

EFFECTIVE STRATEGIES FOR MOTIVATING ESL STUDENTS

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EFFECTIVE STRATEGIES FOR MOTIVATING ESL STUDENTS

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Abstract

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Under the Supervision of M. Köhler-Busch, Ph.D.

The purpose of this study is to investigate student motivation and achievement in English and the relation of student motivation and achievement to teacher motivation and strategies used in the classroom. Research participants were thirteen experienced teachers from English-speaking countries, two outstanding Chinese ESL teachers in a high school in China, and 94 students in their classes.

The results of this study suggest that student motivation is related to the use of motivating strategies by the teacher, which, in turn are related to student achievement in English. Thus, we get to know that the strategies suggested can be adapted and used by teachers in various teaching situations after taking into consideration their own students and their teaching objectives. Research suggests that motivation can be enhanced in some ways through certain instructional practices.

This paper presents some preliminary results of a study that investigated the relationship between teachers' practices in the ESL classroom and students' motivation and their achievement in second language learning.

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Chapter 1 Introduction

The purpose of this study is to investigate students' motivation and achievements in English (ESL) and the relationship of students' motivation and achievements to teacher motivation and strategies used in the classroom. Research participants were thirteen experienced teachers from different English-speaking countries, two outstanding Chinese ESL teachers in a high school in China, and 94 students in their classes.

The results of this study suggest that student motivation is related to teacher use of motivating strategies, which in turn are related to student English achievement. Thus, we get to know that the strategies suggested can be adapted and used by the teachers in various teaching situations after taking into consideration their own students and their teaching objectives. Research suggests that motivation can be enhanced through certain instructional practices in some ways.

This paper presents some preliminary results of a study that investigated the relationship between teachers' practices in the ESL classroom and students' motivation and their achievement in second language learning.

Statement of the Problem

What is the definition of motivation? What causes students to lose motivation? Why do teachers need to motivate students in an ESL/EFL classroom? What are the relationships between teaching strategies, students' motivation and students' academic performance? Do motivational teaching strategies work in an ESL/EFL classroom and which are successful?

Definition of Terms

Motivation. Motivation is characterized in terms of direction, duration, initiation, intensity, persistence and quality of behavior, especially goal-directed behavior. (Maehr & Meyer; as cited in Brophy, 2010, p. 3)

Teaching strategy. Teaching strategies include all approaches that a teacher may take to actively engage students in learning. These strategies drive a teacher's instruction as they work to meet specific learning objectives. Effective instructional strategies meet all learning styles and developmental needs of the learners' aptitude, and the enthusiasm of the students. (Derrick Meador, Issue in becoming a teacher)

Academic performance. This concept refers to the outcome of education — the extent to which a student, teacher, or institution has achieved her or his educational goals. (Wikipedia)

Purpose of the Study

The purpose of this study is to investigate student motivation and achievements in English and the relation of student motivation and achievements to teacher motivation and strategies used in the classroom.

Significance of the Study

Motivating students is a challenge all teachers face. Every classroom consists of a wide array of students and each of them brings different learning styles, interests, and life experiences. This study is to investigate students' motivation and achievements in English and the relation of student's motivation and achievements to teacher motivation and strategies used in the classroom.

Delimitation of the Study

The research will be conducted in and through the Karrmann Library at the University of Wisconsin-Platteville and National Knowledge Infrastructure over a period of ninety days. Primary searches will be conducted via the internet through EBSCO host with ERIC, Academic Search Elite and Google/Google Scholar as the primary search engines for sources. Key search

topics included “teaching strategies”, “motivation”, “ESL classroom”, and “academic performance”.

Methodology

A brief review of literature on the definition of motivation will be conducted. Another review of literature is about what causes students to lose motivation. A third review of literature concerns the question “Why do teachers need to motivate students in an ESL/EFL classroom?”. A fourth review will include the relationships between teaching strategies, students’ motivation and students’ academic performance. A fifth review will list some successful teaching strategies, which do work well in the ESL classroom. The findings will be summarized and recommendations will be made. The databases available through EBSCOHOST were used. The search terms are limited to “teaching strategies”, “motivation”, “ESL classroom”, and “academic performance”.

