Teachers' Use of Macrostrategies Across Teaching Experience: Impacts on Learners' Motivation

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Abstract

Although macrostrategies provide a broad framework for effective language teaching, research on how teachers' experience in using these strategies affects students' motivation is scarce. This study aimed to investigate the relationships between teachers' use of macrostrategies and EFL learners' motivation. Meanwhile, it investigated the effect of teachers' experience on the use of these strategies on EFL learners' motivation. To this end, 42 Iranian EFL teachers (21 experienced and 21 novice) and 42 EFL learners were chosen from language institutes in Tabriz and Shahin Dej. The data were collected through the Academic Motivation Scale (AMS) and Macrostrategy Observation Form. The results of the Spearman correlation showed a significant and positive relationship between the use of macrostrategies by teachers and their students' motivation. Meanwhile, Mann-Whitney U test revealed a significant difference in motivational levels between students taught by experienced teachers and those taught by novice ones. These findings have important implications for EFL teachers, EFL students, teacher educators, and syllabus designers, suggesting that teacher experience may play a key role in motivating learners.

Keywords: macrostrategies, motivation, teaching experience, experienced, novice

Introduction

Teachers are active decision-makers whose behavior in the classroom is directly influenced by their underlying knowledge, attitudes, and beliefs (Ma et al., 2022). Research indicates that teachers' instructional methods (e.g., scaffolding, feedback, level of support) can significantly affect students' motivational, cognitive, and affective characteristics (Urhahne & Wijnia, 2021). Therefore, teachers need to use broader strategies to make their teaching adapt effectively to the changing contexts and conditions of the classroom (Salas & Mercado, 2010). Macrostrategies, defined as overarching strategies that educators implement to engage students and enhance motivation, are essential in structuring effective language learning environments (Dörnyei & Csizér, 1998). These strategies include a variety of techniques including establishing a positive classroom atmosphere, promoting learner autonomy, and fostering group cohesion (Schunk et al., 2008). In the macrostrategic framework, Kumaravadivelu's (2001, 2003, 2006) highlights the significance of considering the socio-cultural, political, and contextual factors in shaping and applying language teaching methodologies. Although existing literature emphasizes the importance of these strategies, the ways in which teachers across different stages of their careers employ these strategies remain under-researched.

Macrostrategies are broad strategies that allow teachers to address students' dynamic needs, enhancing their motivation and active engagement in class activities (Kumaravadivelu, 2003). Moreover, motivation is the fundamental aspect of learning that determines the success and the rate of L2 achievement (Csizer & Dörnyei, 2005). It is a multifaceted construct influenced by various factors including instructional methods, classroom dynamics, and the individual characteristics of both teachers and learners (Dörnyei, 2001). Studies show that teachers' usage of motivational strategies promotes students' motivation and participation in language learning contexts. Thus, teachers can use particular motivational strategies that fit their students' needs and their pedagogical setting (Karimi & Hosseini Zadeh, 2019).

Teachers play a main role in enhancing students' motivation by establishing an engaging and supportive learning environment (Aseery, 2024). Research suggests that teacher experience significantly influences instructional practices, including the adoption of motivation-enhancing strategies (Burch, 2016; Tsakiridou et al., 2019). According to Levin and Nolan (2015), experienced teachers mostly have a wide range of strategies that they have obtained through years of classroom experience and reflection. Hence, their flexibility and responsiveness to students' needs often yields higher levels of motivation. On the other hand, novice teachers might rely primarily on theoretical knowledge or prescribed methods and lack the practical insights that come with experience (Rahimi et al., 2016).

Although macrostrategies have a pivotal role in affecting EFL learners' motivation (e.g. Kumaravadivelu, 2003; Moskovsky et al., 2013; Pašalić, 2023), there are few studies to investigate how the use of macrostrategies by experienced and novice EFL teachers differently affect the students' motivation. This gap highlights the need for further exploration, particularly in specific cultural contexts such as Iran where some factors such as teacher-centered classrooms, high-stakes exams, and the emphasis on rote memorization may affect the use of macrostrategies by students (Farhady et al, 2010). Meanwhile, sociocultural norms regarding teacher authority and student autonomy may shape the effectiveness of motivational strategies in ways distinct from other contexts (Amory & Becker, 2023; Lamb, 2007). Thus, to address the existing research gap, this study aimed to investigate how the use of macrostrategies by novice and experienced Iranian EFL teachers' influences EFL learners' motivation. Meanwhile, it examined the relationships between teachers' use of macrostrategies and students' motivation in an EFL context.

