

Perceptions Of Motivational Teaching Strategies In An Efl | b8c305ac8267fe441692c9910dbf86e1

Students{u2019} Perceptions of Creative Teaching and Facilitation Techniques in Asynchronous Online Courses Teachers' and Students' Perceptions of Motivational Teaching Strategies in Rural Indonesian Junior High Schools Interest and Effort in Education Dialogic: Education for the Internet Age Motivational Strategies in the Language Classroom International Perspectives on Motivation Successful Motivational Strategies and Teacher/Student Perceptions Teachers' and Students' Perceptions of Motivational Teaching Strategies in an Indonesian High School Context Building Autonomous Learners Bringing Out the Best in Students Student and Teacher Perceptions of Motivational Strategies in the Foreign Language Classroom Motivational Strategies Student Motivation How People Learn II Nurturing Urban Adolescents' Motivation to Learn: A Teacher's Strategies and His Students' Perceptions, United States Department of Education A Study of Motivation for Language Learners Achievement Goals and Student Motivation in the Middle School Years: Teachers' Use of Motivational Strategies with High and Low Performance Students Winners Without Losers Student Perceptions in the Classroom Motivating Students to Learn A Study of Junior High School English Teachers' Motivational Strategies in Taiwan Motivation and Experience in Foreign Language Learning Perceptions of Motivational Teaching Strategies in an EFL Classroom Innovative Teaching and Learning Methods in Educational Systems Motivational Strategies Jesus - A Master Teacher L2 Selves and Motivations in Asian Contexts Motivational Teaching Motivational and Instructional Strategies for Teaching Poetry Motivational Strategies At the Crossroads: Challenges of Foreign Language Learning Perceptions of Developing Cultural Awareness of First-level High School Arabic Language Learners Mississippi Teachers' Perception of Merit Pay Teacher's Handbook, Contextualized Language Instruction What Every Teacher Should Know About Student Assessment The Highly Engaged Classroom ELT in Asia in the Digital Era: Global Citizenship and Identity Motivational Teaching Strategies in Typical Small Size IELTS Classes in China Teacher Perceptions of Strategies and Practices that Motivate African American Adolescent Males with Individual Education Program to Read Teachers' Perceptions of Motivational Strategy Use and the Motivational Characteristics of Tasks

There are many reasons to be curious about the way people learn, and the past several decades have seen an explosion of research that has important implications for individual learning, schooling, workforce training, and policy. In 2000, *How People Learn: Brain, Mind, Experience, and School: Expanded Edition* was published and its influence has been wide and deep. The report summarized insights on the nature of learning in school-aged children; described principles for the design of effective learning environments; and provided examples of how that could be implemented in the classroom. Since then, researchers have continued to investigate the nature of learning and have generated new findings related to the neurological processes involved in learning, individual and cultural variability related to learning, and educational technologies. In addition to expanding scientific understanding of the mechanisms of learning and how the brain adapts throughout the lifespan, there have been important discoveries about influences on learning, particularly sociocultural factors and the structure of learning environments. *How People Learn II: Learners, Contexts, and Cultures* provides a much-needed update incorporating insights gained from this research over the past decade. The book expands on the foundation laid out in the 2000 report and takes an in-depth look at the constellation of influences that affect individual learning. *How People Learn II* will become an indispensable resource to understand learning throughout the lifespan for educators of students and adults. This research focused on teacher-perceived motivational strategies vs. student-perceived motivational abilities of the teacher. The subject of motivation and self-regulated learning in the school environment has been

a subject for study in many research plans, but few studies actually detail the strategies used by successful teachers. This study focused on the strategies that had the greatest influence on successful students as measured by their test scores, and how well teachers perceived their own abilities. Did the successful teachers actually convey to their students the intended motivational strategies they consciously designed, or were the students motivated by other subliminal communications in effect by the teacher, i.e. certain personality or character traits? If so, character or personality traits held in common by successful teachers, or was it the unique combination of these traits that made each of the teachers successful? In addition, were the students conscious of these traits or did they merely respond to certain types of deliveries better than others without actually knowing why? With the development of educational technology, undergraduate students are presented with the opportunities to enroll in online university courses. The students recognize the advantages of studying from the comfort of the place of their choice and at their own productive time. However, online students may feel their interest and desire to study online decreases over time. Researchers argue that the online environment can be a big enabler of teachers' creativity which can be the best solution to motivational issues and dropout. This thesis reports a qualitative case study that explores students' understanding and perception of online teachers' creativity and how it influences their motivation to learn in asynchronous online courses. Concordia's undergraduate students who enrolled in and experienced the Discover Statistics course were invited to participate in this study. Seventeen student participants shared their experience during one online one-on-one interview each and completed the Motivated Strategies for Learning Questionnaire (Pintrich & DeGroof, 1990). The findings identify six main themes: positive experience in the course, negative experience in the course, definition of creativity and creative teaching, creative teaching strategies, positive comparison with other classes and motivational effects. Answering the main question of the research, it was concluded that this course includes multiple creative strategies, such as gamification, authentic examples, different approaches to explanations, repetitive practical problems, and self-assessment among all. These strategies positively affect participants' motivation to learn.