Chapter 2 Review of Literature

In facing the subject of motivation in the ESL classroom, I will briefly examine a variety of techniques and strategies which teachers can utilize in order to motivate their students. As Dornyei & Ushioda (2001a, p.116) notes, "Teacher skills in motivating learners should be seen as central to teaching effectiveness." Teachers are responsible for encouraging each child to take responsibility for learning (Orlich, D.C, Harder, R. J, Callahan, R. C, Trevisan, M, S, & Brown, A. H., 2010, p.15). Research shows a strong link between student motivation and strategies that teachers use to motivate their students. A large number of studies in language learning have shown that motivation is a prominent factor in learning (Den Brok, Levy, Brekelmans & Wubbels, 2006). Dornyei (2001c) also points out that regardless of the learners' ability, aptitude and intelligence, strong motivation to learn a language ensures that students will learn effectively. This literature review will address the following questions:

1. What is the definition of motivation?
2. What causes students to lose motivation?
3. Why do teachers need to motivate students in an ESL/EFL classroom?
4. What are the relationships between teaching strategies, students' motivation and students' academic performance?
5. Do motivational teaching strategies work in an ESL/EFL classroom? Which are successful?

Understanding effective strategies for motivating secondary school students to learn English as a foreign language in the classroom allows us to understand how motivational teaching methods work. This might enlighten future ESL/EFL teachers (the undergraduates and postgraduates, who will be language teachers and professors of English and Education and who might be training future teachers) and anyone interested in this topic.

What is the definition of motivation?

Most teachers know that motivation is a key factor in successful language learning, but what is “motivation”? According to many researchers, there are many diverse definitions of what motivation is and is not. These definitions, however, seem somehow incomplete. In the field of second language acquisition, the concept of motivation came from social psychology. So, the first purpose of this paper is to discover the types of motivation and define motivation as a determinant for ESL learners and teachers.

The word motivation is based on the Latin verb for “move;” it is the force that makes one do something. Simply expressed, motivation is a factor determining the extent of people’s desire to do an activity. The definition of motivation is used quite broadly in the field of education. Because motivation is one of the most influential factors in learning and academic achievement, a number of researchers from diverse fields of education studies have tried to define, analyze and conceptualize this term (Brophy, 2010; Dornyei, 2001b). A summary of definitions offered by Maehr & Meyer (as cited in Brophy, 2010, p.3), is characterized in terms of direction, duration, initiation, intensity, persistence, and quality of behavior, especially goal-directed behavior. Brown defines it as “an inner drive, impulse, emotion or desire that moves one toward a particular action” (2000, p.117). Brophy (2010) defines student motivation as “the degree to which students invest attention and effort.”

What causes students to lose motivation?

A recent study conducted by Xiaoqing Xiong (Villa) on Oct.20th at a high school in Wuhan, China (Wuhan Maple Leaf International School) explored what causes students to lose motivation in language learning. The data showed some reasons for unmotivated students in ESL and some successful teaching strategies from experienced ESL teachers. In this research study,

15 language teachers and 94 students from five high school classes participated. A student questionnaire and a teacher evaluation survey, designed by Xiaoqing Xiong (Villa), were employed in this study. (Appendix 1 and 2)

Reasons caused you are unmotivated to learn English	Percentages students agreed
Teacher's teaching strategies	95%
Demanding classes and busy schedule	56%
English is too difficult to learn	87%
Emotion interference	68%
No pressure and expectation from teachers and parents	14.7%
Peers pressure	48%

Table 1 The results of the reasons that students lack motivation in an ESL classroom are shown; students answered a multiple choice questionnaire.

This study revealed that about 95% of the students agree that their lack of motivation was directly related to the various motivational teaching strategies of their teachers, teachers' rapport with students, teachers' encouragement, and teachers' abilities. In the survey, students wrote that a boring classroom experience is the top reason that students lose their motivation to learn English, and they would work better if teachers could involve them in more activities in class. These responses indicate a desire of students to be involved in active-learning. Therefore we can ascertain that teachers influence their students' level of motivation to engage in classroom activities.

