東海大學教育研究所
碩士論文

國民中學英語教師內外在動機
與創意教學關係之研究：
以新竹市為例

A Study of the Relationship between Junior
High School English Teachers' Intrinsic and
Extrinsic Motivation and Creative Teaching：
A Case Study of Hsinchu City

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摘要

　　本研究的目的在瞭解國民中學英語教師內外在動機與創意教學的關係。第二語言學習強調創意教學的重要性，許多英文老師也將創意英語教學使用於課堂中。但是，驅使老師採用英語創意教學的原因卻少有人探究。本研究從內、外在動機的觀點來瞭解其與創意英語教學的關係。

　　本研究採用調查研究法來進行。研究者以問卷調查新竹市國民中學 101 位英語教師教師內外在動機與其創意教學的關係、以及教師將創意教學運用在英文教學的哪些方面。研究發現：

1. 教師的內外在動機與創意英語教學顯著正相關

2. 教師的內在動機中，「挑戰」的平均數較高；外在動機則是「報酬」平均數較高。

3. 48 位英語教師較常在教學策略上有所變化。而教師使用的創意教學方式包括：小組任務、不同教學形式、多媒體應用、日常生活議題、以及遊戲。

4. 51 位英語教師在創意教學所面臨的問題有：進度壓力、學生參與度、學生以及程度差異。

關鍵字：內在動機、外在動機、創意教學、第二外語教學

A Study of the Relationship between Junior High School

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Abstract

The purpose of this study was to investigate the relationship between teachers' motivation and creative English teaching. Creative teaching has been emphasized in second language instruction. Many English teachers have adopted or attempted to adopt creative strategies in their classroom teaching. However, it was not clear what drove teachers to change their original teaching approaches and take a different one. The study also investigated possible reasons based on motivation theories.

One hundred and one junior high English teachers from Hsinchu City were participated in this study. A questionnaire was designed and developed to understand teachers' intrinsic and extrinsic motivation to adopt creative teaching, and what approaches had they employed in teaching different language skills.

The findings of this study included that (1) teachers' intrinsic and extrinsic motivation is significantly correlated with creative English teaching. (2) The most important factor of intrinsic motivation was challenge, and that of extrinsic motivation was compensation. (3) Teachers adopted creative English teaching with an attempt to raise students' learning interest. (4) Forty-eight out of 101 teachers responded that they varied the format of English teaching, including designing group tasks, differing teaching approaches, integrating multimedia, applying authentic materials, and playing games. (5) The difficulties that fifty-one out of 101 teachers encountered were

course schedule, students' participation, and students' proficiency.

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Chapter 1 Introduction

1.1   Background of the Study

Meeting the changes of education nowadays, teachers are aware of the needs to improve their professional knowledge and teaching skills. Teacher professional development is such a concept to motive teachers to develop their abilities. According to Nicholls (2001), professional development is "one aspect of learning and a way in which practitioners can understand the need to change and that this involves continual learning formally" (p.10). Teachers' professional advancement is an ongoing process that helps the growth of teachers' knowledge and skills in their teaching. In other words, teachers must improve themselves continually.

With the rapid growth of technology and cultural exchange, the society should be going with the stream. Sternberg (2006) indicated that "A wide variety of methodologies are currently being used to study creativity. There is a push to make the society and its people more creative" (p.4). The government in Taiwan has put emphasis on creative teaching since 2002. The policy of "White Paper on Creativity Education" is announced by the Ministry of Education (2002) in Taiwan which aims to address the importance of applying creativity in teaching. According to Niu's (2006) study, the goal of creativity research in Taiwan seems "to make its people and its society more creative" (p. 390). From 1997 to nowadays, the Taiwanese government has dedicated to promoting creativity in educational curriculum. Niu (2006) also claimed that "With the endorsement of the government, creativity in Taiwan is not only an important research topic but also a lifelong learning goal and an asset for success in Taiwan" (p.385). Therefore, the program, Professional Development for

Creative Teachers, was formed to develop teachers' creative teaching abilities.

In 2002, the Ministry of Education in Taiwan (2002) declared that the aim of Creativity Education was to make Taiwan as a "Republic of Creativity." Hence, creative teaching becomes a remarkable movement in recent years. Teachers are encouraged to vary their teaching methods or styles in the classroom to help students learn better. Not only in Taiwan, governments around the world have also encouraged schools to focus more on creativity in all subject areas (Richards, 2013). The researcher believes that creative teaching has to do with second language learning, especially in the methods which involve student-centered, interaction-based, and open-ended elements.

However, how does a teacher become motivated to change under the ideal of Republic of Creativity? The Ministry of Education (2002) provides some initial action programs to promote our creative education. One of the programs is called "Professional Development for Creative Teachers" which serves the following purposes. (1) To support school teachers to plan school-based professional development, to engage in action research, and to experiment with innovative teaching. (2) To select teacher leaders with creative capabilities and form creative teaching teams for disseminating creative teaching ideas. (3) To provide workshops for teachers' professional development and enhance opportunities for exchanging ideas. (4) To design a creative teaching gallery for demonstrating creative teaching methods and for displaying teaching materials and teaching aids; competitions like Disney's Great Teacher Award should be held annually to honor the most creative teachers or teaching teams. (5) To establish a creativity-oriented system for teacher recruitment, promotion, and evaluation.

According to Kuo (2007), the researcher conducted a study to develop Taiwan Creative Education Indicators (TCEI) and evaluate its creative education practice. The

development of TCEI was based on "White paper on Creative Education" (2002) in Taiwan, creative educational medium range development program, and some other sources about the implementing of creative education. The study showed that boosting the creative teaching was helpful. Furthermore, the awareness of teachers were also noted.

In Taiwan, researchers (Cheng & Tsai, 2012; Hsu, 2008; Huang, 2009; Shan, 2002) emphasized the significance of creative teaching in school education. Studies (e.g., Chang, 2010; Lin, 2008) also show the vital role of creativity in language teaching. The instructors apply milieu teaching, collaborative learning, role-play, multimedia, games, and/ or multiple assessments in creative language teaching. In other words, there are plenty ways to enhance teachers' creative teaching ability. Based on the action programs as mentioned before, this study draws attention to the teachers' on creative English teaching.

1.2   Purpose of the Study

The importance of creative teaching drew people's attention in recent years. Creative teaching (Lin, 2011; Lou, Chen, Tsai, Tseng, & Shih, 2012; Morais & Azevedo, 2011; Morris, 2006; Richards, 2013; Turner, 2013) is now one of the educational trends all over the world. The instructors need to keep themselves updated about techniques and approaches of teaching to sharpen their teaching skills and professional knowledge. Morris (2006) noticed that "creative teachers are always willing to experiment, but they recognize the need to learn from experience. All of these require more, not less, expertise of teachers" (p.5). A creative teacher, therefore, requires knowledge, about strategies and techniques, and confidence and strategies to

carry them out.

However, it was not clear about why teachers changed their teaching approaches and took a different one. The purpose of this present study, then, was to understand English teachers' motivation to adopt or attempted to adopt creative teaching strategies in their classroom teaching. This study also further investigates the limits of adopting creative English teaching methods in the classroom.

1.3   Research Questions

The present study was to examine English teachers' motivation to apply creative teaching in the English class. It aimed to answer the following research questions:

1.   What was the relationship between teachers' motivation and their creative teaching?

2.   What components of intrinsic and extrinsic motivation did teachers concern the most?

3.   How did teachers regard their creative English teaching?

4.   What difficulties did teachers encounter while adopting creative English teaching in the classroom?

1.4   Significance of the Study

By knowing English teachers' motivation for creative teaching, it would be possible to motivate teachers to adopt creative English teaching in the classroom. Also, the findings were expected to provide a clear view to adopt creative teaching in the classroom to both language instructors and administrators. In other words, the study

would benefit teachers and the administrators for a better understanding of creative English teaching from other teachers' experiences.

1.5 Definition of Terms

The terms used throughout this study are defined as the following.

Intrinsic Motivation

According to Amabile, Hill, Hennessey and Tighe (1994), the intrinsic motivation refers to challenge and enjoyment in Work Preference Inventory (WPI) questionnaire. Challenge means the difficult tasks that teachers dealt with, and enjoyment indicates the level of how people enjoyed their work or the things they did.

Extrinsic Motivation

As defined in theWPI questionnaire, extrinsic motivation refers to compensation and outward. Compensation means getting rewards from others, such as reputation or tangible incentives. Outward refers to gaining approval or recognition from others.

Creative English Teaching

Creative English Teaching was defined by one's teaching strategy and teaching practice. Teaching strategy consisted of the aspects of person, place, process, and product, in terms of Mooney's (1963) theory. The *place* is the environment or context for creation. The *person* is the one who conducts the creative task. The *process* refers to the process of creating. The *product* refers to the product of creating. These four elements for creativity can be associated with creative English teaching. The place is

the context in which English instruction takes place. The person is the instructor who teaches English creatively. The process is how the creative teaching was implemented. And the product is the language produced by students, in discourse, peer discussion, problem solving, or assessments. Teaching practice was defined by the key competence indicators in the guidelines of Grade 1-9 Curriculum, which includes the aspects of listening, speaking, reading, writing, integrated four skills, promoting learning interest, understanding of different cultures and conventions.

1.6   Organization of the Study

This study is composed of five chapters. Chapter one is the introduction to the study, including background, motivation, research purposes, and research questions, significance, and definition of terms. Next, chapter two is a review of relevant literatures and discussions. Chapter three presents the methodology of the study, including research design, context, data collection, and data analyses. Chapter four reports the results with regard to the research questions. Finally, chapter five discusses the findings and results of the study that answered the research questions. Moreover, research implications, limitations, and recommendations are also included in the chapter.

