

A Study on the Motivational Evaluation of High-Level English Class in an Urban Primary School in Wuhan-China

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ABSTRACT

The purpose of this study was to find out the state of Motivational Evaluation (ME) of High-Level English Class in Primary School. Participants included teachers and students from A school (an urban primary school in Wuhan, who took English classes from grade three to grade six, with students mainly coming from nearby) was taken as the main area of research. The study employed the cross-sectional survey research design, adopting both the quantitative and qualitative approaches. Research instruments included; a questionnaire survey of 200 students from four classes, a semi-structured interview on their four English teachers, and an observation of eight classes in two grades were designed, and analysed with the help of questionnaire star and SPSS. Just to mention a few, findings indicates that; ME promotes students' English learning by raising their initiative and strengthening the learning behaviors; aside from timely feedback, ME also enhances their self-assessment; play a guiding role in the learning process, stimulates students learning motivation, enthusiasm initiative, and strengthening of the interaction between teachers and students; a large proportion of the students (82%) said that teachers often praise or encourage them in English class, the type of ME is diversified: there are verbal encouragement, written praise (score on the blackboard, certificate of merit, etc.), material reward (token prizes), and body language which are used frequently in English class; It is showed that praise is far more than criticism in higher level English class since praise can stimulate students' English learning, especially for those backward students, etc Furthermore this study presents the factors that influence the application of ME, benefit of ME to the English teaching process, its drawbacks in primary school and finally, stated some implications and conclusions were arrived at regarding for the improvement of ME.

Keywords:Teaching; Motivational Evaluation; English class; Primary School; Wuhan-China.

1. INTRODUCTION

English language being a foreign language taught in Chinese school poses a lot of challenges to the learners because of its difficulty in comprehension and proficiency among learners. The lack of motivation in such classrooms can render the efforts of teaching-learning process useless. Therefore motivational evolution is very much important in the teaching-learning process since learners get feedback. Motivational evaluation in a class consists of verbal encouragement, body language (eye contact, gestures, etc.), written praise (writing on the blackboard, certificate of merit, etc.), and material reward. Xiaoping (2011) contended there are at least three functions of motivational evaluation. Firstly, it can contribute to students' English learning initiative. Secondly, it is beneficial to teachers' teaching effect. As teachers' teaching effect is closely related to students' learning effect, it is essential to raise students' initiative, confidence and enthusiasm by motivational evaluation. Thirdly, the motivational evaluation will be added to the professional development of primary English teacher.

With the development of education, scholars have paid much attention to class evaluation, and researchers (Jing, 2010; Xiaoping, 2011; Linlin, 2012; Liqin, 2015) have found that motivational

evaluation contributes a lot to both teachers' teaching and students' learning process. It is found that motivational evaluation is widely used as an important teaching method in primary school, no matter in lower or higher grades, and the students are more active and energetic in the class where motivational evaluation is used more frequently. What's more, as a kind of class evaluation, motivational evaluation can not only stimulate students' learning motivation, enthusiasm, and initiative, but also strengthen the interaction between teachers and students since teachers can know the learning situation of students in a more comprehensive and timely manner and interact with them through timely motivational evaluation. Therefore, motivational evaluation is an important way of class evaluation to be discussed.

1.1 Statement of the Problem

The pattern of class teaching in modern China originated from America in the 19th century. Since class teaching has been conducted for nearly 200 years in China, researches about class evaluation and motivational evaluation to be specific have been paid less attentions in some subjects like English, particularly for its status as a foreign language. In other words, although there are some numbers of domestic and foreign researches on both class evaluation and motivational evaluation, most of them are based on the discussion of evaluation language, not motivational evaluation. Moreover, there are little researches relevant to motivational evaluation discussing integrally its different types, principles, and strategies, let alone the researches taking one school as an example. For instance, Chunxia (2014) only talked about the effect of evaluation language without other types of motivational evaluation; Fengjie (2013) mainly discussed oral evaluation; Xiaoping (2013) only analyzed the management of time, frequency, and proportion of motivational evaluation. Etc. while little attention is paid towards this direction of motivational evaluation. Nowadays, in order to make great progress, teachers should not only possess a strong body of knowledge but also improve their teaching strategies, language competence, and lifelong learning ability. Thus, as for primary English teachers, the ability to use motivational evaluation has become an important part in their professional development, which this study set out to explore.

1.2 Objectives of the study

The main objective of the study was to find out the state of Motivational Evaluation of High-Level English Class in an urban primary school in Wuhan-China.

