REFERENCES

- Alshehri, E., & Etherington, S. (2017). Motivational Strategies: The Perceptions of EFL Teachers and Students in the Saudi Higher Education Context. *International Journal of English Language Education*, 5(2), 46.
- Braun, V., & Clarke, V. (2006). Qualitative Research in Psychology Using thematic analysis in psychology. 3(2), 77–101
- Burke, A. (2011). How To Use Groups Effectively. *The Journal of Effective Teaching*, 11(2), 87–95. https://uncw.edu/jet/articles/vol11_2/burke.pdf
- Cheng, H. F. & Dörnyei, Z. (2007). The Use of Motivational Strategies in Language Instruction: The Case of EFL Teaching in Taiwan, *International Journal of Innovation in Language Learning and Teaching*, 153-174
- Chiriac, H. E. (2014). Group work as an incentive for learning students experiences of group work. *Frontiers in Psychology*, 5(June), 1–10.
- Dörnyei, Z. (1998). Conceptualizing Motivation in Foreign Language Learning. Language Learning, 40, 46-78.
- Dornyei, Z. (2001). Motivational Strategies in the Language Classroom. *Cambridge: Cambridge University Press.*
- Dörnyei, Z. (2003). Attitudes, Orientations, and Motivations in Language Learning: Advances in Theory, Research, and Applications, 3-27.
- Gbollie, C., & Keamu, H. P. (2017). Student Academic Performance: The Role of Motivation, Strategies, and Perceived Factors Hindering Liberian Junior and Senior High School Students Learning. *Education Research International*, 2017, 1–11.
- Hidalgo, C. S., & Villacis, W. G. (2019). Motivational strategies in foreign language learning : Students' vs . teachers' perspectives. *Revista ESPACIOS*.
- Ilegbusi. (2013). An Analysis of the Role of Rewards and Punishment in Motivating School Learning. *Computing, Information Systems & Development Informatics, 4*(1), 35–38.
- Jabbari, M. M., & Tohidi, H. (2012). The effects of motivation in education. *Procedia – Social and Behavioral Sciences*, 31(2011), 820–824.

- Khaliq, A., Douna, M. S. R., & Ahsan, M. (2016). Role of Reinforcement or Punishment in Learning English Language: A Study at Secondary Level in Southern Punjab Pakistan. *International Journal of Business and Social Science*, 7(8), 137–146.
- Klentien, U., & Kamnungwut, W. (2015). The Impact of Using Electronic Media in English Teaching for Elementary and Secondary Students in Thailand. *International Journal of Information and Education Technology*, 5(8), 582–586.
- Lamb, M. (2004). "It depends on the students themselves": Independent language learning at an Indonesian state school. *Language, Culture and Curriculum,* 17(3), 229–245.
- Lee, T. S. O., & Lin, S. Y. (2019). English teachers' uses of motivational strategies beyond an established framework. *Educational Research*, 61(4), 451–468.
- Mahbob, M. H., & Azlan, A. A. (2011). Learning outside the classroom: Effects on student concentration and interest. *Procedia Social and Behavioral Sciences*, 18, 12–17.
- Ruis, N. (2009). Instructional media. *Center for Development and Empowerment of Language Teachers and Education Personnel.*
- Sucuoglu, E. (2017). Analysis of Motivational Strategies Used by English Language Teachers Teaching at Secondary Schools. *Procedia Computer Science*, 120, 189–195.
- Shadrack, A. (2019). Teacher-Student Relationships: The Impact on High School Students. *Journal of Education and Practice*, 10(14), 121–122.
- Sugita McEown, M., & Takeuchi, O. (2012). Motivational strategies in EFL classrooms: How do teachers impact students' motivation?. *Innovation in Language Learning and Teaching*, 8(1), 20–38.
- Waring, H. Z. (2011). Learner initiatives and learning opportunities in the language classroom. *Classroom Discourse*, 2(2), 201–218.