Motivation on English Learning in Elementary Schools in Taiwan: Examining The Role of Learning Goals and Teaching Approaches

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Abstract

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Motivation, a powerful force that can initiate and sustain a long and effort-consuming language learning process, can be a crucial factor in creating a better teaching and learning environment. In hopes of seeking ways to enhance the experience of English teaching and learning, this study examines the role of learning goals and teaching approaches in motivating students to learn. A case study of three third-grade classes in Taipei City and New Taipei City allowed a thorough investigation and analysis of teachers' and students' learning goals and preference for teaching approaches. Findings indicate teachers' and students' opinions about learning goals and teaching approaches as valuable information that holds the potential to motivate students' English learning. Through the examination of English learners' often hidden expectations of learning goals and learning activities, it can inspire some new ideas for teaching that students find relevant and motivating. When comparing and contrasting students' and teachers' perceptions about learning and teaching, it creates a mutual understanding that helps teachers enhance the quality of teaching and learning and explore new teaching possibilities.

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Introduction

Second or foreign language acquisition is a long process, which is deeply reliant on learners devoting their time and effort. In Taiwan, among all the languages, "English is the major foreign language taught at schools" (Chern, 2010). The current English education policy officially regulates that English instruction starts in third grade in elementary schools. However, valuing the potential of early English exposure, many cities decided to have an earlier starting year, beginning English teaching and learning in first grade. No matter when the Taiwanese students embark on the journey of learning English, there is no denying that both English teachers and students themselves play important roles in initiating, motivating, and sustaining the learning process.

Official educational policies, without the doubt, have the power to frame how education should be conceptualized and practiced, defining what goals teachers and students should be worked towards and recommending how those goals could be achieved. However, teachers are the actual practitioners who have the power to make any adjustments to their teaching based on their own personal background, learning experiences, beliefs about teaching and learning. Hinkel's (2006) observation of "decline of methods" in current trend on L2 pedagogy also displays a phenomenon of placing students in the center when teachers make instructional decisions. Furthermore, students are the unique individuals who have their own opinions about learning, of which the standardized education guidelines can hardly capture every aspect. Teaching and learning is more than following a prescriptive curriculum, but a complex social interaction between teachers and learners who co-construct the learning experience with their shared or conflicting beliefs and expectations about learning interplaying along.

In Taiwan, *Curriculum Guideline of 12-Year Basic Education* (2014), a national teaching guideline showing teachers what teaching should be included, is officially implemented in 2019. Each subject area has its own specified curriculum that illustrates different learning goals for students from grade 1 to 12. In the Curriculum for English Language Arts (2018), the learning goal for elementary students' English language learning includes six core competencies expected to be achieved: "Physical and Mental Wellness and Self-Advancement," "Logical Thinking and Problem Solving," "Semiotics and Expression," "Information and Technology Literacy and Media Literacy," "Interpersonal Relationships and Teamwork," and "Cultural and Global Understanding." Although the fundamentals of the key ability-focused objectives are listed and described in the curriculum, teachers are often not closely monitored for whether their teaching strives for supporting students to achieve each of those goals. Moreover, English teachers are given autonomy to "select appropriate teaching models based on core competencies, teaching goals, and students' learning outcomes" (*Curriculum Guideline of 12-Year Basic Education*, 2014, p. 47) Accordingly, English teachers' pedagogical beliefs of how students' English learning should be supported are worth investigating. In the meantime, students' perspectives on learning should not be excluded; otherwise, the curriculum guideline, which aims to support students' growth and achievement, would fall short of exerting its meaningful impact.

A study of teachers' and students' perspectives on learning is a way to gain an insight into how teachers can better facilitate the learning of Taiwanese students. Through the examination of English learners' often hidden expectations of learning goals and learning activities, it can inspire some new ideas for teaching that students find relevant and motivating. When comparing and contrasting students' and teachers' perceptions about learning and teaching, it creates a mutual understanding that helps teachers enhance the quality of teaching and learning and explore new teaching possibilities.

Purpose of This Study

Acknowledging that teachers have their own teaching philosophy guiding students to learn and students also hold personal beliefs about what drives them to learn, the purpose of this study is to investigate what learning goals and teaching approaches are perceived to motivate third-grade Taiwanese students' English learning. Teachers' and students' beliefs about motivations for teaching and learning can be subtle and hidden; however, they have a significant impact on the way teachers choose to engage students in the language learning process and the way students feel about their classroom learning experience. In the present study, four research questions are raised to examine the role of learning goals and teaching approaches in motivating students to learn:

(1) What are teachers'/students' learning goals for teaching/learning English?

(2) What are the ideal teaching approaches for teachers/students to support English learning?

(3) How do English teachers' beliefs about learning goals influence how their use of teaching approaches? How do students' preference for English teachers' learning activities relate to their goals of English learning?

(4) How do teachers' and students' learning goals and preference for teaching approaches have impact on students' motivation to learn English?

Literature Review

The concept of motivation is complex and has been researched from different angles. The literature review explores only a rather small fraction of the entire theoretical discussion on motivation. I will first delve into how motivation has come into focus in the field of second language acquisition and why it can be viewed as one of the crucial factors to successful language learning. Next, the reason for taking the sociocultural stance to think about motivation as some researchers did will be given. Finally, relevant studies will be

presented to show how learning goals and teaching approaches are highly associated with students' motivation of learning.

Paths That Lead To The Success of Second/Foreign Language Learning

Second language acquisition (SLA) is a research field that will continue to be debated (Lightbown & Spada, 2006). Different learning theories explicate the processes of language learning and development through various lenses. Behaviorists view language learning as a "habit formation" process that heavily depends on learners to imitate and practice the way the language is used along with the reception and response of "reinforcement" from others or the learning environment (Lightbown & Spada, 2006; Skinner, 1954). The innatist theory stresses the importance of offering learners with natural language exposure for developing a language intuition (Krashen, 1982; Lightbown & Spada, 2006). The cognitivist perspectives bring the power of students' minds into attention, valuing the strength of processing, connecting, and transferring knowledge (Lightbown & Spada, 2006; Mayer, 1992). Lastly, the sociocultural theory emphasizes to give students an opportunity to learn through the use of language in a socially constructed setting (Lightbown & Spada, 2006; Vygotsky, 1978). Multiple interpretations of ideal conditions to build language skills complicate teachers' decision making in EFL classrooms.

Although each language learning theory is substantiated with related theoretical findings and analysis, basing one's teaching purely on one of them seems to be untenable. With the recognition of the complexity of teacher-student interactions and relationships in real classrooms, it is difficult to narrow the gap between researchers' "technical knowledge" that is gained through despite rigorous research processes and classroom teachers' "practical knowledge" that is accumulated through first-hand teaching experiences (Ellis, 1998). In the meantime, uncontrollable factors, such as learner characteristics or their past learning experiences, which add uncertainty to the fluidity of teaching and learning, could also evoke

teachers' feelings of powerlessness. Although there are many academic pieces of research showing ways to better support learners' journey of developing their language proficiency, no easy, quick solution can deal with all the instability and intractability happening in the classroom.

The age of onset of second language learning is one of the factors classroom teachers have no control over. At the same time, it is also another controversial issue in SLA research. Some researchers (Hyltenstam & Abrahamsson, 2001) who believe in the critical period hypothesis claim that nativelike language ability is more likely to be obtained when learners start learning their second language at an early age before puberty. However, Marinova-todd et al. (2000) justify that "older learners have the potential to learn L2s to a very high level" (p. 10). The dilemma of choosing what stance to take seems to be a gloomy and hopeless situation to be caught in. For one thing, teachers already have to face the impotence to decide when students begin their L2 learning. For another, the conflicts arising from different beliefs about the impact of age in SLA are not highly conducive to refine their teaching practice. Fortunately for teachers, in the midst of the debate on the effect of learning age in academia, there are still some other educational aspects that they can explore in order to make a difference in promoting the development of students' language learning.

Leaving aside the unresolved issues with the ideal age for second language learning, some researchers have associated the success of L2 learning with other important social factors or variables. As Marinova-todd et al. (2000) point out, the individual variables of social, psychological, and educational backgrounds can also correlate to high L2 achievement. Similarly, Lightbown and Spada (2006) illustrate how the diversity of learning conditions that produce different results of learning plays a role as important as the age factor in the process of second language learning. Furthermore, Norton Pierce (1995) and Wang (1999) highlight the effect of social contexts and power structure on facilitating or diminishing the

second language learning outcomes, adding another layer of complexity to the domain of L2 learning. The affective filter hypothesis proposed by Krashen (1982) also prompts teachers to take heed of students' mental readiness to learn. Accordingly, an investigation into the ideal and motivating learning environment making students willing to learn can be a more helpful and practical way to find some possible solutions to enhance the quality of education. By the same token, a deeper understanding of and comparison between how teachers and students think about learning motivation can help us map out different possibilities for creating a better and more effective second language learning environment.

Motivation From Sociocultural Perspectives

Regarding motivation as one of the social factors that shape students' learning and teachers' teaching, this study builds upon the sociocultural theory even though the term "motivation" is not replaced by the preferred term, "investment". From the sociocultural perspective on SLA, the construct of "motivation" is considered to be insufficient to explain the connection between "learner's desire and commitment to learn a language" and "their changing identities" (Norton & Toohey, 2011). The power relationship is given a spotlight to illustrate how one's motivation does not stay constant due to the diverse identities individuals assume in different times and spaces. Since this study only attempts to capture a rather static form of teachers' and students' opinions on learning needs and preferences, "motivation" will be retained here to prevent distorting the usage of "investment". However, the study is still firmly based on the sociocultural understanding of the second language learning process.