Chapter 2 Literature Review

This chapter includes three sections. Teachers' motivation in professional advancement will be discussed in the first section. The notion of creative English teaching and the elements of creative English teaching will be addressed in the second section. Finally, relevant studies investigating the relationship between motivation for teachers' professional advancement and creative English teaching will be discussed in the last section.

2.1 Motivation

"Motivation" is derived from the Latin verb *movere*, which means to move. The idea of movement "is reflected in such commonsense ideas about motivation as something that gets us going, keeps us working, and helps us complete tasks" (Schunk, Pintrich, & Meece, 2008, p. 4). People are driven by certain forces and are willing to accomplish tasks, and these motivations can be from internal factors (e.g., needs) or/and external factors (e.g., people's expectancies).

2.1.1   Theoretical Framework of Motivation

According to Deci and Ryan (1985), motivation can be identified as intrinsic or extrinsic. Intrinsic motivation did not come from external effects but inherence. People with intrinsic motivation were able to choose the activities they wanted to participate because they had the ability to do self-determination. Intrinsic motivation

refers to that one is involved in an activity for his or her own sake. With intrinsic motivation in mind, people are active to accomplish personal goals. They also enjoyed the atmosphere they performed in the activity.

Extrinsic motivation, in contrast, refers to the external influences of praise and rewards. Extrinsically motivated behavior came from an external source, such as money, grades, or other compliments. In other words, Driven by intrinsic motivations, people are active to accomplish personal goals. They also enjoyed the atmosphere they experienced in the activity. Extrinsic motivation, on the contrary, refers to the external influences such as praises and rewards (Deci & Ryan, 1985; Deckers, 2010). Brown (2000) stated that the typical extrinsic rewards are "money, prizes, grades, and even certain types of positive feedback" (p. 164). People motivated by external stimulus believe that the involvement in a specific activity will enable them to receive something of value, such as money, rewards, praises, or avoidance of punishment (Schunk et al., 2008; Theobald, 2006; Wiseman & Hunt, 2008).

2.1.2   Amabile's Work Preference Inventory

However, to measure one's motivation is difficult. Some theoretical frameworks of motivation provide different insights into measuring adults' motivation. People seem to enjoy the work they do because of their interests. The study of Amabile, Hill, Hennessey and Tighe (1994) designed the Work Preference Inventory (WPI) to access one's intrinsic and extrinsic motivational orientations from 1,363 undergraduates and 1,055 working adults in different working areas. It was designed to understand adults' perception to be intrinsically and extrinsically motivated toward what they do. Amabile et al. (1994) claimed that the results of the WPI "demonstrate that the

instrument does assess stable motivational orientations in individuals" (p. 963). In that study, the initial development of the WPI was self-determination, competence, task involvement, curiosity, and interest in intrinsic motivation. For extrinsic motivation, it included evaluation concerns, recognition concerns, competition concerns, a focus on money or other tangible incentives, and a focus on the dictates of others. However, the WPI was revised to its seventh version. It contained 30 items.

The researcher adopted Work Preference Inventory Item and Scale Placement as a part of questionnaire. In the questionnaire, there were two parts: intrinsic motivation and extrinsic motivation. According to Amabile et al. (1994), the two sub factors of intrinsic motivation were challenge (7 items) and enjoyment (8 items), and the extrinsic motivation were compensation (5 items) and outward (10 items).

In this study, Challenge can be inferred as the difficult tasks that teachers dealt with. Enjoyment represented how people enjoyed their work or the things they did. For extrinsic motivation, compensation here meant getting rewards from others, such as reputation or tangible incentives. Outward focused on gaining approval from others.

2.1.3　　Relevant Studies on Teachers' Intrinsic and Extrinsic Motivation

Houle (1961) identified three types of learners: goal-oriented learners, activity-oriented learners, and leaning-oriented learners. Goal-oriented learners have clear-cut purposes when they do a task or attending a course. In other words, those learners who are goal-oriented know their specific goal that motivates them to learn. As to activity-oriented learners, learners enjoy the course with social engagement. Moreover, they believe that the activity or the course itself is meaningful.

Learning-oriented learners care about their learning outcome while activity-oriented learners are not. This type of learner focuses on the learning content and knowledge acquisition. For them, education is a lifelong learning.

Different from younger learners' learning motivation, adults' learning motivation is more goal-oriented (Houle, 1961). They made decisions by explicit goals. Some adult learners are motivated by intrinsic motivation while some are motivated by extrinsic motivation when they attend in an educational activity. However, the same activity can be driven to different results due to the intrinsic and extrinsic motivation. Adult learners' with intrinsic motivation motivate them for their own sake. In contrast, people with extrinsic motivation involve learning for specific values (Lee & Pang, 2014; Schunk el al., 2008; Theobald, 2006; Wiseman & Hunt, 2008). Both novice and expert teachers belong to adult learners. Similarly, teachers' motivation was differentiated into intrinsic motivation and extrinsic motivation.

Baleghizadeh and Gordani (2012) aimed to investigate the relationship between quality of work life and teacher motivation. They found that (1) the teachers were attracted by the medium level of work life. Some of them regarded teaching as desirable because they could spend time with their families and friends. (2) The participants had medium-to-low levels of job motivation because they lacked career insight (goals) and identity. (3) A significant relationship was found between motivation and quality of work life categories. Namely, the more quality of work life has improved, the higher motivation will be.

According to Cheng (2011), she reported a study to investigate the status, difference and predictability of professional competence and administrative effectiveness for substitute teachers in elementary schools of New Taipei City and Taipei City. There were 592 substitute teachers completed the questionnaire. The sample was stratified randomly selected. Results of the study showed that most of the

substitute teachers in the elementary schools of New Taipei City had stronger intrinsic than extrinsic motivation.

Griffin (2010) conducted a study to explore the self-reported motivation and job satisfaction in two groups of teachers: Bahamian and Jamaican teachers. The teacher motivation and job satisfaction questionnaire included five dimensions: recognition, interpersonal relationships, sense of achievement, responsibility, and sense of accountability. The results showed that Bahamian teachers reported higher levels of job satisfaction than the Jamaican teachers. It was because teachers in Bahamian had rich resources, such as teaching facilities, availability of classroom supplies, etc. Next, relationships with administrators were considered as a highly motivating factor. It showed importance of a supportive principal-teacher relationship. Last, salary was an important motivator for teachers.

In Lei's (2010) research, it discussed the benefits and drawbacks of intrinsic and extrinsic from college instructors' perspectives. The study showed that there were numerous advantages in intrinsic motivation over extrinsic motivation. It was because intrinsic motivation could push one learning and achievement more than extrinsic motivation. Furthermore, from the college instructors' point of view, intrinsic interests and satisfactions were the main factors of motivation in the college classroom. Based on Lei's (2010) study, previous research had also indicated that students were motivated to learn by intrinsic motivation more than extrinsic motivation (Schunk et al., 2008).

Tsai's (2005) study on the influence of school organizational creative climate, and teachers' intrinsic and extrinsic motivation on elementary school teachers' creative teaching was designed by a structural equation modeling. The research was based on Amabile's (1996) social context model of creativity to examine to relations of creative organizational climate of school and teachers' intrinsic and extrinsic

motivation toward their creative teaching. There were four domains in this research: school organizational creative climate, teachers' intrinsic motivation, extrinsic motivation on creative teaching, and teachers' creative teaching. The data were collected through questionnaire from 500 teacher participants. The main findings revealed that the teachers who worked in a higher level of organizational creative climate school had a greater intrinsic motivation than others. Secondly, some of the background variables predicted teachers' creative teaching successfully. Moreover, all categories under intrinsic motivation and recognition from others in extrinsic motivation had great prediction of teachers' creative teaching.

In this study, the researcher applies Amabile et al. (1994) study to classify intrinsic motivation into two subscales: challenge and enjoyment. With regards to extrinsic motivation, there are also two sub-scales: compensation and outward.

2.2 Creative English Teaching

Creativity, according to Csikszentmihalyi (1996), can be defined as what happens "in the interaction between a person's thoughts and a sociocultural context" (p. 23). Csikszentmihalyi further distinguished three different types of creative people. The first type of creative people was those who can express different and unusual thought from others. In other words, those people were considered as brilliant rather than creative. The second type of creative people was the ones who experienced the world in novice and original ways. These people viewed things in fresh ways, or made judgments which were insightful. They were called personally creative under Csikszentmihalyi's categorization. The third type of creative people was those who made significant changes in their own culture. Csikszentmihalyi defined the third type

of creativity as "any act, idea, or product that changes an existing domain, or that transforms an existing domain into a new one," and a creative person as "someone whose thoughts or actions change a domain or establish a new domain" (p. 28).

According to Sternberg (2006), creativity can be summed up as follows. Creativity involved thinking that was aimed for producing new and original ideas. The potential of creativity should have both domain-specific and domain-general elements. Namely, someone carried out creative thoughts with some domain-general elements, but made creative contributions in a particular domain (i.e., domain-specific). Sternberg also proposed that creativity can be measured and developed, and supposed to be in the theory.

