

การพัฒนารูปแบบการสอนภาษาอังกฤษเชิงพลวัตแรงจูงใจเพื่อสร้างแรงจูงใจของผู้เรียน ภาษาอังกฤษเป็นภาษาต่างประเทศในประเทศไทย

หยุ่น หวัง¹
งามพิพิช วิมลเกشم²

¹ ผู้นิพนธ์ประจำงาน โทรศัพท์ 08-3616-9577 อีเมล : tgutamthipw@yahoo.co.uk

รับเมื่อ 31 ตุลาคม 2564 วันที่แก้ไขบทความ 13 ธันวาคม 2564 ตอบรับเมื่อ 11 มกราคม 2565

บทคัดย่อ

งานวิจัยนี้เป็นการบูรณาการทฤษฎีแรงจูงใจในการเรียนภาษาที่สองและการสอนภาษาที่สองในการพัฒนารูปแบบการสอนภาษาอังกฤษเชิงพลวัตแรงจูงใจเพื่อสร้างแรงจูงใจของผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศในประเทศไทย วัตถุประสงค์ของ การศึกษานี้เพื่อพัฒนารูปแบบการสอนนี้และตรวจสอบผลของรูปแบบการสอนนี้ต่อแรงจูงใจของผู้เรียน งานวิจัยนี้เป็นงานวิจัยเชิงประจักษ์โดยแบ่งกลุ่มนักศึกษาชั้นปีที่ 1 จำนวน 84 คนเป็น 2 กลุ่ม คือ กลุ่มทดลองและกลุ่มควบคุม โดยกลุ่มทดลองเรียนด้วยรูปแบบการสอนภาษาอังกฤษเชิงพลวัตแรงจูงใจส่วนกลุ่มควบคุมเรียนด้วยวิธีการสอนแบบเดิม หลังจากการเรียน 1 ภาคการศึกษา มีการเปรียบเทียบระดับแรงจูงใจของนักศึกษาทั้งสองกลุ่มโดยใช้แบบสอบถามเพื่อสำรวจแรงจูงใจเก็บข้อมูลทั้งก่อนและหลัง การเรียนรวมทั้งแบบรายงานตนเอง ข้อมูลเชิงปริมาณวิเคราะห์ด้วยค่ามัชณิค ส่วนเปรียบเทียบมาตราฐาน และการทดสอบ t-test แบบอิสระ ส่วนข้อมูลเชิงคุณภาพวิเคราะห์ด้วยวิธีการวิเคราะห์เนื้อหาเพื่อหาสาระสำคัญที่เกี่ยวข้องจากแบบรายงานตนเอง ของนักศึกษา ผลการวิจัยแสดงให้เห็นว่านักศึกษาในกลุ่มทดลองมีระดับแรงจูงใจสูงกว่ากลุ่มควบคุมอย่างมีนัยสำคัญ ซึ่งแสดงให้เห็นว่ารูปแบบการสอนภาษาอังกฤษเชิงพลวัตแรงจูงใจช่วยพัฒนาระดับแรงจูงใจในการเรียนภาษาอังกฤษของนักศึกษาใน บริบทของการศึกษาระดับมหาวิทยาลัยของประเทศไทยให้เพิ่มขึ้น

คำสำคัญ : รูปแบบการสอนภาษาอังกฤษเชิงพลวัตแรงจูงใจ การศึกษาเชิงประจักษ์ การสอนภาษาอังกฤษ

¹ นักศึกษาปริญญาดุษฎีบัณฑิต สาขาวิชาการสอนภาษาอังกฤษ บัณฑิตวิทยาลัยมนุษยศาสตร์ มหาวิทยาลัยอัสสัมชัญ อาจารย์ประจำวิทยาลัยภาษาต่างประเทศ มหาวิทยาลัยโพลีเทคนิคแห่งอันชุย ประเทศไทย

² ผู้ช่วยศาสตราจารย์ ดร. สาขาวิชาการสอนภาษาอังกฤษ บัณฑิตวิทยาลัยมนุษยศาสตร์ มหาวิทยาลัยอัสสัมชัญ

The Development of a Dynamic Motivational English Teaching Model to Enhance EFL Learners' Motivation in China

Yu Wang ¹
Ngamthip Wimolkasem ²

¹ Corresponding author Tel. 08-3616-9577, Email : ngamthipw@yahoo.co.uk

Received 31 October 2021; Revised 13 December 2021; Accepted 11 January 2022

ABSTRACT

This study brings together the field of second language learning motivation and second language teaching to develop a dynamic motivational teaching model to enhance students' interest in foreign language learning in China. The purposes of this research are to develop this model and to examine its effects on students' learning motivation in China. This empirical study divided 84 first-year students into an experimental group and a control group. The experimental group learned with the dynamic motivational teaching model while the control group learned with a traditional teaching method. After one semester, the learning motivation of the two groups were compared. The instruments of this study were students' motivational questionnaires administered repeatedly at the beginning and at the end of the semester as well as their self-reports. The quantitative data were analyzed through mean, SD, and independent t-test while content analysis was employed to find relevant themes from students' self-report. The results showed that students in the experimental group were more notably motivated than the students in the control group. This indicated that the dynamic motivational teaching model significantly helped to enhance students' motivation to learn English in a Chinese College context.

Keywords : dynamic motivational model; empirical study; English teaching

¹ Ph.D. student in ELT, Graduate School of Human Sciences, Assumption University, Bangkok, Thailand, Lecturer, School of Foreign Languages, Anhui Polytechnic University, Anhui, China

² Asst. Prof. Dr., senior lecturer in ELT, Graduate School of Human Sciences, Assumption University

1. INTRODUCTION

The problem of teaching college freshmen students is oftentimes concerning to college English teachers in China. Because of the competitive nature of college entrance examinations. Most students in high schools have to do nothing but study for university entrance examinations which in most Chinese parents' eyes, is the only way towards a bright future. The problem is that once the students enter a college, they tend to regard it as their accomplished goal, and many students find themselves losing interest in continuing devoting themselves to studying in college. Moreover the College English Test (CET) is mandatory for university students in China. So, traditional English teaching in China is an exam-oriented classroom methodology to prepare students to pass CET level 4. Despite the increasing importance of motivation on language learning, lack of motivation still remains one of the biggest challenges in EFL classrooms in China (Cai, 2010). Motivation plays an important role in determining success or failure in any learning situation.

