

Perceptions Of Motivational Teaching Strategies In An Efl

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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 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 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.

Teacher Motivation Strategies: Student Perceptions
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Perceptions Of Motivational Teaching Strategies In An Efl
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' 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...

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