The conceptualization of "investment" brings a deeper insight into the formation of motivation, which involves dynamic interactions among "identity," "ideologies", and "capital" (Darvin and Norton, 2016). It is important to acknowledge that teachers and students all have more than one identity that would impact how they make sense of the purpose of learning and how they expect teaching and learning to be like. Different roles

other than being a student can include a child, a member of a certain social or digital community, or a global citizen. Teachers also serve other roles in the school, such as being a colleague and a staff member. Furthermore, both students and teachers might also continue to obtain additional roles based on their vision for the future. Different identities then carry various values and are burdened with different expectations, which propel people to take corresponding actions.

The concept of motivation becomes even more multifaceted when concerning the effect of "ideologies" and "capital". As stated by Darvin and Norton (2006), the influence of ideologies can be subtly and pervasively dominating one's worldview, which in turn impacts the way that a person prioritizes the types of capital to invest in. For example, when one society values individualism, those who accept this way of thinking may, therefore, view learning as a means to possess material wealth, to seek economic security, or to attain other personal goals. When collectivism is emphasized, those who hold the same perspective may, however, imagine the action of learning in a different way, which concerns the pursuit of the common good. Therefore, ideologies can be a part of one's identity and are linked to how capital is measured. However, the interplay among the three components of the dynamic pattern of motivation does not end at this point. Darvin and Norton (2016) further complicate the issue by mentioning that the "conversion [of capital] is frequently a site of struggle." Coming from different family backgrounds and growing up with different experiences, students enter the classroom with various types of capital they have possessed. For that reason, schooling can be a process of adjustment or a source of conflict. From a sociocultural perspective, the motivation for learning thus goes beyond the individual realm. This study acknowledges the complexity behind the formation of motivation when exploring teachers' and students' opinions about motivation.

Teachers As Motivators And De-motivators

Teachers on the front line interacting with and guiding students to learn have a strong impact on how students experience learning. According to Dörnyei (1998), "motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process" (p. 117). Teachers' goal-setting shape directions that students are expected or forced to follow, and the use of particular teaching approaches and strategies reflects teachers' belief of how students can be inspired to learn what is to be taught.

Teachers' expectations and teaching objectives for students are proven to have a decisive influence on students' learning outcomes (Braun, 1976; Tsiplakides & Keramida, 2010). Shaped by teachers' own beliefs about learning and perceptions toward their students, the teacher's expectations can be subtly conveyed, such as through facial expression, body gestures, the patterns of classroom interaction or the adopted teaching approach (Chaikin, Sigler, and Derlega, 1974; Proctor, 1984). The perception of teachers' expectations will then guide students to create a self-image which is an important factor that would either boost or impair their desire to demonstrate positive learning behaviors and their best performance (Thompson, 1997). In Meece et al.'s study (2006), they further discover a positive correlation between students' motivation and teachers' "mastery goals" that emphasize the learning of skills and knowledge. However, teachers' "performance goals" that promote competition for ability and grades are found to have negative correlation with students' learning motivation. To capture an aspect of how students are motivated or demotivated to learn, it will be essential to examine teachers' expectations or goals, which they personally want their students to fulfill.

Similar to how teachers' goals can have a two-sided effect on learners' motivation, teachers' instructional methods are also tied to students' willingness to learn. According to Plucker and Quaglia (1998), the aspiration of learning arises from whether students are

inspired to learn through the classroom activities in which they see the "inherent value" and "future worth". Wintergerst et al.'s research (2002) endorses a different view about teaching approaches. They associate the success of second/foreign language learning with the "compatibility of a teacher's instructional style and student learning styles" and discovered that Asian EFL students preferred group work and project work. Both views emphasize the importance of refining teaching by matching students' needs and interests. However, without considering the variations within different contexts and individuals, it can be hasty to jump to conclusion on students' preferences for learning activities. Observing a discrepancy between other researchers' findings and hers and noticing teachers' misperception about students' learning preferences, Spratt (2001) advocates for undertaking a close study of students' subjective opinions to reveal what they want learning to be like. Teachers or researchers cannot ensure what kind of learning format students would prefer unless their voice is heard. An investigation into language teachers' choice of teaching approach and students' favored classroom practices is then justified to be necessary. It is not only an opportunity to bridge the gap between teachers' and students' belief about teaching and learning but also a measure to prevent overgeneralizing the results of other studies that are situated in different research contexts.

Students As Self-Motivators

Aside from the exploration of teachers' impact on students' English learning, language learners' own goals of learning can be a stimulus for learning. A process model of L2 motivation proposed by Dörnyei and Otto (1998) explain the relationship between an individual's learning goals and motivation:

> "The model details initial wishes and desires are first transformed into goals and then into operationalized intentions, which are seen as the immediate antecedents of action; after action has been initiated, an

> appraisal and an action control process mediate executive motivation, leading (hopefully) to the accomplishment of the goal and concluded by the final evaluation of the process." (Dörnyei, 2001, p.46)

To ensure that students are motivated to learn, it is important to include "the perspective of the learner" and listen to what goals they prioritize for their language learning (Magnan et al., 2012). Furthermore, as aforementioned, learning through teaching approaches that students prefer can also be a way to boost their motivation to learn. The understanding of what drives students to learn and what ways of teaching and learning they find beneficial provides valuable first-hand feedback that teachers can use to critically reflect on their teaching. With many different instructional strategies that have already been developed and many more continue to come, students' voice can be a good guide as teachers or researchers endeavoring to find effective means which could facilitate students to achieve desirable learning outcome.

Teacher-Centered Approach Versus Learner-Centered Approach

Learner-centered approach is one of the global trends shaping how languages are learned in the 21st century classroom (Eaton, 2010). In recent years, learner-centered pedagogy, such as flipped classroom and *Sharestart*, has also become the latest buzzword in the field of Taiwan's education. There are many teachers and professors in Taiwan now putting a great deal of effort into proposing and advocating a new teaching method, turning students into active learners who make meaning of their own learning and disrupting the traditional teacher-centered way of teaching. Attempting to gain some understanding of students' needs and preferences, this study is also an advocate for teachers and students to co-construct a more meaningful and motivated learning environment, which matches one of the four criteria Jhang Jiang and Shy (2018) define student-centered instruction. However, as Tabulawa (2003) argues the widespread of learner-centered pedagogy as "a process of Westernisation disguised as 'better' teaching", I also position this study as an opportunity to

take a step back by listening to how English teachers and students in Taiwan think about this foreign way of learning, which requires teachers and students to engage in a new pattern of classroom interactions and a different process of knowledge construction. A shift from teacher-centered instruction to learner-centered instruction is a big change and does not guarantee to have a favorable outcome even though it might work well in other places. Only when teachers and students see the value of it will learner-centered pedagogy be used as a meaningful tool to facilitate learning. This study expects to provide a space for voices from local teachers and students and allow us to see how learner-centeredness is perceived to generate learning motivation and how it actually plays out in the classroom.

Conceptual Framework

Acknowledging that students' motivation for learning can be operated by learning goals and teaching approaches, a clearer understanding of how they interact with each other will shed light on answering the four research questions of this study. With the efforts of researchers, different conceptual frameworks have been put forward to help other researchers and teachers to make sense of the "multidimensional nature of L2 motivation" (Dörnyei, 1998). Williams and Burden's (1997) framework conceptualizes the complex construct of motivation by dividing its triggers into two straightforward categories, "internal factors" and "external factors". Resonating with Williams and Burden's framework, this study tries to explore the agency of motivation activated by both students themselves (internal factors) and their language teacher (external factors). However, to perceive how the role of learning goals and teaching approaches play a part in generating motivation, a model that illustrates the complex interaction between various motivational components is required.

Although the model of L2 motivation proposed by Tremblay and Gardner (1995) does not fully accord with this study's conception of motivation, it presents a clear view of what elements L2 motivation involve and what results in the formation of motivation. According

to Tremblay and Gardner (1995), motivation encompasses "motivational behavior", which can be altered with three direct impacts, "goal salience," "valence," and "self-efficacy." "Language attitudes", such as "attitude toward the L2 course" are placed out of the realm of motivation as "motivational antecedents", which still affect motivation, but meanwhile, is viewed "relatively unimportant" by Tremblay and Gardner compared to the arousal of motivation itself (Dörnyei, 1998). Tremblay and Gardner's model displays how the attitude/preference of teaching approaches, one of the two foci of this study, is related to the construction of learning goals, which is another focus of this study. Therefore, the model points up the importance to avoid viewing the two foci as a completely separate concept, which inspires my third research question that are developed to explore this connection. Nonetheless, compared with Tremblay and Gardner's conception that language attitudes do not count as a part of motivation, I am more persuaded by the view held by Dörnyei (1998), who sees L2 motivation characterized by seven commensurate dimensions, including "goal-related dimensions" and "educational context-related dimensions".

In this study, the role of learning goals and teaching approaches are both viewed as a part of the motivation. Based on this understanding, three psychological theories shed light on explaining how motivation works. First, *expectancy-value theory* illustrates that learners are motivated to learn when they see the possibility to succeed and a high value of investing in making the success happen. According to Eccles and Wigfield (1995), goals are set under the testament of four value types, "attainment value, "intrinsic value," extrinsic utility value," and "cost". That is, the orientation of learning goals and attitude toward teaching approaches depends on how they meet the needs, driven by the level of emotional engagement and future benefits, and is associated with the worth of effort and time (Dörnyei, 1998). *Expectancy-value theory* provides the analytic lens for making sense of the meaning behind the choice of learning goals and the preference for teaching approaches.

Second, *goal orientation theory* differentiates goals into two orientations, a "mastery orientation" and a "performance orientation" (Ames, 1992). A mastery goal encourages learning, knowledge building, and personal growth, whereas a performance goal promotes "comparison and competition" (Schiefele and Schaffner, 2015). Compared to the *expectancy-value theory* that explains the driving forces behind motivation, *goal orientation theory* connects goals with their intended outcome, which is helpful in linking teachers' learning goals for students with the teaching approaches, which, by and large, is designed or favored in hope of achieving those goals.