More understanding of the importance of motivation boosted a wealth of pedagogical implications in the educational context as to how L2 teachers can intervene to promote learners' L2 motivation in terms of motivational strategies (e.g., Dörnyei, 2001; Dörnyei & Malderez, 1997; Williams & Burden, 1997). The most comprehensive practical framework of motivational strategies was provided by Dörnyei (2001) via Motivational Teaching Practice in the L2 Classrooms, with which, as is suggested by Dörnyei, L2 teachers can be equipped with the capability to stimulate learners' motivation and help them maintain their motivation throughout their L2 learning process. However, certain research findings (e.g. Guilloteaux & Dörnyei, 2008) reveal that the teacher's use of motivational strategies in foreign language teaching would involve not merely choosing a "bag of tricks" in the form of a few motivational strategies, but also embed these in a more generally motivating L2 teaching approach to take into consideration the students' desire for more interesting lessons.

Furthermore, complex and dynamic processes of motivation involve a multitude of personal characteristics, beliefs, and perceptions fluctuating over time and circumstances (Kaplan, Garner, Brock, 2019). Therefore, motivational teaching cannot afford to focus on only a certain single construct with the intention of generating and maintaining learners' motivation. To achieve a maximized effect, this study proposed an integrated teaching model that incorporated a multitude of motivational variables in language teaching to deal with the rich, multi-construct, contextualized motivational system and investigated its effects on students' English learning motivation. In this model, the teaching contextual factors, i.e., teaching method (Production-oriented Approach, POA) (Wen, 2015), teaching organization (collaborative learning) and teaching media (multimodal teaching) cooperate and interact with motivational strategies.

2. OBJECTIVES

Based on the problems mentioned above, this study proposed an English teaching model as the independent variable with the 4 objectives as follows.

- 2.1 To develop a dynamic motivational teaching model to enhance students' learning motivation.
- 2.2 To compare the students' English learning motivation between the experimental group and the control group.
- 2.3 To compare the students' English learning motivation before and after learning with the developed model.
- 2.4 To examine students' opinions towards the dynamic motivational teaching model.

3. LITERATURE REVIEW AND RELATED RESEARCH

In order to deal with the multifaceted nature of language learning motivation, an integrative perspective for the current study is based on 4 main teaching concepts as follows:

3.1 Motivational strategy

Motivational strategies refer to instructional interventions consciously applied by the teacher to elicit and stimulate student motivation. The most practical and comprehensive one is Dörnyei's Motivational Teaching Practice (2001), and his theoretical framework comprises four main dimensions, which are further broken down into over 100 motivational techniques : (1) creating the basic motivational conditions, (2) generating initial motivation by using strategies designed to develop positive attitudes, (3) maintaining and protecting motivation, and (4) encouraging positive retrospective self-evaluation.

Later on, based on the achievements of the psychological school and the sociocultural school, Dörnyei further promoted and deepened the study of motivation theory, and put forward a new theoretical framework that has substantial impact on L2 motivation, namely "L2 Motivational Self-System"(Dörnyei, 2005, 2009). As the latest approach to L2 motivation, it has proved an internationally acknowledged valid approach to L2 motivation and has demonstrated powerful explanation in L2 achievement in different EFL contexts (Taguchi, Magid, & Papi, 2009; Csizér & Kormos, 2009; Thompson & Erdil-Moody, 2014).

This theoretical framework consists of "ideal L2 self", "ought-to L2 self", and "L2 learning experience". The "ideal L2 self" refers to all the L2- related features that a person desire and hopes to have, thus a person with an ideal L2 self-image in mind with a high L2 achievers will have a strong stimulus to become the ideal L2 self, while "ought-to L2 self", refers to the degree to which the learner thinks he should reach. The basic assumption of the theoretical system is, if a proficient user of the target language is an ideal "ought to be part of the learner's self", he will have a strong motivation to learn the target language, because he has the desire to close the gap between the real self and the possible self (Dörnyei et.al, 2016).

3.2 Production-oriented Approach (POA)

In order to overcome the weakness of traditional Chinese teaching and enhance the quality of foreign teaching in China, Chinese distinguished scholar Wen Qiufang put forward the "Production-oriented Approach" (POA), with a core idea of learning a foreign language is to use it (Wen, 2015). Unlike traditional Chinese teaching which emphasizes learning rather than using, the POA starts teaching with language production and ends with task production while input serves as a core to help accomplish productive activities. In this study, POA was adopted to be its teaching method to take the following two rationales into consideration : first, adult university students love goal-driven and problem-solving learning (Wen, 2017). Second, many experiments conducted by researchers and scholars (Cumming, 2017; Matsuda, 2017) have proved POA's advantages in comparison to traditional methods.

3.3 Collaborative learning

Collaborative learning means students working in pairs or small groups to achieve shared learning goals (Slavin, 1995).

There are many cooperative learning techniques available to help teachers organize and conduct teaching in and after class. Methods employed in this study were the Three Step Interview, the Think Pair Share, and the Student Team Achievement Divisions (STAD). The Three Step Interview was used as an ice breaker for group members to get to know each other and the Think Pair Share technique was used to promote pair-work discussion while STAD improves teamwork (Zheng, 2004).

3.4 Multimodal Teaching

This teaching model utilized multi-modality as its teaching means, because learners are more motivated to learn the language if they think it is interesting and useful (Zhang, 2011). Modern pedagogy believes that pictures, videos, colors and many other sorts of multi-modalities can be combined to give students rich and alternative stimuli in a lively teaching context (Zhang, 2011). It can provide learners with multi-sensory experiences, and can help to stimulate students' enthusiasm and interest in participating in learning and communication (Zheng, 2004). So the oral and written input in the teaching should be in a variety of forms to adapt to students with different learning characteristics (Kang, 2016).