Lin (2009) proposed the notion of creative pedagogy, in which he illustrated the relationship between creativity and pedagogical practices. Three interrelated elements were in the development of creativity, including creative teaching, teaching for creativity, and creative learning (Lin, 2011). The notion of how these three interconnected elements with each other is illustrated in Figure 2.1. First, creative learning was considered as the most essential part because it aroused students' intrinsic curiosity in instruction (Lin, 2011). Second, creative teaching is different from teaching for creativity; rather, creative teaching is "using imaginative approaches to make learning more interesting and effective" (NACCCE, 1999, p. 89). And also, based on Lin's (2011) perspective, creative teaching focused on teaching and teachers' actions. Last, teaching for creativity was the teachers' attitudes toward creative thoughts and behaviors (Jeffery & Craft, 2004). It was a child-centered approach.
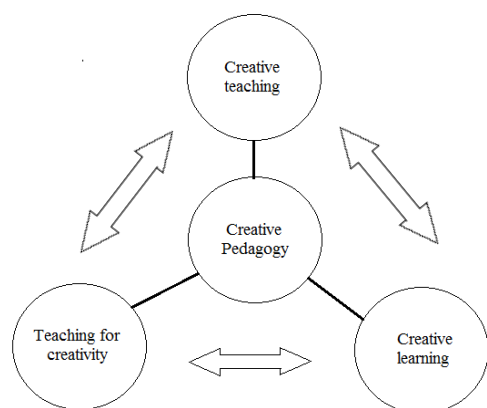
Figure 2.1

The three elements of creative pedagogy (Lin, 2009).

Creative teaching aims to have a fun and an interesting classroom atmosphere which allows teachers to use flexible and appropriate techniques in class. It also encouraged students to develop their creative skills through the way of creative teaching. In order to have more efficient way to do the creative teaching, instructors should be able to adopt the most appropriate teaching methods based on the content matter, target learners, and teaching resources (Lin, 2002; Lou et al., 2012; Wu, 2003).

Four major approaches to creativity were first introduced by Mooney (1963). They were place, person process, product, and were also called 4P. The place was the environment that provided a situation for creation. The person is the one who conducts the creative work. It was highlighted that the person with creative ability was a creative person. The process refers to the process of creating, i.e., the creative process. The product meant the product of creating (i.e., creative product).

As to creativity in teaching, it was possible to have a creative environment, creative person, creative process, and creative product also independently or to have 4P combine together. In fact, it was hard to have them separated from each other. All four approaches were interconnected with each other (Fryer, 1996). The 4P approaches could be adopted into an English teaching course. These four elements for

creativity can be associated with creative English teaching. The place is the context in which English instruction takes place. The person is the instructor who teaches English creatively. The process is how the creative teaching was implemented. And the product is the language produced by students, in discourse, peer discussion, problem solving, or assessments. When discussing the fact of creative English teaching, these four aspects should all be considered. In the present study, creative English teaching refers to adopting a different approach in teaching strategy. The other approach is teaching practice. It comes from competence indicators of Grade 1-9 Curriculum. In the competences indicators, students have to achieve listening, speaking, reading and writing of languages, English learning interests and methods, understanding of culture and social customs.

2.2.1   Empirical Studies on Creative English Teaching

Mooney's (1963) four approaches were applied to Hickey and Webster's (2001) study in a music class. The researchers examined the meaning of creativity from the four aspects: place, person, process, and product. They found that creativity took place in music composition and improvisation as well as listening, movement, and performance. Hence, nurturing creative thinking in sound was the most important principle to a person's music-teaching philosophy. In short, teachers can be encouraged, stimulated and released much more creative thinking in their musical classroom if they kept these 4Ps in their mind.

According to Richard (2013), there were at least seven aspects in classroom teaching that a language teacher can manage to have a creative language teaching. (1) Teachers made use of an eclectic choice of methods. In other words, teachers chose

different methods based on their students' needs. (2) Creative teachers used activities which had creative dimensions such as problem-solving. Additionally, the activities had to meet students' competence. (3) Creative teachers taught in a flexible way and often adjust and modified their teaching during lessons. Then, teachers sometimes taught the lesson with particular materials or textbooks. Therefore, (4) creative teachers must look for new ways of doing things. (5) The lessons were designed in a customized way to match students' needs. Furthermore, it was expected that the students' learning motivation were motivated by a customized lesson. (6) Creative teachers applied technology into their class. Technology could support both teachers and students to develop their imagination, problem-solving, risk-taking, and diversity of thoughts (Lou et al., 2012; Wood & Ashfield, 2007). (7) Creative instructors showed their desire for motivating students by adopting various activities. They tried to provide a learning environment that encouraged and motivated students to learn. In conclusion, creative teacher varied their ways of teaching and adopted them into the class. It motivated students to learn with creative teaching (Mooney, 1963).

However, a case study conducted by Khan (2012) suggested that to be able to teach creatively, teachers should have enough abilities in creative teaching, and have good understanding about strategies needed to motivate students. In other words, to reach the goal of creative teaching, English teachers had to be encouraged and trained to be more creative to help students be engaged in learning activities.

2.3 The Relationship between Motivation and Creative English Teaching

The field of creative English teaching is still a new field, and studies about how teachers were motivated to apply creative English teaching are rare. This section,

therefore, attempts to build up the relationship between motivation and creative English teaching based on relevant empirical studies.

In Jaquith's (2011) study, the researcher applied learner-directed pedagogy and autonomy in an art class. The students were encouraged to choose and find out the problem based on their intrinsic motivation because they were the owner of their artworks. In contrast to intrinsic motivation, extrinsic motivation had both positive and negative effects on creativity. Learners can be encouraged to do a task from expected evaluation, rewards, or external command (Amabile, 1996). From Jaquith's observation, "some teachers engage learners in discussions that promote divergent thinking toward solving an assigned problem. Other teachers avoid stages of problem finding altogether by assigning a problem to students with no discussion, and students resort to convergent thinking with limited access to creativity in their artmaking" (p.17). Namely, the students with more intrinsic motivation had more creative artworks because they knew what they want and then found out the way to solve their problems.

Liu, et al. (2012) conducted a study to design an environment that suited for the development of creativity, and to examine the changes in learning motivation and strategies. The students improved themselves obviously during the semester. The changes influenced on the willingness of the students' engagement in a creative process. During the creative activities, they tried to adjust and figure out the best way to solve the problems. In this study, they concluded several principles (i.e. enjoyable environment, creative learning activities and tasks, and creative ideas) for designing a course that supported creative learning to improve learning motivation and strategies. These finding were consistent with Mooney's (1963) 4P approaches. The researchers developed a creative environment (place) to examine the changes in learning motivation and learning strategies. An enjoyable environment enhanced the

relationship between teachers and students; therefore, students would be more willing to share their creative ideas. Second, creative learning activities (process) and tasks (product) were allowed students to achieve their goals by applying various strategies. The last one was creative ideas, teachers needed to help their students to develop creative skills (i.e. to be a creative person) before assigning them the task.

Cheng (2011) investigated the relationship between substitute teachers' intrinsic and extrinsic motivations and creative teaching in elementary school. She found that teachers from urban schools had stronger intrinsic motivation than extrinsic motivation in creative teaching. And teachers who had high intrinsic and extrinsic motivations did well on creative teaching, and those who adopted creative teaching were driven by intrinsic motivation. Therefore, the study interpreted that a substitute teacher's motivations had some relations to creative teaching.

Liu (2009) carried out the research to discuss the relationship between intrinsic motivation of instructional innovation and instructional innovation behavior. The findings showed that teachers had higher instructional innovation behavior with higher intrinsic motivation. Moreover, intrinsic motivation of instructional innovation presented a highly positive correlation to instructional innovation behavior.

However, the studies of creative English teaching, as well as the ones about how teachers were motivated to apply creative English teaching are rare. Runco (2005) argued that "creative potential is not fulfilled unless the individual (and his or her social support) is motivated to do so, and creative solutions are not found unless the individual is motivated to apply his or her skills" (p. 609). This present study, therefore, attempted to explore the relationship between motivation and creative English teaching.

Chapter 3 Methodology

This chapter consists of five sections which describe the detailed design of the present study. The first section describes the research design. The second section describes the participants of the study. The third section addresses the instruments. The fourth section presents the research procedure. And the last section addressed what data will be collected and how.

3.1 Research Design

The purpose of the present study was to investigate the relationship between English teachers' motivation and creative teaching. The design of the present study is presented in Figure 3.1. In Figure 3.1, the variables included motivation, which was further differentiated into intrinsic motivation and extrinsic motivation, and creative English teaching. According to Amabile et al. (1994), intrinsic motivation was measured by two subscales, enjoyment and challenge, and extrinsic motivation also by two subscales, outward and compensation. Creative English teaching was measured by two subscales, teaching strategy and teaching practice. This study attempted to understand the relationship among intrinsic motivation, extrinsic motivation, and creative English teaching.
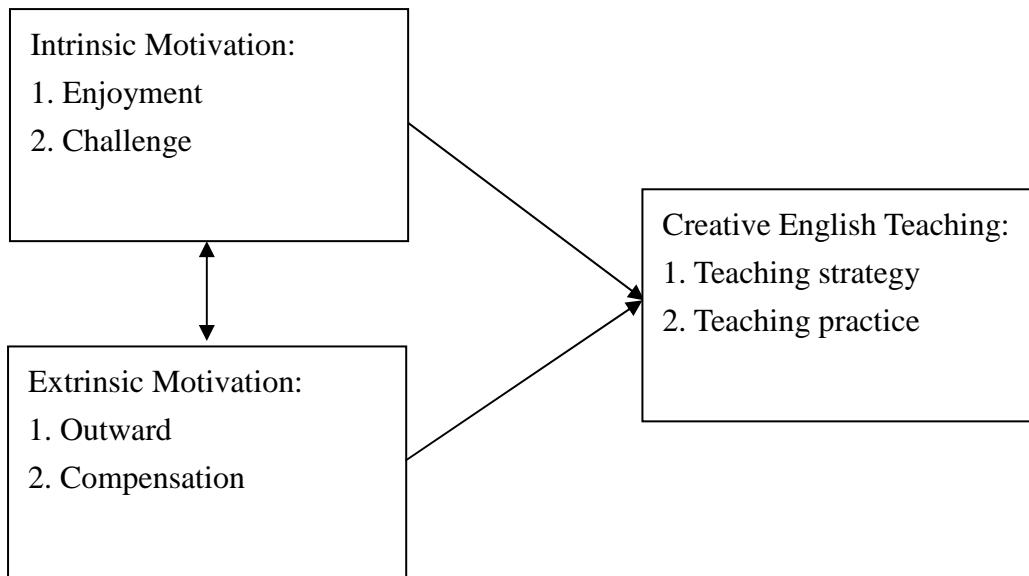
Figure 3.1

The relationship between English teachers' motivation and creative English teaching

3.2 Participants

Thirteen out of a total of 15 junior high schools in Hsinchu City accepted the invitation to participate in the study. One hundred and one out of a total of 137 (73.7%) teachers consented the participation in the study. As shown in Table 3.1, 10 male (9.9%) and 91 female (90.1%) teachers were involved in the study. Among them, 19 teachers had taught English for 5 or fewer than 5 years (21.8%), 31 for 6 to 10 years (31.7%), 34 for 11 to 20 years (34.7%), and 12 more than 20 years (11.9%).

