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ABSTRACT

Despite the abundance of research on motivation in ELT, teachers' motivational behaviors have received scant attention in prior research. Therefore, the current study aimed to investigate the effect of a professional development course with a focus on training teachers how to use motivational strategies based on Kellers' ARCS model on teachers' use of motivational strategies and additionally to explore likely differences between experienced and inexperienced teachers in their use of motivational strategies. The study further aimed to probe the impact of teachers' motivational behaviors on student motivation and their perceptions of their teachers' teaching effectiveness. To this end, 10 teachers and 100 students were conveniently sampled. Data were collected through questionnaires and class observations. The results revealed a significant difference in teachers' use of motivational strategies before and after the professional development course. Teaching experience, however, did not make any significant difference in teachers' use of motivational strategies. Additionally, teachers' use of motivational strategies had an insignificant effect on students' judgments of their teachers' teaching effectiveness but a significant positive effect on student motivation.

Introduction

Motivation has been widely accepted as a critical factor in language learning (Dornyei 2001, 2005; Dornyei and Ushioda 2011; Du 2009) and a large body of research has been conducted on motivation (Agnesia 2010; Copriady 2015; Dornyei 1998, 2001, 2005; Dornyei and Skehan 2003; Dornyei and Ushioda 2011; Du 2009; Masgoret and Gardner 2003; Park and Lee 2006). The substantial role of motivation in learning led researchers to switch focus on how to motivate students. Focusing on this long-neglected area (e.g. Dornyei and Csizer 1998), researchers have devised different lists of strategies (Dornyei 1994; Dornyei and Csizer 1998) to enhance student motivation and keep them motivated.

Teacher serves as one of the most influential factors in the motivational quality of language learning process (Atkinson 2000; Cheng and Dornyei 2007; Dornyei 1994, 1998, 2001; Dornyei and Csizer 1998; Dornyei and Ushioda 2011; Guilloteaux and Dornyei 2008; Moskovsky et al. 2012). They can incorporate motivational strategies which fit their pedagogical settings and their students' needs and the available facilities.

Professionals in the field consider the ability to motivate students as a characteristic of effective teachers (e.g. Borg 2006; Calabria 1960; Covino and Iwanicki 1996; Dincer et al. 2013; Dornyei 1998; Hubackova 2015; Park and Lee 2006; Stronge 2007; Stronge, Tucker, and Hindman 2004).

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Recognizing the importance of teachers' skills to motivate students, researchers have explored whether the use of motivational strategies has any significant effect on student motivation and unanimously agree on the effectiveness of these strategies in increasing learners' motivation (Alrabai 2014; Moskovsky et al. 2012). Despite the effective function of motivational strategies in students' achievement and their motivation, the amount of empirical research on enhancing learner motivation is extremely limited (Moskovsky et al. 2012).

Another aspect of teacher effectiveness is related to teachers' teaching experiences (Stronge, Tucker, and Hindman 2004) which have been the focus of a large number of research studies (e.g. Covino and Iwanicki 1996; Goldhaber 2002; Goe and Stickler 2008). According to Stronge, Tucker, and Hindman (2004), experience 'offers teachers the opportunity to grow professionally by learning from practice' (p. 16). One of the ways to improve teacher effectiveness (Goe and Stickler 2008; Lee 2013; Sixel 2013; Stronge 2007; Stronge, Tucker, and Hindman 2004) is through professional development initiatives which are deemed essential for providing teachers with 'continual updates of effective teaching practices, tools, and technology [and that it provides] … support in areas of needs or interest' (Lee 2013, 17).

The present study is motivated by the assumption that teachers' motivating skills improve as the result of professional development initiatives with a focus on training teachers to use motivational strategies. In view of this assumption, the present study aims to explore whether a motivation-oriented professional development course exerts any significant effect on teachers' use of motivational strategies. Furthermore, the study aims to investigate whether teachers' teaching experience makes any significant difference in their use of motivational strategies, whether teachers' use of motivational strategies increases student motivation, and finally whether teachers' use of motivational strategies affects students' judgments of their teachers' effectiveness.

Professional development and teacher change

Professional development defined as 'systematic efforts to bring about change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcomes of students' (Guskey 2002, 381) has recently attracted the attention of researchers. There seems to be a common consensus among researchers that professional development is conducive to change in teachers' beliefs and classroom practices (Clarke and Hollingsworth 2002; Desimone 2009; Guskey 2002; Lee 2013; Sixel 2013; Stronge 2007).