1.2.1 Specific Objectives

Specifically, this study aimed:

- 1) To find out the current situation of motivational evaluation in primary school.
- 2) To find out how motivational evaluation benefits the English teaching process.
- 3) To find out the drawbacks of motivational evaluation in primary school.

1.3 Research Questions

This study set out to answer the following questions:

- 1) What is the current situation of motivational evaluation in primary school?

- 2) How does motivational evaluation benefit the English teaching process?
- 3) What are the drawbacks of motivational evaluation in primary school?

1.4 Significance of the Study

It is hoped that through the responses the current situation of motivational evaluation can be found. After finding the current situation, the study tried to find out the benefits/ factors that influence the application of motivational evaluation and the drawbacks. Finally, some concrete implications arrived at for the improvement of motivational evaluation. Also results from this research will have some educational guidance on the stakeholders, practitioners, teachers and students at large with regard to the motivational evaluation in the teaching learning process. The empirical evidence will prove to be useful for further research development in the field of education, and English teaching guidance in particular.

2. LITERATURE REVIEW

2.1 Basic Conceptions Related to Motivational Evaluation

Yuhun (1999) holds the opinion in his book *Educational Assessment Study* that the term "evaluation" is a basic term in educational research. Education researchers think that the evaluation is an activity of both qualitative or quantitative expression and value judgment, on the basis of comprehensive and systematic information, which is also a judgment of how object meets the needs of the subject. Domestic scholars like Yushun (2006) is of the opinion that *Class Assessment* refers to a process to judge students' learning situation, during which the teacher collect and collate, analyze and utilize learning styles of students, both learning skills and ability, learning attitude and emotion, learning results and other aspects. Foreign scholars Colin (1997) holds the opinion in the book *Planning, management & ideology: Key concepts for understanding the curriculum* that class evaluation refers to the process of collecting, analyzing, interpreting, and making decisions in the classroom. Thomas and Patricia (1993) argued in the essay *Classroom Assessment Techniques: A Handbook for College Teachers* that class evaluation is a kind of method for teachers to understand students' learning content and learning degree. American behavioral scientist Herzberg (1959) believes that only motivation can give people a sense of satisfaction. Zuchao describes in the book *The Theory of Education* (2008) that education motivation is a process for meeting the needs of the students to achieve the established educational goals, during which the teacher will create a variety of conditions to stimulate students' motivation, mobilize their enthusiasm and creativity. Vernon and Louse (1990) paid attention to the motivation of students and discussed the kind of evaluation that could facilitate students' motivation in the book named *Comprehensive Classroom Management: Motivation and Managing Students*. Synthesizing the concept of both internal and external, in this paper, the "motivational evaluation" is defined as: A process of multidimensional evaluation of students containing process and result evaluation, during which teachers use verbal encouragement, body language, written praise, and material reward etc. to stimulate students' learning motivation, improve their learning initiative, mobilize their enthusiasm and creativity.

2.2 Functions of Motivational Evaluation

Motivational evaluation plays a significant role in education practices. Zishu (2014) summarized the basic functions of motivational evaluation as orientation function, intensifying function, motivating function and regulation function. Substantially, the four functions are related to each other as a whole which work through the entire process of education. Orientation function acts as the prime function of motivational evaluation, which refers to the function that guides people to go straight along a fixed direction using motivational mechanism. Intensifying function results in various effects when different strengthening measures are used upon individuals, who tend to emphasize the strengthening function of encouragement. Motivating function specifically refers to education objective. It fundamentally aims to encourage students to make out their own plans with the motivational mechanism, in order to revise deviated objective, thus realizing their goals. Regulation function mainly aims at students' diversity. As a process of decision-making, information-collection and interpretation should be done before final decisions are made. While students vary from each other, the procedure of information collection counts in the whole process.

Xiaoping (2011) contended there are at least three functions of motivational evaluation. Firstly, it can contribute to students' English learning initiative. Since English learning needs constant practice with inescapably making mistake and suffering setback, motivational evaluation is badly needed for students to raise initiative especially those who are too shy to speak out in China. Secondly, Motivational evaluation is beneficial to teachers' teaching effect. As teachers' teaching effect is closely related to students' learning effect, it is essential to raise students' initiative, confidence and enthusiasm by motivational evaluation. Thirdly, a motivational evaluation will be conducted to the professional development of primary English teacher. As we all know, the key to high-quality education are the teachers of high quality. Nowadays, in order to make great progress, teachers should not only possess a strong body of knowledge but also improve their teaching strategies, language competence, and lifelong learning ability. Thus, as for primary English teachers, the ability to use motivational evaluation has become an important part of their professional development now.