Review of Literature

Review of Theoretical literature

Macrostrategies

Teachers play a main role in defining and redefining the desired learning outcomes. A teacher's approach to teaching through the use of instructional strategies can significantly affect students' attitudes toward learning (Macalisang & Bonghawan, 2024). Instructional strategies are divided into micro and macro strategies. Macrostrategies determine the whole structure of a unit or lesson, creating the sequence of goals and events while microstrategies are particular strategies used by teachers for specific learning objectives (Williams & Clement, 2015).

A macrostrategy is a general guideline that teachers can use to create their own classroom procedures, need-based and location-specific microstrategies (Kumaravadivelu, 2006). Kumaravadivelu (2003) proposed a macrostrategic framework that draws on microstrategies from the empirical and theoretical knowledge of L2 learning to assist teachers in becoming strategic thinkers and strategic practitioners. In other words, macrostrategies are implemented in the classroom through the application of microstrategies. Hence, L2 teachers can benefit from the situated microstrategies and macrostrategies in developing their theory of practice (Kumaravadivelu, 2006). The strategic framework proposed by Kumaravadivelu (2003) includes ten macrostrategies. Some of which are increasing learning opportunities, enhancing learner autonomy, promoting language awareness, integrating language skills, raising cultural awareness, activating intuitive heuristics, contextualizing linguistic input, etc.

Macrostrategy concept is derived from postmethod theory, which focuses on the shift from traditional methods of teaching to a more context-specific and

flexible approach (Kumaravadivelu, 1994). The postmethod pedagogy promotes teacher autonomy and values their beliefs and experiences, hence, promotes a learner-centered education that adjusts to the local contexts (Ahmadian & Erfan Rad, 2014). The postmethod pedagogy has three interrelated parameters of particularity, practicality, and possibility. Particularity as the foundation of the postmethod theory addresses the situational comprehension of the social, linguistic, and political uniqueness in the context of language teaching and learning (Kandel, 2019). In practicality, there is a distinction between teachers' theory and experts' theory. According to Kumaravadivelu (2003), teachers who possess a context-specific pedagogic knowledge should be involved in creating their own theory of practice. In the parameter of possibility, it has been asserted that each pedagogy is located in relations of dominance and power. Hence, each education should take into consideration not only the transmission of knowledge to students but also address the gap between linguistic needs, socio-cultural, and socio-political requirements (Kumaravadivelu, 2006).

Macrostrategies entail the selection of a wide range of instructional strategies which are compatible with the learning objectives, styles and personality traits. Hence, these strategies promote effective learning under the freedom of action and thought (Kumaravadivelu, 2006). Some of these strategies include discussion-based learning, cooperative learning, and formative assessment. Each of these strategies can enhance students' motivation by addressing their different needs (Tomlinson, 2014). For example, discussion-based teaching engages students in meaningful conversation through maximizing learning opportunities which is the first principle of macrostrategies framework (Kumaravadivelu, 2006; Williams & Clement, 2015). This requires an interactive process since learning as a personal construct is dependent on the students' willingness to participate in cooperative learning activities (Fard & Amirian, 2023; Kumaravadivelu, 2003). Meanwhile, cooperative learning promotes peer interaction and collaboration, which can strengthen students' intrinsic motivation (Augustyniak et al., 2016). Studies show that those instructional strategies that promote students' learning-to-learn ideas and active learning improve their motivation and academic achievement (Pašalić, 2023).