Much prior research on professional development and teacher change has established that professional development affects teachers' behaviors. For example, it has been documented that teachers with the least amount of experience (four years of teaching experience) undergo the most change in the implementation of instructional strategies as a result of professional development workshops (Laughridge 2011). Moreover, prior research has suggested that sustained professional development can result in significant improvement in teaching practices (Hauck 2012). Teachers also believe that they benefit from their involvement in self-directed professional learning (Sixel 2013).

Motivational strategies and student motivation

Research on motivational strategies, even though not investigated as extensively as the amount of research on motivation, has attracted the attention of a number of researchers. Supporting teachers as motivational factors in the learning process, research (e.g. Guilloteaux and Dornyei 2008) confirms the positive relationship between teachers' use of motivational strategies and students' motivational behaviors, specifically the attention they pay to class events, their participations and volunteering to do the tasks. Research also suggests that students' perceptions of their teachers' use of motivational strategies are positively correlated with their motivation level (Bernaus and Gardner 2008).

As an example of the empirical studies on motivational strategies, Moskovsky et al. (2012) investigated the effects of teachers' use of motivational strategies on learners' motivation. To collect the data, an author-constructed questionnaire was used to measure the motivation level of participating learners; teachers of the experimental group were provided with an advisory guide comprising of a range of specific techniques to be implemented in the classroom. The results showed that there was a significant rise in learners' motivation due to teachers' use of motivational strategies.

In another study, Alrabai (2014) examined whether Saudi EFL teachers' motivational intervention has any significant impact on learners' motivation. To this end, three author-constructed instruments were used to assess teachers' motivational practices and learners' motivation level. The results revealed a significant increase in learners' motivation which was due to the motivational intervention.

Motivational strategies and effective teaching

As teaching is multidimensional (Marsh and Roche 1997) and teacher effectiveness is an elusive concept (Dincer et al. 2013), scholars have focused on finding the characteristics of effective teachers. However, little research has explored the effect of teachers' behaviors on students' judgments of their teachers' effectiveness. Prior research has established that students' perceptions of their teachers' ability to arouse their motivation can be the most important feature of teachers' effectiveness (Park and Lee 2006).

Among the studies conducted in this area is a mixed-methods study by Greimel-Fuhrmann and Geyer (2003). To collect the data, Greimel-Fuhrmann and Geyer interviewed accounting teachers (to determine teacher behavior) and their corresponding students to fill in the questionnaire (to measure their global ratings of their teachers). Based on the semi-structural interviews, the authors concluded that there are three types of teacher behaviors namely, subject-oriented teaching behaviors, student-oriented teaching behaviors, and behaviors related to classroom management. The results revealed that students' global ratings of their teachers mainly depend on their teachers' teaching behaviors. It also demonstrated that subject-oriented teaching behaviors have a strong direct effect on students' ratings while student-oriented teaching behaviors and classroom management both had a relatively weak significant effect on students' global ratings of their teachers.

Maeng and Lee (2015) also investigated the motivating behaviors of in-service teachers in Korea. To help teachers become aware of the positive consequences of using motivational strategies and to apply these kinds of strategies effectively, the authors designed a motivation-oriented professional development course. Having recorded teachers' motivational behaviors based on Keller's ARCS model, they reported that teachers do not use motivational strategies effectively. Furthermore, research has yielded contradictory findings on the effect of teaching experience on teachers' use of motivational strategies. Therefore, teaching experience is explored to depict whether it makes any significant differences in teachers' use of motivational strategies.

Research questions

In the light of the theoretical background presented above and the empirical studies reviewed, the present study aims to investigate the following research questions:

1) Does a motivation-oriented professional development course have any significant effect on teachers' motivational behaviors?
2) Do experienced and inexperienced teachers differ significantly in their use of motivational strategies?
3) Do teachers' motivational behaviors have any significant effect on students' judgments their teaching effectiveness?
4) Does in-service EFL teachers' motivational behavior have any significant impact on students' motivation?

