Teaching methodology (M = 3.33), Task (M = 3.29) and Text (M = 3.24), while the factor of Test has the lowest mean (3.13). So, from the students' perspective, the rank order for the 5Ts based on the importance of motivating students to learn English is Teacher > Teaching Methodology > Task > Text > Test.

TABLE 4

*Rank Order, Means and Standard Deviations for Each Dimension of the Students' Questionnaire*

Dimension	Rank	N	Mean	S.D.
Teacher	1	190	3.44	.616
Teaching Methodology	2	190	3.33	.666
Task	3	190	3.29	.633
Text	4	190	3.24	.644
Test	5	190	3.13	.662
Students' questionnaire		190	3.29	

According to Table 5, the most important factor for motivating students to learn English is that the English teacher is friendly and approachable, so that after the task students can talk to their teachers not only about school work but also other things related to personal and social life (item 1, M=3.58). Treating every student fairly (items 11, M = 3.57) and providing feedback, guidance and advice to students (item 3, M = 3.57) were nominated as the second most important, while giving students alternative assessments was the least important factor (item 14, M = 2.79).



TABLE 5

*Descriptive Statistics of Factors Supporting Motivation in the EFL Classroom from the Students' Perspective*

Dimension	Mean	SD
<b>1. Teacher</b>	3.44	.616
(1) I am motivated to learn English when my English teacher is friendly and approachable. I can talk to her not only about school work but also other things related to my personal and social life.	3.58	.784
(11) I am motivated to learn English when my English teacher treats every student fairly and does not practice favoritism.	3.57	.977
(16) I am motivated to learn English when my English teacher loves the subject matter and teaches it with passion.	3.41	.803
(7) I am motivated to learn English when my English teacher creates a low-stress classroom environment so I can participate without fear of losing face when I make mistakes.	3.37	.798
<b>2. Teaching Methodology</b>	3.33	.666
(5) I am motivated to learn English when my English teacher uses a variety of activities to keep me interested and engaged.	3.38	.844
(9) I am motivated to learn English when my English teacher uses different teaching aids such as images, videos, songs and movements.	3.37	.831
(18) I am motivated to learn English when my English teacher carefully selects and structures learning activities that support the attainment of lesson objectives	3.27	.796
(23) I am motivated to learn English when my English teacher signals clearly when we are moving from one activity to another.	3.23	.855
<b>3. Task</b>	3.29	.633
(2) I am motivated to learn English when my English teacher provides sufficient assistance before, during and after the task.	3.50	.768
(24) I am motivated to learn English when the teacher assigns us tasks which meet our different needs and interests	3.29	.853
(8) I am motivated to learn English when my English teacher explains the linguistic, communicative or cultural value of the task clearly.	3.20	.862
(20) I am motivated to learn English when my English teacher encourages every student to be involved in the task.	3.18	.779
<b>4 . Text</b>	3.24	.644
(4) I am motivated to learn English when the materials used in class provide ample opportunity for me to learn what we really need or want to learn.	3.48	.782
(21) I am motivated to learn English when teaching and instructional materials are varied, including print, electronic, oral & written ones.	3.26	.851
(12) I am motivated to learn English when my teacher allows us to choose reading materials that we are interested in.	3.24	.917
(6) I am motivated to learn English when the texts used in the class do not contain too many words or expressions that are beyond my reach.	2.99	.914
<b>5. Test</b>	3.13	.662
(3) I am motivated to learn English when the teacher can provide feedback, guidance and advice to me and assess me on an on-going basis, rather than concentrating on a single day, week or end of the term.	3.56	.823
(19) I am motivated to learn English when my English teacher uses marking rubrics that are carefully calibrated to avoid subjectivity.	3.13	.919
(17) I am motivated to learn English when my English teacher allows us to assess ourselves.	3.03	.866
(14) I am motivated to learn English when the teacher gives me alternative assessments such as project work and other activities in the classroom, besides the examination.	2.79	.923

When investigating the factors among every “T”, it can be concluded that in order for teachers to motivate students in the EFL classroom:

- Being friendly and approachable was the most important factor within the “Teacher” domain (M = 3.58).
- Regarding the “Teaching Methodology” domain, using a variety of activities to keep students

interested and engaged was the most important ( $M = 3.38$ ).

