

# ***\*Motivational partnerships: Increasing ESL student self-efficacy***

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## ABSTRACT

The present study investigated the relationship between student use of self-efficacy-building strategies through motivational partnerships and student levels of self-efficacy and motivation in an adult intensive English program in the US. The extent to which self-efficacy influenced motivation was also examined. After being organized into motivational partnerships and receiving self-efficacy-building strategy training from the participating teacher, 16 ESL students had their pre and post-levels of self-efficacy and motivation were measured using Bandura's 'self-efficacy scale', and Guilloteaux and Dörnyei's 'student motivational state questionnaire'. Additionally, students discussed the effectiveness of motivational partnerships on their learning experience. Results show significant correlations between student use of self-efficacy-building strategies and improvement in both self-efficacy and motivation. The results also reaffirm that significant self-efficacy levels enhance motivation. Lastly, motivational partnerships benefited students in other social, affective, and educational ways.

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