Method

Participants

The participant teachers included ten Iranian EFL teachers (four males and six females) with an age range of 23–55 years and with one to 22 years of teaching experience. Seven teachers had Bachelors' degree and two held Master's degrees in TEFL. The number of students taking the survey was 100; including 58 females and 42 males, ranging in age from 14 to 36 whose English learning experience ranged from one year and a half to twelve years. The participant teachers, as detailed in the Procedure section, were grouped in two different ways: based on their teaching experience and based on the institute they were working in (see the Procedure section for more information). Participating students were also assigned to groups of control and experimental according to their teachers' groupings.

Instruments

The current study employed three methods to collect the data; observation which was reported based on a checklist and two questionnaires. Since the reliability and validity of the instruments were established in prior research, they were not piloted in the current study. The detailed information related to each method is provided below:

Questionnaires

Course interest survey (CIS)
Course Interest Survey, a tool to measure students' motivation level, was developed by Keller (2010) and is based on ARCS model. According to Keller, *CIS* scale can be used in conjunction with the model (Keller 1987a, 1987b, 2008a, 2010). This 'situation-specific' (Keller 2010, 277) instrument consists of 34 items in Likert-type which ranges from *1* (*Not True*) to *5* (*Very True*). Nine items of the scale are scored in reverse. Accordingly, the minimum score of the scale is 34 and the maximum score extends to 170. In the current study, the calculated reliability of the questionnaire, based on Cronbach's alpha, was calculated to be .95.

Student evaluation of teaching (SET)
Student Evaluation of Teaching (Otani, Kim, and Cho 2012) was used to assess students' perceptions of effective teaching. The scale consisted of 14 Likert-type items each of which was scored from *strongly disagree* (*1*) to *strongly agree* (*5*) which was consistent for all items of the scale. Therefore, the minimum score of the questionnaire was 14 and the maximum score was 70. The estimated reliability of the questionnaire was approximately .87 based on Cronbach alpha, and so the scale is highly reliable.

Direct observation

In order to record teachers' motivational behaviors, a checklist was used. Motivational Delivery Checklist (*MDC*) is an ARCS-based instrument which was developed by Keller (2010). The checklist can be used in any scoring manner that 'fulfills the researcher requirements' (Keller 2010, 295). In the present study, the checklist was used in a 5 point Likert-type format. The observers were asked to record whether a behavior is *excellent (5), satisfactory (4), needs improvement (3), omitted (2),* or *not applicable (1)*. Each observer attended two sessions of each teacher's classes, once before the treatment and once as posttest. Obtaining teachers' permission, classes were audio recorded to be used to check the data. The institutes' supervisors were asked to record the data as the second observers. The

mean scores of the data obtained from both observers were considered as the scale for teachers' use of motivational strategies. Specific examples of each components of ARCS model are provided:

Attention

(The teacher is going to add some points about the grammar part which she has just explained and students are busy taking notes) T: Okay, look at the board, please … . Okay (two of the students are still talking together and do not listen to the teacher. The teacher turns the light off)

- S: (One of those who were talking): Teacher, why?
- T: (Turning the light on) because you talk. Listen to me … .

Relevance

- T: So. What kind of materials do you like to read? First, do you like to read at all?
- S: Yes
- T: You like. Okay. What kind of materials do you like? magazines or newspapers?
- S: I hate newspapers. Magazine is much better.
- T: Okay, for example, in magazine which part do you like or hate?

Confidence

- T: Now you give me some questions and I make it embedded.
- S: Are you married?
- T: Tell me if you are married. … another sentence.
- S: Do you drive motorcycle?
- T: Do you ride motorcycle? It is ride not drive [use of corrective feedback to inspire confidence].
- S: Do you ride motorcycle?

Satisfaction

- T: So, offer to lend something. This is the book and whose book is it?
- S: Soheila.
- T: Soheila's. Fateme needed the book. You want to offer to lend it to your friend.
- S: In Persian (here you are).
- T: It is a good way but it is pantomime. I did not mean in this way. I want you to talk to your friend. For example you are on the phone [making students use the newly learnt knowledge].
- S: Do you like read my book?
- T: Do you like to read my book?
- S: I recommend it.
- T: So, on the phone you give her your book! Okay, what do you say so that she comes to know you like to give your book to her?
- S: It's good for you because it is full of useful advice and you will like it. It's about your body. It's about your life.