Last but not least, *self-determination theory* also classifies motivation into two categories, illustrating that human actions are triggered by either intrinsic motivation or extrinsic motivation (Vallerand, 1997). The theory's classification is similar to the aforementioned Williams and Burden's (1997) framework, but has a central focus on the realm of motivation. The intrinsic motivation, once again, stresses the importance of the emotional factor influencing a person's behaviors. The gain of "pleasure" and "satisfaction" as an internal reward impels one to do something (Dörnyei, 1998). However, the extrinsic motivation depicts that an action is taken in order to pursue external rewards such as praise and grades or to escape punishment (Dörnyei, 1998). *Self-determination theory* offers a way to differentiate the sources of learning motivation.

Research Methods

I select qualitative research methodology by acknowledging that the mechanism of motivation is a "highly subjective phenomenon in need of interpreting rather than measuring" (Merriam, 1988). The adoption of qualitative study opens up the opportunity to understand perspectives on an issue and complex patterns of interactions that happens in a specific social context (Glesne, 2016). In the field of motivation research, some researchers also underline the importance of utilizing qualitative methods to explore the complexity of motivation. For

example, Spratt (2001) argues that "more open-ended qualitative exploration" provides a more comprehensive understanding of the rationale behind the beliefs of learning preference held by language teachers and learners. Similarly, Dörnyei (2001) also finds qualitative approaches as a way to enrich the meaning of the rather static findings shown in quantitative research on motivation. Responding to the advocate for qualitative studies to help grasp the concept of motivation, I utilize case study methodology in hopes of understanding the nuances of language learning motivation in a contextualized manner (Yin, 1994). Through the case study methodology, I focus exclusively on the elementary English teachers and students in Taipei, Taiwan for seeking "in-depth analysis" (Merriam, 2009) of learning goals, preferences for teaching approaches, and how both of them function as English learning motivation stimuli.

Settings and Participants

Second language motivation is described to be "process-oriented" which "undergo[es] continuous changes" during the learning journey (Dörnyei, 2001). Motivation is not a fixed construct; therefore, students in different grade level, at distinct stage of English learning, or in dissimilar learning context would hold various perspectives on motivational components of learning that worth to be explored. To deepen a more complete understanding of how motivation plays a role in English teaching and learning, the scope of this study is narrowed down to the local English teachers and their third-grade students in elementary schools located in Taipei and New Taipei City. Three English teachers teaching in different elementary schools in the two cities and their third-grade students are selected to participate in this study. With the consideration of a demanding requirement on teachers to disclose their teaching beliefs and practices, the three teacher participants are English teachers whom I know well and are willing to share their teaching and work closely with me. After seeking English teachers' permission to be part of the study, I then invited one of their third grade

classes to be engaged in this study.

The three teachers teach English in three different public elementary schools, two in Taipei City, which is the capital of Taiwan, and one in New Taipei City, which surrounds Taipei City. All the names used are pseudonyms to protect the identity of the teacher participants. Hazel is the only teacher participant teaching English in New Taipei City. It is near the end of her first year of teaching when I interviewed her. She meets her third-grade class with 24 students three times a week and reported that there is an achievement gap between students, saying it could partly be attributed to the different levels of parental involvement in their children's learning. Hazel has observed many students' parents in the school she teaches at are too busy with their work to pay enough attention to students' schooling, which, she believes, has a counter-effect on maintaining children's interest in learning. Hence, Hazel said that she has taken the responsibility for finding ways to motivate students' learning in her English classes.

The second teacher participant, Amanda, is now in her second year of teaching English in an elementary school located in suburb Taipei. She noticed that there is no obvious achievement gap between students' English learning, which she believes to be a better teaching situation. However, Amanda also has a similar observation as Hazel that parents in her school often do not put as much concern into their kids' schooling, adding that the level of parents' participation in and concern about their children's education is not comparable to the schools in the central city of Taipei. Instead of holding a deficit view on the lack of parental involvement in students' learning, Amanda is glad that she is "granted with a greater level of teaching autonomy" without parents' excessive intervention in her teaching. Following the national curriculum, her 26 third-grade students also have three English classes in a week. However, collaborating with a native English speaking teacher in teaching her third-grade students, Amanda is only accountable for one of the three English classes per

week. Accordingly, to understand Amanda's and her students' viewpoints of English learning motivation, the study does not examine the teaching led by the native English speaking teacher but puts an exclusive focus on how Amanda's teaching manifests her own beliefs about motivation and how her students feel about her class.

Teaching in a school close to the center of Taipei City for three years, Rachel, the third teacher participant, often faces high pressure from both parents and schools to support students to do well in school exams and be well prepared for the Basic Competency Assessment on English which is designed by *National Academy for Educational Research* for fifth-grade students. Furthermore, many of her third-grade students are also under the pressure of getting good grades on tests to live up to their parent's expectations. Therefore, Rachel's English teaching is said to be challenged not only to eliminate parents' and the school's concern about her students' academic performance but also to find some ways to stimulate students' passion for learning. There are 24 students in Rachel's class and she also meets her third-grade students three times a week. Since the school does not apply for the city government's program that allocates a native English speaking teacher as Amanda's school, Rachel takes the entire charge of teaching English for her third graders.

Data Collection

Data was collected through four steps. First, one-on-one interviews with each English teacher were conducted. Each interview lasted about 60 minutes to gain an insight into teachers' teaching contexts and goal-setting philosophy (see Appendix A). Following the interviews, more information about English teachers' teaching approaches was gathered through a survey that requests them to list down the teaching approaches they have used for teaching students the four English skills, listening, speaking, reading, and writing (see Appendix B). Although surveys are not a typical strategy for collecting data for qualitative research, it is acceptable to be used as a "secondary and supplemental methods" if needed

(Marshall & Rossman, 2006). Next, a second interview with three English teachers ensued after their completion of the survey mentioned above. In the second interview, the teachers were asked to share how the teaching approaches have been used to influence students' learning and how their choices have been impacted by the goals set for their students (see Appendix C). The results of the survey to teachers then informed a part of students' survey design, in which students can express their feelings about the exact teaching approaches their teachers have been adopted in class. In consideration of limited time to conduct this research, a survey with open-ended questions on students' learning motivation (see Appendix D) brought efficiency, and in the meantime, did not sacrifice the opportunity to listen to students' voices about their learning goals and desired learning experiences. To make the survey less intimidating to students, they received a version that has been translated into Mandarin and were welcomed to express their opinion by using either Mandarin or English.

Data Analysis

In this study, the focus of this study includes two different groups. First, this study explored how English teachers in Taiwan conceive motivation. Second, this study investigated motivation from their students' perspectives on learning English. Throughout the paper, I would keep the two separate. First look at teachers. Then look at students. At the end, bring those groups together to compare and contrast their view of English learning motivation.

I employed a thematic analysis approach in analyzing the data from interviews and surveys. Coding was utilized as the main strategy to "discern patterns" of teachers' and students' perceptions of learning goals and preference for teaching approaches and to "make comparisons" between similar and different opinions about motivation held among them (Glesne, 2016). To promote the validity and reliability of this study, I worked closely with the English teachers whom I will interview. The English teachers were invited to review my interpretations, checking if the content matches what they tried to express in the interview.

Furthermore, with their advantage of knowing students better by having direct classroom interactions, they were also invited to co-interpret students' responses to the survey. In collaboration with the three English teachers, the quality of findings gained from the data can bring us closer to the first-hand teaching and learning experiences the research participants have.

Findings

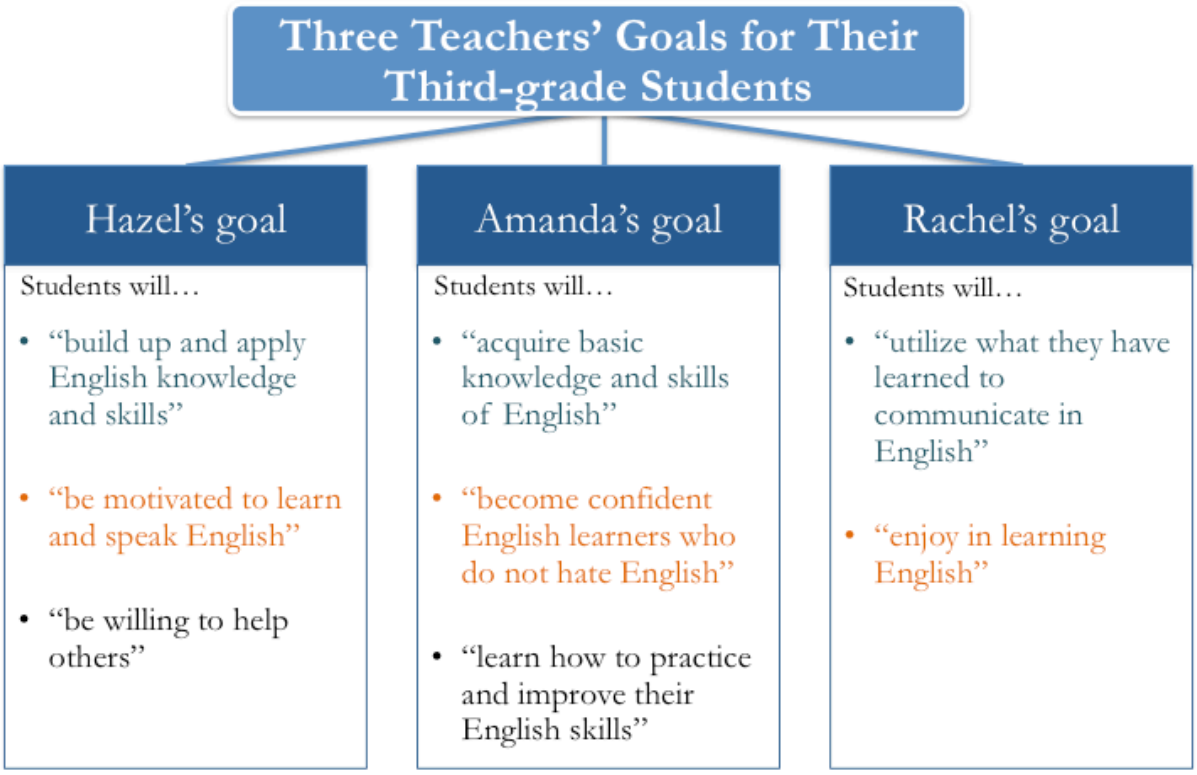
Teachers' Goal Setting Philosophy

The three teachers happened to share similar viewpoints on the learning goals they set for their students even though there is a slightly different rationale behind their beliefs. Rachel listed two goals that are believed to guide her teaching, which quite match two of the three goals Hazel and Amanda shared (See Table 1). They all valued the development of English language skills and the strengthening of English learning motivation as the goals for their students to work towards.

