

Rural School English Teacher Motivational Practice on Facilitating Student Motivation

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Abstract : It is generally believed that the teacher's use of motivational strategies can enhance student motivation, especially in a place like Taiwan where teacher usually dominates student EFL learning. However, only little empirical studies support this claim. This study examined the connection between teachers' use of motivational teaching practice and observed student motivated behavior in rural junior high schools in Taiwan. The use of motivational strategies by 12 teachers in five recognized rural junior high schools was investigated observed using a classroom observation instrument, the Motivation Orientation of Language Teaching. Meanwhile, post-lesson teacher evaluations accomplished by both the researcher and the teacher were functioning as part of the measure of teacher motivational practice. The data collected through observation scheme follows the real-time coding principle to examine observable teacher motivational practice and learner motivated behaviors. The results support the previous research findings that teachers' use of motivational strategies is associated with the student motivated behaviors as well as the students' level of motivation regarding English learning.

Keywords : English learning, motivational strategies, student motivation, teacher motivational practices

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