Jesus - a Master Teacher by Roy Pitcher Synopsis for cover The success of Jesus as a teacher is both proverbial and fascinating - especially for a teacher..but can his many strategies and methods go beyond religious teaching and be translated widely into the 21st century? That is the question Roy Pitcher asked. His positive conclusions are described in three parts. - An analysis of Jesus' situation, decisions and methods. - An examination of seven inter-related social psychological themes evident in his teaching. - A translation and application to our contemporary scene of eight strategies and a planning model that can be applied to wide ranging age groups and areas of teaching. Its success has been evident in many contexts and deserves careful consideration.

Research in the area of student motivation supports the idea that the goals which students adopt in achievement situations influence motivation for learning. Students whose goal is task mastery have more adaptive motivational outcomes than those whose goal is to demonstrate ability. Teachers, by means of the achievement goals they emphasize, create a classroom motivational structure which can influence the achievement goals which their students adopt. There is some evidence, however, that teachers within a classroom treat their high and low performing students differently. It may be that these teachers use different motivational strategies with their high and low performers. Since a mastery goal is an important predictor of adaptive student motivation for learning, the purpose of the present study was to determine whether teachers emphasize similar achievement goals with their high and low performing students. Forty-seven middle and junior high school teachers and their students participated. They completed the Motivational Strategy Use Questionnaire, indicating their perceptions about the frequency of teacher use of mastery focused motivational strategies with high and low performing students. The first hypothesis of the study, that teachers would report using motivational strategies which support a mastery goal more frequently with high performing students than with low performers was supported. The second

hypothesis, that high and low performing students would differ in their perceptions of the frequency with which their teacher used these strategies was not supported. Gender and grade level predicted students' perceptions about the motivational structure of the classroom: girls tended to see their classrooms as more mastery goal focused than boys did; sixth graders perceived more of a mastery goal emphasis than eighth graders did. Also, both high and low performing students rated their teachers as significantly lower in frequency of use of mastery focused motivational strategies than teachers rated themselves. Findings suggest that teachers need to be made aware of the possible differences between their perceptions of the motivational climate of the classroom and the perceptions of their students. Further research into the grade level and gender differences in student perceptions may also help explain how these variables operate in influencing students' perceptions. Learning cannot take place without motivation, so motivation is one of the most important factors when learning a foreign language. With this in mind, strategies for motivating learners should be considered an essential variable to be investigated for triggering learners' motivation. The long-term objective of this study is to develop evidence to enable teachers to gain a better understanding of which motivational strategies are most effective from the learners' point of view. Therefore, two focal points of this research will be evaluated: (1) focus on learners' feedback about their perceptions of how important the motivational strategies are and how often teachers should use each motivational strategy; and (2) continually explore the comparison between teachers' and students' perspectives on motivational strategies. The participants are eleven teachers and forty students from Kent State University's English as a Second Language program, which is a language program that helps non-native speakers learn to communicate and study in English. They were asked to rate a list of motivational strategies contained in two questionnaires, which were derived from a variant questionnaire used by Hsing-Fu Cheng and Zoltán Dörnyei (2007). The questionnaires contained the same set of motivational strategies for both students and teachers. The findings indicated that students and teachers perceived some of the motivational strategies similarly but some differently, no matter whether these perceptions were from the importance or the frequency aspects. The possible explanations for the similarities and differences are also discussed in this study. Another finding worthy of mention is that the sex of the teachers and the sex and nationality differences of the students were certainly crucial factors for learners when they evaluated the motivational strategies. These factors still warrant further exploration. This book offers a valuable contribution to the discussion on the complexities of L2 learning processes that pose a challenge to learners. Focusing on the cognitive, affective and socio-cultural perspectives, the papers included provide important insights into the individual's experiences in second language acquisition. This work also addresses social interactions and cultural background, shedding new light on their role in the context in L2 learning processes. It is a valuable resource for anyone interested in understanding the challenges of foreign-language (FL) learning and teaching. The purpose of this study was to explore teachers' perceptions of African American males with an Individual Education Program (IEP), literacy motivations to assist teachers in augmenting students' self efficacy and literacy competence. The theoretical framework was derived from the expectancy theory of motivation which places emphasis on individual perceptions and the interactions that follow as a consequence of personal expectations. The researcher used a survey to determine which strategies teachers believe to be most motivational for high school African American males receiving a special education to read. The survey included 27 motivational strategies and practices acquired from previous studies and research among all age groups. An open-ended question was included to determine the most motivational strategies. Motivational research has recently shifted focus to include what role teachers, and the motivational strategies they use, play in the language learning classroom (Cheng & Dörnyei, 2007; Dörnyei & Csizer, 1998). Motivational research has traditionally gathered data from either teachers or students. However, researchers have recently been calling for a shift in focus from this individualistic perspective to evaluating motivation