Table 3.1

Distribution of the participants

Variable	Category	Number (%)
Gender	Male	10 (9.9%)
	Female	91 (90.1%)
Teaching Experience	5 years or below	22 (21.8%)
	6-10 years	32 (31.7%)
	11-20 years	35 (34.7%)
	20 years or beyond	12 (11.9%)

3.3 Instruments

The researcher adapted the questionnaire, WPI, developed by Amabile et al. (1994) to measure teachers' intrinsic and extrinsic motivation. Further, the researcher developed questions for investigating creative English teaching, by teaching strategy and teaching practice. Open-ended questions were also used to have a better understanding of teachers' creating English teaching.

The original questionnaire (Amabile et al., 1994) was translated into Chinese, and were reviewed by four experts (listed in Table 3.2) to ensure validity and readability.

Table 3.2

Four experts in reviewing questionnaire

Name	Capacity
Chia-En Teng	Graduate Institute of Education, Tunghai University Assistant Professor
Chi-Chau Lin	Graduate Institute of Education, Tunghai University Associate Professor
Chi-Chun Hsu	BeiXin Junior High School President
Wen-Hui Lu	Graduate Institute of Education, Providence University Professor

Note. The names were arranged by the alphabetical order of last names.

The questionnaire consisted of four sections, to investigate participant's demographic information, intrinsic motivation, extrinsic motivation, and creative English teaching. The participant's demographic information included gender, age, education, experience of teaching, job position, school size, number of classes taught, and average size of classes. As shown in Table 3.3, the intrinsic motivation was measured by two subscales, enjoyment and challenge, and the extrinsic motivation section was also measured by two subscales, including outward and compensation. As shown in Table 3.4, creative English teaching was measured by two subscales: teaching strategy and teaching practice. Two open-ended questions were included in the final part of the questionnaire, which were listed in Table 3.5.

The motivation and creative English teaching were all measured by four-point Likert scale, ranging from 1 (strongly disagree) to 4 (strongly agree). In order to have a better understanding of teachers' attitudes and difficulties of applying creative English teaching, two open-ended questions were provided at the end of the questionnaire.

The reliability of the original questionnaire was assessed. The Cronbach's α was .83 in intrinsic motivation, .81 in extrinsic motivation, and .90 in creative English teaching.

Table 3.3

Subscales for assessing intrinsic and extrinsic motivation

Motivation	Subscales	Items
Intrinsic	Enjoyment	4, 7, 9, 10, 11, 13, 14, 15
	Challenge	1, 2, 3, 5, 6, 8, 12,
Extrinsic	Outward	19, 20, 21, 22, 23, 24, 25, 26, 29, 30
	Compensation	16, 17, 18, 27, 28

Table 3.4

Sub-scales for assessing creative English teaching

Creative English Teaching	Sub-scales	Items
	Teaching Strategy	1, 2, 3, 4, 5
	Teaching Practice	6, 7, 8, 9, 10, 11, 12

Table 3.5

Two open-ended questions in questionnaire

Item no.	Question
13	How do you adopt creative English teaching in the classroom?
14	What difficulties do you encounter when you apply creative English teaching in class?

3.4 Procedure

In order to examine teachers' motivation in creative English teaching, the researcher reviewed the literature and developed research questions. Next, the questionnaire was conducted based on the theoretical framework in the field of

motivation and creative teaching. Then, data analysis was conducted to analyze the collected questionnaires. Discussion and conclusion were made based on the research findings. The procedure of conducting this study was illustrated in Figure 3.2.

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│  Framing problem    │
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│  Collecting criteria│
│  (through literature│
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┌─────────────────────┐
│   Designing and     │
│   implementing      │
│   questionnaire     │
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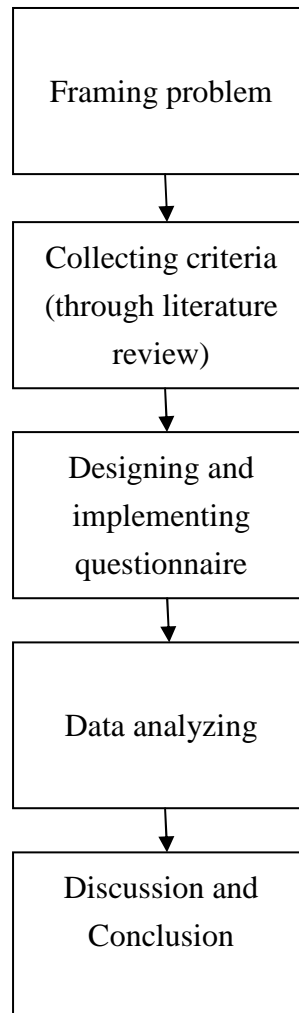
Figure 3.2
The procedure of the study

3.5 Data Collection

A total of 101 teachers were involved in the study. Participants were invited to complete the motivation and creative English teaching questionnaires. Teachers were

asked to identify their motivation and creative English teaching. The participants were instructed to respond to each question according to their real situations. After two weeks, the questionnaires were collected.

3.6 Data Analysis

The researcher used SPSS 12.0 (Statistical Packages for the Social Science, Chinese version) to analyze the collected data. Pearson correlation coefficients were used to identify the relationship among intrinsic motivation, extrinsic motivation, and creative teaching.

Participants' answers to the open-ended questions were coded independently by the researcher and double-checked by a professional researcher to verify the internal consistency of coding. The researcher listed all the collected feedback and classified them into different categories. The frequencies of each category were then calculated. The five categories with the highest frequencies were highlighted.

Chapter 4 Results

This chapter reports the results for the four research questions: (1) What was the relationship between teachers' motivation and their creative teaching? (2) What components of intrinsic and extrinsic motivation did teachers concern the most? (3) How did teachers regard their creative English teaching? (4) What difficulties did teachers encounter while adopting creative English teaching in their classroom?

4.1   Results of Participants' Demographic Information

The participants' demographic data were summarized in Table 4.1. Most participants (90.1%) are female. Eighty-three out of 101 participants' ages (83.1%) are above 30. Almost half of the participants have a master degree, while another half a bachelor degree. Twelve participants (11.9%) have been teaching English for more than 20 years, 35 (34.7%) for 11-20 years, and 32 (31.7%) for 6-10 years. More than half of the participants (62%) serve as both home class teachers and English teachers. Fifty-four participants (53.5%) teach in medium-size schools, where there are 13 to 36 classes. Most teachers (75.2%) teach 3 to 4 classes. More than half of the participants (57.4%) teach classes with 26 to 29 students.

Table 4.1

Summary of participants' demographic Data (N=101)

Variable	Category	Number (%)
Gender	Male	10 (9.9%)
	Female	91 (90.1%)
Age	30 or below	17 (16.8%)
	31-40	56 (55.4%)
	41-50	27 (26.7%)
	51 or beyond	1 (1%)
Education	Graduate	50 (49.5%)
	Undergraduate	51 (50.5%)
Teaching Experience	5 years or below	22 (21.8%)
	6-10 years	32 (31.7%)
	11-20 years	35 (34.7%)
	21 years or beyond	12 (11.9%)
Position	Administrator	9 (8.9%)
	Home class teacher	63 (62.4%)
	English teacher	14 (13.9%)
	Sub teacher	15 (14.9%)
School Size	12 or less than 12	2 (2.0%)
	13-36 classes	54 (53.5%)
	More than 36	45 (44.6%)
Classes Taught	2 or less than 2	9 (8.9%)
	3-4 classes	76 (75.2%)
	5 or more than 5	16 (15.8%)
Average Number of Students Each Class	25 or less than 25	8 (7.9%)
	26-29 students	58 (57.4%)
	30 or more than 30	35 (34.7%)

4.2 Teachers' Motivation and Creative English Teaching

This section answers the first research question: what was the relationship between teachers' motivation and their creative teaching? The descriptive statistics of intrinsic motivation, extrinsic motivation, and creative English teaching are shown in

Table 4.2.

Table 4.2

Descriptive statistics (N=101) of intrinsic motivation, extrinsic motivation, and creative English teaching

Variable	Sub-scales	Sub-scales Mean (S.D.)	Variable Mean (S.D.)
Intrinsic Motivation	Challenge	3.10 (.37)	3.00 (.36)
	Enjoyment	2.90 (.42)	
Extrinsic Motivation	Compensation	2.48 (.37)	2.32 (.37)
	Outward	2.16 (.49)	
Creative English Teaching	Teaching Strategy	2.97 (.50)	2.82 (.46)
	Teaching Practice	2.67 (.52)	

The mean of intrinsic motivation was significantly higher than that of extrinsic motivation, t (101) = 18.93, $p < .01$. The result implied that, for most participants, intrinsic motivation was stronger than extrinsic motivation pushing them toward applying creative English teaching.