In this research, over 56% of the students claimed that they did not have the motivation to learn because demanding classes and a busy schedule caused them to be exhausted. About 87% of the students are not confident about learning English well because they find it is too difficult

to learn. Over 68% of the students claimed that their emotions interfered with their learning motivation. For example, their parents' divorce, puppy love, friendship, parent family and family issues to name a few. Only 14.7% of the students noted that they did not feel any pressure or expectations from their teachers and parents. Forty-eight of the students considered peer pressure as a negative influence on their studies. They do not want to learn when they find out that their friends do not want to learn.

Based on the previous study, we might find a strong connection between teachers' motivational strategies and students' performance in the classroom. Motivating students is an ongoing process. Motivating students requires hard work and persistence from teachers in creating proper and effective strategies in teaching a second language in their classrooms. Teachers do not have complete control over their students; however, they can significantly initiate and help maintain English learning by providing a supportive language learning atmosphere in the classroom through their motivational teaching strategies.

Why do teachers need to motivate students in an ESL/EFL classroom?

Research studies indicate that various factors can contribute to differences in various learners' academic performance and achievement in foreign language learning: these include age, gender, attitudes, aptitude, motivation, learning approach, language learning strategies and learning style (Dornyei, 1994; Dornyei & Csizer, 1998; Gardner, Tremblay & Masgoret, 1997; Oxford, 1994). Among those contributing elements, motivation has been regarded by L2 researchers as one of the most vital factors in the process of second language learning (Dornyei, 2001a; Oxford, 1994). With the appropriate level of motivation, ESL students may become active learners.

Studies concerning individual variables in language learning also reveal the relationship

between motivation and achievement. Dornyei found motivation to be significantly related to students' achievement in ESL learning and, in turn, it affects achievement, the use of strategies and the self-confidence of the language learner.

What are the relationships between teaching strategies, students' motivation and students' academic performance?

Since motivation is considered a key factor in determining success in ESL learning academic achievement, strategies that maintain ESL learners' motivation are of interest to teachers. A number of studies have been conducted by educational researchers in order to gain a better understanding of how language learners' motivation can be positively affected during the language learning process (Bernaus & Gardner, 2008; Dornyei & Csizer, 1998). Nakata (2006) states that unlike aptitude, which cannot be changed since it is innate, motivation can be a fluctuating factor over time. Nakata (2006), Brophy (2010) and Dornyei (2001a) claimed that the fluctuation of motivation, academic achievement and the amount of effort exerted may be affected by two main factors: internal and external factors (teachers, parents, peers, and community). This means that student motivation is something complicated, with many possibilities and many aspects. It needs the cooperating effort of teachers, students, parents and the whole classroom environment.

As described earlier, motivation can be developed by interactions between the learner and external factors, including teachers, parents, and peers (Bernaus & Gardner, 2008; Brophy, 2010; Dornyei, 1994; Sugita & Takeuchi, 2010). Among those external factors that influence students' motivation in learning a foreign language, the teachers' teaching strategies and practices play a more significant role than the rest (Dornyei, 1998; Dornyei, 2001a). These studies state the fact that "the teacher's level of enthusiasm and commitment is one of the most important factors that

affect the learners' motivation" (Dornyei, 1998, p.130) and the teachers' choice of strategies in the classroom affect students' motivation to learn.

A review of studies examining teachers' perceptions of problems they often face in the classroom found that motivating students was the second most serious problem that teachers encountered (Venman, as cited in Dornyei, 2001a). Therefore, the teachers' role in the language learning process cannot be underestimated.

A student's level of foreign language proficiency is influenced by attitude, motivation, teachers and classroom experiences. Nikolov (1999) found that students' motivation and proficiency in the development of their foreign language skills were strongly related to experiences they gained in the classroom. Being a significant part of the classroom environment, teachers obviously affect both students' motivation in learning and their academic achievements. Students may be motivated to learn if the teacher provides the students with the appropriate conditions in the classroom and utilizes motivational teaching strategies (Dornyei, 2001a).