Teachers' Experience and Macrostrategies

Teaching experience plays a main role in the effective implementation of macrostrategies by EFL teachers (Hosseini et al., 2015; Williams & Clement, 2015). Research suggests that experienced teachers often develop a deeper knowledge of their learners' needs which enables them to use need-specific macrostrategies (Ahmad, 2014). Leite et al. (2020) points out that experienced teachers are usually better at creating a supportive learning environment and using their knowledge to motivate students. Meanwhile, they develop several classroom management procedures and react effectively to unexpected problems and situations. By contrast, novice teachers tend to implement macrostrategies more rigidly, adhering to the

prescribed methods without adapting them to their students' needs (Cochran-Smith & Villegas, 2015). Generally, teachers gain more confidence and flexibility in their practices as they progress more in their careers. This causes experienced teachers to exhibit a nuanced understanding of how to balance content delivery with student engagement, which is critical for maintaining motivation (Day, 2012).

Motivation

Motivation is one of the psychological elements contributing to language acquisition and academic achievement (Hamimed, 2024). Studies show that one facet of teachers' competence is to know the strategies of motivating students and to maintain their own motivation for teaching (Bieg et al., 2013; Johnson, 2017). Teachers can improve students' learning motivation by supporting their autonomy and self-efficacy, increasing their language and cultural awareness, and establishing social relevance (Johnson, 2017; Schuitema et al., 2016; Sherafati & Ghafournia, 2019) all of these strategies are considered as macrostrategies as proposed by Kumaravadivelu (2006).

The study of second language motivation began in the late 1950s and became significant in 1970s with the work of Gardner and Lambert (1972). They distinguished between instrumental motivation and integrative motivation. Instrumental motivation is driven by functional purposes and practical reasons for language learning while integrative motivation refers to having positive attitudes toward the target language community and being interested in learning another language in order to become a part of the target language culture and community. Hence, integrativeness indicates not only the attitudes towards foreign language learning and L2 community as a whole, but also the learner's preparedness to communicate with the members of that L2 group (Dörnyei & Ushioda, 2011). The second component of Gardner's (2012) theory of motivation is the students' attitudes towards the learning context. Gardner (2012) believes that, in a classroom setting, this term relates to students' attitudes towards the classmates, teachers, class activities, and all other aspects of the context in which language learning is taking place. Therefore, integrativeness and attitudes towards the learning situation collectively enhance the learners' overall motivation to acquire the language, which will also lead to the learners' enjoyment of learning the language (Gardner, 2012).

Motivational strategies refer to teachers' efforts to promote students' learning motivation by using instructional treatments used by the teacher to stimulate and elicit learners' motivation (Cheung, 2018). Therefore, the motivational teaching method developed by Dörnyei (2001) is one of the most popular taxonomies considering motivational strategies in language learning. The model comprises of four macrostrategies (i.e., creating initial motivation, developing the motivational conditions, promoting positive self-evaluation, and protecting and maintaining motivation), that is divided into 102 particular motivational strategies.

This model provides a detailed and comprehensive picture of motivational strategies that teachers can use in the classroom to motivate their learners.

Teachers' motivational strategies has a positive effect on EFL learners' motivational disposition and goal-oriented behavior (Cheung, 2018). Moreover, second language motivation is the main force that causes learners to maintain the continuous effort necessary for language learning (Moskovsky et al, 2013). Thus, every enjoyable and lively language learning experience requires a motivated teacher who can appropriately engage students in the journey of the language learning process (Tavakoli et al, 2016). It should be mentioned that motivated EFL teachers usually use motivational strategies more thoughtfully and frequently (Lin & Lee, 2025). Hence, the impact of using motivational macrostrategies on EFL learners' motivation can be described with self-determination theory which is a psychological theory of motivation. According to this theory, human motivation is caused by three main psychological factors of relatedness, autonomy, and competence (Dörnyei & Ushioda, 2011; Lin & Lee, 2025). Thus, teachers who use macrostrategies related to self-determination elements, can deeply affect students' motivation. For example, by establishing a cooperative learning environment, teachers not only create some opportunities for students to collaborate but also establish a sense of community and belonging that enhances relatedness (Ryan & Deci, 2022).