Looking into intrinsic motivation, the mean of challenge was significantly higher than that of enjoyment, t (101) = 6.19, $p < .05$. Hence, the means of both challenge and enjoyment were larger than half of the four-point scale (i.e., 2.5), which implied that these two subscales were important factors of intrinsic motivation. As for extrinsic motivation, the mean of compensation was significantly higher than that of outward, t (101) = 7.29, $p < .01$. In other words, compensation was more important than outward in extrinsic motivation. However, the average mean scores in both compensation and outward were below half of the four-point scale.

As for creative English teaching, the mean of teaching strategy was significantly higher than that of teaching practice, t (101) = 7.11, $p < .01$. The result suggested that most of the participants showed positive attitude toward creative teaching and had

attempted to apply creative teaching strategy, but fewer participants took actions to conduct creative teaching practices.

Pearson correlation coefficients were used to examine the correlation among intrinsic motivation, extrinsic motivation, and creative English teaching. As shown in Table 4.3, intrinsic motivation was significantly correlated with extrinsic motivation ($r = .52$, $p < .01$) and creative English teaching ($r = .58$, $p < .01$). Extrinsic motivation was also significantly correlated with creative English teaching ($r = .38$, $p < .01$). The correlations among the subscales of intrinsic motivation and creative English teaching and among the ones of extrinsic motivation and creative English teaching are shown in the next section.

Table 4.3
Correlation coefficients among intrinsic motivation, extrinsic motivation, and creative English teaching (N=101)

	Intrinsic Motivation	Extrinsic Motivation
Intrinsic Motivation		
Extrinsic Motivation	.52**	
Creative English Teaching	.58**	.38**

**. Correlation is significant at the 0.01 level (2-tailed).

4.3 Sub-scales in Intrinsic Motivation and Extrinsic Motivation

As we know from the previous section, a clear and strong relationship existed among intrinsic motivation, extrinsic motivation, and creative English teaching. To have a clear view point of result, this section then answers the second research questions: What subscales in intrinsic and extrinsic motivation did teachers concern the most?

First, in Table 4.4 was the correlation among all the subscales of intrinsic

motivation with those of creative English teaching. It can be seen that both subscales of creative English teaching were significantly correlated with those of intrinsic motivation, enjoyment and challenge. As for intrinsic motivation, challenge was significantly correlated with teaching strategy ($r = .57$, $p < .01$) and teaching practice ($r = .43$, $p < .01$). Enjoyment was also significantly correlated with teaching strategy ($r = .48$, $p < .01$) and teaching practice ($r = .45$, $p < .01$). The results suggested that, both challenge and enjoyment were significant intrinsic factors to creative English teaching.

Table 4.4

Correlation coefficients between sub-scales of intrinsic motivation and creative English teaching (N=101)

	Intrinsic Motivation	
	Challenge	Enjoyment
Teaching Strategy	.57**	.48**
Teaching Practice	.43**	.45**

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficients among two subscales of creative English teaching, teaching strategy and teaching practice, and subscales of extrinsic motivation, compensation and outward, were shown in Table 4.5. The compensation was significantly correlated with teaching strategy ($r = .37$, $p < .01$) and teaching ($r = .24$, $p < .05$). As to outward, it was significantly correlated with teaching strategy ($r = .33$, $p < .01$) and teaching practice ($r = .25$, $p < .05$)

Table 4.5

Correlation coefficients between sub-scales of extrinsic motivation and creative
English teaching (N=101)

	Extrinsic Motivation	
	Compensation	Outward
Teaching Strategy	$.36^{**}$	$.33^{**}$
Teaching Practice	$.24^{*}$	$.25^{*}$

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

4.4 Teachers' Creative English Teaching

This section deals with the third research question: How did teachers perceive their creative English teaching? This part reports on the findings of the first open-ended question in the questionnaire: How did you adopt creative English teaching in the classroom? Forty-eight out of the total 101 teachers answered this question (question item #13). All the responses were coded and categorized. The top five categories were listed in Table 4.6, including the comments on designing group tasks, differing teaching approaches, integrating multimedia, applying authentic materials, and playing games. The table was listed the creative English teaching approaches that teacher participants mentioned from the survey.

Table 4.6

Results of question 13: "How do you adopt creative English teaching in the classroom?"

Ranking	Item	Frequency
No. 1	Designing group tasks	17
No. 2	Differing teaching approaches	13
No. 3	Integrating multimedia	10
No. 4	Applying authentic materials	8
No. 5	Playing games	6

Designing group tasks

From the feedback, some teachers pointed out that group task was a way to do creative English teaching. Teachers divided students into groups and gave them tasks to finish.

> *"Dividing students into group and asked them to finish the task, such as drawing six frame comics. The topic was related to the text that students learned from the class. After finishing the task, each group should present their project in front of the whole class" (Participant #1)*

> *"Teachers could monitor students' learning efficacy by asking them finish the task with group members. And also, students gave feedback to their peers after the presentation." (Participant #37)*

> *"Through group work, students could finish the task to achieve learning goals." (Participant # 58)*

> *"After teaching the unit from the magazine, I assigned a topic and asked students to have a debate. Therefore, students had better understanding about the issues they read." (Participant #76)*

Differing teaching approaches

Some teachers believed that creative English teaching was the same with applying various teaching approaches, such as designing worksheets or multiple

assessments, using mind-mapping, applying Reader Theater, and etc.

>*"Creative English teaching was to use different ways to teach students to arouse students' learning motivation." (Participant #3)*

>*"I utilized mind-mapping to teach reading so that students could understand the reading more." (Participant # 24)*

>*"Teacher designed extra worksheet for their students to complete. Students had deeper learning after finishing the worksheet." (Participant # 43)*

>*"I would like to apply Reader Theater into my class. Students learned reading through drama or story." (Participant # 84)*

>*"I usually use multiple assessments to examine students' learning." (Participant # 96)*

Integrating multimedia

In English teaching, some teachers would like to apply multi-media in their teaching as a facilitator to help students' learning. (e.g., video clips, Power Point, WebQuest, and etc.)

>*"I train my students' writing skills by using multi-media resource (Webquest)." (Participant #9)*

>*"My students give feedback to their peers and do the presentation by using iPad." (Participant #37)*

>*"When I taught a lesson named 'The Phantom of the Opera', I used PowerPoint, movie, and music in my class." (Participant #50)*

Applying authentic materials

Many of the teachers addressed that students' learning experience should relative to their life experience.

>*"I designed the lesson which was relative to students' life experience, such as cultural issue." (Participant #16)*

"I would like to connect students' learning to their life. For example, students had opportunities to make pizza or did weather report in the class." (Participant #48)

"Students could apply their learning experience to the real environment. Students were asked to do the presentation in class so that they were familiar with the scenario." (Participant # 51)

"I have taken students to McDonalds to order the food. Through the real practice, students could apply their learning to their life experience." (Participant #60)

Playing games

Some teachers claimed that using activities in the classroom was a way to assess creative English teaching. Teachers sometimes used games in class, such as passing the word, playing board games, playing poker cards, and etc.

"I designed some games into my teaching, such as passing the word, recalling memory from the video." (Participant #12)

"Board game becomes popular now. Therefore, I used board game in my teaching." (Participant #61)

"I applied poker cards to play games. Students could review numbers by playing it." (Participant #94)

"Students played charade to guess the vocabulary in the textbook." (Participant #95)

4.5 Teachers' Difficulties

This section discusses the difficulties that teachers encountered while adopting creative English teaching in teaching. Fifty-one out of the total 101 teachers answered the question (question item #14) "What difficulties do you encounter when you apply creative English teaching in class?" The results were summarized and listed in Table 4.7, including the categories of course schedule, students' participation, and students'

proficiency.

Table 4.7

Results of question 14: "What difficulties do you encounter when you apply creative
English teaching in class?"

Ranking	Item	Frequency
No. 1	Course schedule	27
No. 2	Students' Participation	19
No. 3	Students' Proficiency	10

<u>*Course schedule*</u>

Implementing creative English teaching also required teachers to keep up with the designated schedule at the beginning of the semester. In other words, those teachers who adopted creative teaching may follow the schedule if they wanted to take care of both the creative teaching and the pre-designed schedule. Moreover, some of the teachers mentioned that it took lots of time to do creative teaching. Besides, they needed to spend much time preparing the course materials. Therefore, teachers believed that they had time pressure to carry this out.

> *"Teachers needed to revise and modify the creative teaching activity all the time. It took me a long time to design the lesson. (Participant #4)*

> *"Adopting creative English teaching, I also had to follow the school schedule that assigned at the beginning of the semester." (Participant #9)*

> *"I always use multiple assessments to test my students' learning outcomes. Therefore, I spend lots of time examining them." (Participant #39)*

> *"The time I used in class was longer than before. The schedule was delayed all the time." (Participant #45)*

> *"It was time-consuming to prepare the course materials. Hence, I could only use once in class." (Participant #74)*

"I spent lots of time designing the teaching materials. However, I could not use it after we changed the textbook to different version." (Participant #75)

"I didn't have much time. It took me a lot of time to develop the course and adopt it into the lesson." (Participant #89)

Students' Participation

Some teachers claimed that students were not familiar with the process of creative teaching in class. Therefore, they needed lots of time to get familiar with it. This might be a factor that affected students' participation in class. Some teachers reported that the condition of students' participation was not equally high. And also, students gave different feedback after class.