Do motivational teaching strategies work in an ESL/EFL classroom?

Which are successful?

Motivating students is a challenge all teachers face. Every classroom consists of a wide array of students and each of them brings different learning styles, interests, and life experiences. According to the survey, almost all students would like to have a teacher with motivational methods. What are the motivational teaching strategies which our ESL lecturers can apply into their classrooms?

Strategies used to increase students' motivation provide an excellent start to creating strategies in an ESL classroom. In her book *Tools for Teaching*, (1993) Barbara Gross Davis identifies a set of classroom tips that can enhance student motivation:

- Give frequent, early, positive feedback that supports students' beliefs that they can do well.

- Ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult.
- Help students find personal meaning and value in the material.
- Create an atmosphere that is open and positive.
- Help students feel that they are valued members of a learning community.

These tips provide examples of how to help aid student motivation in any learning context. A common theme among these tips is providing the learner with confidence or esteem that will help her or him realize that she or he can reach their learning goals. Much of the research on student motivation has concluded that building student confidence is essential to student motivation. (Cashin, 1979; Lucas, 1990;)

Based on the Teachers' Manual which was compiled by Oxford for TESOL training courses, helpful teaching strategies have been developed.

Lesson planning

Lesson planning may be the biggest concern when teachers are preparing their lessons. Preparing a lesson requires creativity, organization and discipline. An interesting and successful class is based on a lesson plan which has clear objectives, level, timing, materials, set-up, warm-up, process, activity, follow-up, homework and evaluation.

Make your lessons relevant. In the Teachers' Manual book for TESOL training course (Oxford compiled), experts suggest that students display greater enthusiasm and interest for a course if they can relate the content and course activities to their daily lives. "By connecting the material to real-world experiences or their educational goals, either through examples or in-class activities, you will deepen their understanding of the material and allow the students to see the value of what they are learning."

Classroom management

It is obvious and helpful for the teacher to apply a seating plan, classroom rules and policies, environment control and student behavior management for motivational strategies to create a pleasant and supportive atmosphere in the classroom. The most important thing is the extent to which the students are involved in personalizing the classroom, which is related to the abstract notion of the ownership of the classroom. (Dornyei, 2001b, P42.) Try to create a pleasant and supportive atmosphere in the classroom.

Vary teaching methods

Teachers can introduce academic activities that get students to participate in class actively and allow for more immediate feedback instead of conducting a more traditional class. “Incorporating collaborative learning, discussion-based teaching, guided reading, shared reading, group work and the use of technology, allows for greater student interaction and the opportunity for students to practice newly acquired skills and knowledge.”(Oxford compiler). Supplementing the class with student presentations can break boredom and minimize passive learning.

When talking about various and effective teaching strategies, some teachers wrote insightful comments in their questionnaires (see appendix 2), “The more interesting or varied your strategies, the more likely you will motivate your students to work hard.” “A lot of classroom discussion, using writing examples, visual aids, relating ideas to their lives, allowing students to rewrite.” “Getting students to actively participate is key --- not just listening to the teacher. All strategies that encourage this are good.” “Active learning is more fun than passive learning.”

Learner’s autonomy

Give students options in the classroom. Empower students by giving them a sense of

autonomy and helping them develop skills for self-directed learning. Whether it's allowing students to select a research topic or getting their input when designing an evaluative rubric, students' motivation is increased if they feel that they have control over their learning outcomes.

Games and activities

As the research result in Table 1 showed, all the teachers agreed that teachers should involve activities in a 75-minute long ESL class, and almost all the students are expecting games and activities especially when they feel too tired during a boring lesson. There are thousands of different games which can be carried out successfully in a second-language classroom, for example, "Ice-Breaker" can bring new students closer to the rest of the class and let them get to know each other quickly; Bingo and Spelling-Bee are useful to check students' vocabulary and understanding; story telling is very effective to build their senses of language use and sentence creation.

Increasing the attractiveness of the task

Create assignments that are appropriately challenging. It's important to consider your students' interests, background knowledge, and abilities when designing course work. You want to provide students with the opportunity for early success and gradually increase the degree of difficulty of the assignments and exams as the semester progresses. The key is to strike a balance so that every student feels that he or she, with reasonable effort, has the capability to succeed while still being challenged to stretch his/her limits.