3. RESEARCH DESIGN

The survey is the most appropriate for this study because it is able to extract data that are near to the exact attribute of the larger population (population of the study). It is also low cost and convenient data gathering, and ideal for scientific research since it provides all the participants with a standardized stimulus. For this unique reason, the cross-sectional survey research design was used for this study, adopting both the quantitative and qualitative approaches. A questionnaire survey of 200 students from four classes, a semi-structured interview on their four English teachers, observation of eight classes in two grades were designed; And the primary school students and teachers who come from A school were taken as participants.

3.1 Sample and Sampling Technique

The sample of this study was high-level primary students and English teachers in A school (an urban primary school in Wuhan, which took English classes from grade three to grade six, with

students mainly coming from nearby), which consist of 200 students and 4 teachers from 4 classes. The number of students in fifth and sixth grade each accounts for 50%; so this sample was chosen proportionately to the total number of students per class. The proportion of both boys and girls, teachers were being interviewed in fifth and sixth grade are 1:1, the same of classes being observed in fifth and sixth grade. The simple random sampling technique was used for this study to obtain these participants. The demographic characteristics of these 200 students are as follows:

Table 1: The demographic characteristics of subjects

	Students	Teachers	classes
Fifth grade	100	2	2
Six grade	100	2	2

3.2 Instruments

According to the purpose of this study, a self-designed questionnaire (see Appendix 1) with 37 questions was used, and the subjects were asked to choose one or several options from the questionnaire. The questionnaire consisted of 3 parts; Part 1 is about personal information, including gender, grade, and age. Part 2 comprises of 23 questions focusing on the current situation of motivational evaluation's application. Part 3 is about the feedback and evaluation of the motivational evaluation from the students, which is composed of 11 questions.

After the questionnaire, the interview was designed to find out the teacher's cognition on motivational evaluation, which consists of 29 questions (see Appendix 2). Each interview lasted about half an hour. The interview questions were clear, precise and reasonable which was conducted in Chinese so that the subjects were able to express their ideas clearly.

In order to get the true and direct statistics, an observation (see Appendix 3) was conducted, which covered four classes of two grades. The observation was aimed to find the current situation of motivational evaluation's application, containing the type, the object and specific content of motivational evaluation etc.

3.3 Data Collection and Data Analysis

The paper questionnaire, the interview, and the observations were used to collect the data. Then the questionnaire Star (<http://www.sojump.com/jq/7532009.aspx>) and the SPSS (version 20) was used to process data, and the specific methods of the SPSS is BIVARIATE CORRELATION Analysis (χ^2 -Test).

4. RESULTS

4.1 The Current Situation of Motivational Evaluation

4.1.1 Wide and comprehensive use of motivational evaluation

Firstly, a large proportion of the students (82%) said that teachers often praise or encourage students in English class (Table 2), and they were often praised or encouraged by their teachers (Table 3). Secondly, according to the questionnaire, the type of motivational evaluation is diversified: there are

verbal encouragement, written praise (score on the blackboard, certificate of merit, etc.), material reward (token prizes), and body language which are used frequently in English class (Figure 1).

Table 2: Frequency of motivational evaluation praised in class

Option	Proportion
Always	52.63%
Often	29.47%
Sometimes	15.79%
Seldom	2.11%
Total	100%

Table 3: Frequency of being

Option	proportion
Always	24.21%
Often	46.32%
Sometimes	26.32%
Seldom	3.16%
Total	100%