3.5 The conceptual framework of the study

The present study is aimed at developing a motivational sensitive teaching model to enhance students' interest and enthusiasm toward learning English. Given the complexity and multidimensional nature of L2 learning motivation, this motivational teaching model proposes to create a dynamic motivational English teaching classroom by bringing together four motivational teaching components: teaching approach (POA), teaching tool (multi-modality), teaching/ learning organization (collaborative learning) as well as the motivational strategies in order to grasp the multifaceted nature of language learning motivation from different perspectives of L2 teaching presented in Figure 1.

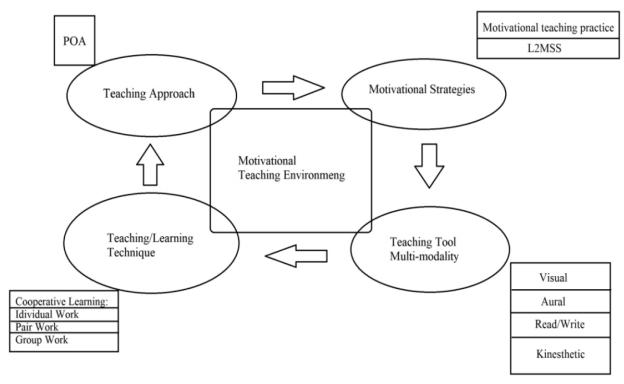


Figure 1 The conceptual and operational framework of the dynamic motivational teaching model

This model intends to create a pleasant and motivational environment in the teaching process, with the teaching method, teaching organization, teaching tools and motivational strategies cooperating together to facilitate the initiation and maintenance of students' motivation throughout the whole foreign language classroom learning process.

Starting from the key role of input enabling students to perform their output task, this teaching model is intended to make full use of various modal resources (such as language, vision, hearing, gesture, spatial mode and PPT, etc.), as well as a variety of media means (such as blackboard, computer, QQ group, Superstar Online Learning software, etc.), to create a lively learning environment to stimulate students' interest and enthusiasm to participate in the learning process. Featuring task-based and activity-oriented methodology, this teaching model adopt techniques of cooperative learning, in which students are active participants in the process of learning and producing understanding through small group structures, working together to gain and maximize their own and each other's comprehension and production of the target language.

4. METHODOLOGY

4.1 Participants

In September 2020, two classes of the first-year students from Anhui Polytechnic University, Anhui, China were selected to be the participants. One class was randomly selected as the experimental group and the other as the control group. The total number in each class was 42. The experimental group were treated with the dynamic motivational teaching model by the researcher, while the control group learned with the regular teaching method commonly practiced in China by the researcher's colleague. Both groups were given 14 weeks of instruction with an average of about 3 hours per week.

4.2 Research design

This research adopted an embedded experimental design (Creswell, 2011) with both qualitative and quantitative methodology to examine the effectiveness of this newly developed teaching model. The independent variable is the dynamic motivational teaching model, and the dependent variables are students' learning motivation and interest. The quantitative data was collected through the 6-scale motivation questionnaire while students' self-reports provided the qualitative data. In this study, students' English learning motivation was measured repeatedly at the beginning and the end of the teaching experiment respectively to see if there was any difference in students' motivational intensity prior to and after the experimental teaching.

Table 1 shows how the integration of the three teaching components and motivational strategies interplay with each other in each phase of teaching plan.

Table 1 The Operationalization of the Dynamic Motivational Teaching Model

Phase	Contents	Multimodality	Collaborative learning	Motivational Strategies
Motivating	The teacher presents the communicative scenes	mini lecture online	/	Make the teaching materials and the unit task relevant to the students by relating the subject matter to the everyday experiences and backgrounds of the learners.
	Students try producing output tasks	written work/presentation/role play/ interview recorded video	Group learning and checking together	Creating realistic learner beliefs
	The teacher announces teaching aims and output task	PPT	Individual accountability	Increasing the learners' goal-orientation
Enabling	The teacher divides the general output task into several small ones, and provide learning materials and guidance accordingly	PPT text/video /Listening materials	Individual accountability	Increase the learners' expectancy of success in particular tasks by providing sufficient preparation and offering assistance
	Students select the content, language and structure to learn which are closely relevant to the output to be produced from the materials given by the teacher	text/video /Listening materials	Think-pair-share/Jigsaw reading (text understanding/vocabulary/writing skill)/ Round robin story make-up	Making learning stimulating and enjoyable Increase the students' motivation by actively promoting learner autonomy.
	Students produce output task	written work/presentation/role play/ interview recorded video	After finishing their assignment independently, students submitted them in groups	Increase students' goal-orientation by drawing students' attention from time to time to unit goals.
Assessing	The teacher and students learn the assessment criteria together	PPT	Teacher and students collaborate together	Ensure that they know exactly what success in the task involves.
	Students submit their product to the teacher	Online written work/presentation/role play/ interview recorded video	After finishing their assignment independently, students submitted them in groups	Take into account team products and not just individual products in your assessments.
	The teacher and students evaluate students' product collaboratively	PPT	Students first evaluate individually and then make a group discussion	Providing motivational feedback Include problem-solving activities that lead to the successful completion of whole-group tasks or involve small-group tasks.

4.3 Instruments

4.3.1 The Student Motivational State Questionnaire (L2MQ)

The Student Motivational State Questionnaire adopted in this study was a combination from Liang (2002), and Taguchi et al. (2009) with some adaptation. The questionnaire was divided into four sections, i.e. attitudes toward the course, linguistic self-confidence, Ideal L2 self, and L2 classroom anxiety totaling 26 questions, with each of the questions ranked 1 (very untrue), 2 (untrue), 3 (somewhat untrue), 4 (somewhat true), 5 (true) and 6 (very true) on the Likert scale. A 6-point Likert scale was employed because by doing

so, students were less likely to play safe and choose the middle number like 3 in the 5-point Likert scale, thus the validity of the questionnaire could be guaranteed (Creswell, 2011).