Good relationship with the students and parents

Brophy (2010) emphasizes that in our communication with the students we should take for granted that the students share our enthusiasm for learning. Brophy argues, "To the extent that you treat students as if they already are eager learners, they are more likely to become eager

learners. Let them know that they are expected to be curious...” (p.170)

Develop a personal relationship with your students. Show students that you accept and care for them, pay attention, listen and encourage each of them. Keep parents regularly informed about their children’s progress and ask for their assistance in performing certain supportive tasks at home. (Oxford compiler)

The most notable framework in the area of second language acquisition capable of accommodating diverse teaching strategies was established by Dornyei (2001b). His model for motivational second language teaching practices and strategies have been listed and cited above. There is a plethora of successful motivational strategies in teaching a second language. The choice and application depend greatly on the strategy, the pupils and students, the subject, and the teacher.

Chapter 3 Conclusions and Recommendations

Many factors affect a student's motivation to work and to learn. As such, Barbara Gross Davis (2009) listed interest in the subject matter, perception of its usefulness, general desire to achieve, self-confidence and self-esteem, as well as patience and persistence. And, of course, not all students are motivated by the same values, needs, desires, or wants. Some of your students will be motivated by the approval of others, some by overcoming challenges.

The more we understand about who the learners are, the more we can begin to discover what motivates them. It is important, as teachers, to understand our students' goals and needs on a case-by-case basis, and to adapt our teaching strategies when need to the specific circumstances of our students.

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APPENDICES

Appendix A

Questionnaire on teaching strategies to motivate ESL students for lecturers

	Often	Sometimes	Rarely
* I make students participate in pair work conversations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* My students do listening activities through audio or video.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* I make students do grammar exercises.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* My students play games in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* I ask my students to memorize lists of vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* My students read stories or other kinds of text in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* My students write letters or other kinds of text in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* I address questions to the whole class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* Students work in small groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* I assign homework to my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* I make my students do dictation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* My students participate in activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* My students use dictionaries in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* My students use the Internet or other kind of resources to do research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* I make my students translate English texts into Chinese.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* I follow the students' textbooks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* I allow my students to speak Chinese in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
** I surprise my students with new activities in order to maintain their interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* I evaluate my students' English achievements using tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* I give questionnaires to my students to evaluate my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* My students do self-evaluation and co-evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- * I engage students in discussion.
- * I use local examples and teach with events in the news.
- * I use pop culture technology to teach.
- * I connect the subject with students' culture, outside interests or social lives.
- * I provide them choices and give them more control.
- * I encourage them to set goals
- * I encourage and praise my students in the classroom.
- * I use critical thinking questions.

Read the following teaching strategies, check the ones you believed are successful in your own classroom.

- | | | | | | |
|----------------------------|--------------------------|---------------------------|--------------------------|-------------------------|--------------------------|
| Classroom Management | <input type="checkbox"/> | Intrinsic Motivation | <input type="checkbox"/> | Role Models | <input type="checkbox"/> |
| Peer-to-Peer Communication | <input type="checkbox"/> | Discussion-based teaching | <input type="checkbox"/> | Using teachable moments | <input type="checkbox"/> |
| The jigsaw technique | <input type="checkbox"/> | Case-based teaching | <input type="checkbox"/> | Clinical teaching | <input type="checkbox"/> |
| Experiential learning | <input type="checkbox"/> | Field work | <input type="checkbox"/> | Teamwork | <input type="checkbox"/> |
| Lab Teaching | <input type="checkbox"/> | Effective discussion | <input type="checkbox"/> | Comprehension Questions | <input type="checkbox"/> |
| Role playing | <input type="checkbox"/> | Visual Aids | <input type="checkbox"/> | Story Retelling | <input type="checkbox"/> |
| Critical thinking | <input type="checkbox"/> | Guided Reading | <input type="checkbox"/> | Shared Reading | <input type="checkbox"/> |
| Classroom Visual Aids | <input type="checkbox"/> | Building Word Knowledge | <input type="checkbox"/> | Group work | <input type="checkbox"/> |
| Read Aloud/Think Aloud | <input type="checkbox"/> | Teach Words Conceptually | <input type="checkbox"/> | | |

Appendix B

Questionnaire on student motivation for ESL students

Please circle the one which is best applies to you.

