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Abstract
The main purpose of this study is to investigate the relationship between English learning motivation and classroom activities. The researcher took 292 freshmen in a private university in southern Taiwan as the subjects. The quantitative questionnaires and qualitative interview were used to collect the data in order to investigate the three following purposes: (1) to explore students' intensity of English motivation; (2) to find out what kinds of classroom activities can promote students' English learning motivation; and (3) to investigate the relationship between English motivation and students' perspectives toward classroom activities.
The research findings demonstrated as follows: first, females had relatively higher English motivation than males; and participants from the College of Humanities & Social Science had relatively higher English motivation than other college learners; second, the activity "learning to sing English songs" was considered the most motivating activity, while "giving an individual oral presentation in English" was the least motivating one based on participants' attitudes; third, students' perspectives were positively related to the classroom activities.
The results of the study indicated English teachers can implement the in-class activities adequately to improve the quality of English teaching and provide assistance to the learners, especially for those with low English learning motivation, to efficiently increase their English learning motivation and ability, and to help teachers improve students' English learning.
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