Summary

TEACHER'S PERCEIVED CHARACTERISTICS AND PREFERENCES OF MOTIVATIONAL STRATEGIES IN THE LANGUAGE CLASSROOM
-Winda Hapsari-

The research question and reason for the study

The present study seeks to (1) examine how teachers perceive themselves regarding their efforts to motivate students in the language classroom; and (2) investigate teachers' preference of motivational strategies used.

• State the hypotheses tested.

Motivation is the key to the success of second and foreign language learning. Without sufficient motivation, successful language learning cannot be achieved.

• Briefly describe the methods
  o *Design:Empirical research*
  o *Participants: 28 teachers*
  o *Materials/Instruments: Teaching Quality Questionnaire (TQQ), Teacher's Characteristic and Preference Questionnaire (TCPQ), and interviews*
  o *Procedure: Firstly, by contacting prospective participants by email, providing them with brief information about the research and its purposes as well as asking for their informed consent to voluntarily participate in the research. Then, they were given the link to fill out the online TCPQ. The participants visited the online site and filled out e-questionnaire. Once they had completed the questionnaire, the confirmation email would be sent shortly to the corresponding participant. The second step was the recruitment of teachers whose data were to be used for analysis. The teachers with TQQ score of 4,000 or above for the past 1.5 years (2012 - 2013) were recruited. This purposive sampling was allowed for recruiting eligible participants.*
  o *What was manipulated [independent variables]: Teacher's motivational strategies that include teaching methods, tasks, texts (materials), and tests.*

o *What was measured [dependent variables]:Teacher's perception of him/herself: enthusiastic, resourceful, creative, and strict.*

How data were analyzed.

The empirical data gathered from the instruments were qualitatively analyzed; some of the data were quantified using percentage. Firstly, all the data were categorized based on major themes of findings, coded, transcribed, and analyzed. The categorization and coding of the data helped the researcher to see emerging and relevant data which were relevant to the research questions. Transcription was also conducted to transform talking data into written data (transcripts). All the selected data were interpretatively analyzed. This sense making of data is based on critical interpretation.

Describe the results. Were they significant?

Learner and Teacher Perceptions of Motivation in Classrooms

Participants' score of TQQ ranged from 4,009 to 4,650 in a 5-scale measure. This shows that learners perceive their teacher's teaching very motivating and engaging. The empirical data show there are similar perceptions of teachers and students regarding how motivating the teaching is.

Teacher's Perceived Characteristics

Empirical evidence reveals that 50% of the participants perceived themselves as enthusiastic teachers.

Twenty five percent of the teacher participants see themselves as resourceful,

and the other 25% perceive themselves as creative. No teachers associate

themselves as strict ones.

The majority (57%) of resourceful teachers mix various types of motivational strategies

Teacher's Preferences of Motivational Strategies Used

The majority of teachers prefer using tasks (39%) to motivate learners, slightly higher than a mixed type of motivational strategies (36%).

• Explain the key implications of the results. Avoid overstating the importance of the findings.

It has some implications for teacher's second and foreign language instruction but no explantation at all about this in the journal.