The first common goal they all mentioned in the interview is to ensure students' development of English knowledge and skills, in which English listening and speaking skills are emphasized in particular. Hazel explained the importance of this goal by considering the ability to comprehend and communicate in English as a life skill applicable to later, real-life scenarios. Under the influence of her school principal's promotion on the provision of meaningful English practice opportunities, she hoped to lead students to see the usefulness of the English skills they have learned in class. Furthermore, seeing the English knowledge and skills built up during students' third-grade year as an essential foundation for the ongoing success in English learning, Hazel once again put a strong focus on preparing students for their future. Rachel's reasoning resonates with Hazel's two perspectives. While trying to meet parents' and the school's high expectations on student's academic performance, Rachel also saw the benefit of enhancing students' communicative competence in English and

ensuring that they would not lag behind when moving to upper grades. Similar to Hazel's second reason for setting the first goal, Amanda also viewed the English learning in the third grade as a groundwork laying process for future and made a further comment that the English skills are "common sense" or basic knowledge, saying the importance of which is also justified by the national curriculum.

Table 1. Three Teachers' Goals for Their Third-Grade Students



Interestingly, the three teachers all share another same goal that concerns students' motivation in learning English, which accords with the focus of this study. Hazel believed that the level to which her students are motivated to learn is associated with how students are willing and passionate to participate in classroom activities and how confident they are when using English. Accordingly, she would find ways (see more in the next section - Teachers' Use of Teaching Activities) to encourage students to speak and present their learning in the class, which is considered to be an interactive way of learning that is effective to enliven the class and engage students. Hazel often gave slow learners more opportunities to demonstrate

their learning, providing a sense of achievement and enjoyable learning moment to induce them to continue putting effort into English learning. As for Amanda's perception of motivation, she adopted a different criterion compared to Hazel's. Amanda said that she would consider students as motivated when they do not have the feeling of " I hate English". She further explained that elementary education is a critical period in which students develop confidence in learning. Therefore, she did not want to see students suffer from the English learning anxiety and in turn "vow never to learn or use English" in the future. To reduce students' anxiety of learning and using a new language, Amanda tried to make her class more interesting and also ensured that exams would not lead to too much frustration for students. Acknowledging there is no way to break free from the exam-oriented education system, Rachel also took on the role as a motivator and hoped to extend the meaning of English learning. She reported that she enjoyed introducing some interesting topics related to the theme of the textbook if time allowed. Stretching students' imagination of learning that involves more than memorization and test-taking was Rachel's way of motivating students.

Other than the two goals shared by the three teachers, Hazel and Amanda both had one more goal they wanted their students to achieve. Hazel took the responsibility not only to facilitate students' English language acquisition but to also guide students to become better people with kind hearts and to be "willing to help" those who are in need. She wanted her students to support each other's learning and bring the spirit with them in and out of the classroom. Amanda was aware that there was not enough opportunity to practice English in students' daily life. Hence, to make the English learning meaningful, Amanda would like her students to view English classes as an opportunity to put what they have learned into practice and to learn to become autonomous learners who can draw on the resources they have to make the best of their learning. Overall, the three teachers set similar goals for their language learners, concerning both their cognitive and emotional domain of learning; while Hazel and

Amanda had an additional focus on students' social and metacognitive development respectively.

Teachers' Use of Teaching Approaches

The three teachers' sharing of the teaching activities they designed to facilitate their students' English learning all show a strong connection with the goals they set for students. They all listed a variety of classroom activities to support the development of each of the four language skills (listening, speaking, reading, and writing). Although they have all reported putting more emphasis on English listening and speaking skills in class, a disproportionate number of listening and speaking activities is only found in Hazel's list. Nonetheless, it is obvious to see that they all worked toward the goal of helping students build up English knowledge and skills. Aside from ensuring the language knowledge and skills development, the three teachers also tried to utilize the teaching activities as a means for motivating students to learn. Moreover, a link between teaching activities and Hazel's and Amanda's additional third goal can also be observed.

Hazel's teaching activities are characterized by ample English practice opportunities packed in the form of diverse types of games (See Table 2.1.). Hazel viewed learning through playing as an effective teaching method, which was believed to work perfectly to help students achieve her three goals at the same time. Students were observed to be actively engaged in doing game-like activities while practicing the target skills and learning to help others through teamwork without consciousness. Hazel had found students enjoyed competing against each other; therefore, adapting to the students' learning preference she noted, she designed her class with interactive and competitive activities. Integrated with the use of her self-created reward system, classroom activities became even more attractive to students to participate in. However, she further explained that although students seemed to have fun and engage in the learning activities most of the time, there were still some

differences in students' learning styles that would influence the level of classroom engagement. For example, according to Hazel's observation, she had discovered that some more introverted students usually had a negative feeling about the activities required them to act out the conversation in front of the class. Furthermore, not every student enjoyed doing the activities that required him or her to build upon their artistic skills. Recognizing the impossibility to please every student, she seemed to be satisfied enough to see the effect of game-like language practices, which even slow learners were encouraged to speak and motivated to challenge themselves in class.

Table 2.1. Hazel's List of Teaching Activities

Listening Activities

1. **You Are Wrong!**:
   Students listen to the teacher reading a text. If it does not match what is written in the textbook, please say no and read the correct version of the text aloud.
2. **Listen and Hit**:
   Hit the picture that corresponds with the word or sentences students have heard.
3. **Listen and Draw O or X**:
   Listen to two words, and if they share the same vowel sound, please draw a circle on the mini whiteboard; if don't, please draw a cross.
4. **Support the Frontline**:
   Collect the required amount of stationery requested by the teacher and the group which completes the task the fastest wins.

Speaking Activities

1. **Look and Say**:
   a. Teacher points to a picture, and each group is asked to say the corresponding word out loud.
   b. Paint your paper with three colors and ask your partner, "What color is it?" You need to say the color you see as fast as possible.
2. **Guess and Take**:
   Everyone is given three emotion cards. Find someone and ask, "Are you _____?" They will answer your question according to the emotion cards they have and will need to respond to you by saying either "Yes, I am." or "No, I'm not." If you make the right guess of their feelings, you may take their card. The group that has collected the most cards wins.
3. **Look and Guess**:
   Each group takes turns to use the sentence, "Is that a _____?" to guess what picture is going to be shown on the screen.
4. **Name Bingo**:
   Ask nine of your classmates' names by using the sentence, "What's your name?" Then,

you can fill the 3x3 grid with their names. The bingo game will start when everyone completes the grid.

5. **Number Addition Games**:
   Each group is given 5 number cards. Your group needs to try using the cards to make the sum equal to the number that the teacher assigned and to present your answer by saying "__plus___ is ____".
6. **Draw and Guess**:
   Choose a vocabulary from the textbook and draw it on the paper. Then ask your partner, "What's this?" If he or she guesses it right, you can get 2 points. If he or she guesses it wrong, you can still get 1 point.
7. **Task Challenge**:
   There are five stations set by the teachers, and students need to visit each station to complete a speaking task.
8. **Monopoly Board Game**:
   To move around the game board, students need to roll a dice and read the word written in the box out loud. The person that first reaches the final destination wins the game.
9. **Daily English Practice**:
   Students work with partners to create a dialogue and act it out.
10. **Question Answering**:
    Answer teachers' questions and students can throw a sticky ball to win points.

Reading Activities

1. **Listen and Find**:
   Students try to find the word read by the teacher from the textbook.
2. **Unscramble Sentences**:
   Students try to put the word cards in the right order to form a correct sentence.
3. **Do the Actions**:
   Work in a team to act out the sentence students are assigned to.
4. **Word Search**:
   Search for words on the word search puzzle.
5. **Word Matching Game**:
   Group members take turns flipping two cards over to match the word with the picture.

Writing Activities

1. **Look and Write**:
   Teacher shows a picture, and students need to write the word corresponding to it on the mini whiteboard.
2. **Question Answering**:
   Teacher shows questions on the screen, and group members take turns writing their answer on the blackboard.
3. **Number Bingo**:
   Pick 9 numbers from one to ten and fill the 3x3 grid with the numbers written in English forms. The bingo game will start right after everyone completes the grid.
4. **Spelling Practice**:
   Challenge yourself to practice spelling words according to the way they sound.
5. **Spelling Game**:
   Each group is given letter cubes. Group members take turns to use the cubes to spell out words.