1. My motivation to learn English in order to interact with English speaking people is:

WEAK < MODERATE < STRONG

2. My interest in foreign languages is:

VERY LOW < LOW < MODERATE < HIGH < VERY HIGH

3. My desire to learn English is:

WEAK < MODERATE < STRONG

4. My attitude toward learning English is:

FAVOURABLE < MODERATE < UNFAVOURABLE

5. My attitude toward my English teachers is:

FAVOURABLE < MODERATE < UNFAVOURABLE

6. My motivation to learn English for practical purposes (e.g., to go to your ideal university) is:

WEAK < MODERATE < STRONG

7. I worry about speaking English outside of class:

VERY LITTLE < MODERATE < VERY MUCH

8. My attitude toward my English courses is:

UNFAVOURABLE < MODERATE < FAVOURABLE

9. I worry about speaking in my English class:

VERY LITTLE < MODERATE < VERY MUCH

10. My parents encourage me to learn English.

VERY LITTLE < MODERATE < VERY MUCH

Please place *True or False* to the right of the number that relates to the statements below.

Thank you.

1. There was something interesting at the beginning of each lesson that got my attention.
2. After having each lesson, I felt confident that I knew what I was supposed to learn from the lesson.
3. Completing the assignment gave me a satisfying feeling of accomplishment.
4. It was hard to pick out and remember the important points from so much information.
5. Our materials are eye-catching.
6. There are stories, pictures, or examples that showed me how the materials could be important.
7. Completing our courses successfully is important to me.
8. The lessons are so abstract that it was hard to keep my attention focused on the material.
9. I enjoyed learning English so much because my teacher always encourages me to learn.
10. I sometimes do not like to attend the classes because I can not understand the teachers.
11. I sometimes don't want to learn because it is boring.
12. I sometimes don't want to learn because I find my friends do not learn either.
13. My parents don't have high expectations of me.
14. I don't know the best way to learn English.
15. I work hard enough, but I don't get high marks.
16. I would work better if teachers could involve me in more activities in class.
17. I feel no pressure.
18. I am not confident about learning English well.
19. I don't want to learn because my parents are rich and I don't have to push myself so hard.

20. My teacher is responsible for my success or failure.
21. Emotion interferes my learning motivation.
22. Teacher's enthusiasm makes the class fun.
23. The demanding classes and busy schedule made my brain tired.
24. The content of our lesson is relevant to my interests.
25. The assignment is always too difficult.
26. What we learned in class stimulated my curiosity.
27. I don't want to learn because of the inappropriate placement.
28. I don't want to learn because it is easy.
29. I was confident that I would be able to pass the final exam.
30. The assistance I received from my teacher helped me feel rewarded for my effort.
31. The writing is difficult.
32. I know nothing about English Grammar.
33. I could relate what I learned to things I have seen, done, or thought about in my own life.
34. I could not really understand quite a bit of the lesson.
35. It was a pleasure to work on an interesting class.

Read the following unmotivated reasons, check the ones which might be the causes that some students do not want to learn English.

- | | | | |
|---------------------------|--------------------------|---|--------------------------|
| the teachers' personality | <input type="checkbox"/> | the teachers' commitment to teaching | <input type="checkbox"/> |
| the teachers' competences | <input type="checkbox"/> | the pressure the students undertake | <input type="checkbox"/> |
| the teaching method | <input type="checkbox"/> | the level attention teachers paid to students | <input type="checkbox"/> |
| poor self-esteem | <input type="checkbox"/> | demanding classes | <input type="checkbox"/> |
| lack of love at home | <input type="checkbox"/> | teachers' style and their rapport with students | <input type="checkbox"/> |

early adolescence

peers' impact

too difficult

Is there any more you want to add?