"Not every student in class joined the teaching activity." (Participant #7)

"Students in different classes gave different responses to me even though I used the same creative teaching method or activity." (Participant #18)

"Students were unfamiliar with the process of the activity. They got used to it after I tried it over three times. (Participant #37)

"For a new activity, I had to explain the rules or give instructions many times so that students could have better understanding" (Participant #47)

"Students used to learn English by didactic teaching method. Thus, students did not know what to do at the beginning of the semester. Teachers needed to provide some samples to them." (Participant #50)

"Students cared less on their school performance. They did not care about the way teacher used." (Participant #52)

"Some students gave up easily if they could not follow the teacher's teaching pace." (Participant #56)

"The rules of the activity were not clear enough for students to follow." (Participant #61)

"When doing the activity in class, some students preferred to do the task by themselves. Sometimes, few students were being crowded out by the majority. Therefore, it was hard to encourage all the students participate the lesson actively." (Participant #95)

Students' proficiency

The gap between students' English proficiencies was huge within a class. Some teachers believed it was a factor that affects students' participation in class.

"The distribution of students' English ability has become more and more bimodal. It was hard to teach all the students in the same way." (Participant #11)

"Students entering behaviors were different. Moreover, they have very different English proficiency." (Participant #16)

"The heterogeneity of each student was obvious. Teachers should know how to control their learning." (Participant #47)

"Multi-level in classroom is a quite difficult issue. Students with high motivation but low English ability still could not follow teachers' teaching." (Participant #90)

"Teachers had to use differentiated instruction because of the differences of students' learning abilities." (Participant #96)

4.6 Summary

The finding of this study can be summarized as following:

First, the teachers' intrinsic and extrinsic motivation had a significant correlation with their creative English teaching. To compare with the correlation between intrinsic motivation to creative English teaching and extrinsic motivation to creative English teaching, the result showed that the correlation between teachers' intrinsic motivation was higher than extrinsic motivation, t (101) = 18.93, $p < .01$.

Both intrinsic and extrinsic correlated to creative English teaching, the researcher

reported the subscales that teachers concerned the most in intrinsic and extrinsic motivation. For intrinsic motivation, it showed that challenge was the one teachers focused on when adopting creative English teaching. As to extrinsic motivation, teachers thought that compensation was more important than outward when adopting creative English teaching.

Third, the way teachers adopted in creative English teaching can be classified into five categories: designing group tasks, differing teaching approaches, integrating multimedia, applying authentic materials, and playing games. Teachers would like to divide students into groups and design some tasks for students to complete. The second way was to use different teaching approaches to teach students, for example, designing worksheet and using mind-mapping. Also, teachers expected that students could use language in their daily life; therefore, teachers designed the activities that are relevant to students' life experiences. Finally, playing games was also a way to achieve creative English teaching. Teachers utilized some materials in their teaching, such as poker cards or board games.

Fourth, the difficulties that teachers encountered in applying creative English teaching can be grouped in three categories: course schedule, students' participation, and students' proficiency. Teachers had a designated course schedule to follow. Thus, it was hard to follow the schedule if teachers used many creative English teaching approaches in class. Furthermore, due to the time pressure, teachers had to prepare the lesson and carried out creative teaching within the time limit. For some teachers, it was a hard task to do. Students' participation was also an issue. Some teachers mentioned that students were unfamiliar with the rules or types of creative teaching. Namely, teachers had to work many times to get students familiar with the patterns. This factor affected students' participation in class. The last factors was students' proficiency, students' English proficiency can be a factor that affected their

involvement in class. The teachers mentioned that students showed lower willingness

of participation if their English proficiency levels were not high.

Chapter 5 Discussion, Conclusion, and Suggestion

In this chapter, major findings of the study will be summarized first. Afterwards, some pedagogical implications will be provided. Finally, the limitation of the present study as well as the recommendations for future research will be presented.

5.1   Summary and Discussion of Research Findings

In this section, the findings of the study are presented, followed by the discussion about the finding.

5.1.1   The Relationship among Intrinsic Motivation, Extrinsic Motivation, and Creative English Teaching

The finding of this study showed that intrinsic motivation, extrinsic motivation, and creative English teaching were significantly correlated with each other. Intrinsic motivation had a significantly higher mean than that of extrinsic motivation. Similar findings can be found elsewhere (e.g. Cheng, 2011; Lei, 2010; Schunk et al.; 2008), showing that teachers concerned more on intrinsic motivation. This result also implied that teachers with higher intrinsic motivation may have greater willingness to do creative English teaching.

5.1.2   Intrinsic and Extrinsic Motivation Subscales Teachers Concerned the most

The study found that teachers concerned more about the challenge in intrinsic motivation, and compensation in extrinsic motivation. Looking into the question items, most of the teachers enjoyed solving English problems and were willing to take some challenge. In view of the survey, the majority of the teachers enjoyed solving problems on English teaching. Results of challenge section indicated that item #1 "I enjoy trying to solve problems on English teaching" was the most important one that teachers concern. Mean score of the question item #5 "In English teaching, I prefer work I know I can do well over work that stretches my abilities" was the lowest one, it also meant that teachers were willing to take challenge instead of staying in the comfort zone. (see Appendix C).

In extrinsic motivation, compensation was higher than outward. The items from questionnaire, item #20 "As long as I can do my English teaching that I enjoy, I'm not that concerned about exactly what benefits I can get." and item #19 "I seldom think about the benefits I can get from my English teaching (e.g. rewards, reputation)." proved that teachers focused more on compensation than outward (see Appendix D).

Challenge and compensation were the most important factors in intrinsic and extrinsic motivation, respectively. The results were consistent with Abuhamdeh and Csikszentmihalyi (2009) that, (a) intrinsic motivation orientation would be correlated with challenge and enjoyment, and (b) extrinsic motivation orientation would be associated with a significant result of competitive outcome (i.e., winning or losing).

5.1.3   The Way Teachers Perceived Their Creative English Teaching

Comparing teaching strategy with teaching practice, the study showed that teachers focused more on forming teaching strategies than carrying out teaching

practices. It was important that teacher changed the ways of teaching regularly as a creative teacher. The item #1 of questionnaire showed that "I always change the ways of my English teaching if necessary" participants were not use only one teaching method in class (see Appendix E). To put it from another way, teachers were willing to adopt various teaching strategy if necessary. Apparently, teachers thought the key element of adopting creative teaching was to change the ways of teaching and they were willing to do so.

Teachers' responses to open-ended questions provided some insights into how they thought about creative English teaching. They were designing group tasks, differing teaching approaches, integrating multimedia, applying authentic materials, and playing games. Many of the teachers believed that dividing students into groups and giving them tasks to complete was a way to assess creative English teaching. Consistent with other studies (e.g., Hickey & Webster, 2001; Khan, 2012; Richard, 2013), the present study also suggested that that teaching strategy was an important element to creative English teaching.

5.1.4   Difficulties Teachers Encountered in Adopting Creative English Teaching

The responses to the open-ended questions revealed the difficulties in applying creative English teaching in class. These difficulties may hinder teachers to adopt creative teaching in their English classes.

The difficulties were grouped into three categories, including course schedule, students' participation, and students' proficiency. Teachers reflected that they had time pressure in doing creative teaching because it took a longer time to design and implement the course. Therefore, course schedule was the main factor that teacher

concerned the most while adopting creative English in class.

5.2   Conclusion

The aim of this study was to investigate the relationship between teachers' motivation and creative English teaching. Creative teaching has been emphasized in second language instruction. Though many English teachers have applied or attempted to adopt creative approaches in their teaching. It was still not clear what motived teachers to take a new teaching approach instead of using the original one. The study further investigated reasons based on motivation theories.

One hundred and one junior high English teachers from Hsinchu City were invited to participate in this study. The researcher conducted a questionnaire to understand teachers' intrinsic and extrinsic motivation to adopt creative teaching, and what approaches had they employed in teaching different language skills.

The findings of this study included that (1) teachers' intrinsic and extrinsic motivation is significantly correlated with creative English teaching. (2) The most important factor of intrinsic motivation was challenge, and that of extrinsic motivation was compensation. (3) Teachers adopted creative English teaching with an attempt to raise students' learning interest. (4) Forty-eight out of 101 teachers responded that they varied the format of English teaching, including designing group tasks, differing teaching approaches, integrating multimedia, applying authentic materials, and playing games. (5) The difficulties that fifty-one out of 101 teachers encountered were course schedule, students' participation, and students' proficiency.

5.3   Pedagogical Implications

Pedagogical implications were drawn from research findings, which can be helpful to English teachers and school administration in fulfilling creative English teaching.

First, the findings of this study revealed that the teachers' intrinsic and extrinsic motivation is significantly related to creative English teaching. Both intrinsic motivation and extrinsic motivation are influential factors to motivate teachers to do creative teaching. The result suggested that appropriate challenges and encouragements may enhance teachers' motivation. The difficulties that teachers encountered can be solved if people understand the value of creative English teaching.

One of the difficulties teachers met was course schedule. Teachers mentioned that they would like to adopt creative English teaching in class; however, there was a fixed schedule to follow. Teachers had not enough time to run their schedule smoothly. This might be the biggest problem that teacher encountered while adopting creative English teaching. Therefore, the teaching schedule should allow some flexibility.

Third, school administration plays an important role in promoting creative English teaching. Students and parents care about the learning outcome, and expect that teachers put more efforts in teaching to help students learn. Thus, school administration should support the teachers to adopt creative teaching in class.

5.4   Limitations of the Study and Suggestions for Future Studies

The present study aimed to investigate the relationship between teachers'

motivation and creative English teaching. Despite the significance of research findings, limitations were existed in the present study.

First of all, only English teachers in Hsinchu City were invited to complete the questionnaire. It might be difficult to generalize the results to junior high school teachers in Taiwan. It is suggested that more teachers from other cities can be included in the future study.