more holistically (Dořnyei, 2001a; Oxford, 2003; Ushioda, 2006). Nevertheless, few studies have included the opinions of both the students and teachers. This study has elicited the opinions of both students and teachers to find out which teaching practices both groups believe foster motivation in the foreign language classroom. The results indicate that students and teachers alike find teaching practices related to Teacher, Rapport, and Climate as the top three most motivational conceptual domains. Furthermore, only 3 conceptual domains, out of 17, were statistically different between groups: Task, Effort, and Comparison. This book presents the latest developments in the major theories of student motivation as well as up-to-date research on the contextual and cultural variables that influence learning motivation in educational settings. An international roster of experts provides ample illustration of the complexities that are revealed when the study of cultural and contextual interactions is combined with motivational and cognitive variables. Gain a solid foundation for understanding the implications of standards-based instruction in the classroom and sharpen your skill in enhancing student understanding. This book analyzes how Arabic teachers develop the cultural awareness of their high school students. Featuring face-to-face conversations with educators about integrating Arabic culture into the language classroom, this study highlights the complexities that characterize Arabic cultural awareness in a post 9/11 world. Bringing together motivation-related practical concerns and debates from diverse international contexts and educational settings where English is learned, this book shows how locally produced insights and issues can have wider global significance, resonating with the experiences and concerns of English teachers and learners across the world. Dialogic: Education for the Internet Age argues that despite rapid advances in communications technology, most teaching still relies on traditional approaches to education, built upon the logic of print, and dependent on the notion that there is a single true representation of reality. In practice, the use of the Internet disrupts this traditional logic of education by offering an experience of knowledge as participatory and multiple. This new logic of education is dialogic and characterises education as learning to learn, think and thrive in the context of working with multiple perspectives and ultimate uncertainty. The book builds upon the simple contrast between observing dialogue from an outside point of view, and participating in a dialogue from the inside, before pinpointing an essential feature of dialogic: the gap or difference between voices in dialogue which is understood as an irreducible source of meaning. Each chapter of the book applies this dialogic thinking to a specific challenge facing education, re-thinking the challenge and revealing a new theory of education. Areas covered in the book include: dialogical learning and cognition dialogical learning and emotional intelligence educational technology, dialogic 'spaces' and consciousness global dialogue and global citizenship dialogic theories of science and maths education The challenge identified in Wegerif's text is the growing need to develop a new understanding of education that holds the potential to transform educational policy and pedagogy in order to meet the realities of the digital age. Dialogic: Education for the Internet Age draws upon the latest research in dialogic theory, creativity and technology, and is essential reading for advanced students and researchers in educational psychology, technology and policy. This proceedings book captures a wide range of timely themes for readers to be able to foresee the digital era's impact on English teaching in non-English speaking countries. English used in the global environment, the frequent mobile communication, and the use of AI-based translators are bringing about dramatic changes in our English language learning and teaching. Who can provide us the wisdom to know what to do? Those scholars going through these complex environmental changes! A collection of puzzle pieces may bring us a better contour for the future than a perfectly edited book. It's indeed a pleasure reading these insightful pieces to gain wisdom for the future of ELT practices in global contexts. This proceedings volume of InCoTEPD 2018 covers many ideas for handling a wide variety of challenging issues in the field of education. The outstanding ideas dealing with these issues result in innovation of the system. There are many innovation strategies resulting from recent research that are discussed in this book. These strategies will become the

