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Student and Teacher Perceptions and Motivational Strategies
"Cultivating Intrinsic Motivation and Creativity in the Classroom" |

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Robbins Stop Trying to Motivate Your Employees | Kerry Goyette | TEDxCosmoPark 10 New Ideas to MOTIVATE Learners in a Classroom
Motivating Students With Book Choice The Era of Online Learning | Niema Moshiri | TEDxUCSD ~~Perceptions Of Motivational Teaching Strategies~~

affected by their perceptions of the teaching strategies used. These perceptions are influenced by the context in which they learn. This study aims to explore both tertiary students' and their lecturers' perceptions of teaching strategies that both groups consider impact on students' motivation in learning EFL in an eastern region of Indonesia.

~~PERCEPTIONS OF MOTIVATIONAL TEACHING STRATEGIES IN AN EFL ...~~

their perception of motivational teaching strategies. METHOD To reach its objectives, this research was designed as a qualitative study. The collection of rich data allowed the context in which the teachers implemented motivational teaching strategies, and how students reported the effect of these strategies on their motivation, to be considered.

~~TEACHERS' AND STUDENTS' PERCEPTIONS OF MOTIVATIONAL ...~~

Findings also suggest additional cross-cultural differences in

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perceptions of motivational teaching practices. Furthermore, the present study underscores the importance of including students' perspectives on classroom practices, as some significant differences were found between teachers' and students' responses.

~~Student and teacher perceptions of motivational strategies ...~~
motivational, and which teaching practices students find motivational, we can find out which teaching practices teachers can use to connect more to students in the foreign language classroom. This study will attempt to gain a better understanding of motivation by addressing the following questions: 1.

~~Student and Teacher Perceptions of Motivational Strategies ...~~
MOTIVATIONAL STRATEGIES: THE PERCEPTIONS OF EFL TEACHERS AND STUDENTS IN THE SAUDI HIGHER EDUCATION CONTEXT EMAN AJLAN ALSHEHRI School of Humanities, Languages, and Social Sciences ... English language teaching (ELT) in Saudi Arabia 22 1.5.2. Preparatory year in the higher education context 23 1.5.3. The Saudi learning culture ...

~~MOTIVATIONAL STRATEGIES: THE PERCEPTIONS OF EFL TEACHERS ...~~
The primary purpose of this multiple case study is to explore

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teachers' and learners' perceptions of motivational teaching strategies. The data were obtained from two schools in a small town in West Sumatra, Indonesia; one is from an international standard high school and the other is from a local high school.

~~TEACHERS' AND STUDENTS' PERCEPTIONS OF MOTIVATIONAL ...~~

The purpose of this multiple case study is to explore teachers' and learners' perceptions of motivational strategies. This study addresses three questions: How do teachers perceive the use of motivational teaching strategies; how do teachers implement these strategies; and how do learners' report the impact of these strategies on their motivation.

~~Teachers' and students' perceptions of motivational ...~~

The results indicated that the teachers and students agreed on the relative frequency of some strategies but not on the frequency of other strategies and that, although the teachers' reported use of motivational and traditional strategies was not related to the students' English achievement, attitudes, motivation, or language anxiety, the students' perceptions of these strategies tended to be related to their attitudes and motivation at both the individual and class levels.

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~~Teacher Motivation Strategies, Student Perceptions ...~~

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Motivational strategies (sometimes referred to as motivational teaching practices) are techniques used by EFL teachers to promote and maintain students' motivation to learn English. They are defined as "those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect" (Dörnyei 2001b, p.28).

~~Saudi EFL teachers' and students' perceptions of ...~~

The most important predictors of pupils' intrinsic motivation were the perceived mastery climate, and perceived teachers' emphasis on intrinsic reasons to maintain discipline. Perceived performance climate and perceived teachers' strategies to maintain discipline based on introjected reasons and indifference, predicted pupils'

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tension-pressure.

~~Perceptions of Motivational Climate and Teachers ...~~

The current study examined how teachers' reported use of three motivational strategies (providing a meaningful rationale, providing instrumental help and support, and gaining an understanding of the students) were predicted by perceived job pressure, perceptions of student self-determination, the teachers' autonomous orientation, psychological need satisfaction, and self-determination to teach.

~~A Self-Determination Theory Approach to Understanding the ...~~

Dörnyei (2001, p.28) defines motivational strategies as 'those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect'. This definition assumes teachers can apply some motivational strategies in order to raise learners' motivation. Motivational strategies have been studied by many researchers and in different contexts, such

~~Motivational strategies : the perceptions of EFL teachers ...~~

Motivation plays a significant role in the L2 learning process, leading many researchers to investigate strategies which can generate and maintain students' motivation in English as a foreign...

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~~(PDF) Motivational Strategies: The Perceptions of EFL ...~~

English Language Education Study Program, Department of Language and Arts Education, Faculty of Teacher Training and Education, Yogyakarta: Sanata Dharma University. Reading comprehension is one of the reading skills that is needed to be mastered by the students.

~~STUDENTS' PERCEPTIONS ON THE BENEFITS OF RECIPROCAL ...~~

Developing educational interventions and selecting the most appropriate teaching strategies, educators need to consider students' personal perceptions of motivation and encouragement strategies which can be regarded as important factors influencing students' achievements in English speaking (Moriama, 2008, p. 66; Noels, Cleemnt & Peletier, 2001, p. 428).

~~Asian EFL learners' perceptions of motivational teaching ...~~

In this study, the authors examined the relationship between teachers' perceptions of class average self-determination, the teachers' self-determination, and their reported use of 3 motivational...

~~(PDF) Teacher Motivational Strategies and Student Self ...~~

He insisted on a framework for motivational teaching practice that

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encompasses the following processes: creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation.

Motivational research has recently shifted focus to include what role teachers, and the motivational strategies they use, play in the language learning classroom (Cheng & Dor?nyei, 2007; Dor?nyei & 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 (Dor?nyei, 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

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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 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

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government representatives in many countries.

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.

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

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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 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

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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.

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