- Providing sufficient assistance before, during and after the task was positioned at the highest mean for the “Task” domain ( $M = 3.50$ ).
- As for “Text”, the most important factor was that the materials used in class provide ample opportunity for students to learn what they really need or want to learn ( $M = 3.48$ ).
- Providing feedback, guidance and advice to students after a test and assessing them on an on-going basis received the highest means within the “Test” dimension ( $M = 3.56$ ).

## Comparison Between Teachers’ and Students’ Perceptions

### Results of tests in SPSS

In order to determine whether significant differences exist in terms of teachers’ and students’ perceptions of the 5Ts, an Independent Samples t-test was conducted. Results show that there were statistically significant differences in the perceived importance of the 5Ts among students and teachers.

Besides, in order to cross-check the ranking order of the 5Ts, the ranking questions were given to both students and teachers. The result showed that the ranking order derived by comparing mean scores is the same as the order in which teachers and students directly rank the importance of the 5Ts.

TABLE 6

*Differences in the Perceived Importance of the 5Ts between Students and Teachers (Independent Samples t-test)*

Dimension	Group Statistics				t-test		
	Group	N	Mean	SD	t	df	Sig.(2-tailed)
Teacher	Teacher	122	3.75	.612	4.283	310	.000
	Student	190	3.44	.615			
Teaching Methodology	Teacher	122	3.76	.588	5.900	310	.00
	Student	190	3.33	.666			
Text	Teacher	122	3.56	.624	4.207	310	.000
	Student	190	3.24	.644			
Task	Teacher	122	3.78	.566	6.867	310	.000
	Student	190	3.29	.633			
Test	Teacher	122	3.49	.534	5.273	294.135	.000
	Student	190	3.13	.662			

### Similarities between teachers’ and students’ perceptions

**Teaching Methodology.** Findings concerning teaching methodology showed that this factor was ranked by both teachers and students as second in affecting students’ motivation to learn English. Teachers are expected to adopt different teaching aids, such as images, songs and movements and organize some interesting activities, in order to not only make the classroom interesting, but also boost engagement. If teachers still adopt traditional teaching methods and only use audio-lingual teaching strategies during the whole class, not only will students feel frustrated and bored, teachers will also feel unmotivated, which greatly influences their self-efficacy. What’s more, both students and teachers value the importance of clear instructions that teachers give, especially when moving from one activity to another.

Arranging meaningful activities is also a good way to increase students’ motivation to learn English. The reason is that when students foster a genuine interest in getting involved in the activities, it is more likely that they will act successfully.

**Text.** Findings concerning Text show that this factor was ranked by both teachers and students as fourth in affecting students' motivation to learn English. For item 11 in the teachers' questionnaire, both students and teachers agree that if students are given freedom to choose reading materials they are interested in, they are motivated to learn English. Some scholars place emphasis on the importance of providing students choice and freedom, rather than forcing them to learn, therefore creating an autonomy-supportive classroom. Allowing students to choose what they are interested in can largely promote self-determination, enhance intrinsic motivation and create a more engaging classroom environment (Deci et al., 1991; Lepper & Hodell, 1989). For item 4, if the materials used in class provide ample opportunity for students to learn what they really need or want to learn, it is easier for students to invest in the activity and be willing to join in it.

In the 21st century, computer-assisted learning or multimedia-assisted learning is popular all over the world. Teachers are encouraged to use advanced technology to make English teaching materials more stimulating. However, after interviewing some teachers, they reflected that although they are aware of the importance of using various teaching materials, the fact in real teaching practice is that due to insufficient technical knowledge and no internet access in some classrooms, it is quite difficult for them to upgrade their teaching materials, especially when using online ones.