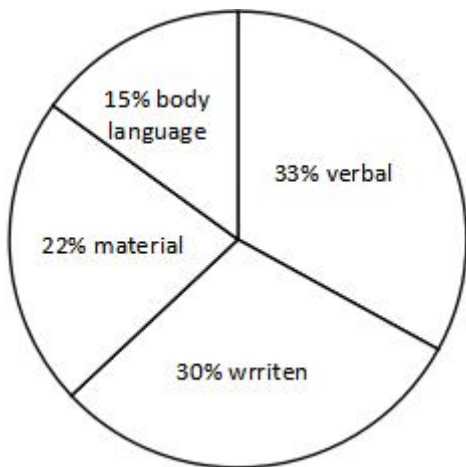
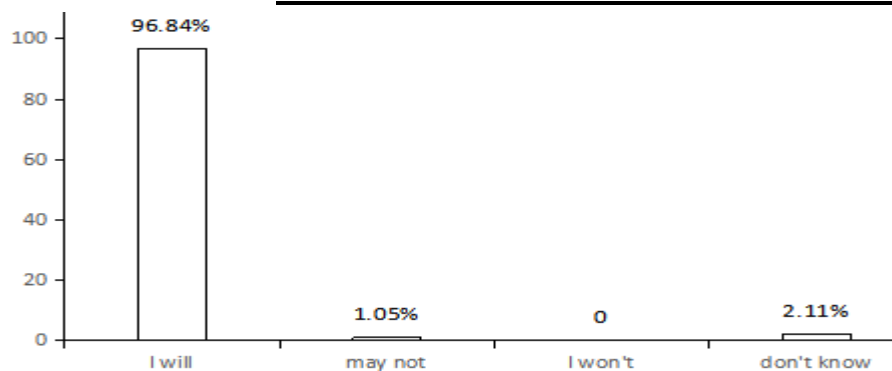


Figure 1: The type of motivational evaluation

Besides, the comprehensive use of motivational evaluation and criticism, as well as different types of motivational evaluation is appropriate. Teachers are already able to manage the proportion of praise and criticism, as well as various types of motivational evaluation. Both questionnaire and class observation results presented the comprehensive use of motivational evaluation. It is showed that praise is far more than criticism in higher level English class. Most students (73%) said that the amount of English teachers' praise is more than that of criticism (Table 4). Also, according to the interview, the teachers believe that praise is more important than criticism for primary school students since praise can stimulate students' English learning, especially for those backward students. Besides, teachers are able to manage the proportion of spiritual and material motivational evaluation, which could avoid students relying on the material reward. It's showed in the questionnaire that nearly all (97%) the students thought the likeness for English does not rely on material reward (Figure 2).

Table 4: The number of praise and criticism

Option	Proportion
praise is more than criticism	73.68%
Same	22.22%
criticism is more than praise	4.21%
Total	100%

*Figure 2: Likeness of English without material reward*

4.1.2 Features of current motivational evaluation

in terms of specificity and personalization, according to the researchers' observation notes, there are a lot of evaluation language in English class, such as great, good, super, yes, right, Sometimes more specific like "your answer is very accurate", "you have progress", "you are quick to react" However, the latter is far more frequent than the former. According to the results of the interview, teachers will usually give a specific evaluation, except when there isn't enough time or when they think the students could understand exactly what they mean. Among the questionnaire, more than half of the students said that the teacher will give a specific evaluation when they did well (Figure 3). Conditions of getting motivational evaluation are not that simple. Actually, students can get a motivational evaluation when they appear to be willing to help others, observe discipline, deliver a correct or wonderful answer, learn hard, have progressed, give a positive speech, even when the answer is not good enough etc. (Figure 4). However, the teachers do not have the conscious of three-dimensional targets for motivational evaluation. When mentioned the three-dimensional targets, the teachers said the evaluation will cover them, but will not be consciously designed. About personalization, most students (72%) find their teacher's evaluation language appears to be similar towards different students. In a word, teachers do not have enough conscious of strengthening the specificity and personalization of evaluation language, and the three-dimensional teaching targets still have not been applied to the design of motivational evaluation.