Second, only the questionnaire was used in this study to investigate teachers' motivation and creative English teaching. It is not easy to explore teachers' inner thoughts merely from the open-ended questions in the questionnaire. Follow-up interview should have been conducted to verify teachers' ideas about creative English teaching.

Third, there are various kinds of motivation. Simply relating intrinsic and extrinsic motivation to creative English teaching could have been too idiosyncratic. More sophisticated experimental designs are needed to identify the kind of motivation that really drove teachers to adopt creative English teaching. Moreover, the present study placed emphasis on the relationship between motivation and creative English teaching. Other factors that may have been equally important in promoting creative English teaching should be considered, such as the participants' demographic information.

Four suggestions to future studies are provided. First, for the purpose of generalization, more English teachers from different junior high schools in different cities should be recruited. In such a way, the findings will be more meaningful to the junior high school English teachers in Taiwan.

Second, it is suggested that qualitative research methods should be used in the study, including interview, observation, and other documents to validate the findings.

Third, because there are different definitions of motivation, future studies could

consider involving other kinds of motivation in the study.

Last, factors that might contribute to creative English teaching should be considered, such as participants' background information, which can also be influential factors in applying creative teaching.

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Appendix A: Questionnaire (Chinese Version)

國民中學英語教師內外在動機與創意教學關係調查問卷

正式問卷

親愛的教育先進您好：

　　首先非常感謝您在百忙之中，撥冗填寫「國民中學英語教師內外在動機與創意教學關係調查問卷」。本研究旨在探討新竹市立國民中學英語教師內外在動機與創意教學之關係，共分為「基本資料」、「內外在動機部分」、「創意教學部分」等三個部分。本問卷採無記名方式，請依據您個人的實際狀況，勾選題目。所填之資料僅提供學術之用，答案無所謂「對」與「錯」，請放心作答。

　　最後再次感謝您的填答，您的協助與指教將對本研究有極大的貢獻。

敬頌　　教安

<div align="right">

東海大學教育研究所

研究生：李玫儀 敬上

指導教授：鄧佳恩 博士

電子信箱：＿＿＿＿＿＿＿＿＿＿＿

中華民國 104 年 5 月

（填答若有問題，歡迎您與我聯繫，謝謝！）

</div>

【第一部分】基本資料（請依您實際狀況，在適當的□打✓）

1. 性別：□男　□女

2. 年齡：□30（含）歲以下　□31-40 歲　□41-50 歲　□51（含）歲以上

3. 最高學歷：□研究所（含四十學分班）以上畢業　□大學畢業

4. 服務年資：□5（含）年以下　□6-10 年　□11-20 年　□20（含）年以上

5. 目前擔任職務：□英語教師兼行政(□主任　□組長　□副組長　□其他____)

　　　　　　　□英語教師兼導師　　□英語專任教師

　　　　　　　□代理代課教師　　　□代理代課教師兼導師

6. 學校規模：□12（含）班以下　　□13-36 班　　□36（含）班以上

7. 任教班級數：□2（含）班以下　□3-4 班　　□5（含）班以上

8. 任教班級平均學生人數：□25（含）人以下　　□25-29 人

　　　　　　　　　□30（含）人以上

【第二部分】內外在動機部分
說明：請您仔細閱讀每個題目後，將每一題後面與您符合程度相對的數字加以圈選。4 表示「完全符合」、3 表示「大部分符合」、2 表示「部分符合」、1 表示「完全不符合」。

	完全符合	大部分符合	部分符合	完全不符合
1. 我樂於解決英語教學上所遇到的難題。	4	3	2	1
2. 在英語教學上遇到的問題越困難，我就越想解決它。	4	3	2	1
3. 我樂於解決任何在英語教學上所遇到的新問題。	4	3	2	1
4. 能有一個英語教學表現的機會，對我而言是重要的。	4	3	2	1
5. 好奇心驅使我嘗試不同的英語教學方式。	4	3	2	1
6. 在英語教學上，我比較喜歡使用自己能勝任的教學方式，而較少嘗試具挑戰性的方式。	4	3	2	1
7. 我會想知道，自己在英語教學工作上能做到多好。	4	3	2	1
8. 我喜歡簡單、明確的英語教學工作。	4	3	2	1
9. 在英語教學工作中，當我可以為自己設定教學目標時，我會感到自在。	4	3	2	1
10. 我比較傾向獨自解決在英語教學上所遇到的問題。	4	3	2	1
11. 我會樂在英語教學工作，而忘記其他事情的存在。	4	3	2	1
12. 我會希望自己的英語教學工作能使我在知識及技能上均有所成長。	4	3	2	1
13. 對我而言，能否樂在英語教學工作是最重要的。	4	3	2	1
14. 對我而言，能做自己喜歡的英語教學工作是重要的。	4	3	2	1
15. 不管結果如何，只要能從英語教學當中獲得新的教學經驗，我就很滿足了。	4	3	2	1

		完全符合	大部分符合	部分符合	完全不符合
16.	我會在意英語教學帶來的外在好處(例如：獎賞、名聲)。	4	3	2	1
17.	我努力進行英語教學工作是受到外在好處的激勵。	4	3	2	1
18.	我很在意自己的英語教學是否達到預期的成果。	4	3	2	1
19.	我希望其他人能知道我在英語教學的表現有多出色。	4	3	2	1
20.	我努力進行英語教學活動，是希望能得到別人的認同。	4	3	2	1
21.	在英語教學工作中，我希望有一分付出就有一分回報。	4	3	2	1
22.	對我而言，所謂英語教學上的成功就是做得比別人好。	4	3	2	1
23.	我很在意別人對我英語教學所提出的意見。	4	3	2	1
24.	我比較喜歡實施有明確流程的英語教學工作。	4	3	2	1
25.	我希望別人能幫我設定好英語教學應達成的目標。	4	3	2	1
26.	我不在乎做什麼工作，我只在乎能否從工作中有所獲得。	4	3	2	1
27.	我很少想到英語教學所帶來的外在好處(例如：獎賞、名聲)。	4	3	2	1
28.	只要能做自己喜歡的英語教學工作，我不太在意能得到多少好處。	4	3	2	1
29.	我認為不管我的英語教學做得再好，若沒人知道，就是沒有意義的。	4	3	2	1
30.	我不太在意別人對我英語教學表現的看法。	4	3	2	1

【第三部分】創意教學部分

說明：請您仔細閱讀每個題目後，將每一題後面與您符合程度相對的數字加以圈選。4 表示「完全符合」、3 表示「大部分符合」、2 表示「部分符合」、1 表示「完全不符合」。

	完全符合	大部分符合	部分符合	完全不符合
1. 我常會視需要而改變自己的英語教學方式。	4	3	2	1
2. 我常採用多樣化的資訊科技產品進行教學。	4	3	2	1
3. 我曾經使用創意教學來提高學生的學習動機。	4	3	2	1
4. 我會隨時保留教學上的彈性，以應付課室中的狀況。	4	3	2	1
5. 我曾經採用多元化的評量方式，來評量學生的學習成效。	4	3	2	1
6. 我曾經在英語聽力教學上運用創意教學。	4	3	2	1
7. 我曾經在英語口說教學上運用創意教學。	4	3	2	1
8 我曾經在英語閱讀教學上運用創意教學。	4	3	2	1
9. 我曾經在英語寫作教學上運用創意教學。	4	3	2	1
10. 我曾經同時運用創意教學在聽、說、讀、寫四個英語綜合能力教學上。	4	3	2	1
11. 我曾經運用創意教學來提升學生學習英語的興趣。	4	3	2	1
12. 我曾經運用創意教學來幫助學生認識國內外文化與習俗。	4	3	2	1

13. 您所實施過的創意教學(您心目中創意教學)，是如何實施？

_____

_____

_____

14. 在您發展創意的教學過程中，您所遇到的困難有哪些？

_____

_____

_____

~本問卷到此結束，誠摯感謝您的協助~

Appendix B: Questionnaire (English Version)

The Relationship between English Teachers' Intrinsic and Extrinsic Motivation

and Creative Teaching in Junior High School

Dear All, Thank you for participating in this study. The purpose of this questionnaire was to explore your motivation to adopt creative English teaching. Please answer the following questions based on your real condition. This questionnaire is ANIBYMOUS. Your information in this questionnaire is all CONFIDENTIAL and is only used for this study. Last, thanks again for your participation in this study. Your responses to the questionnaire are really helpful and have great contribution to attribution studies.

【Part One】

Demographic Information Description：Please choose one answer based on your own condition.

1. Gender：□ Male   □ Female

2. Age：□ 30 or below   □ 31-40   □ 41-50   □ 51 or beyond

3. Education：□ Graduate   □ Undergraduate

4. Teaching Experience：□ 5 years or below   □ 6-10 years   □ 11-20 years

   □21 years or beyond

5. Position：□ Administrator   □ Home class teacher   □ English teacher

   □ Sub teacher   □ Sub teacher and home class teacher

6. School Size：□ 12 or less than 12   □ 13-36 classes   □ More than 36

7. Classes Taught：□ 2 or less than 2   □ 3-4 classes   □ 5 or more than 5

8. Average Number of Students Each Class：□ 25 or less than 25   □ 26-29 students

   □ 30 or more than 30

【Part Two】Intrinsic Motivation

Please mark for the items below to decide how successful the presentation you are about to see today based on the 4-point Likert scale: 4 Strongly Agree, 1 Strongly Disagree.