4.3.2 Self-report

To provide insightful information on students' learning experience of the dynamic motivational teaching model, students' self-reports were an important source. Written reflection has been increasingly used as a critical expression on reflecting language teaching (Polio, 2017). The students' self-report includes their overall feeling over this dynamic motivational teaching model, their gains, difficulties and suggestions, which can be used to collect feedback from the participants about the effects of teaching model and prepare for future improvement. In this study, students were required to submit two self-reports during the process of the whole semester, one was after the completion of the first unit, and the other was at the end of the experiment.

4.4 Data analysis

After the 6-point Likert scale students' motivation questionnaire sheets were collected, all the data were input into computer for the analysis. The Independent Samples Test was run for the inter-group analysis of the data collected from both the experimental group and control group, while the Paired Samples Test was used for the intra-group analysis of the data collected before and after the treatment. A pilot study was carried out in the first place on 30-first year students by using an Independent-sample t-test and Cronbach's alpha coefficient to test the internal consistency of the questionnaire items. The coefficient score at 0.86 indicates that the items in the questionnaire were highly reliability.

For students' self-reports, the qualitative data analysis followed the procedures outlined which, underwent three fundamental steps. First, data from the E-Learning Platform where students input was downloaded and printed. Next, content analysis of the data started with several readings to get the researcher-self familiarized with the data and to identify the themes. The cross-checking or inter-coder agreement was applied by inviting 2 experts to crosscheck the code independently. Several discussions were conducted for the acceptable agreement of 92.8%.

5. FINDINGS

5.1 Motivation level in L2 MQ

The degree of motivational intensity was corralled into six levels- very high (5.17-6), high (4.34-5.16), moderate high (3.51-4.33), moderate low (2.68-3.50), low (1.85-2.67) and very low (1-1.84). For the first three positive factors, high marks indicated positive responses, but for the fourth factor, the high marks indicated a low level of anxiety.

Table 2 below shows the mean scores and the corresponding motivational level of each item under the three factors on the L2 motivation questionnaire data from both the experimental group and control group at two different time periods: prior to and after the treatment.

Table 2 Levels of students' motivation intensity in each item of L2MQ of the two groups

Descriptions	Test	Experimental Group			Control Group		
		Mean	SD	Interpretation	Mean	SD	Interpretation
Factor 1 (Attitudes Toward the Course)							
1. I am looking forward to our English class.	Pre	3.76	1.13	M high	3.74	1.2	M high
	Post	3.76	0.97	M high	3.58	1.02	M high
2. I am attentive to what the teacher says in English class.	Pre	4.23	0.93	M high	4.27	1.06	M high
	Post	4.27	0.89	M high	4.23	0.97	M high
3. I like to speak English in English class.	Pre	3.74	1.20	M high	3.44	1.24	M low
	Post	4.10	0.88	M high	3.60	1.15	M high
4. I am very happy whenever we have English class.	Pre	3.73	1.01	M high	3.74	1.17	M high
	Post	4.60	1.02	High	3.97	1.23	M high
5. I study English because I like it, not for the sake of passing exams or tests.	Pre	3.89	1.15	M high	3.81	1.21	M high
	Post	3.95	0.93	M high	3.5	1.07	M low
Factor 2 (Linguistic Self-Confidence)							
1. I feel can make progress in English.	Pre	4.21	1.07	M high	4.02	1.25	M high
	Post	4.18	0.88	M high	3.79	1.20	M high
2. I think that I can learn English well, if I try hard enough	Pre	5.03	0.98	High	4.98	1.03	High
	Post	5.16	0.71	High	4.74	1.17	High
3. I often experience a feeling of success in my English lessons.	Pre	3.61	1.15	M high	3.89	1.10	M high
	Post	4.5	1.10	High	3.60	1.15	M high
4. I am sure that one day I will be able to speak English.	Pre	4.97	1.12	High	4.92	1.08	High
	Post	5.00	0.87	High	3.92	1.11	M high
5. In English lessons, I usually understand what to do and how to do it.	Pre	3.77	1.02	M high	4.11	0.99	M high
	Post	4.21	0.96	M high	3.97	1.23	M high
6. This semester, I think I will be good at learning English.	Pre	3.58	1.12	M high	3.87	0.95	M high
	Post	4.15	0.88	M high	4.02	1.09	M high
7. I often volunteer to answer questions in English lessons.	Pre	3.18	1.09	M low	2.95	1.15	M low
	Post	4.00	1.09	M high	3.18	1.12	M low
Factor 3 (Ideal L2 self)							
1. I can imagine myself writing English e-mails/letters fluently	Pre	3.71	1.21	M high	3.94	1.05	M high
	Post	3.92	1.08	M high	3.53	1.21	M high
2. I can imagine myself living abroad and having a discussion in English.	Pre	3.74	0.90	M high	4.27	1.06	M high
	Post	3.92	1.14	M high	3.23	1.29	M low
3. I can imagine myself studying in a university where all my courses are taught in English.	Pre	3.58	1.12	M high	3.66	1.04	M high
	Post	3.35	1.24	M low	3.03	1.36	M low
4. I can imagine a situation where I am speaking English with foreigners.	Pre	4.45	0.86	High	3.68	1.08	M high
	Post	4.60	0.98	High	3.90	1.34	M high
5. I can imagine myself speaking English with international friends or colleagues.	Pre	4.10	1.28	M high	3.95	1.09	M high
	Post	4.27	0.99	M high	3.79	1.04	M high
6. Whenever I think of my future career, I imagine myself using English	Pre	3.74	1.28	M high	3.94	1.30	M high
	Post	4.48	0.99	High	4.21	1.09	M high
Grand mean	Pre	3.95	1.09	M high	3.95	1.12	M high
	Post	4.25	0.98	M high	3.77	1.16	M high

There are altogether 5 variables loaded onto F1- Attitude toward the Course which address students' feelings about their current English class and course. The result of comparisons between the pre-and post-treatment motivational questionnaire in the experimental group revealed that except for item 1 which remained the same level in the post test, all 4 other items witnessed an increased mean score. Item 4 saw a remarkable improvement as the mean score increased from 3.73 to 4.60, and the level improved from moderate high to high. This indicated that learners had a positive feeling toward this course and enjoyed the pleasant and relaxing classroom learning environment under the motivational teaching model. In contrast, of all the 5 items in this subscale, there were 3 items where the mean score (Item1, 2, 5) saw a drop in the control group, for example, item 5 saw a noticeable decrease from 3.81 to 3.50, with the state level falling from "Moderate high" to "Moderate low". This indicated that students did not have positive attitudes to L2 and their motivation to learn the L2 was purely extrinsic.