Procedure

As a first step, teacher participants were randomly assigned to groups of control and experimental so that teachers of one institute were assigned to the control group ($N = 5$) and teachers working in the other institute were grouped as experimental ($N = 5$). Student participants' groupings followed their teachers' groupings (Control group: 50, Experimental group: 50). Teachers' use of motivational strategies, students' motivation, and students' judgments of their teachers' effectiveness were measured. Course Interest Survey (*CIS*) and Student Evaluation of Teaching (*SET*) scales were answered by the participating students in order to measure their level of motivation as well as their perceptions of

the effective teaching of their teachers, respectively. Then the teacher participants of the experimental group attended a three-session professional development course with a focus on training teachers how to use motivational strategies based on Keller's ARCS model.

Having studied the book by Keller on motivational strategies, one of the researchers designed the professional development course. The course incorporated each and every component of the model, namely attention, relevance, confidence, and satisfaction. The course was run by one of the researchers wherein, first of all, teachers were encouraged to talk about ideas relating to how to motivate students in classroom settings, then they were introduced to each components of the model and subsequently, they were provided with some specific strategies. The strategies provided to teachers were according to the specific categories which Keller had specified in his book entitled '*Motivational Design for Learning and Performance: ARCS model Approach*' (2010).

The questionnaires were administered to both the control and the experimental groups again after the professional development course. Two observers attended two sessions of each of the participating teachers' classes and their observations were recorded based on the Motivational Delivery Checklist (*MDC*) to investigate teachers' motivational behaviors. The mean score of the two observers' ratings was used as an index of teachers' motivational behaviors. The next step involved dividing teacher participants into groups of experienced and inexperienced based on their years of teaching experience for the purpose of investigating the differences between experienced and inexperienced teachers in their use of motivational behaviors. Those who had been teaching for five years or less than five years were assigned to the inexperienced group (one female and three males) while teachers with more than five years of teaching experience were placed in the experienced group (five females and one male). Harris and Sass (2011) stated that 'the bulk of the experience effects are indeed in the early years, but there are still marginal effects even after ten years of experience' (p. 805), so five years was determined to be the cut-off for this grouping. The obtained data from the questionnaires and the class observations were transferred into the Statistical Package for Social Sciences (SPSS version 22) for the purpose of data analysis.

Results

The study, as stated above, aimed to explore the effect of a professional development course -with a focus on training teachers how to use motivational strategies based on Keller's ARCS model- on teachers' use of these kinds of strategies. Due to the small number of cases (teachers = 10) and ordinal type of data, it is assumed that data are not normally distributed and so a non-parametric test was chosen for testing the first null hypothesis. To this aim, Wilcoxon Signed Ranks Test was run the results of which are shown in Table 1. It showed that there is a significant increase in teachers' use of motivational strategies from time 1 ($Md = 138.5$) to time 2 ($Md = 181$), $z = -2.023$. $p < .05$, with a large effect size ($r = .65$). Therefore, the first null hypothesis was rejected. The same non-parametric test was run to investigate whether teachers in the control group had significantly changed in their use of motivational strategies. The result which are shown in Table 2 indicated a non-significant difference in control group teachers' use of motivational strategies from time 1 ($Md = 168$) to time 2 ($Md = 150$), $z = -.405$. $p > .05$.

Table 1. Wilcoxon Signed Ranks Test results for teachers' scores on MDC* based on the PDC**.

	posttest.Group2 – pretest.Group2
Z	−2.023[b]
Asymp. Sig. (2-tailed)	.043

[a]Wilcoxon Signed Ranks Test.
[b]Based on negative ranks.
*MDC stands for Motivational Delivery Checklist.
**PDC stands for Professional Development Course.

Table 2. Wilcoxon signed ranks test results for teachers' scores in control group on MDC*.

	posttest.Group1 − pretest.Group1
Z	−.405[b]
Asymp. Sig. (2-tailed)	.686

[a]Wilcoxon Signed Ranks Test.
[b]Based on positive ranks.
*MDC stands for Motivational Delivery Checklist.

Another goal of this study was to probe the differences between experienced and inexperienced teachers in their use of motivational strategies. To this end, as discussed above, teacher participants were divided into groups of experienced (five females and one male) and inexperienced (one female and three males). Due to the small size of the data ($N = 10$), non-parametric statistical technique was used to test the second hypothesis (See Table 3.).