**Test.** When teachers and students' ideas were compared, there seemed to be agreement that tests played the least leading role in motivating students in the EFL classroom. Tests appear to be not as important as the other four aspects in supporting motivation. The reason may be that students will experience anxiety before or during taking the tests and English learning anxiety is negatively related to students' levels of English learning motivation and English proficiency (Liu, & Huang, 2011; Ramshe, Barati, & Youhanaee, 2014). Hancock (2001) also conducted research which showed that test-anxious students were less motivated when they were placed in a high-evaluative situation.

When it comes to the item "providing feedback, guidance to students", both teachers and students ranked it as the 3rd important factor to motivate students among the 20 items. Hattie and Timperley (2007) proposed that the power of assessment feedback is to "drive" students toward (often unspecified) goals or to "do more" or "do better".

### **Differences between teachers' and students' perceptions**

**Teacher.** From the students' viewpoint, the teacher factor was considered the most important for motivating them to learn English, while teachers themselves only rank this factor in the third place.

Students place great importance on fairness and they consider that if teachers treat every student fairly and do not practice favoritism, students are motivated to learn English.

Students also hope that teachers can create a low-stress classroom environment. There is no doubt that learning a new language is a tough process, and is always considered as a face-threatening experience for students (Dörnyei, 2005). Many scholars have carried out research on language learning anxiety for several years and they have concluded that language learning anxiety, especially caused in a high-stress classroom environment, has a negative effect on students' motivation to learn a language. So, studying in a low-stress classroom, students can have more opportunities to speak English and communicate with their classmates actively and freely, instead of being afraid of making mistakes, which is a good way to motivate them to learn English. Students also show that they are motivated to learn with teachers who are enthusiastic, friendly and caring.

However, through the teachers' questionnaire, it seems that teachers do not realize their own role in motivating students. The mean scores for item 13 and item 17 are all lower than those of the students' questionnaire.

**Task.** Here too there seem to be some discrepancies between the two groups' opinions. Teachers rank the factor of Task as the most important among the 5Ts, while students rank the task factor as the third.

This result is similar to Solak and Bayar's research in 2014, showing that students and teachers have different perceptions of the Task factor. But Solak and Bayar's research concludes that students rank the Task factor higher than Teacher.

Reeve, Jang, Hardre, and Omura (2002) propose that if teachers can explain the significance of the task clearly, students will put more effort into learning and be more engaged in the tasks, which can facilitate students' internalization of motivation. Explanation of the rationale of the task plays an essential role in building an autonomy-supportive learning environment.

According to SDT, in order to move from extrinsic motivation to intrinsic motivation, it is necessary to satisfy people's need for competence. One of the key methods to support students' feeling of competence is that students are given clear, consistent, and reasonable guidelines and instructions before, during and after the task (Reeve et al., 2002). To be specific, the teacher needs to specify the steps required to finish the task, such as what students need to do step by step and how they need to do it, so as to help students successfully carry out the task (Muñoz & Ramirez, 2015). By contrast, unclear instructions will make students confused and have a bad influence on task completion.

## Conclusion

This study analyzed university students' and teachers' perceptions of students' English learning motivation based on self-determination theory and the 5Ts framework. From our research above, we can easily conclude that students' intrinsic motivation lays a solid foundation for their English learning. At the same time, we cannot ignore the role of extrinsic motivation, which also plays an important role in students' second language learning. Teachers' personality, their Teaching methodology and strategies, Task, Text, and Test, all also affect the students' motivation.

Both teachers and students hold the opinion that Teaching methodology and Text play a vital role in motivating students in the EFL classroom and they agree that Test is less important to motivate students, while EFL teachers and learners have different perspectives for Task and Teacher. To be specific, teachers gave more weight to the Task factor, for example providing sufficient assistance before, during and after the task or explaining the linguistic, communicative or cultural value of the task clearly, whereas students focus more on the Teacher factor, relating to good characteristics of their teacher, including passion, enthusiasm, fairness etc.