Factor 2 "Linguistic Self-Confidence" included 7 items which investigated students' perception of their ability to cope with L2 learning and achieve desired goals in terms of L2 proficiency (Guilloteaux & Dörnyei, 2008). As shown in this table, all the items loaded onto this factor experienced an increase in the mean score except item 6, among which, item 2 and 4 saw the highest mean score in the post- test. This indicated that the semester's treatment experience boosted learners' self-confidence which convinced them that the mastery of L2 is well within his or her means and potential (Clément et al.1994). Item 3 witnessed the largest rise of the mean score from 3.61 to 4.50, which indicated that students were guided to successful learning experiences under this motivational teaching model which enhanced their self-confidence. In the control group, however, of all the 7 items related to linguistic self-confidence, 5 items (item 1,2,3,4,5) showed a drop in the mean score in the post test, indicating the traditional L2 classroom lacked the incentive environment to boost students' L2 learning self-confidence, and students could not link themselves with competent L2 learner and user.

The third Factor, "Ideal L2 self", which consists of 6 items, assessed students' ability to imagine themselves as successful and proficient L2 speakers. As an important component of the L2 Motivational Self System theory, this theme suggests that students' L2 motivation can be enhanced if they have a strong, detailed, vivid mental image of their ideal L2 self as a proficient L2 speaker (Dörnyei, 2005; 2009). The findings before and after the treatment in L2MQ showed that students had stronger ideal L2-related images of themselves as people who can write English email/letters fluently (item1), or live abroad and have discussions in English (item 2), or speak English with international friends or colleagues (item 4), etc. As a sharp contrast, a majority of items in this section for the control group were subject to a decrease in the mean score, which indicated that students in the regular class were not able to imagine themselves as who they actually are (the actual self) and who they would likely become (the ideal self), nor can they envision themselves as people who can easily communicate in the L2 with confidence.

Table 3 Levels of students' L2 use anxiety of the two groups

Descriptions	Test	Experimental Group			Control Group		
		Mean	SD	Interpretation	Mean	SD	Interpretation
Factor 4 (L2 Use Anxiety)							
1. I find English class very boring. I always feel sleepy in English class.	Pre	3.1	1.17	M high	2.94	1.42	M high
	Post	4.13	0.82	M low	2.97	1.44	M high
2. I get nervous and confused when I am speaking in my English class.	Pre	3.73	1.29	M low	3.24	1.29	M high
	Post	3.84	1.24	M low	3.6	1.32	M low
3. I am afraid that my classmates will laugh at me when I have to speak in English lessons.	Pre	3.09	1.46	M high	2.68	1.57	M high
	Post	4.21	0.81	M low	2.84	1.52	M high
4. I think it is very difficult to learn English.	Pre	3.19	1.24	M high	3.66	1.04	M low
	Post	4.23	0.95	M low	3.45	1.35	M high
5. I always feel that the other students speak English better than I do.	Pre	3.21	1.40	M high	3.68	1.08	M low
	Post	3.40	1.19	M high	3.42	1.33	M high
6. I hate English, but I have no choice. I just have to sit in class without any choice.	Pre	2.41	1.50	High	2.52	1.50	High
	Post	4.11	1.16	M low	2.66	1.35	High
7. I am worried about my ability to do well in English.	Pre	3.35	1.37	M high	3.16	1.38	M high
	Post	4.39	1.03	M low	3.18	1.41	M high
8. I would rather spend time on subjects other than English.	Pre	3.44	1.21	M high	3.34	1.17	M high
	Post	4.26	0.90	M low	3.32	1.05	M high
Grand mean	Pre	3.19	1.33	M high	3.15	1.31	M high
	Post	4.07	1.01	M low	3.18	1.35	M high

The fourth factor was loaded onto “L2 Use Anxiety”, referring to students' general level of anxiety when they have to use the L2 in and outside their class. Since the items in this part are negative statements about L2 use, the interpretative levels were inverted. The analysis revealed that the students of both experimental group and control group perceived moderate high L2 anxiety in the pre-survey with the grand mean of 3.19 and 3.15 respectively. After one semester of the dynamic motivational English teaching model, the findings showed a noticeable progress in the experimental group with an increased grand mean of 4.07. When considering on each aspect, the highest improvement was on item 6 revealing the most noticeable progress. The perception of the experimental group changed significantly from high (2.41) to low anxiety (4.11). This indicated that the experimental group had a more enjoyable learning experience during the treatment period. They thought that the English classroom was more supportive and had more confidence. However, it is not the case for the control group. No sign of improvement can be found in the 8 items, which implied that the traditional teaching model had a limited effect in reducing students' levels of anxiety.

After the descriptive analysis, statistical t-tests were conducted to develop a better understanding of the data. The inter-group comparisons were made on the factor averages of the pre and post-treatment motivational questionnaire. As shown in Table 4, there was no significant difference between the two groups of students in any of the four factors towards English learning in the pre-test questionnaire ($p < 0.5$).

Table 4 Independent Samples Test of Motivational Level in Pre-test

Items	Tests	Mean	S D	T-value	P-value
Factor 1	Experimental	3.87	1.09	-.733	.464
	Control	3.80	1.20		
Factor 2	Experimental	4.05	1.26	-.648	.517
	Control	4.11	1.25		
Factor 3	Experimental	3.81	1.19	-1.140	.255
	Control	3.91	1.12		
Factor 4	Experimental	3.19	1.36	.396	.695
	Control	3.15	1.37		
Overall	Experimental	3.69	1.29	-.298	.766
	Control	3.71	1.31		

However, after one semester's motivational teaching intervention, a remarkable significance was found between the experimental group and control group ($P=.00 < .001$) as demonstrated in Table 5. This indicated that the two groups of learners had a similar motivation to learn English when the experiment commenced, but the treatment group enhanced their L2 motivation to a larger extent than the control group did after one semester's motivational teaching model treatment.