To address the issue of limited class time due to the co-teaching arrangement, Amanda needed to make the best use of her time to facilitate her students to reach all the goals that she found important. Although holding the same view as Hazel that game-based learning affords students to have fun in learning English, Amanda did not use as many game-like activities since she had to compromise not only with the lack of class time but with the small classroom that was not designed for her 26 students to move around safely. Even when facing the two teaching challenges, Amanda still used some games to support and excite students' learning but they all required less movement. She reported that her students seemed to enjoy doing the "mini whiteboard activity" (See Table 2.2. for more information of this writing activity) the most, which provided them a sense of achievement by using materials other than paper and pencils to show their answer and being able to receive timely feedback. "Drill and practice", was believed to be students' least favorite learning activity since students were forced to demonstrate their learning in a rather high-pressured situation. However, the efficiency of the activity, which helped students familiarize the vocabulary words and allowed her to assess their learning within a short time, won Amanda's favor. For a similar reason, workbook completion activities were used in class since they provided straightforward practice and meanwhile helped satisfy the school's requirement. To manage to achieve her third goal of empowering students with self-directed learning ability, Amanda encouraged her students to listen to the textbook CD at home, which was followed by in-class guided practices, as a means to improve their English skills with their own effort. Doing the most she could do, Amanda had tried her best to maximize her students' learning in her short amount of instruction time.

Table 2.2. Amanda's List of Teaching Activities

Listening Activities
1. Listening Practices on the Workbook:

Students complete English listening practices on the workbook, such as listen to words and circle the correct pictures, listen to questions and select the appropriate responses, and circle the word that has "o_e" sound.

2. **Quiz on sound differentiation**:
   Students are challenged to decode the word and identify the vowel or consonant sound.
3. **Matching Game**:
   Hit the picture that corresponds with the word or sentences students have heard; act out the word students have heard.
4. **Listen to the Textbook CD**:
   In class, students listen to the CD and read along. After class, students are assigned to do the same listening practice at home, and if they and their partner have done the practice for three times, they can both earn the "e 酷幣", a rewarding system in the form of virtual money created by the government of Taipei City.

Speaking Activities

1. **Snake and Ladder**:
   Group members take turns to roll a dice and answer the question written in the box. The person that first reaches the final destination wins the game.
2. **Drill and Practice**:
   All students are asked to stand up and read out the word according to the word card or the picture card shown by the teacher.
3. **Rhyme Reading**:
   If students can read rhymes from the textbook by themselves, "e 酷幣" can be received as an incentive.

Reading Activities

1. **Reading Practices on the Workbook**:
   Students complete English reading practices on the workbook, such as read and choose the right answer or read and fill in the blank.
2. **Read aloud Practice**:
   Read the dialogues aloud along with the textbook CD. If all the students are fully engaged in the practice, the teacher will play a video from the textbook eBook from them.
3. **Dubbing Game**:
   The teacher will stop playing the textbook CD, and students are to read the dialogues aloud by themselves with an appropriate tone and speed.
4. **Unscramble Sentences**:
   Students are asked to put the scrambled sentences on the worksheet into the correct order.

Writing Activities

1. **Writing Practice on the Workbook**:
   Students complete English writing practices on the workbook, such as to practice spelling the words and complete the sentences.

2. **Worksheet Activities**: Students complete the grammar practice worksheets designed by the textbook publisher. 3. **Mini Whiteboard Activities**: Students work in pairs. One student can search for the word or the sentences that the teacher read from the textbook. The other students are to write the word or the sentences correctly on the mini whiteboard.

Rachel's English teaching is also characterized by the use of games to strengthen her students' learning, but at the same time, she also found another way of teaching that tailored her students' learning style and meanwhile supported the attainment of the two goals she set for them. The game-like activities Rachel utilized to ensure and engage students' English learning were designed based on their group learning preference. Rachel often found she needed to resolve the conflict between students when her students were assigned to work in pairs; however, when they were put into a larger group, there tended to be fewer disputes among them. Rachel further commented that her students especially liked the classroom activities that were "fun", "exciting", and "brings unexpected wonder." Among all the English learning activities listed by Rachel in Table 2.3 below, she reported that the "bingo game" seemed to be her students' favorite while her students often expressed their disfavor with the in-class writing activities. Aside from using games as a means to facilitate and activate students' learning, Rachel also found multimedia resources as another attraction for her students. Interesting educational online videos were believed to not only reinforce what is to be learned but also broaden the meaning of English language learning by connecting textbook knowledge to other content areas or even students' lives. While viewing game-like activities as an efficient teaching method, Rachel also saw the advantage of using technology as a tool for learning.

Table 2.3. Rachel's List of Teaching Activities

Listening Activities
1. **Bingo Game**:

Pick 9 vocabulary words from the textbook and fill them in the 3x3 grid. The teacher will play the bingo game with students, and students who make 3 lines faster than the teacher will earn a stamp.

2. **Food Delivering Game**:
   Students work in groups and guess the food the teacher is going to order. After writing their guess on four pieces of paper, each group takes turns asking the teacher, "What do you want to eat?" The groups having the food written on the paper can deliver the food to the teacher and win one point.
3. **Phonemic Awareness and Phonics Practice**:
   Students complete the phonemic awareness and phonics exercises on the workbook or worksheet.
4. **Watching Lesson-related Videos**:
   English learning videos closely related to the topic students are learning are used to facilitate and reinforce students' learning.
5. **Watching Videos for Extended Learning**:
   Life-related videos introducing cultures, art, and current events are used as supplementary learning materials.

Speaking Activities

1. **Look and Say**:
   Teacher shows a word card or a picture card, and students are asked to say the corresponding word out loud.
2. **Word Card Game**:
   Teacher plays music and students need to pass a word card around. When the music stops, the one who has the word card in hand need to read the word out loud.
3. **Board Game**:
   To move around the game board, students need to roll a dice and read the word written in the box out loud. The group that first reaches the final destination wins the game.

Reading Activities

1. **Watching Animated Version of the Text**:
   After the teacher finishes explaining the text, students can watch the animated version of the text from the textbook eBook for developing greater understanding.
2. **Read aloud Practice**:
   Read the dialogues aloud along with the textbook CD. If group members are all fully engaged in the practice, they can earn one point for the group.
3. **Discussion on the Text**:
   After finishing reading the text, students are asked to answer some comprehension questions or have an extended discussion about what they have read.
4. **Unscramble Sentences**:
   Students are asked to put the scrambled sentences on the worksheet into the correct order.

Writing Activities

1. **Writing Practice on the Workbook**:
   Students complete English writing practices on the workbook
2. **Worksheet Activities**:
   Students complete the worksheets designed by the teacher for practice spelling and sentence writing. There are also some other fun activities, such as menu design, for students to apply what they have learned into practical use.

Students' English Learning Goals

From the student survey result, six different categories of goals are found to guide the English learning of the three teachers' students. The English goals listed by the three classes of students surround the following 6 purposes: 1) to learn for the development of communicative competence, 2) to learn for success in further learning and future career, 3) to learn for practical purposes, 4) to learn for interest, 5) to learn for tests, and 6) without a strong desire to learn. However, the three classes have different characteristics in students' setting of learning goals, and the six categories of goals only simultaneously exist in the response from Amanda's class (See Table 3.).

In Hazel's class, five of the six goals were mentioned to motivate their English learning. The goal that was not emphasized by the students is the one that associates with the pursuit of better performance on tests, which is quite a promising sign since Taiwan's education has often been criticized to be too exam-oriented. Following their school's and Hazel's vision on English learning, the students also valued the communicative and practical purposes of English learning. Every student except one stated that the knowledge and skills of English allow them to travel to other countries without language barriers. Besides, more than half of the class remarked on the affordance of communicating with foreigners as a motive of learning English. At the same time, there are 10 students specified that they had kept an eye on their future while taking English classes. Developing good English skills was said to be helpful for them to study abroad, to play sports in the U.S., to work in an international company or other countries, and to be an English teacher, a flight attendant, or

an inventor in the future. There are also few students sharing that they learned English just because it was fun. Only one student, who self-reported to have no English learning interest at all, said that English classes are merely a way to idle away the time. Overall, most of Hazel's students seem to be motivated learners, hoping to be prepared for applying their learning outside the classroom scenarios to satisfy the needs they perceived.

Table 3. Summary of Learning Goals Categories Based on Students' Survey Results

Participant Classes / Learning Goals Categories	Hazel's Class	Amanda's Class	Rachel's Class
1) To learn for the development of communicative competence	✓	✓	✓
2) To learn for success in further learning and future career	✓	✓	✓
3) To learn for practical purposes	✓	✓	✓
4) To learn for interest	✓	✓	✓
5) To learn for tests		✓	✓
6) Without a strong desire to learn	✓	✓	

Among the three participant classes, Amanda's class shows the highest interest in learning with more than half of the class reporting to be very interested in learning English. However, intriguingly, the goal of learning for tests was given a great concern comparing to the other two classes. Nine out of 26 Amanda's students set a goal that relates to their improvement on English test performance, considering only two similar responses were made from Rachel's class and no related comment was received from Hazel's students. Nonetheless, the common goal shared by nearly the whole class is to learn with a communicative aim. Unlike Hazel's class, which only attended to the verbal communication needs for face-to-face interaction, several Amanda's students also put a focus on developing

written communication skills, enabling them to comprehend English texts and compose in English. Their second desirable goal concerned the applicability of English language skills in their lives and the hope of creating a better future for themselves. Some viewed English as a tool that was useful for creating a pleasant travel experience, making sense of programming languages, and expanding knowledge. Some considered the mastery of English language skills as a stepping stone to an opportunity to enter a better school or find a decent job. Similar to Hazel's class, some students learn English to bring fun to their lives; however, meanwhile, two students expressed that they were learning without a specific focus, with one of whom said she was to satisfy her mom's desire. In general, the meaning of the students' English learning was not limited to the current academic achievement; it was also extended to unlock the potential that the English language was believed to hold.