1.	I enjoy trying to solve problems on English teaching.	4	3	2	1
2.	The more difficult the teaching problem on English, the more I enjoy trying to solve it.	4	3	2	1
3.	I enjoy tackling English teaching problems that are new to me.	4	3	2	1
4.	Curiosity is the driving force behind much of what I try on various English teaching methods.	4	3	2	1
5.	In English teaching, I prefer work I know I can do well over work that stretches my abilities.	4	3	2	1
6.	I enjoy relatively simple, straightforward English teaching tasks.	4	3	2	1
7.	I want my English teaching work to provide me with opportunities for increasing my knowledge and skills.	4	3	2	1
8.	It is important for me to have an outlet for my English teaching performance.	4	3	2	1
9.	I want to find out how good I really can be at my English teaching.	4	3	2	1
10.	In English teaching, I'm more comfortable when I can set my own teaching goals.	4	3	2	1
11.	I prefer to figure things out for myself when I encounter the English teaching problems.	4	3	2	1
12.	I enjoy doing English teaching work that is so absorbing that I forget about everything else.	4	3	2	1
13.	What matters most to me is enjoying what I do at my English teaching work.	4	3	2	1
14.	It is important for me to be able to do what I most enjoy in English teaching.	4	3	2	1
15.	No matter what the outcome of a project, I am satisfied if I feel I gained a new teaching experience.	4	3	2	1

【Part Two】Extrinsic Motivation

Please mark for the items below to decide how successful the presentation you are about to see today based on the 4-point Likert scale: 4 Strongly Agree, 1 Strongly Disagree.

16.	I am keenly aware the benefits I can get for myself in English teaching (e.g. rewards, reputation).	4	3	2	1
17.	I work hard on English teaching because I am strongly motivated by the benefits I can get.	4	3	2	1
18.	I am keenly aware of the English teaching goals I have for myself.	4	3	2	1
19.	I seldom think about the benefits I can get from my English teaching (e.g. rewards, reputation).	4	3	2	1
20.	As long as I can do my English teaching that I enjoy, I'm not that concerned about exactly what benefits I can get.	4	3	2	1
21.	I want other people to find out how good I really can be at my English teaching.	4	3	2	1
22.	I work hard on English teaching activities because I am strongly motivated by the recognition I can earn from other people.	4	3	2	1
23.	I have to feel that I am earning something for what I do at my English teaching.	4	3	2	1
24.	To me, success on English teaching means doing better than other people.	4	3	2	1
25.	I'm concerned about how other people are going to react to my English teaching ideas.	4	3	2	1
26.	I prefer working on the English teaching projects with clearly specified procedures.	4	3	2	1
27.	I prefer have someone set clear English teaching goals for me in my work.	4	3	2	1
28.	I'm less concerned with what work I do than what I get for it.	4	3	2	1
29.	I believe that there is no point in doing a good English teaching job if nobody else knows about it.	4	3	2	1
30.	I am not that concerned about what other people think of my English teaching performance.	4	3	2	1

【Part Three】Creative English Teaching

Please mark for the items below to decide how successful the presentation you are

about to see today based on the 4-point Likert scale: 4 Strongly Agree, 1 Strongly

Disagree.

1.	I always change the ways of my English teaching if necessary.	4	3	2	1
2.	I always use various technical productions in my English teaching.	4	3	2	1
3.	I have ever adopted creative teaching to increase students' learning motivation.	4	3	2	1
4.	I always stay flexible in my teaching to allow some unpredictable things happen.	4	3	2	1
5.	I have ever adopted multiple assessments to exam students' learning outcomes.	4	3	2	1
6.	I have ever adopted creative teaching on listening skill.	4	3	2	1
7.	I have ever adopted creative teaching on speaking skill.	4	3	2	1
8	I have ever adopted creative teaching on reading skill.	4	3	2	1
9.	I have ever adopted creative teaching on writing skill.	4	3	2	1
10.	I have ever adopted creative teaching on listening, speaking, reading, and writing skills at the same time.	4	3	2	1
11.	I have ever adopted creative teaching to enhance students' English learning interests.	4	3	2	1
12.	I have ever adopted creative teaching to help my students recognize the domestic and foreign cultures and customs.	4	3	2	1

13. How do you adopt creative English teaching in the classroom?

_____

_____

_____

14. What difficulties do you encounter when you apply creative English teaching in class?

    _____

    _____

    _____

Appendix C: Results of Intrinsic Motivation from the

Questionnaire

N = 101

Item	Statement	Frequency				Mean	SD
		SA	A	MA	SD		
1.	I enjoy trying to solve problems on English teaching.	45	49	7	0	3.38	.614
2.	The more difficult the teaching problem on English, the more I enjoy trying to solve it.	24	58	17	2	3.03	.699
3.	I enjoy tackling English teaching problems that are new to me.	31	58	12	0	3.19	6.28
5.	Curiosity is the driving force behind much of what I try on various English teaching methods.	23	54	22	2	2.97	.727
6.	In English teaching, I prefer work I know I can do well over work that stretches my abilities.	12	56	31	2	2.77	.676
8.	I enjoy relatively simple, straightforward English teaching tasks.	27	60	12	2	3.11	.677
12.	I want my English teaching work to provide me with opportunities for increasing my knowledge and skills.	30	63	7	0	3.23	.566
4.	It is important for me to have an outlet for my English teaching performance.	18	40	36	7	2.68	.848
7.	I want to find out how good I really can be at my English teaching.	25	67	9	0	3.16	.561
9.	In English teaching, I'm more comfortable when I can set my own teaching goals.	30	66	5	0	3.25	.537
10.	I prefer to figure things out for myself when I encounter the English teaching problems.	8	30	52	11	2.35	.780
11.	I enjoy doing English teaching work that is so absorbing that I forget about everything else.	3	46	42	10	2.42	.711

Item	Statement	Frequency				Mean	SD
		SA	A	MA	SD		
13.	What matters most to me is enjoying what I do at my English teaching work.	31	60	10	0	3.21	.605
14.	It is important for me to be able to do what I most enjoy in English teaching.	31	63	7	0	3.24	.568
15.	No matter what the outcome of a project, I am satisfied if I feel I gained a new teaching experience.	15	61	24	1	2.89	.647

∗   In the column of frequency, 4= Strongly Agree (SA), 3= Agree (A), 2=Mildly Agree (MA), 1= Strongly Disagree (SD)

Appendix D: Results of Extrinsic Motivation from the

Questionnaire

N = 101

Item	Statement	Frequency				Mean	SD
		SA	A	MA	SD		
16.	I am keenly aware the benefits I can get for myself in English teaching (e.g. rewards, reputation).	1	17	52	31	1.88	.711
17.	I work hard on English teaching because I am strongly motivated by the benefits I can get.	1	12	40	47	1.67	.726
18.	I am keenly aware of the English teaching goals I have for myself.	20	58	21	2	2.95	.698
27.	I seldom think about the benefits I can get from my English teaching (e.g. rewards, reputation).	25	49	22	5	2.93	.861
28.	As long as I can do my English teaching that I enjoy, I'm not that concerned about exactly what benefits I can get.	20	61	17	3	2.97	.699
19.	I want other people to find out how good I really can be at my English teaching.	4	19	46	32	1.95	.817
20.	I work hard on English teaching activities because I am strongly motivated by the recognition I can earn from other people.	5	15	40	41	1.84	.857
21.	I have to feel that I am earning something for what I do at my English teaching.	11	50	34	6	2.65	.754
22.	To me, success on English teaching means doing better than other people.	6	12	40	43	1.81	.868
23.	I'm concerned about how other people are going to react to my English teaching ideas.	9	40	47	5	2.52	.729
24.	I prefer working on the English teaching projects with clearly specified procedures.	14	70	17	0	2.97	.556
25.	I prefer have someone set clear English teaching goals for me in my work.	2	10	46	43	1.71	.726

Item	Statement	Frequency				Mean	SD
		SA	A	MA	SD		
26.	I'm less concerned with what work I do than what I get for it.	5	46	29	21	2.35	.865
29.	I believe that there is no point in doing a good English teaching job if nobody else knows about it.	3	9	33	56	1.59	.777
30.	I am not that concerned about what other people think of my English teaching performance.	4	24	56	17	2.15	.740

∗   In the column of frequency, 4= Strongly Agree (SA), 3= Agree (A), 2=Mildly Agree (MA), 1= Strongly Disagree (SD)

Appendix E: Results of Creative English Teaching from the Questionnaire

N=101

Item	Statement	Frequency				Mean	SD
		SA	A	MA	SD		
1.	I always change the ways of my English teaching if necessary.	21	67	13	0	3.08	.578
2.	I always use various technical productions in my English teaching.	16	54	30	1	2.84	.689
3.	I have ever adopted creative teaching to increase students' learning motivation.	25	53	23	0	3.02	.693
4.	I always stay flexible in my teaching to allow some unpredictable things happen.	18	67	16	0	3.02	.583
5.	I have ever adopted multiple assessments to exam students' learning outcomes.	22	49	28	2	2.90	.755
6.	I have ever adopted creative teaching on listening skill.	6	42	49	4	2.50	.673
7.	I have ever adopted creative teaching on speaking skill.	11	48	40	2	2.67	.694
8.	I have ever adopted creative teaching on reading skill.	10	57	34	0	2.76	.619
9.	I have ever adopted creative teaching on writing skill.	8	38	48	7	2.47	.742
10.	I have ever adopted creative teaching on listening, speaking, reading, and writing skills at the same time.	8	48	41	4	2.59	.695
11.	I have ever adopted creative teaching to enhance students' English learning interests.	16	58	27	0	2.89	.647
12.	I have ever adopted creative teaching to help my students recognize the domestic and foreign cultures and customs.	13	59	27	2	2.82	.669

∗ In the column of frequency,4= Strongly Agree (SA), 3= Agree (A), 2=Mildly Agree (MA), 1= Strongly Disagree (SD)