Table 5 Independent Samples Test of Motivational Change in Post-test

Items	Tests	Mean	S D	T-value	P-value
Factor 1	Experimental	4.14	0.98	4.286	.000 ***
	Control	3.77	1.12		
Factor 2	Experimental	4.46	1.02	7.428	.000 ***
	Control	3.89	1.23		
Factor 3	Experimental	4.09	1.15	5.337	.000 ***
	Control	3.62	1.28		
Factor 4	Experimental	4.07	1.18	3.542	.000 ***
	Control	3.18	1.38		
Overall	Experimental	4.01	1.16	9.718	.000 ***
	Control	3.18	1.30		

To sum up, the questionnaire administered in 2020 as a quantitative instrument examined the effectiveness of the motivational teaching practice on students' L2 motivation. As a result, Independent T-Tests on the pre- and post-treatment L2MQ factor scores from both the experimental group and control group indicated that the experimental group gained significantly in terms of their L2 motivation which preliminarily proved that the integrated motivational teaching model is an effective means to enhance students' L2 motivation.

5.2 Findings on students' self-reports

Students in the experimental group had a positive feeling about the dynamic motivational teaching model. High-frequency keywords such as "challenging", "exciting", "rich", "colorful", "friendly", "supportive", and so on fully illustrate this point. Positive feedback is mainly manifested in the following three aspects. First, students reflected this semester' English class as favorably different from their previous one. For example, student 7 revealed that POA changed his conception of how English should be learned.

“Under POA, what we focused on was not only the language forms and how they can be used in doing exercises as we did in high school, but on the real meaning and how it could be related to our lives and further study. This could enhance our understanding and practical application of English, which in turn increases our students' enthusiasm for learning.”

Student 13 and student 26 expressed his positive comment on the collaborative learning. “Unlike my previous English classes, where we used to study individually and seldom communicate with classmates academically, we did a lot of pair and group work in and out of class this semester, now I think I have become more fluent and more competent to express myself. Besides, collaboration also helps us to learn others' language and ideas during communication....”

Secondly, the dynamic motivational teaching model helps to reduce students' emotional barriers and boost their self-confidence and interest in English learning. For example, student 5 stated how the generous practice in English contributed to the enhancement of L2 learning confidence.

“I used to be very shy and dared not to speak in front of many people. Thanks for POA, I was offered more opportunities to practice and show myself in English. For a couple of nights before I went on stage, I devoted myself to rehearsing time and time again. Finally, the applause from the students proved my success, and the teacher's positive comments increased my motivation toward learning English.”

Other than the adoption of POA as the teaching method, collaboration, in many students' eyes, can create a relaxing and less stressful environment which can make the English class more enjoyable.

“I enjoyed the collaborative activities designed by our teacher, where we group members feel free to talk and discuss, which motivates us to actively participate in class. Take the video making for example, I felt so embarrassed to speak in front of a camera, and was not willing to do so, but my teammate turned to me, with her patience, help and encouragement, I finally overcame my anxiety and gathered confidence to finish that work well.”

Furthermore, the teacher's positive attitudes also helped to create a pleasant atmosphere where students feel comfortable and relaxed in learning English in class.

“To me, the most motivating thing in English class is a friendly atmosphere where there was a lot of interaction between teacher and students. I like my English teacher who always wears smile on her face, and always told us never mind about making mistakes which was a natural part of language learning while we express ourselves. This made us participate the class activities more actively.”

Thirdly, students had an enhanced ideal L2-related image of themselves which also helped to increase their L2 learning motivation. Student 21 expressed the role of an increased ideal L2 image played in motivating her to work hard in English learning.

“Under the teacher's guide of possible self, my dream about English is not merely passing the examination, but I want to become an HR in an international company who is equipped with the opportunity to be designated by the company to work or study abroad because of my excellent English. I know it is not easy, so I determine to study hard and carry out my action plan conscientiously to the full” (Student 21).

To sum up, both the quantitative data and the qualitative data from their self-reports indicated that this dynamic motivational teaching model combined by the four motivating components are effective in enhancing motivation to learn English in a Chinese College English context.

6. DISSCUSSION

The dynamic teaching model aims to maximize the likelihood of students' L2 learning motivation, which in turn could be transformed into action in the L2 classroom setting. Through one semester's experiment and by comparing the data collected from the experimental group and control group, the study investigated the effectiveness of this teaching model on learners' L2 learning motivation intensity which was reflected by the motivational questionnaire and students' feedback on this teaching model. The results show that the experimental group gained significantly and outperformed their counterparts in terms of their L2 motivation. Combined with students' self-report, the empirical analysis of the English classroom dynamic motivational teaching model can be discussed as follows :

Firstly, the motivational teaching model adopted POA as its teaching approach, which highlights the central role of output tasks. The significant gain in the students' motivation toward learning English in the experimental group was consistent with a series of empirical researches claiming the effectiveness of POA in boosting the learners' motivation (Bi, 2017; Duan, 2020; Zhang, 2017). The reason why the output task under POA can contribute to the learners' enhanced motivation could be better explained through Dörnyei's motivational flow (Dörnyei & Chan, 2013) which is a heightened level of motivated task engagement, as well as the four task conditions to achieve this motivational flow (Egbert, 2003). The results of this study are in line with Egbert (2003) in that the task conditions under which flow occurs should meet four aspects : (1) the task offers opportunities for intense concentration and the participants' attention is focused on the pursuit of clear task goals, (2) the participants perceive a sense of control over the task process and outcomes, (3) the participants find the task intrinsically interesting or authentic, and (4) there is a perceived balance of task challenge and participant skills during the task.

In addition, asking students to conduct the unit productive activities which were further divided into several sub-productive tasks can provide students with ample opportunities to use language, and motivate them to learn (Wen, 2015).