It can be surprising that even though Rachel was under pressure to respond to the high demand on students' level of performance on tests from her school and her students' parents, only two students wrote they learned English because they wanted to either receive full marks on tests or perform well on tests given from the cram school she attended. Furthermore, all the students have at least one explicit goal for learning English. A communicative, practical, and future-oriented vein of learning goals also ran through the responses from Rachel's students as Hazel's and Amanda's. Many of them hoped to enhance their English listening and speaking skills, which could provide them with the ability to communicate with foreigners and figure out the messages people trying to convey in their videos. A few students also looked forward to utilizing the English knowledge and skills when they go traveling. Moreover, some of them view English learning as a wise investment that would pay off in the future when they study abroad or when they are at work. It is worth noting that more interest-related goals appearing in students' survey filled by Rachel's class. Some of them shared that the gaining of additional language ability was appealing to them, others

explained they were satisfied that they would be capable of teaching their siblings, grandparents, and peers English, and the others said that the process of English learning could bring them a sense of achievement or a boost in memory. On the whole, Rachel's students looked forward to seeing how a stronger social connection could be built, how a promising future could be envisioned, and how their self-worth could be strengthened when they continued to invest in English learning.

Students' Preferences for Classroom Learning Activities

In the third section of the student survey, the participant students were asked to explain why they liked the chosen learning activities. Table 4 shows what learning activities were most attractive to the students. According to their written feedback, the students' preferences for classroom activities are found to be grounded on four major reasons: the activity 1) helped me learn, 2) made learning fun, 3), helped strengthen the bond between peers and 4) was an opportunity to receive rewards. Just as the feature displayed in the students' responses on learning goals in the previous section, each of the three participant classes share a degree of consistency and some differences in how they perceived the learning activities they were engaged in.

Hazel's students' reasons for choosing the learning activities they liked are mainly about how those activities promoted their learning, how they made learning interesting, and how they fostered better relationships with peers. There is only one comment saying the afterward reward was what caught the interest of doing the activity. As Hazel hoped the learning activities to help students build up English knowledge and skills, her students also appreciated the same affordance. It is gratified to note that students saw a meaningful purpose of engaging in learning activities as the teacher did. Several of the students mentioned that they were glad to see their improvement in English with the help of in-class guided practice. In the meantime, many more of them also reported gaining a general learning advantage aside

from the growth in English language ability, sharing that the learning activities boosted their brain power by "improving memory" and "speeding up reaction time". By seeing many positive students' feedback on pointing out how the activities were very "fun" and "exciting", Hazel's intention to motivate students learning interest through the use of her game-like activities seems to prove effective. Furthermore, with Hazel's particular emphasis on the goal of students establishing a reciprocal relationship with others, the largest number of comments on enjoying the benefits of connecting with their peers are received from Hazel's class in relation to the other two participant classes. Based on the feedback provided by Hazel's students, Hazel and her students seem to share a common consensus on what learning activities have to offer.

Table 4. The Most Popular Learning Activities Based on the Students' Votes from the Survey

Activities / Participant Classes	Listening Activities	Speaking Activities	Reading Activities	Writing Activities
Hazel's Class	2. Listen and Hit	7. Task Challenge	3. Do the Actions 5. Word Matching Games	1. Look and Write 2. Answer my Questions
Amanda's Class	3. Matching Game 4. Listen to the Textbook CD	1. Snake and Ladder	2. Read Aloud Practice	3. Mini Whiteboard Activity
Rachel's Class	4. Watching Lesson-related Videos	2. Word Card Game	1. Watching Animated Version of the Text	2. Worksheet Activity

For Amanda's students, the main attraction of doing the learning activities was the fun they brought to the process of learning. Although Amanda was restricted to involve students to do more inactive activities, her students appeared to be satisfied enough with the captivating learning experiences they had been provided. It is interesting to note that Amanda had an accurate perception of one of the students' favorite learning activities. The "Mini

Whiteboard Activity" was voted to be the students' top preferred writing practice, explaining that it was "very fun". However, the students did not dislike the "Drill and Practice" speaking activity as much as what Amanda had expected, with quite a few of them thought it to be interesting. The second most comment on the learning activities from Amanda's students was about how helpful the learning activities were in terms of broadening their knowledge of English and enhancing general learning capacities. The students held a positive attitude toward the activities that sharpened their minds as also valued by Hazel's students. A few students, but not as much as Hazel's class, mentioned that they preferred to work in groups and bonding with their peers. However, similar to Hazel's students, most of Amanda's students also did not strongly rely on rewards as their reason for engaging in learning with only three students finding it tempting. Generally, Amanda's students liked to be engaged in learning activities that were entertaining to them. Furthermore, some students did appreciate the value of the learning supports gained from the classroom activities, which was what Amanda expected to see.

Rachel's students indicated their preference for learning activities along with two main reasons in roughly equal proportion. Almost every student complimented that the chosen learning activities brought fun to the learning process. From the students' voting result, two of the popular learning activities are related to video watching. It can be noticed that Rachel seems to know well about how her students would be motivated to learn; visuals and audio learning aids served as effective stimulation of students' learning motivation. Besides, a lot of the students recognized the educational worth of involving in the learning activities provided by their teacher. They were able to connect classroom language practices to their learning of four language skills and wider exposure to cultural and other knowledge. Although the students' comments on the writing activities are found to be less interest-driven as Rachel supposed, many of them could understand those activities as meaningful learning

support. A relatively small amount of students' reasons for their choice was reward-oriented, and no student mentioned to favor any learning activities because of sensing an improvement in peer relationship. Rachel's students' opinions about learning activities also came close to match Rachel's expectations for her students.

Discussion and Implications

Connections between the Teachers' Goals and the Students' Goals of English Learning

Based on the findings from the study, three close similarities exist among the teachers' and the students' learning goals even though some subtle differences can still be observed among them. First, the mastery of English knowledge and skills was one of the shared goals between the teachers and the students. However, while the teachers, especially Hazel and Rachel, desired to see students equipped with enough language skills and put them into practice in their lives, many students were more specific about how they would like to utilize the skills they had learned in the class, such as for being able to communicate with foreigners and to understand the videos they watched and comprehend the book they read. The students had a more concrete conception of the out-of-classroom or future language use. Second, the teachers and the students were all conscious of how their current learning would impact their future. The three teachers viewed the present learning achievement as a cornerstone for later learning, but their students were more pragmatic about the future worth to be gained from English learning. The students were aware of how their academic success and career path could be guaranteed if they kept up with their learning. Third, some students were able to appreciate the pleasure of English learning to a level that was close to their hobbies, which their teachers also hoped all their students could enjoy. Likewise, drawing on their personal life experiences, many of those students were able to give a clearer statement of what learning was driven by.

In sum, the three learning goals shared by the teachers and the students include the

development of English communication abilities, the preparation for future academic needs, and the search for enjoyment. Understandably, the students' positionality allowed them to delineate their learning goals in a much more precise manner. As for the teachers, who often view their class as a whole, it is a part of nature to set broader and more general goals to ensure meeting the needs of all of their students. Therefore, instead of employing a deficit perspective to understand the difference in how detailed the learning goals were presented, it deserves to be seen as a rather valuable information, informing how the teachers can better address the students' real-life needs through their teaching. Overall, it is good to see the teachers and the students shared some common visions to work towards.

While the participant students and teachers had some similar goals, they also assigned different meanings to the purposes of English learning. It is impractical to imagine that teachers and their students would always hold the same view on what is hoped to be achieved. Among the six learning goals categories found from the student surveys, three were found not included in the teachers' lists of priorities. First, again, a great number of student participants envisioned a more practical application of language skills than their teachers. Many of them expressed a need for English abilities in situations of traveling. Second, some, but not many, students set a goal that was geared toward improving and maintaining test scores, which the three teachers did not put a particular emphasis on. Third, very few students were learning without a strong desire or reason, not an expectation the three teachers would like their students to live up to either. Acknowledging the divergence of opinion can be a beginning to make a difference.

After getting a better sense of what learning outcomes students were expected, teachers can be pointed in the direction of the supports they can put into place to promote students' learning. However, to further understand students' perspectives, there is a need for direct teacher-student communication. Since many students were interested in seeing how

English learning could enhance their travel experience, the teachers can, therefore, consider different possibilities for designing their classes and motivating the students' learning. Furthermore, the students' test-oriented goals could carry further implications that are worth for teachers to explore along with their students. The driving force behind the pursuit of grades can thereby be unfolded, allowing the teachers to make an appropriate adjustment to their teaching. As for the students who were still finding self-serving or practical reasons for learning, communication between teachers and students is even necessary. One of Amanda's students reported that he was not interested in English learning at school because he already learned the content. Another student from Amanda's class brought up that she was forced to learn by her mother. In Hazel's class, there is one student saying learning served a limited purpose, which is just a way to idle away his time. A talk with them can guide both the teachers and them to figure out some solutions for making English learning much more meaningful and relevant. Noticing the differences in the setting of learning goals between teachers and students is not a bad thing but can be viewed as an opportunity to create a better teaching and learning experience.

While the existence of difference can be a source for improvement, a difference can also be a disguise of a mutual agreement if failing to see the full picture. Among the teachers' learning goals for their students, two goals are found not compatible with the students' English learning expectations. However, although not explicitly stated when they listed down their English learning goals, the students recognized the two teachers' goals in a different way. Hazel's and Amanda's students' respective social and metacognitive development goal was not conceived as the personal English learning goal by their students. Nonetheless, some of their students' explanation of their preference for learning activities shows consistency with the teachers' third goals. A few of Hazel's students mentioned they were appreciative of the learning activities that helped them bond with peers. Nearly half of Amanda's students

were cognizant of how learning activities could be beneficial for their learning. The participant teachers and students share both the same and different learning goals. Having common learning aims to work towards is a good thing to see; however, different visions of learning among teachers and students can also carry hidden meanings, reminding us to think outside of the box.

