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TEACHING, LEADERSHIP,
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MOTIVATIONAL ISSUES OF TAIWANESE VOCATIONAL HIGH SCHOOL
STUDENTS IN AN ENGLISH AS A FOREIGN LANGUAGE CLASSROOM: AN
ACTION RESEARCH STUDY (343 pp.)

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The aim of the study was to explore low-achieving language learners' motivation with the infusion of cooperative learning instruction in an English as a Foreign Language classroom (EFL) at a vocational high school in Taiwan. The main cooperative learning method implemented by the teacher in this study was the Group Investigation (GI) method. The participants of this study were 47 students of mixed genders, ages, and academic majors studying English in a vocational high school in Keelung, a city in northwest Taiwan. They were identified as low-achieving English learners in school according to their prior Basic Competence Junior High School Entrance Examination (BCT) administered by the Ministry of Education in Taiwan.

This study adopted both qualitative and quantitative research methods, but primarily the qualitative action research provided its main framework and was supplemented by quantitative elements. In the qualitative approach, a detailed system of data collection using appropriate research instruments, such as individual student interview, classroom observation, student artifacts, and weekly researcher journal was used. In the quantitative approach, the *t*-test statistical analysis and a repeated measures analysis of variance were used to synthesize the research findings.

Overall, the findings of this study show promise that practicing the teaching

skills of the GI model applied in the context of cooperative learning instruction increase these students' motivation to learn a language as well as develop more positive attitudes in action research context. However, some problems and difficulties arose for both students and teacher during this research process. The findings from this study and the researcher's self-reflection have also been included as well as pedagogical implications and recommendations for future research.