This can effectively reduce the difficulty of output and lessen students' anxiety in completing the output and protects the students' learning motivation. Due to the teacher's scaffolding represented by "big task, small steps" and the rich and varied authentic learning resources, students were imbued with a confidence that the task is do-able and the learning resources available are sufficient for success. "From not daring to 'open my mouth' to now 'being able to fluently conduct a conversation in an interview on the topic of growing up', I can feel a sense of achievement", "the more I learn, the more motivated I feel". The satisfaction and a feeling of accomplishment learners gained from their sense of progress could, according to Dörnyei in his latest motivational theory (Dörnyei et al. 2015, 2016; Muir & Dörnyei 2013), help students form a highly intense burst of motivation--the directed motivational current. Zheng (2004) also asserted that the more interesting and relevant the input material was, the happier were the students to accept and the readier they were to learn.

Secondly, this motivational teaching model adopted cooperative learning as its teaching organization. The findings that cooperative learning could enhance learner's motivation in language learning was supported by previous researches (Liang, 2002, Li & Gong, 2019). For this study, it can be embodied in the following three aspects : (1) cooperative learning created a pleasant and relaxing learning context within which students enjoyed learning, (2) cooperation triggered both intrinsic and extrinsic motivation, and (3) cooperation was conducive to ease students' anxiety in language learning. Student interaction based on interdependence

and accountability led to a mutual-support and mutual-caring learning atmosphere that provides good conditions for students' social mental health and social skills (Li, 2007). Think-pair-share and jigsaw reading was interesting and rewarding. Just as was mentioned in students' self-reports that, cooperative learning created a more friendly and supportive learning context which gave students more opportunities and freedom to explore and practice their English. Through jigsaw reading, students learned by doing, which enhanced their autonomy and familiarity with the target language.

Thirdly, the utilization of multi-modality as its teaching tool also contributed to maintaining and protecting increased motivation among students. Under the concept of multi-modes, students were exposed to a great variety of authentic materials and diverse means to present them. This can be explained by the behaviour control theory (Ajzen, 1991, Duan, 2020), which claimed that when the individual thinks that they have more resources and opportunities and can expect success with fewer obstacles, they tend to consider the goals achievable and the process controllable. The greater this sense of control, the greater the motivation (Duan, 2020). After being assigned a speaking or writing task, the students were provided with rich and diverse authentic materials including printed text, listening material, video clip etc., from which they can acquire the necessary language, context and structure relevant to their productive tasks.

Another motivational aspect concerning the instructional tool observed by students was the employment of modern internet technology to conduct the blended teaching and learning. Through the Superstar Online Learning Platform, students could download the audio and visual or reading materials uploaded by the researcher. The functions of "racing", "cloud map brainstorming" etc. not only improve teaching efficiency but also increase students' interest and prompt students to focus their attention longer in class (Wang, 2021). By using Writing Correction Online Application as a complement to peer correction and teacher correction, students can practice writing from multiple channels, which greatly improved students' interest in writing and enhance their writing capability.

Fourthly, the inter and intra-group comparison data of the motivational questionnaire demonstrated that the experimental group improved significantly both in the subscale Ideal Self and overall motivation, which proved that the Ideal Self could be seen as a strong indicator of students' motivation towards learning a foreign language. This finding ran counter to Wang & Dai's research (2015) which concluded that the learners' overall L2 learning motivation could not be increased accordingly with the enhanced ideal self. The reason may lie in not only facilitating students' creation of an attractive vision of an ideal language self but also helping them develop effective motivational self-guides (Dörnyei & Ushioda, 2011) to bridge the gap between the current self and future self. In this study, a series of ideas on language self-intervention program were designed first in the experimental group, then followed by action plan development and reflection. They then also needed to reflect and assess regularly how well they had carried out their plan, from which they can perceive their own progress, obtain positive feedback, and continue to put in effort to continue the flow of motivation (Dörnyei, Ibrahim & Muir, 2015)

Apart from strengthening the learners' L2 vision to increase their motivation, this motivational teaching model was also filled with a wide range of motivation strategies selected from Dörnyei's motivational teaching practice in each session of class from the beginning toward the end of a semester's teaching process. This was in line with a lot of L2 motivation research which argues that teachers' motivation and enthusiasm have a substantial impact on students' L2 motivation (e.g., Dörnyei, 2001; Guilloteaux & Dörnyei 2008) as

the teacher's efforts, preparedness and care are 'contagious' and can infect students' motivation positively (Dörnyei & Kubanyiova, 2014; Dörnyei & Ushioda, 2011).

7. PEDAGOGICAL IMPLICATION AND CONCLUSION

By embedding motivation strategies into three vital elements in the process of L2 teaching, i.e., teaching method, teaching organization, and teaching means, this motivation-oriented teaching model creates a motivational environmental system, with its four parts interacting with one another to exert a positive influence on students' L2 motivation as well as language proficiency development. Among these motivation strategies that might offer pedagogical implications for the L2 classroom is that the teacher is the most important factor in learner motivation (Dörnyei, 2001; Dörnyei & Ushioda, 2011). Therefore, it is critical for the L2 teachers to get out of their comfort zones and dedicate themselves to teaching so that they can expect students do the same in learning. In order to help students complete the productive task, it also requires the teacher to frequently cooperate with students and collect their feedback from the beginning to the end of the teaching process. In multimodal teaching, taking into consideration the students' desire for more interesting lessons, the teacher should make full use of various media and teaching resources, especially the online learning resources. The favourable cooperation of the four motivational variables in this teaching model has a positive effect on students' feeling toward this course, filling them with more confidence, less anxiety and a stronger ideal L2-related image of themselves.

However, this study is not without limitations. First, the samples of the participants were restricted to only two classes of the freshmen in a key provincial university in China. Due to adopting production-oriented methodology as its teaching method which requires students to have a moderate high level of English, thus the study results might not apply to other schools or other majors. Second, this experimental teaching study only lasted less than 4 months, so it can not judge the effect of the dynamic motivational teaching model in the long-term, especially whether requiring students to produce a large amount of language output will play a negative effect on learning motivation. So future studies can improve in these two areas.

8. REFERENCES

Ajzen, I. (1991). The theory of planned behavior [J]. *Organizational Behavior and Human Decision Processes*, 50, 179-211.