Review of Experimental Studies

A growing body of studies are investigating the different dimensions of using macrostrategies in EFL context. Some studies have examined teachers' beliefs on using macrostrategies and their impact on teacher education, learner autonomy, and local varieties of English (Borg & Al-Busaidi, 2012; Saad et al, 2024). Al-Mahrooqi et al. (2017) conducted a study on students' perspectives on the frequency and kinds of macrostrategies used by their English language teachers. The participants were 65 EFL students at Oman's public university who answered a questionnaire comprising 48 items, each representing a specific motivational microstrategy, categorized into 10 macrostrategies. The participants believed that teachers mostly were using five motivation macrostrategies including fostering self-confidence, making engaging learning activities, and establishing a positive classroom environment which were correlated with increased levels of motivation. In another qualitative study, Abbasabadi and Shakerkhoshroud (2018) investigated 25 Iranian EFL teachers' use of macrostrategies. The results of the thematic analyses revealed that the teachers used six macrostrategies to motivate learners. They included enhancing learner autonomy, increasing their confidence, recognizing learners' effort, classroom atmosphere, teaching values, and teaching styles. Based on their findings, the researchers pointed out that besides making suitable learning conditions, EFL teachers should use both integrative and instrumental motivation for motivating EFL learners. In another study, Najafi et al. (2023) investigated the

postmethod macrostrategies used EFL teachers in an Iranian context. The data were gathered using a semi-structured interview by 18 Iranian EFL teachers from Kermanshah. The results indicated that EFL teachers preferred to use macrostrategies of operating intuitive heuristics, combining language skills, and situating linguistic input. However, they neglected to use the macrostrategies of social awareness and raising cultural awareness. According to this study, teachers should follow the principles of postmethod theory in the classroom.

Although macrostrategies play an important role in EFL teaching, there are some challenges in using them, especially for novice teachers (Nguyen & Tran, 2024). Research indicates that less experienced teachers often have difficulties in controlling classroom dynamics while trying to implement complex macrostrategies (Stough et al., 2015). Meanwhile, the pressure to cover curriculum content and the lack of institutional support can also limit teachers' focus on motivational aspects of learning (Darling-Hammond, 2007). Additionally, the emphasis on standardized testing in many educational systems has shifted the focus toward the content delivery, at the expense of implementing engaging macrostrategies that promote motivation (Au, 2009). Thus, language teaching/learning environments vary across cultures, conditions, and expectations. To further explore teachers' use of macrostrategies across teaching experience and its effect on learners' motivation in the Iranian context, the following research questions were formulated:

1. To what extent are Iranian EFL teachers' use of macrostrategies associated with their learners' motivation?

2. To what extent does experience significantly affect the motivation of Iranian EFL learners?

Method

Participants

The target population in this study were EFL teachers and learners chosen from six language institutes in Tabriz and Shahin Dej. Attempts were made to select institutes in which the same instructional material was being used during the research period. Hence. two groups of participants participated as follows.

The initial number of teacher participants was 59 female Iranian EFL teachers who had already expressed willingness to participate in the study. Because of some practical constraints (e.g., teachers' availability and cooperation), the researchers could recruit only 42 (21 experienced teachers and 21 novice teachers). The teacher participants were selected on the basis of purposive sampling approach to ensure equal number of novice and experienced EFL teachers. Their age ranged from 23 to 33 and had already completed an institutional teacher training course (TTC) course. The selection of experienced and novice teachers was guided by Rafanan's (2024) recommendations, which define novice teachers as having less

than three years of experience, while experienced teachers typically have five or more years of teaching experience. Additionally, ethical considerations were addressed by getting informed consent from all participants.

Furthermore, 42 intermediate EFL learners, within the age range of 18 to 23 participated in this study. They needed to be enrolled in the current academic year and they were selected based on convenience sampling. A placement test (KET, Cambridge PET, or TOEFL PBT) had already been administered by the selected institutes to ensure the participants' homogenous EFL proficiency level. Each experienced and novice teachers was paired with their respective student to facilitate direct correlation analysis. A sample size of 42 was considered adequate based on the guidelines of Fraenkel et al. (2012) and Gravetter and Wallnau (2017) who argue that 30 participants as a conventional threshold can be adequate for sampling in various research contexts, including correlational studies. All the participants took part in the study voluntarily, and it was clearly explained to them that the principle of confidentiality would be maintained.

