

IC/JPA Teacher Talk Time and Student Motivation: The Impact of Teacher Behavior on Student Motivation

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Introduction

Student motivation has an important impact on student achievement. In the case of Second Language Acquisition research in particular, the focus is on the role of student motivation in acquisition of the target language.

Aim

To examine the teacher motivational strategies that promote increased motivation among English as a Foreign Language (EFL) students, as well as which sub-areas of student motivation are most affected by the teaching strategies.

Participants

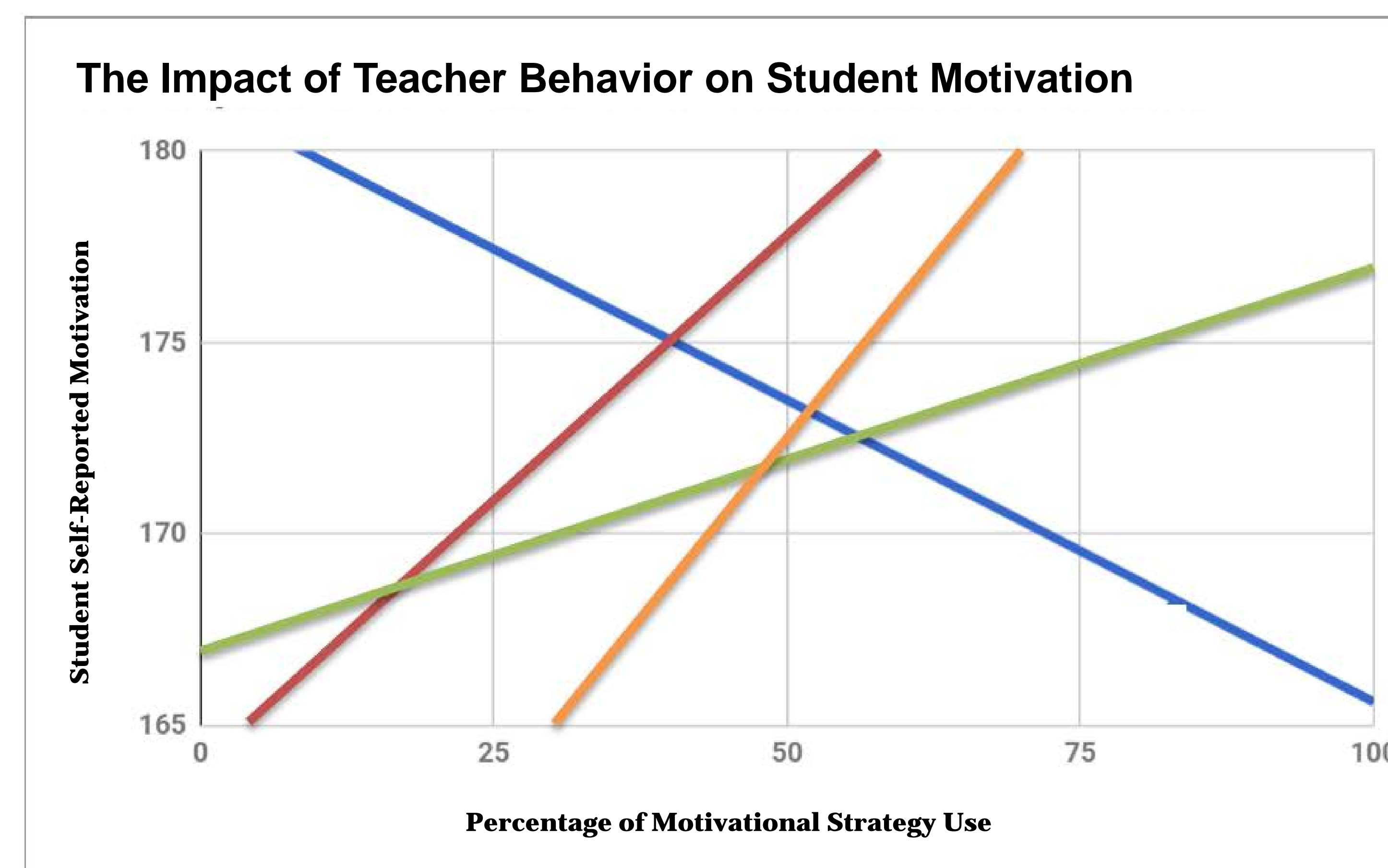
238 Costa Rican students from eight public middle- and high-school EFL teachers' classrooms.

Methodology

Students' Motivation to Learn English Measured by Analysis of Self-Report Surveys and MOLT Rubric Rating (Guilloteaux and Dörnyei, 2008) of Teacher Motivating Behaviors in Videos of 4 Classrooms.

Findings

- Strong positive correlations between student motivation and all aspects of the teacher's motivational practice except "teacher discourse"
- IC/JPA emphasize student-student discourse, thereby limiting teacher talking time.
- The less the teacher talks, the more motivated the students are.



Encouraging Self-Evaluation
Engaging Activity Design
Pair/Group Work
Teacher Discourse

References

- Dörnyei, Z. (2009). The L2 motivational self system. *Motivation, Language Identity and the L2 Self*, 36(3), 9–11.
- Guilloteaux, M. J., & Dörnyei, Z. (2008). Motivating Language Learners: A Classroom-Oriented Investigation of the Effects of Motivational Strategies on Student Motivation. *TESOL Quarterly*, 42(1), 55–77. <https://doi.org/10.1002/j.1545-7249.2008.tb00207.x>