Bi, Zheng. (2017). POA teaching material use research : Evaluation of output goals [J], *Chinese Foreign Language Education*, (2), 40-46.

Cai, J. G. (2010). Some thoughts on re-orientation of college English teaching in China. *Foreign language teaching and research*, 4, 306-308.

Clément, R., Dörnyei, Z. & Noels, K. A. (1994). Motivation, self-confidence, and group cohesion in the foreign language classroom. *Language Learning*, 44(3), 417-448.

Creswell, J. (2011). *Educational research: planning, conducting, and evaluating quantitative and qualitative Research*. Boston : Pearson.

Csizér, K. & Kormos, J. (2009). *Learning experiences, selves and motivated learning behavior : A comparative analysis of structural models for Hungarian secondary and university learners of English*. In Z. Dörnyei & E. Ushioda (Eds.). *Motivation, language identity and the L2 self* (pp. 98-119). Clevedon, UK : Multilingual Matters.

Cumming, Alister. (2017). Design and directions for research. *Chinese Journal of Applied Linguistics*, 4, 459-463.

Dörnyei, Z., Z. Ibrahim & C. Muir. (2015). “Directed motivational currents”: Regulating complex dynamic systems through motivational surges [A]. In Z. Dörnyei, P. D. MacIntyre & A. Henry (eds.). *Motivational Dynamics in Language Learning* [C] (pp. 95-106). Bristol : Multilingual Matters.

Dörnyei, Z., A. Henry & C. Muir. (2016). *Motivational Currents in Language Learning: Frameworks for Focused Interventions* [M]. New York : Routledge.

Dörnyei, Z. & Malderez, A. (1997). Group dynamics and foreign language teaching. *System*, 25(1), 65-81.

Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge : Cambridge University Press.

_____. (2005). *The psychology of the language learner : Individual differences in second language acquisition*. Mahwah, New Jersey : Lawrence Erlbaum.

_____. (2009). *The L2 motivational self-system*. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 9-42). Clevedon, UK : Multilingual Matters.

Dörnyei, Z. & Kubanyiova, M. (2014). *Motivating learners, motivating teachers*. Cambridge : Cambridge University Press.

Dörnyei, Z. & Ushioda, E. (2011). *Teaching and researching motivation* (2nd ed.). Harlow, UK : Pearson Education.

Duan, Yilei. (2020). A study of L2 motivational intervention in blended teaching settings [J]. *Foreign Language Education in China*, 20, 222-228.

Egbert, J. (2003). A study of flow theory in the foreign language classroom. *Modern Language Journal*, 87(4), 499-518.

Guilloteaux, M. J. & Z. Dörnyei. (2008). Motivating language learners: a classroom-oriented investigation of the effects of motivational strategies on student motivation. *TESOL Quarterly*, 42, 55-7.

Kang, Leiming. (2016). English Teaching Design of College Athletes from Multimodal Semiotic. *Journal of Wuhan Institute of Physical Education*, 24, 168-196.

Kaplan, A., Garner, J. K. & Brock, B. (2019). Identity and Motivation in a Changing World : A Complex Dynamic Systems Perspective: Theory, Research, and Implications for Practice. *Advances in Motivation and Achievement*, 20, 101-127.

Li, Baomin & Gong, Lingling. (2019). Research on the Influence of Cooperative Learning on Students' Learning Achievements : Based on Meta-analysis of 54 Experimental Studies or Quasi-experimental Studies at Home and Abroad [J]. *Research on Education Development*, 4, 123-145.

Li, Jieli. (2007). Empirical research on the feasibility of cooperative learning in university English large class teaching [J]. *Journal of Xi'an International Studies University*, 12, 23-40.

Liang, T. (2002). *Implementing Cooperative Learning in EFL Teaching : Process and Effects* (Doctoral dissertation, National Taiwan Normal University). Retrieved from http://www.asian-efl-journal.com/Thesis_Liang_Tsailing.pdf

Matsuda, Paul. (2017). Some thoughts on the production-oriented approach. *Chinese Journal of Applied Linguistics*, 4, 468-469.

Muir, C. & Dörnyei, Z. (2013). Directed motivational currents : Using vision to create effective motivational pathways [J]. *Studies in Second Language Learning and Teaching*, 3, 357-375.

Polio, Charlene. (2017). Reflections on the production-oriented approach via pre-service teachers. *Chinese Journal of Applied Linguistics*, 4, 464-467.

Slavin, R. (1995). Cooperative learning: *Theory research and practice*. Boston MA : Allyn and Bacon.

Taguchi, T., Magid, M. & Papi, M. (2009). The L2 motivational self-system among Japanese, Chinese and Iranian learners of English : A comparative study. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 66-97). Clevedon, UK : Multilingual Matters.

Thompson, S. A. & Erdil-Moody, Z. (2014). Operationalizing multilingualism : Language learning motivation in Turkey. *International Journal of Bilingual Education and Bilingualism*, 19(3), 314-331.

Wang, Xin, Dai, Weidong. (2015). Empirical Study of Two-Language motivational Strategy Based on the "Two-Language motivational Self-System" Theory [J]. *Foreign Language Teaching*, 6, 48-52.

Wang, Juan. (2021). An exploration on an interactive teaching practice of College English listening courses based on Superstar Learning Platform [J]. *English Square*, 6, 45-67.

Wen, Qiufang. (2017). The Chinese characteristics of POA. *Modern Foreign Language*, 3, A348-358.

Wen, Q. F. (2015). The production-oriented approach to teaching adult English learners. *Language Teaching*, 51(4), 526-540.

Williams, M. & Burden, R. L. (1997). *Psychology for Language Teachers : A Social Constructivist Approach*. Cambridge : Cambridge University Press.

Zhang, Jie. (2011). *A study of hybrid audio-lingual model in college English teaching with the support of mobile technology* (Doctoral dissertation). Northeast Normal University, China.

Zhang, Lingli. (2017). An experimental study on the effectiveness of the production-oriented approach. *Modern Foreign Language*, 40, 369-376.

Zheng, Hanwen. (2004). Cooperative learning in English teaching. *Zhanjiang Normal University Journal*, 25, 112-1154.