Instruments

Two instruments were used in this study as follows:

Macrostrategy Observation Form

The researchers developed the macro/microstrategies observation form (M-MSOF) with 26 items to assess the type and frequency of macro/microstrategies that novice and experienced teachers use in EFL classrooms. This researcher-made form was informed by Kumaravadivelu's (2003) six macrostrategies, namely fostering language awareness, contextualizing linguistic input, maximizing learning opportunities, integrating language skills, promoting learner autonomy, and facilitating negotiated interaction. The M-MSOF was validated in a pilot study with 43 teachers prior to the research. Meanwhile, the factor analysis confirmed the use of the M-MSOF as a reliable and valid instrument. The reliability of this questionnaire as measured by α Cronbach equaled 0.711 which is in an acceptable level. Furthermore, the participants rated their answer on a four point Likert scale from zero (no use) to 4 (full use of strategies). The Persian version of this questionnaire was used in this study to assess the participants' use of macrostrategies.

Academic Motivation Scale (AMS)

Academic Motivation Scale (AMS) developed by Vallerand et al. (1992) was utilized to measure the participants' perceptions about the learners' different types of motivation in EFL classes. AMS is a measure of students' self-reported motivational beliefs and it consists of 28 items assessing three dimensions of motivation including extrinsic motivation (12 items), intrinsic motivation (12 items),

and amotivation (4 items). The original French version was translated into English by Vallerand et al. (1992). The dimension of extrinsic motivation consisted of three subscales including introjected regulation (α=0.81), identified regulation (α=0.83), and external regulation (α=0.82). The intrinsic motivation consisted of three subscales including intrinsic motivation to know (α=0.84), intrinsic motivation to experience stimulation (α=0.86), intrinsic motivation to accomplish (α=0.85). The α Chronbach of the dimension of amotivation equaled 0.79 and the reliability of all subscales ranged between 0.7 and 0.9 that indicates a high internal consistency.

1. This questionnaire was validated in Iranian context by Banijamali et al. (2017) and its reliability was calculated as α=0.877. For comprehensibility by the EFL learners, the researchers translated the English version of the questionnaire into Persian. Both translation and validation involved expert judgments on the content of the AMS. To achieve both semantic and functional equivalence in translation (Behr, 2016; Harkness, et al., 2010), a panel of two English language experts commented on its relevancy and linguistic congruence. Forward (or one-way) and backward translations were applied in the translation process by the researcher. Forward translation allowed for translating the English questionnaire into Persian. The translated Persian questionnaire was compared with the original English version to find out about any possible ambiguities and discrepancies in words, sentences, and meanings.

2. The AMS was pilot-studied with a group of 19 EFL learners who shared characteristics with the research participants. No adjustments were considered necessary, though. The alpha value above 0.80 for the overall scale indicated acceptable internal consistency, suggesting that the items reliably assess the same underlying construct. The participants answered to this questionnaire on a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

Procedure

A combination of correlational method and causal relationships was applied in this study. In the correlational method, the direction of the relationships between the use of macrostrategies by Iranian EFL teachers and EFL learners' motivation was identified and in the causal relationship, the impact of teachers' experience on the use of macrostrategies on EFL learners' motivation was determined. First, all the participants were given some information regarding the study's purpose and procedures. Informed consent was taken in writing from all teachers and EFL learners, ensuring understanding and voluntary participation. Teacher participants were selected on the basis of their willingness to participate and their experience level in teaching EFL, distinguishing between novice teachers and experienced teachers. EFL learner participants were selected from the classes taught by the participating teachers. Each group of learners corresponded to the respective teachers' classes. The two questionnaires of AMS and the macrostrategy questionnaire were distributed to 42 EFL teachers and 42 EFL learners. AMS measured students' motivational beliefs and their degree of extrinsic motivation, intrinsic motivation, and amotivation. After collecting the data, the data was submitted to SPSS 21 software to be analyzed.

