THE IMPLEMENTATION OF MOTIVATIONAL
TEACHING STRATEGIES IN VIETNAM’S HIGH SCHOOLS

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ABSTRACT

Enhancing students’ motivation has always been an immense intact field in Vietnam’s educational system, which is awaiting scholars and researchers to cultivate in and bring fruitful changes to the wellbeing of their own students. With her deep concern about this notion, I carried out a study titled “The implementation of motivational teaching strategies in Vietnam’s high schools”. The aims of this study was to describe how high school teachers and students in Vietnam perceive the use of motivational teaching strategies in EFL classrooms, identify the motivational strategies utilized by teachers and reveal the effects of those strategies on students’ behaviors in the class. This study follows both quantitative and qualitative research methods. Questionnaire, interviews and observation were employed to triangulate the information from various aspects and hence ensure the validity as well as reliability of the research.

The study yielded significant findings in response to the proposed questions. Firstly, the study confirms that high school teachers in Vietnam were aware of the importance of motivational practices in EFL classroom. However, there were some strategies that were highlighted by teachers but not recognized by students. Next, the observation revealed that the most popular and effective motivational strategies demonstrated in classrooms are: establishing relevance, class applause, tangible reward, process feedback, intellectual challenge, pair work, scaffolding, individual competition, and team competition. These strategies have triggered a high level of student’s attention, participation and volunteering.

Based on these findings, implications were made for teachers and classroom teaching. With a view to enhancing learners’ motivation in particular and improving the
quality of teaching and learning English in general, not only do teachers have to apply effective motivational strategies perceived by students more frequently but they also need to reconsider the implementation of motivational strategies that were not appreciated by students.

REFERENCES