Therefore, Mann-Whitney U Test was used to test the second hypothesis. As mentioned earlier, teachers with a teaching experience of less than five years were considered to be inexperienced while those whose teaching experience exceeded five years were labeled as experienced (experienced, $N = 6$, $M = 155$, $SD = 26.68333$; inexperienced, $N = 4$, $M = 159.75$, $SD = 24.3875$). A Mann-Whitney U Test was conducted to compare teachers' use of motivational strategies for experienced and inexperienced teachers (See Table 3.).

There was no significant difference between experienced ($Md = 148.25$, $SD = 26.683$) and inexperienced teachers ($Md = 162.5$, $SD = 24.3875$; $U = 10$, $z = −.426$, $p = .67$, $r = .137$) in their use of motivational strategies. The second null hypothesis is thus supported.

The other purposes of the study were to investigate whether teachers' use of motivational strategies have any significant effect on students' perceptions of their teachers' teaching effectiveness. Normality test was conducted and it was revealed that data were not normally distributed (Kolmogrov-Smirnov = .013; Shapiro-Wilk = .004). Therefore, the non-parametric statistical technique, Wilcoxon Signed Ranks Test, was used and revealed a non-significant difference in students' perceptions in terms of effective teaching (SET), $z = −.85$, $p > .05$, with a small effect size ($r = .08$). The median score increased from pretest ($Md = 57$) to posttest ($Md = 60$). The increase in the median indicates the positive effect of teachers' motivational behavior on students' perceptions of their teachers' teaching effectiveness. The results are as shown in Table 4.

Additionally, the study aimed to find out whether teachers' use of motivational strategies had any impact on students' motivation level (CIS). To this aim, a paired samples t-test was conducted. The results are shown in Table 5. There was a statistically significant increase in CIS scores from Time 1 ($M = 122.62$, $SD = 1.98$) to Time 2 ($M = 128.94$, $SD = 15.67$), $t (49) = 2.02$, $p < .05$ (two-tailed). The mean increase in CIS scores was 6.32 with a 95% confidence interval ranging from −12.58 to −.055. The eta squared statistic (.07) indicated a moderate effect. The fourth hypothesis is thus supported. A paired samples t-test was also conducted to investigate if there was any significant difference in student motivation in control group from time 1 to time 2. The results as shown in Table 6 demonstrated that there was no significant difference in student motivation between time 1 ($M = 115.4400$, $SD = 13.54081$) to time 2 ($M = 115.6000$, $SD = 11.91809$), $t (49) = −0.63$, $p > .05$ (two-tailed).

Table 3. Mann-Whitney U Test Results for teachers' motivational behaviors based on Motivational Delivery Checklist (MDC).

	MDC
Mann-Whitney U	10.000
Wilcoxon W	31.000
Z	−.426
Asymp. Sig. (2-tailed)	.670
Exact Sig. [2*(1-tailed Sig.)]	.762[b]

[a]Grouping Variable: experience.
[b]Not corrected for ties.

Table 4. Wilcoxon Signed Ranks test results for students' perceptions of their teachers' effective teaching based on the SET*.

	PosttestSET.Grouptwo – pretestSET.Grouptwo
Z	−.851[b]
Asymp. Sig. (2-tailed)	.395

[a]Wilcoxon Signed Ranks Test.
[b]Based on negative ranks.
*SET stands for Students' Evaluation of Teaching Questionnaire.

Table 5. Paired samples t-test results for the effect of teachers' motivational behaviors on students' motivation base on CIS* scale.

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	pretestCIS.group two PosttestCIS.group two	−6.32000	22.04304	3.11736	−12.58456	−.05544	−2.027	49	.048

*CIS stands for Course Interest Survey.

Discussion

The study aimed to investigate the effect of a professional development course with a focus on training teachers to use motivational strategies based on Keller's ARCS model on teachers' use of these strategies which has been a largely unexplored area to date. Much in line with some of the earlier research on professional development and teacher change (e.g. Aminudin 2012; Hauck 2012; Laughridge 2011; Sixel 2013), in this study also it was found that the professional development course made positive changes in teachers' use of motivational strategies based on Keller's ARCS model. This finding is possibly due to the roles teachers had in setting their students' learning goals which motivated them to apply the newly-learned motivational strategies in the classroom setting (Laughridge 2011). The results attested to the significant role of professional development in teachers' improvements. The results of this study add to the literature on the necessity of professional development courses by investigating empirically how these kinds of courses can be effective in teachers' motivational behaviors. Thus far, many of the studies on professional development courses and on motivational strategies have not taken the empirical orientation.