Results

SPSS version 21 was used to analyze the correlation between Iranian EFL teachers' use of macrostrategies and motivation. Each participant's means of the macrostrategy and motivation scores were calculated. Because the data was ordinal, Spearman's rank-order correlation was used for calculating the correlation between the teachers' use of macrostrategies and the students' level of motivation. Meanwhile, the non-parametric Mann-Whitney U test was utilized to calculate the EFL learners' motivational levels in both experienced and novice teachers. Table 1 shows the Spearman correlation between macrostrategies used by EFL teachers and EFL learners' motivation.

Table 1
*Spearman's Correlation Coefficient between Macrostrategies and m*otivation

			Macro	Motivation
Spearman's rho	Macro	Correlation Coefficient	1.000	.667
		Sig. (2-tailed)	.	.000
		N	42	42
	Motivation	Correlation Coefficient	.667	1.000
		Sig. (2-tailed)	.000	.
		N	42	42

Regarding the fact that the significance level (Sig) in Table 1 was below 0.05 and the Spearman correlation coefficient was calculated as 0.667, the correlation coefficient was statistically significant at 95% confidence level. This indicates that there is a strong positive relationship between teachers' use of macrostrategies and students' motivation. Hence, as EFL teachers use more macrostrategies, EFL learners' motivation tend to increase. Meanwhile, because the coefficient is larger than 0.5, the teachers' use of macrostrategies has a strong effect on learners' motivation. Furthermore, the coefficient of determination (R^2) of the two variables of macrostrategies and motivation equaled $R^2=0.445$ which indicates that 44% of the variance in motivation can be predicted by macrostrategies. Table 2 shows the sum of the ranks in Spearman's correlation coefficient.

Table 2
Ranks of Spearman's Correlation Coefficient

Ranks				
	Var	N	Mean Rank	Sum of Ranks
	1.00	21	25.14	528.00
Motivation	2.00	21	17.86	375.00
	Total	42		

To investigate the impact of teachers' experience in increasing the motivation of EFL learners, the means of the scores for experienced teachers and novice teachers were calculated (Table 3).

Table 3

Descriptive Statistics Related to EFL learners' motivation

	N	Minimum	Maximum	Mean	Std. Deviation
ME	21	1.00	5.00	3.2381	1.13599
MN	21	1.00	5.00	2.5714	1.07571

Note: ME=motivation of learners in experienced teachers; MN=motivation of learners in novice teachers

Considering that the mean of the experienced teachers was higher than that of novice teachers, it can be said that experience plays a main role in increasing students' motivation. The box plot related to the motivational level of EFL learners for experienced and novice teachers is shown in Figure 1.

Figure 1

Box Plot Related to EFL learners' motivation
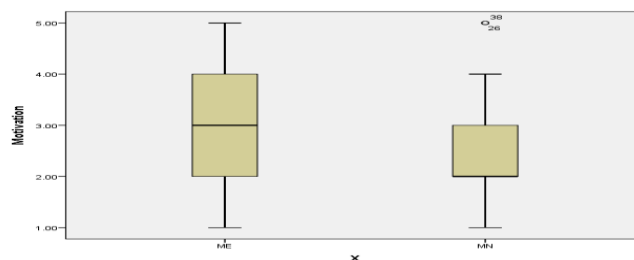
Regarding Figure 1, the median of the EFL learners' motivational scores in the classes of experienced teachers are higher than those of inexperienced teachers, indicating that experienced teachers are more effective in enhancing learners' motivation.

The Mann-Whitney U test was used in this study to examine the significance level of the difference between experienced and novice teachers (Table 4). Non-Parametric Mann-Whitney U test is a non-parametric statistical test that is used to compare the differences between the two independent groups when the data is either ordinal or continuous, and they are not normally distributed.

Table 4

Mann-Whitney U Test for Comparing the Means of motivation in both experienced and Novice Teachers

	Motivation
Mann-Whitney U	144.000
Wilcoxon W	375.000
Z	-2.001
Asymp. Sig. (2-tailed)	.045

As shown in Table 4, the significance amount (Sig=0.05) is less than 0.05. This shows that the teachers' experience was effective in enhancing EFL learners' motivation at 95% confidence level.