Relationships Between Learning Goals, Preference for Learning Activities, and Learning Motivation

The three teachers' learning goals for the students were manifested in the learning activities they used in their English classes. First, classroom language activities were designed to provide the students with opportunities to practice the four language skills that the teachers expected them to master. Second, trying to achieve their second common goal of increasing students' motivation for learning, the teachers implemented both the same and different strategies in their teaching. Game-like activities and a reward system were viewed as an effective way to activate students' desire to learn by all the three teachers. Meanwhile, Amanda and Rachel believed teaching aids, such as mini whiteboard and educational videos can also bring the same effect. Third, to help the students achieve their third special goal, Hazel and Amanda also found a way to reinforce it through the learning activities. Hoping to see students become more than a successful learner but also a kind person, Hazel emphasized teamwork in many of her learning activities and provided students with opportunities to practice treating others with kindness while working with their peers. For her students to cultivate the self-directed learning ability, Amanda demonstrated in class how they could utilize the textbook CD as a resource to take charge of their learning during the time without help from teachers. It is apparent that the teachers' English classes were designed to help their students achieve the goals they set for them.

A strong connection between the teachers' goals and the design of their learning

activities can also be observed from the students' feedback on why they liked their chosen learning activities. The reasons given by the students to explain their preference for learning activities are consistent with the teachers' teaching intentions. Most of the students from the three classes were able to discern and enjoy the benefits of some learning activities that their teachers intended to provide them with. Comments about how the learning activities facilitated the mastery of language skills can be found in each of the three classes with some of them saying they gained an additional advantage in expanding their general learning capacities, such as an improvement in memory span and brain reaction speed. Furthermore, many students also thought some learning activities were fun enough to engage in. Therefore, the three teachers knew exactly what motivation strategies would work well with their students. It is also interesting to note that since the social development goal was particularly underscored only by Hazel, her students were found to comment more on how they enjoyed doing the learning activities that helped bond with other students. Accordingly, while the three teachers' goals for their students were conveyed through the learning activities with a will, the students were not only fully aware of those hidden goals but also able to appreciate their worth.

From the observation above, the three teachers can be found to play a role as a strong motivator by setting learning goals accepted by their students and providing learning activities that made them feel supported. Moreover, a significant number of the students also found the learning in English classes helpful in achieving their personal goals that their learning was driven. However, since there seems to be a lack of direct connection between the learning activities and the students' English learning goals, a closer collaboration between the teachers and the students can be foreseen to turn the teaching practice into a even more motivating one. If the teachers could guide their students to discover how classroom learning activities bear practical relevance to help them achieve their personal learning goals, the

students might be engaged to learn English at school with deeper purposes in mind.

Having their own English learning goals and appreciating the hidden goals behind the learning activities, many of the student participants were also self-motivated to learn. Besides, the average of their English learning interest was "somewhat interested". Before the student survey result is revealed, the students' rather high motivation for English learning was not quite expected by two of the three teachers. For Hazel, she believes her students were not motivated enough to learn by the influence of rather low parental support in their learning. However, it turns out that her students were able to add meaning to learning by themselves. For Amanda, she used to think that her students were simply motivated to learn with the lure of fun learning activities. Nonetheless, although Amanda's students gave the greatest amount of comments about pleasure from learning, they were able to tie learning to other positive and practical outcomes. As for me, I am surprised to notice that the reward system that was used in hopes of generating students' learning motivation was not as attractive to students as I thought it would be. The students can perhaps treat it as a fun part of learning activities but there is no clue to prove it without further investigation. Nonetheless, what we can know is that the students were motivated learners who learned with goals and understanding of multiple values that the learning activities held for them.

Limitations and Considerations

Several limitations need to be recognized when reading this study. First, the design of the data collection tools requires more careful consideration. The two surveys were quite demanding for the teachers and students to answer. As recommended by the participant teachers, more guidance and hints were believed would smoothen the process of recalling the learning activities they had used in class. The student survey that requested the third graders to give a large amount of written feedback was said to be too time-consuming and frustrating. In addition, the data collected through surveys is not sufficient to make an accurate

interpretation. Not until having the second teacher interview followed by their completion of the survey did I realize that the term, teaching approaches or learning activities, could hold different meanings for different teachers. Some of them tended to confine learning activities to the language practice opportunities specifically designed to be fun and engaging for students. It is the subsequent interview that informed me that a more rigorous definition of the term "learning activities" is needed to ensure the teachers would base their thinking on the same assumption. However, if there is a further request to collect even more complete information on teachers' use of learning activities, direct classroom observation might be a valuable supplement. Furthermore, as mentioned in the discussion and implications section, further investigation is found to be necessary if we want to fully understand the students' comments. In-depth interviews with students not only allow us to figure out possible implications behind their written feedback but can also be an ideal replacement for the survey that students suffered with. If time allowed, the quality of data can be improved with increasing and triangulating the use of qualitative data collection methods.

Second, the students' learning motivation failed to be presented in a multifaceted manner even though this study acknowledges motivation as a complex concept influenced by the environment in which one is immersed. The conceptual framework used in this study can be one of the causes of this limitation. However, this weakness of the study can also imply that I have not been familiar enough with the sociocultural interpretation of motivation. Third, the original plan for examining students' attitudes towards teacher-centered and student-centered teaching approaches is found to be not feasible within the scope of this study. All the three teacher participants were inclined to conclude their teaching to be teacher-centered, in the belief that they had played a dominant role in designing learning activities and guiding students' learning. However, as Schuh (2004) points out, a clear-cut distinction does not always exist between teacher-centered and student-centered approaches. If looking deeper

into the design of the teachers' learning activities, an emphasis on student-centered learning, such as attuning teaching to the students' interests of learning or guiding the students to learn with collaboration, is also quite strong but not deeply felt by the teachers. A more rigorous study design is needed to resolve the inconsistency in the way teaching practice is analyzed. Although the study ends, further exploration of ways to refine research design and analysis methods needs to continue.

Last but not least, the findings of this study are not completely generalizable to all the teaching and learning situations in Taiwan. Third-grade students were the only focus of the study, and their opinions are not representative of students of other graders or even students at the same graders. Moreover, the study sites were limited to schools located in Taipei City and New Taipei City, which are known as the economic center of Taiwan. Based on the students' sharing about their English learning goals, we can discern that many of the students could have come from a family with rather high socioeconomic status. The association between the English language and a tool for communication during their travel can imply that the students had or would have more opportunities to travel to different countries. Furthermore, some of them were able to foresee the possibility of going abroad for further study. However, the same experiences might not be shared among other students in different cities and counties or even among students who also attend school in the same city. Students' family background and life experiences can profoundly shape how they define the meaning of learning. Learning preference can also be a subjective judgment. Moreover, aside from identifying the individual differences among students, it is also important to notice that a teacher's objectives for students' English learning and teaching methodologies do not always resemble other teachers'. Therefore, the study is not aimed to predict the English learning goals and learning/teaching preferences of Taiwanese students and teachers; instead, the study seeks to find out how learning goals and teaching approaches can be a both easily

accessible and highly valuable information that holds the potential to motivate students' learning.

Conclusion

In hopes of seeking ways to enhance the experience of English teaching and learning, this study examines the role of learning goals and teaching approaches in motivating Taiwanese elementary third-grade English learners. Through interviews and surveys with the English teachers and their students in three different schools located at Taipei and New Taipei City, not only did we learn about what goals and ways of learning/teaching were favored by the students and the teachers but we were also able to base on those understanding to find ways to better address the students' needs and motivate them to learn.

Most of the student participants are found to learn with explicit goals. First, many of the students learned for the development of English communication skills, hoping to better interact with English users and to better comprehend English written and digital texts. Second, some of them also learned for success in further learning and future career, connecting the current English learning with the promise of a better future. Third, a significant number of them learned for practical purposes, especially relating the use of English for traveling. Fourth, a few students learned for interests, saying the process of English learning was enjoyable and satisfying to them. Fifth, there is a small number of students saying that they learned for tests. All except two students of the three classes expressed they have a strong desire to learn English.

The learning of the participant students was also observed to be motivated by the provided learning activities. The learning activities were designed with the teachers' intention to help their students achieve the goals they set for them, including to build up English knowledge and skills, to be motivated to learn, to be willing to help others, and to learn self-directed learning strategies. The students were able to appreciate how the learning activities

helped them learn, made learning fun, and helped strengthen the bond between peers. In the meantime, a small proportion of students put a special focus on the rewards that they could receive by engaging in the activities; most of the students were able to see the intrinsic value of doing the learning activities rather than heavily relying on extrinsic incentive to learn. The reasons that the students gave to explain why they preferred the chosen learning activities matched what the teachers expected them to learn from doing them.

With the knowledge of the teachers' and the students' learning goals and preference for learning activities, further analysis of how teaching and learning can be more effective and engaging is thereby supported. Through comparing and contrasting the teachers' and the students' beliefs about what goals and activities serve as learning motivation, it paves the way for providing even more satisfying learning experiences to students. First, since a rather explicit description of learning goals were given by the students, the teachers can utilize this detailed information to align their teaching with students' practical view of learning. Second, the difference in goals of learning between the teachers and the students implies a need for increasing teacher-student communication to find ways to better accommodate their learning needs. Third, by knowing that the students were able to notice and appreciate their teachers' learning goals, which were embedded in the teaching, it shows that teachers had a powerful influence on shaping how students interpreted the educational purpose that learning activities were designed with. However, if the teachers were to help their students find more relevance in their learning, teaching addressing both the teachers' and the students' opinions about learning can be imagined to produce a more powerful effect on strengthening the students' motivation to learn. The close investigation of teachers' and students' learning goals and the preference for learning activities allow a deeper understanding of how a learning environment can be more motivating and supportive.