These findings have the following pedagogical implications for current and prospective English teachers, students and educational authorities. First, it is of great significance to provide teachers with professional training in which they can be equipped with effective teaching methodologies and useful strategies to improve their self-efficacy, therefore motivating students. It is also suggested that it is necessary to keep learners in touch with modern English teaching methods to keep pace with the development of advanced educational technology. As Granito and Chernobilsky (2012) point out, "Because students respond actively to technology and are motivated by technology, teachers should make conscious efforts to create activities that encompass some form of technological tool." So it is also urgent to offer technical related training courses to in-service or prospective teachers in order to equip them to integrate technological teaching materials into their class.

Second, considering students' higher endorsement of teachers' personality, teachers should also pay attention to exhibiting active characteristics like enthusiasm, respect and friendliness, because these personality traits have a great impact on students' motivation. It is also recommended that schools can provide in-service and preservice teachers with personality development training programs which can make preparation for effective and efficient teaching.

Third, the teachers' perceptions of the 5Ts are significantly different from those held by the students. The mismatch between the perceptions among the two groups will have detrimental effects on students' English language learning motivation and will cause ineffectiveness in their learning. Consequently, it seems necessary that teachers should be made aware of such mismatches, so that they can understand

students' needs and make themselves prepared to use appropriate motivational strategies to motivate students. Teachers should not only realize the importance of using motivational strategies related to the 5Ts in English language teaching, but it is also more significant to put what they know into practice, and really apply these strategies in the real class to motivate students.

Our research is by no means comprehensive and has some limitations. First of all, the research was largely done in the university in China, so it must be applied to other contexts, including primary, middle and high school. Secondly, we analyzed students' extrinsic motivation only from the perspective of the 5Ts, and we should include more factors in extrinsic motivation in the future study. What is more, this study was based only on a small-scale survey and therefore in future studies, other research can be done on a larger scale. It is also suggested to analyze whether students' perceptions of the 5Ts motivation vary among students with different levels of language proficiency.

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## Appendix A

### Students' Questionnaire

#### Motivation for Learning English

◆ **Your Personal Data:**

Age: _____	Gender: _____
University: _____	Grade: _____
How many years have you been learning English? _____	

◆ **Questionnaire:**

How important do you think each factor is for motivating you in the language classroom?

(1 = Not at all important, 2 = Slightly important, 3 = Moderately important, 4 = Very important, 5 = Extremely important)

I am motivated to learn English when	1	2	3	4	5
1. my English teacher is friendly and approachable. I can talk to her not only about school work but also other things related to my personal and social life.					
2. my English teacher provides sufficient assistance before, during and after the task.					
3. the teacher can provide feedback, guidance and advice to me and assess me on an on-going basis, rather than concentrating on a single day, week or end of the term.					
4. the materials used in class provide ample opportunity for me to learn what we really need or want to learn.					
5. my English teacher uses a variety of activities to keep me interested and engaged.					
6. the texts used in the class do not contain too many words or expressions that are beyond my reach.					
7. my English teacher creates a low-stress classroom environment so I can participate without fear of losing face when I make mistakes.					
8. my English teacher explains the linguistic, communicative or cultural value of the task clearly.					
9. my English teacher uses different teaching aids such as images, videos, songs and movements.					
10. I enjoy the feeling of acquiring knowledge about the second language community and their way of life.					
11. my English teacher treats every student fairly and does not practice favoritism.					
12. my teacher allows us to choose reading materials that we are interested in.					
13. I have the pleasure of hearing the second language spoken by native second language speakers.					
14. the teacher gives me alternative assessments such as project work and other activities in the classroom, besides the examination.					
15. I experience the satisfaction of accomplishing difficult exercises in the second language.					
16. my English teacher loves the subject matter and teaches it with passion.					
17. my English teacher allows us to assess ourselves.					
18. my English teacher carefully selects and structures learning activities that support the attainment of lesson objectives.					
19. my English teacher uses marking rubrics that are carefully calibrated to avoid subjectivity.					
20. my English teacher encourages every student to be involved in the task.					
21. teaching and instructional materials are varied, including print, electronic, oral & written ones.					