Discussion

The findings of this study indicated that there was a positive relationship between EFL teachers' use of macrostrategies and EFL learners' motivation. Meanwhile, teaching experience significantly affected the motivational level of EFL learners in a way that the EFL learners taught by experienced teachers had higher levels of motivation. Hence, teachers' use of different kinds of macrostrategies improves EFL learners' motivation (Pašalić, 2023). These results suggest that the deliberate and informed application of motivational macrostrategies, especially when implemented by experienced educators, can play a crucial role in fostering learner motivation in EFL contexts (Dörnyei & Ushioda, 2011). This study aligns with the finding of the studies conducted by Abbasabadi and Shakerkhoshroud (2018) and Moguel et al. (2022) which emphasize the important role of the teachers' behavior and use of macrostrategies in motivating students. According to Ruesch et al. (2012), if language teachers focus on such macrostrategies as creating a positive role model, establishing a supportive classroom environment, increasing students' autonomy, and building a good rapport with students, learners will feel more motivated in the classroom.

Furthermore, the relative effectiveness of macrostrategies can differ on the basis of the teachers' experience because experienced teachers may perform the macrostrategies more efficiently (Kumaravadivelu, 2006). Therefore, teachers' experience plays a main role in enhancing EFL learners' motivation through the use of different macrostrategies like maximizing learning opportunities and creating a positive teacher-student relationship (Al-Kadi, 2020; Kumaravadivelu, 2003). According to Patty et al. (2024), a teacher is responsible for fulfilling his duties as an educator in a specific teaching unit based on prior work experience. Meanwhile, teacher effectiveness is highly improved by a combination of motivation and

experience. Kosel et al. (2024) argues that experienced teachers through their improved vision and their elaborated knowledge can identify students' affective and motivational characteristics more accurately than the novice teachers. This, in turn, creates a motivating learning context and leads to an improved student outcome (Ladd & Sorensen, 2017). Therefore, experienced teachers, drawing on their prior knowledge, practical experiences, and deeper understanding of learners, are better equipped to implement the macrostrategies effectively (Can, 2012). Meanwhile, the results of the study conducted by Kaivanpanah and Mohammed (2023) on novice and experienced EFL teachers' beliefs and strategies toward autonomy, which is considered a macrostrategy, showed that teaching experience significantly affects the teachers' attitudes, particularly in relation to psychological factors and the role of students' autonomy in learning. Experienced teachers emphasized more on the importance of improving EFL learners' motivation and confidence. Meanwhile, they took a holistic perspective of learner autonomy and adapted their teaching methods accordingly. This may be attributed to their experience in different contexts in which these factors played a main role in promoting students' achievement and autonomy.

These results support the principles of postmethod theory which puts the teacher at the core of language learning and teaching, and values his/her experience, beliefs, and knowledge (Ahmadian & Erfan Rad, 2014). Hence, postmethod pedagogy acknowledges teachers' experience and prior knowledge, emphasizing their capacity not only to teach effectively but also to behave autonomously within the constraints of institutional policies (Kumaravadivelu, 2006).

The impact of using motivational macrostrategies on EFL learners' motivation can be described with the self-determination theory, which is a psychological theory of motivation. According to this theory, human motivation is caused by three main psychological factors of relatedness, autonomy, and competence (Dörnyei & Ushioda, 2011; Lin & Lee, 2025). Therefore, teachers who use macrostrategies related to self-determination elements, can deeply affect students' motivation. By effectively using macrostrategies like increasing students' autonomy, and creating positive student-teacher relationships, experienced teachers can create an environment that meets these psychological needs; hence, they can increase students' motivation (Deci & Ryan, 2000; Kaivanpanah and Mohammed, 2023). Furthermore, by establishing a cooperative learning environment, teachers not only create some opportunities for students to collaborate but also establish a sense of community and belonging that enhances relatedness (Ryan & Deci, 2022).