The study also aimed to probe the difference between experienced and inexperienced teachers in their use of motivational strategies. In line with recent studies conducted in the area of teachers' use of instructional and motivational strategies and their teaching experience (Chacon 2005; Maeng and Lee 2015), and much in contrast to the prior research (Keller 1987b; Newby 1991), in this study it was demonstrated that there is no difference between experienced and inexperienced teachers in their use of motivational strategies. The results of this study highlight the controversies as to the

Table 6. Paired samples t-test results for the effect of control group teachers' motivational behaviors on students' motivation base on CIS* scale.

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	pretestCIS.Groupone – posttestCIS.Groupone	−.16000	17.91973	2.53423	−5.25273	4.93273	−.063	49	.950

relationship between teachers' use of motivational strategies and their teaching experience. A careful investigation of the previous research on instructional and motivational strategies and teaching experience reveals that the most recent research suggests no correlation between various teachers' in-class behaviors and their teaching experience while older research suggests that more experienced teachers use more and more of motivational strategies.

Another purpose of this study was to explore the effect of teachers' use of motivational strategies on students' judgments of their teachers' effectiveness and also on student motivation. In contrast to prior research (Gibbs and Coffey 2004), this study showed an insignificant difference in students' perceptions of their teachers' effectiveness. The results of this study establish that teachers' motivational behaviors do not have much effect on students' perceptions of their teachers' effectiveness (Greimel-Fuhrmann and Geyer 2003). Therefore, learners mainly value teachers for giving 'clear explanations, concrete examples, and feedback on their learning progress' (Greimel-Fuhrmann and Geyer 2003, 237). The results of this study which demonstrated the positive impact of teachers' use of motivational strategies on student motivation are in line with previous research conducted in this area (Alrabai 2014; Bernaus and Gardner 2008; Guilloteaux and Dornyei 2008; Moskovsky et al. 2012). The results provide support for the process-approach to motivation that view motivation as dynamic (Dornyei 2001) and it further attests to the significant influence of teachers and their behaviors in improving the motivational quality of language learning (Dornyei 1994).

Considering the positive effect of professional development on teachers' use of motivational strategies and the controversies in the prior research on teaching experience, the results of this study suggest that teachers' inefficiencies in the use of motivational strategies can be attributable to their lack of knowledge and awareness of these strategies. Thus, it is suggested that teachers be given adequate knowledge of motivational strategies applicable in the classroom in the first years of their teaching career and then investigate the relationship between teachers' use of motivational strategies and their teaching experience. However, a large number of studies, alongside the present study, have demonstrated the important role of teachers' use of motivational strategies on student motivation (Alrabai 2014; Bernaus and Gardner 2008; Cheng and Dornyei 2007; Dornyei 1998, 2001, 2005; Dornyei and Csizer 1998; Guilloteaux and Dornyei 2008; Moskovsky et al. 2012) and on their perceptions of their teachers' effectiveness (Gibbs and Coffey 2004; Greimel-Fuhrmann and Geyer 2003). However, prior research confirms that teachers use motivational strategies ineffectively (Maeng & Lee, 2015; Newby 1991). It thus calls for more intervention-based studies to explore improvements in teachers' employment of motivational strategies.

Conclusion

Prior research has established that motivation is a dynamic concept which can be changed over time. Thus, in view of the importance of motivation in student achievement, the longitudinal studies of training teachers to use motivational strategies should be a top priority of research in teacher education. Although, much research (Aminudin 2012; Hauck 2012; Laughridge 2011; Sixel 2013) have pointed to the effectiveness of professional development courses on teacher change, the fluctuations of teacher change and student motivation over time should be investigated. The findings could be of interest to teacher education programs to run continuing professional development courses to improve teachers' skills to motivate students and it also could give teachers the awareness of the importance of their motivational strategies. Furthermore, the results could call to the attention of the stakeholders the incorporation of professional development courses as the teaching requirements. Another possibility for stakeholders is to check the motivation level of students in various stages of learning language and try to keep students' motivation at an optimal level.

Disclosure statement

Notes on contributors

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