Up to now, there is not a mutual agreement on what the best practice of language

teaching is. In the midst of uncertainty, this study finds learning goals and teaching approaches to be valuable sources for discovering a more engaging way of teaching. By giving students space to reflect on their beliefs about learning and teaching, teachers can make better sense of how they hope to benefit from the English classes and thereby are able to provide adequate support to them. Through examining their personal learning expectations for students and investigating students' perspectives on how they have been guided to learn, teachers can identify what kind of learning students value. With the information above, teachers are empowered to self-evaluate their teaching practice and give themselves feedback on how to enhance the quality of teaching and learning. Learning goals and teaching activities are shown to play a crucial role in helping teachers understand how students can be motivated and notice how their teaching can be improved.

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Appendix A - Interview Protocol for the English Teachers (1st Interview)

Interview Protocol on English Teachers' Goals for Their Students:

Section A: Background Information

1. How long have you been teaching English? How do you like about your career?

2. Think back to when you were preparing to enter the workforce. What made you choose teaching English as a profession?

3. How many times in a week do you meet your third-grade students?

4. How would you describe your third-grade students' in terms of their learning and achievement?

Section B: Goal Setting Philosophy

1. Thinking about your current third-grade students,
   ① what goals do you want your students to achieve by the time they complete third grade?
   ② how are those goals important to your students?
   ③ what shapes your perspectives on the things you want students to learn?
   ④ how does the National Curriculum for English Language Arts influence how you set those goals?

2. What do you think your students want to learn? (probe for possible expectation gaps between the teacher and the students)

3. What experiences have you had when guiding students to meet your goals? (probe for varied goals for different students)

4. How did you assess whether your students meet your goals?

Appendix B - Survey for the English Teachers

Teacher Survey on Teaching Approaches:

Dear _____,

Thank you again for your agreement to participate in this research, *Motivation on English Learning in Elementary Schools in Taiwan: Examining The Role of Learning Goals and Teaching Approaches*. Your support means more than you think. By taking part in this survey, you will help us gain a better understanding of the teaching approaches/activities/learning tasks you adopt in your English classroom. In addition, the information gathered from this survey will then be utilized in the design of a part of another survey for your students, the purpose of which is to collect students' opinions on how they are guided to learn. In this survey, you are asked to list what teaching approaches you have used to facilitate your current third-grade students' development of English skills and other competencies that you value.

Sincerely,

Yung-Hsin Shee, Graduate student
University of Washington
Department of Teaching, Learning & Curriculum

1. What kind of teaching activities you use for developing students' **English listening skills**?

2. What kind of teaching activities you use for developing students' **English speaking skills**?

3. What kind of teaching activities you use for developing students' **English reading skills**?

4. What kind of teaching activities you use for developing students' **English writing skills**?

Appendix C - Interview Protocol for the English Teachers (2nd Interview)

Interview Protocol on English Teachers' Use of Teaching Approaches:

1. How did you come up with the ideas of those teaching approaches you listed in the survey? (Are they based on your past second language learning experience? Does your teacher preparation program or on-the-job training program inspire you in some way? Do your students influence your use of the teaching approaches?)

2. Among those teaching approaches, which teaching approaches you enjoyed using the most?

3. What do the teaching approaches mean to you? / What is your intention of using those teaching approaches? / How do the teaching approaches benefit your teaching?

4. How are the teaching approaches meaningful to your students? What do you hope students learn during or after doing those learning activities? Do students learn what you want them to learn by doing those learning activities?

5. What kinds of teaching approaches work well on motivating your students to learn? Why so?

6. What kinds of teaching approaches do not motivate students to learn? Why so? Why do you continue to use them?

7. Did you find that some of those teaching approaches are used more often than the other ones? Why did it happen?

8. What teaching approaches do you believe would help students attain the goals you have shared in the last interview?

9. How would you define your way of teaching? Is it more toward teacher-centered orientation or more toward student-centered orientation? Why do you think so?

10. How do you think a teacher-centered pedagogy can benefit students' learning? How do you think a learner-centered pedagogy can benefit students' learning? Which kind of pedagogy are you working toward? Why do you make this choice?

Appendix D - Survey for the English Learners

English Learning Motivation Survey for English Learners:

Dear Students,

Thank you for taking part in this research—Motivation on English Learning in Elementary Schools in Taiwan: Examining The Role of Learning Goals and Teaching Approaches. In this survey, you will be helping us gain some ideas of ways your English teacher and other English teachers in Taiwan to better design English learning lessons. This is an anonymous survey to collect information on (a) your personal information (b) your goals of learning English (c) your preferred classroom learning activities and (d) your opinion and advice about English classes. It is a great opportunity to have your voice be heard. Thank you again and I hope you enjoy filling out this survey while reflecting on your English learning experiences.

Sincerely,
Yung-Hsin Shee, Graduate student
University of Washington
Department of Teaching, Learning & Curriculum

A. Personal Information

1. Gender: □Male □Female
2. When do you start learning English?
   □Kindergarten □Grade ____ in elementary School □Other_____
3. I use English outside the classroom when… (Please select all that apply)
   □reading books, magazines, and newspapers
   □using online resources, such as _____
   □attending a cram school
   □interacting with family members or friends
   □Others_____
   □There is no opportunity to use English outside the classroom.
4. Besides taking English classes and doing my English homework, I have the opportunity to use my…(Please select all that apply)
   □English listening skills
   □English speaking skills
   □English reading skills

□English writing skills

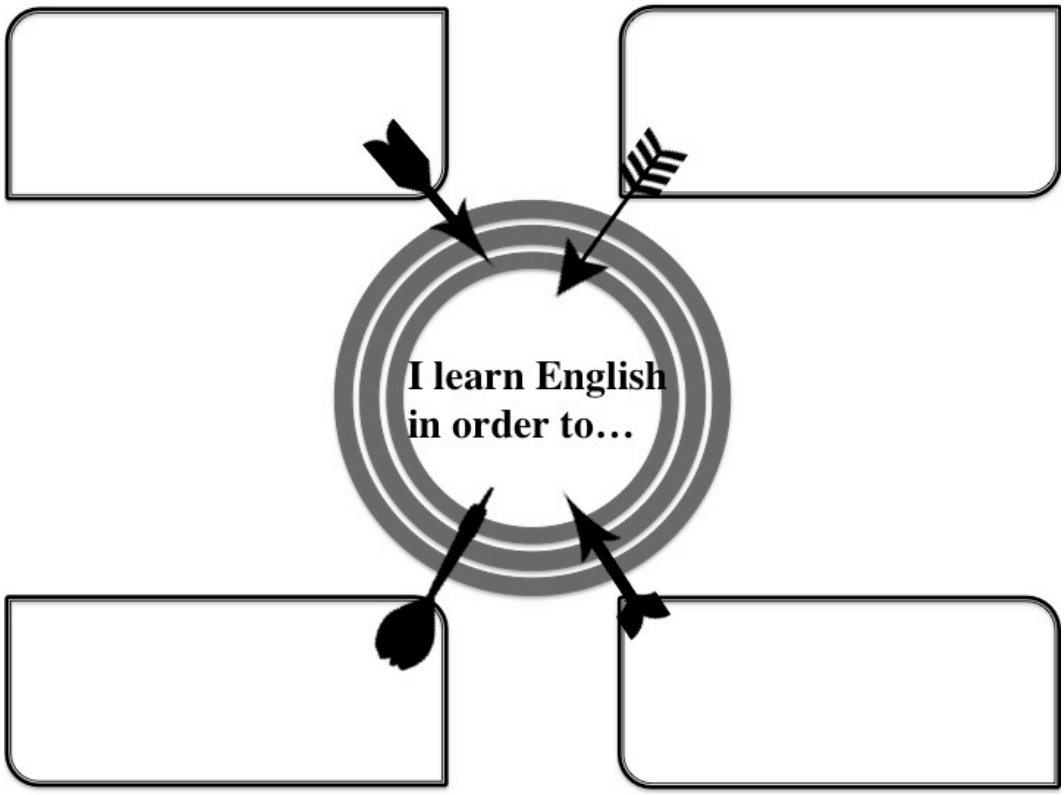
□All the previous four skills

□There is no opportunity to use my English skills in my daily life.

5. How interested are you in learning English?

□Very interested □Somewhat interested □Neutral □Not very interested □Not at all interested

B. Think about what learning English means to you and what motivate you to keep putting efforts into learning English. Please complete the diagram below by listing your personal goals of learning English. There is no judgment on how many goals you want to achieve.



C. The following section lists some classroom learning activities your teacher reported to use for leading you to learn English. Please let us know about what you like about the English learning experiences in the classroom.

1. Which learning activities of listening do you enjoy doing the most? Please put a check (✓) in the box that corresponds to your answer and provide a short explanation for your choice.

2. Which learning activities of speaking do you enjoy doing the most? Please put a check (✓) in the box that corresponds to your answer and provide a short explanation for your choice.

3. Which learning activities of reading do you enjoy doing the most? Please put a check (✓) in the box that corresponds to your answer and provide a short explanation for your choice.

4. Which learning activities of writing do you enjoy doing the most? Please put a check (✓) in the box that corresponds to your answer and provide a short explanation for your choice.

D. Your opinion and advice.

1. Generally speaking, do English classes help you reach the goals you shared in section A? Why?

   ☐ Yes, it does.
   My reason: _____
   ☐ No, it doesn't.
   My reason: _____

2. In terms of the classroom learning activities, what kind of change do you hope to see? Why?

   _____

   _____

3. What do you hope to learn more about from the English classes? Why?

   _____

   _____

4. What do you think your English teacher can do more to better facilitate your learning or help you reach your goals of learning English? Why?

   _____

   _____