best starting points to solve current and future problems. This book provides an in-depth coverage of educational innovation developments with an emphasis on educational systems, formal or informal education strategies, learning models, and professional teachers. Indeed, those developments are very important to be explored for obtaining the right way of problem-solving. Providing many ideas from the theoretical foundation into the practice, this book is versatile and well organized for an appropriate audience in the field of education. It is an extremely useful reference for students, teachers, professors, practitioners, and government representatives in many countries. This edited work presents a collection of papers on motivation research in education around the globe. Pursuing a uniquely international approach, it also features selected research studies conducted in Singapore under the auspices of the Motivation in Educational Research Lab, National Institute of Education, Singapore. A total of 15 chapters include some of the latest findings on theory and practical applications alike, prepared by internationally respected researchers in the field of motivation research in education. Each author provides his/her perspective and practical strategies on how to maximize motivation in the classroom. Individual chapters focus on theoretical and practical considerations, parental involvement, teachers' motivation, ways to create a self-motivating classroom, use of ICT, and nurturing a passion for learning. The book will appeal to several different audiences: firstly, policymakers in education, school leaders and teachers will find it a valuable resource. Secondly, it offers a helpful guide for researchers and teacher educators in pre-service and postgraduate teacher education programmes. And thirdly, parents who want to help their children pursue lifelong learning will benefit from reading this book. Student engagement happens as a result of a teacher's careful planning and execution of specific strategies. This self-study text provides in-depth understanding of how to generate high levels of student attention and engagement. Using the suggestions in this book, every teacher can create a classroom environment where engagement is the norm, not the exception. Excerpt from Interest and Effort in Education IT is a pleasant privilege to present the following monograph to the profession and the public, for there is no discussion which is more fundamental to the interpretation and reform of current teaching than this statement of the functions of interest and effort in education. Its active acceptance by teachers would bring about a complete transformation of classroom methods. Its appreciation by the patrons of the schools would greatly modify current criticism of the various programs of educational reform. The worth of this pre-putation is well summarized in the statement that, if teachers and parents could know intimately only one treatise on educational procedure, it is greatly to be doubted that any other could be found which would, within small compass, so effectively direct them to the points of view, the attitudes of mind, and the methods of work which are essential to good teaching. About the Publisher Forgotten Books publishes hundreds of thousands of rare and classic books. Find more at www.forgottenbooks.com This book is a reproduction of an important historical work. Forgotten Books uses state-of-the-art technology to digitally reconstruct the work, preserving the original format whilst repairing imperfections present in the aged copy. In rare cases, an imperfection in the original, such as a blemish or missing page, may be replicated in our edition. We do, however, repair the vast majority of imperfections successfully; any imperfections that remain are intentionally left to preserve the state of such historical works. You're already a good teacher. But you want more—for them and for yourself. You want to be the teacher your students remember, the one who makes real, positive differences in their lives. You want to become a legendary teacher. This book outlines the characteristics of legendary teachers. It shows you how to recognize and acknowledge those traits in your colleagues,] then cultivate them in yourself. Find out how you can: • Convey your high expectations for your students • Practice skillful communication • Develop a well-organized, well-run classroom • Motivate students to excellence Becoming a legendary teacher is a worthwhile goal. Expect as much from yourself as you do from your students. Be the good example that enables your students to do their best. Develop the skills to ensure that students want to come to school, want to learn, and want to succeed in your