The results of this study are consistent with the finding of the previous studies which show the differences in the use of macrostrategies by novice and experienced EFL teachers (e.g., Fischer & Viens, 2023). In a study conducted by Fischer and Viens (2023) on the experiences of novice and experienced EFL teachers in facilitating short-term language study abroad, they found out that experienced teachers are more possibly to use macrostrategies effectively, thereby

increase students' motivation. Meanwhile, Pašalić (2023) found that EFL teachers' use of some motivational strategies, which were grouped into macrostrategies, correlated positively with students' motivation. He concluded that the macrostrategy of proper teacher behavior was highly correlated with the affective and instrumental motivation of students showing that the student's motivation for learning a foreign language may be increased by a positive relationship between students and teachers (Cheng & Dörnyei, 2007).

Macrostrategies in the classroom are broad instructional strategies the teachers use to guide their teaching practice (Kumaravadivelu, 2006). Hence, teachers need these kinds of comprehensive strategies to ensure that their instruction adapts effectively to the dynamic conditions and context of the classroom (Sales & Mercado, 2010). Meanwhile, these strategies provide a flexible and structured approach for teachers, causing them to efficiently address the different needs of their students (Al-Kadi, 2020). Experienced teachers often use macrostrategies to effectively manage the classroom in response to students' needs. Hence, macrostrategies provide a framework that helps teachers to adapt their instructional methods and create techniques that aligns with their teaching goals (Kumaravadivelu, 2003). According to Habbah and Husna (2024), effective use of macrostrategies such as classroom management strategies significantly affects students' motivation and engagement by creating a supportive learning environment. Thus, teachers' experience is one of the important factors influencing the quality of the EFL learners' learning experience, that in turn affects their motivation (Ng & Ng, 2015). It should be mentioned that while teaching experience affects the teachers' ability to implement the macrostrategies more effectively, it is not the sole determining factor. Other factors such as classroom dynamics (Dörnyei & Ushioda, 2011), classroom culture (Aseery, 2024), and student demographics (Ryan & Deci, 2022) play a main role in increasing the motivational levels of students.

Conclusion

The results showed that using macrostrategies in EFL classes will certainly increase the motivation of EFL learners. Meanwhile, the experienced teachers increased students' motivation more than the novice teachers because they used macrostrategies more effectively and focused more on students' psychological factors. These differences in the use of macrostrategies by novice and experienced EFL teachers highlight the importance of teaching experience in enhancing students' motivation.

This study has important implications for EFL teachers, EFL students, teacher educators, and syllabus designers. In order to motivate EFL learners, teachers should use a selection of macrostrategies in EFL classes since quality is more important than quantity. They should act as facilitators to teach motivational macrostrategies and to encourage self-assessment and peer teaching. Explicit teachings of these macrostrategies help students develop these skills and improve

their motivation; hence, they can acquire some competences required for them to be lifelong learners. Moreover, teachers should be engaged in continuous professional development programs to especially understand the different aspects of macrostrategies and their role in improving students' motivation. Teacher educators should develop novice EFL teachers' awareness on how to motivate learners and use motivational macrostrategies in EFL classes. Hence, teachers can use these strategies consciously and more consistently. Meanwhile, syllabus designers need to include motivational macrostrategies in instructional materials and textbooks to improve the quality of EFL learning and teaching.

Some limitations are imposed in this study. This study used self-reported questionnaires with correlational design to identify Iranian experienced and novice EFL teachers' use of macrostrategies and their effect on EFL learners' motivation. Other studies can be conducted to determine EFL teachers' perspectives toward the use of macrostrategies through qualitative methods like using semi-structured interviews, focus group interview and narrative inquiry to get an idea of teachers' use of macrostrategies. Meanwhile, using longitudinal and experimental research with a pretest-posttest design can increase the robustness of future studies. The other limitation of this study was that it only investigated EFL teachers' use of macrostrategies and did not take into consideration the learners' ideas about effective teaching strategies. Further studies could include EFL learners' attitudes toward their teachers' behavior in the classroom and the strategies they can use to enhance their motivation. Another limitation of this study was that it was conducted with a small number of Iranian EFL teachers and learners from language institutions. Other studies could include a larger number of EFL learners and teachers from different educational contexts such as schools and universities to get a broader insight into teachers' use of macrostrategies in improving students' motivation.

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