22. I enjoy surpassing my previous limits in my second language studies.					
23. my English teacher signals clearly when we are moving from one activity to another.					
24. the teacher assigns us tasks which meet our different needs and interests.					

Rank the following items in order of importance for motivating your English learning (1= Most Important, 5=Least Important).

- \_\_\_\_\_ Teacher: teacher’s nurturing and caring personality;
- \_\_\_\_\_ Teaching methods: teacher’s skills in teaching and ability to deliver lessons in the most engaging manner;
- \_\_\_\_\_ Text: teacher’s skills in selecting and using teaching materials;
- \_\_\_\_\_ Task: teacher’s skills in designing interesting and challenging tasks;
- \_\_\_\_\_ Test: teacher’s creativity in using more learning- and learner-friendly assessment procedures;

## Appendix B

### Teachers' Questionnaire

#### Teachers' Action for Supporting Classroom Motivation

◆ **Your Personal Data:**

Gender: _____	Age: _____
Qualification: ( BA, Master, Ph.D. )	How many years have you been teaching English? (below 9 years, 9~20 years, over 21 years)

◆ **Questionnaire:**

To what extent do you think students' motivation can be increased if the following aims are achieved?

(1 = not at all, 2 = just a little, 3 = some increase, 4 = a significant increase, 5 = a very significant increase)

I can motivate students if	1	2	3	4	5
1. I'm friendly and approachable. They can share with me not only thoughts about school work but also other things related to their personal and social life.					
2. I can motivate students if I provide students with clear instructions before, during and after the task.					
3. I can motivate students if I provide feedback, guidance and advice to students after a test and assess them on an on-going basis, rather than concentrating on a single day, week or end of the term.					
4. I can motivate students if the materials used in class provide ample opportunity for students to learn what they really need or want to learn.					
5. I can motivate students if I design a variety of activities to keep students interested and engaged.					
6. I can motivate students if the texts used in the class do not contain too many words or expressions that are beyond the reach of the students.					
7. I can motivate students if I create a low-stress classroom environment and explain to students that mistakes are a natural part of learning.					
8. I can motivate students if I explain the linguistic, communicative or cultural value of the task clearly.					
9. I can motivate students if I use different teaching aids such as images, videos, songs and movements.					
10. I can motivate students if I treat every student fairly and do not practice favoritism.					
11. I can motivate students if I give students freedom to choose reading materials they're interested in.					
12. I can motivate students if I give students alternative assessments such as project work and other activities in the classroom, besides the examination.					
13. I can motivate students if I share with students my own personal interest in English and I teach my courses with passion.					
14. I allow students to assess themselves.					
15. I can motivate students if I carefully select and structure learning activities that support the attainment of lesson objectives.					
16. I can motivate students if I use marking rubrics that are carefully calibrated to avoid subjectivity.					
17. I can motivate students if I select tasks which require involvement from each student.					
18. I can motivate students if I adopt various teaching and instructional materials, including print, electronic, oral & written ones.					
19. I can motivate students if I signal clearly when moving from one activity to another.					
20. I can motivate students if I design tasks that are within the students' ability and meet their interests.					

Rank the following items in order of importance for motivating students to learn English (1= Most Important, 5=Least Important).

\_\_\_\_\_ Teacher: teacher's nurturing and caring personality;

\_\_\_\_\_ Teaching methods: teacher's skills in teaching and ability to deliver lessons in the most engaging manner;

\_\_\_\_\_ Text: teacher's skills in selecting and using teaching materials;

\_\_\_\_\_ Task: teacher's skills in designing interesting and challenging tasks;

\_\_\_\_\_ Test: teacher's creativity in using more learning- and learner-friendly assessment procedures;