classroom. This book presents the findings of a research study carried out for a masters thesis on teaching English as a foreign language. The objective was to investigate teachers' and students' perceptions of the motivational behaviors that English teachers perform in the classroom. The study attempted to explore the relation between students' and teachers' perceptions, as well as their relations to what has been pointed out in the literature. The findings suggest that teachers' and students' perceptions of motivational behaviors are similar, although there are some mismatches. Both teachers and students think that a good teacher-student relationship and teachers' being friendly and supportive are the most motivating behaviors. On the other hand, although the teachers find encouraging students to try harder and asking them to work toward a pre-determined goal motivating, the students do not find these behaviors as motivating as the teachers do. The findings of the study might be beneficial for teachers as they will gain an insight into their students' beliefs about the motivational behavior of teachers. This book fills an existing gap in language learning motivation research by examining the applications of current motivational theories and models from WEIRD (Western, educated, industrialized, rich, developed) contexts to educational systems in Asian contexts. All chapters are focused on second language (L2) motivation as it applies to the EFL situation in Asian countries where English is a mandatory subject in school. Themes in the volume cover the use of possible L2 selves as a theoretical model of motivation, the role of teacher motivation and demotivation in non-European educational systems, study abroad, motivation among adolescents, cross-cultural differences in learner motivation among Asian cultures and the influence of native speakerism on language motivation and cultural identity. This book will appeal to ESL/EFL educators, postgraduate students, researchers and teacher-trainers both inside and outside Asian countries, who are interested in research on L2 motivation in general and within Asian contexts in particular. Teachers are the center of increasing student achievement and student motivation, therefore, a way to motivate teachers must be implemented. Although most teachers are motivated intrinsically for their love of teaching, external motivation could add another component to teacher success. Merit pay is one way to provide an external motivator to change teaching strategies in order to increase student achievement. This study measured teachers' perceptions in Mississippi, who are involved in the merit pay pilot program. There are four school districts participating in the pilot program, and two of those school districts were surveyed for this study, a central Mississippi school district and a south Mississippi school district. The data showed that teachers' perception was moderate, and improvements to the program could be made to increase the positive perception of teachers' regarding the merit pay program. No statistical difference was found between low and high socioeconomic schools, veteran teachers and nonveteran teachers, or teachers who teach tested grades, and teachers who do not. Therefore, regardless of where and who the teachers teach, they do not have a different perception of merit pay. When the merit pay criteria was correlated with teachers' perception of merit pay, there was a moderate positive correlation revealing that if teachers understand and have buy-in to the criteria they are having to meet to earn merit pay they have a more positive perception of the program. Merit pay has the potential to motivate teachers to change teaching strategies in the classroom when the focus stays on the successful strategies of implementing merit pay. --Page ii.

Teach foreign language effectively with TEACHER'S HANDBOOK: CONTEXTUALIZED LANGUAGE INSTRUCTION! Designed to prepare you to teach foreign language, this fifth edition handbook incorporates the Standards for Foreign Language Learning in the 21st Century, recently refreshed as World-Readiness Standards for Learning Languages. It provides a practical framework for integrating the Five C's and ACTFL-NCSSFL Can-Do Statements into foreign language teaching, as well as case studies of beginning teachers as they learn to navigate the complexity of being on the other side of the desk. Mastering the material is easy with examples of communication in authentic settings, thoughtful case studies, extensive appendices, and a text-specific website with links to teacher resources and streaming video of standards-based

instruction. **Important Notice:** Media content referenced within the product description or the product text may not be available in the ebook version. Motivational Teaching provides a clear overview of the many factors that affect learner motivation and connects each of them to innovative teaching ideas and strategies. • Features over 100 tried and tested teaching ideas, underpinned by the latest research into learner motivation. • Explores how motivation to learn works both on an individual level and within the classroom environment. • Provides insights to enhance motivation through key teaching processes, from choosing materials and designing tasks to closing lessons and giving feedback. • Investigates how teachers can raise learner motivation across a range of ages, abilities, and backgrounds. This book's two primary objectives are to present theory and research on the role of learners' achievement-related perceptions in educational contexts and to discuss the implications of this research for educational practices. Although contributors share the view that students' perceptions exert important effects in achievement settings, they differ in diverse ways including their theoretical orientation, their choice of research methodology, the perceptions they believe are of primary importance, and the antecedents and consequences of these perceptions. They discuss the current status of their ideas and provide a forward look at research and practice. Written specifically for teachers, *Motivating Students to Learn* offers a wealth of research-based principles on the subject of student motivation for use by classroom teachers. Now in its fourth edition, this book discusses specific classroom strategies by tying these principles to the realities of contemporary schools, curriculum goals, and classroom dynamics. The authors lay out effective extrinsic and intrinsic strategies to guide teachers in their day-to-day practice, provide guidelines for adapting to group and individual differences, and discuss ways to reach students who have become discouraged or disaffected learners. This edition features new material on the roles that classroom goal setting, developing students' interest, and teacher-student and peer relationships play in student motivation. It has been reorganized to address six key questions that combine to explain why students may or may not be motivated to learn. By focusing more closely on the teacher as the motivator, this text presents a wide range of motivational methods to help students see value in the curriculum and lessons taught in the classroom. Originally presented as the author's thesis (Ph. D.)--University of Dublin, Trinity College. When trying to explain any success or failure in second language (L2) learning, the term 'motivation' is often used by teachers and students alike. Indeed, motivation is one of the key learner factors that determines the rate and success of L2 attainment: it provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long learning process. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals. This book takes a practical approach to teaching motivational strategies in the language classroom, and gives the teacher strategies that they can use to motivate language learners.

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