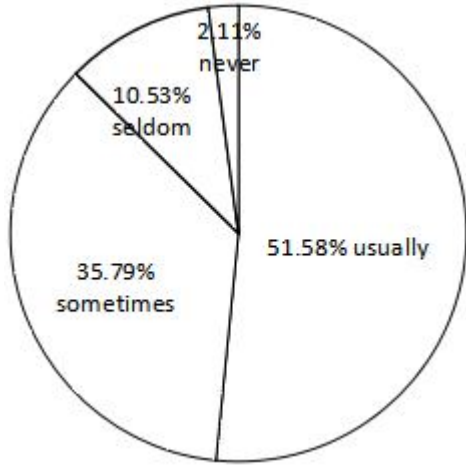


Figure 3: Frequency of teachers' specific evaluation

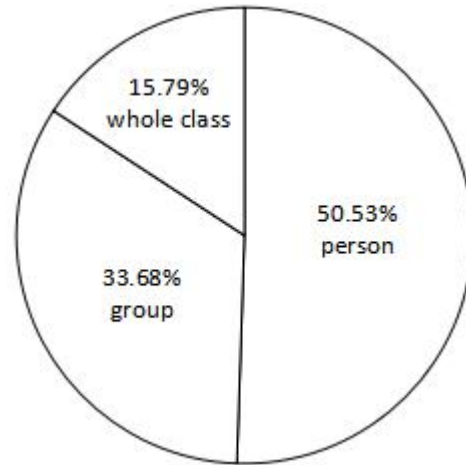


Figure 5: Objects of motivational evaluation

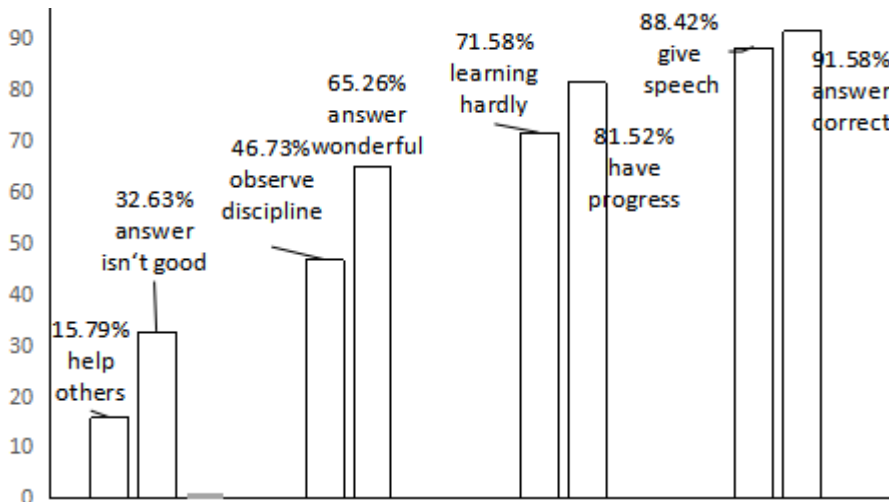


Figure 4: Occasions when got a motivational evaluation

In terms of timeliness and fairness, it can be analyzed from seven aspects. First, most students (70%) reflect they can receive praise in time when they performed well in the class, which shows that the teachers' motivational evaluation is timely. Thus it can be speculated that delay or ignorance of evaluation in some cases may due to particular reasons. Second, according to the survey, the subjects of motivational evaluation are person (50%), group (34%) and class (16%), among which personal evaluation accounted for the most (Figure 5), which showed a diversity of the subjects being motivated. Third, although nearly all primary students (95%) are eager to receive a motivational evaluation, there are still nearly one-third of them can rarely or never get once (Figure 6), which implied the opportunity to get a motivational evaluation is unjustified to some degree. Fourth, nearly half of the students said that the motivational evaluation of teachers focuses most on the performance of students, rather than the score, and teachers will encourage when someone hasn't behaved so well to achieve the role of motivational evaluation (Figure 7). Fifth, nearly all the

students hope to get teacher's encouragement instead of criticism when they make a mistake in the class (Table 5), such as guiding them to correct or point out gently (Table 6); and exactly, the teachers have just met their expectation (Table 7).

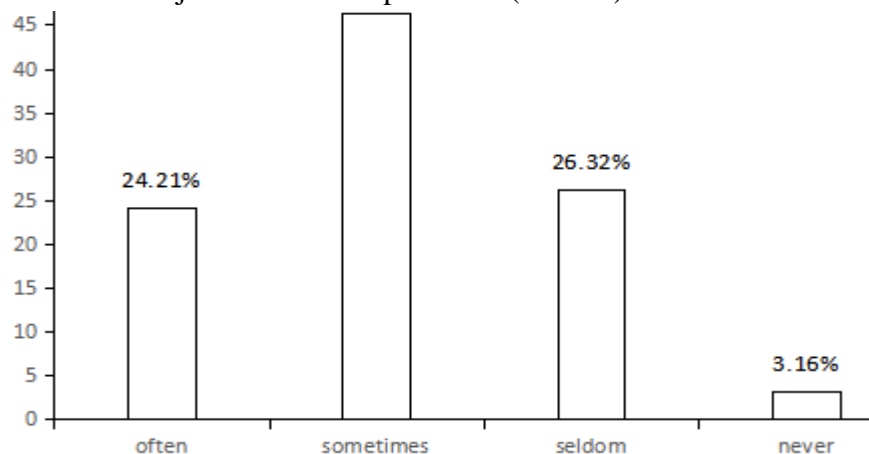


Figure 6: Frequency of receiving the motivational evaluation

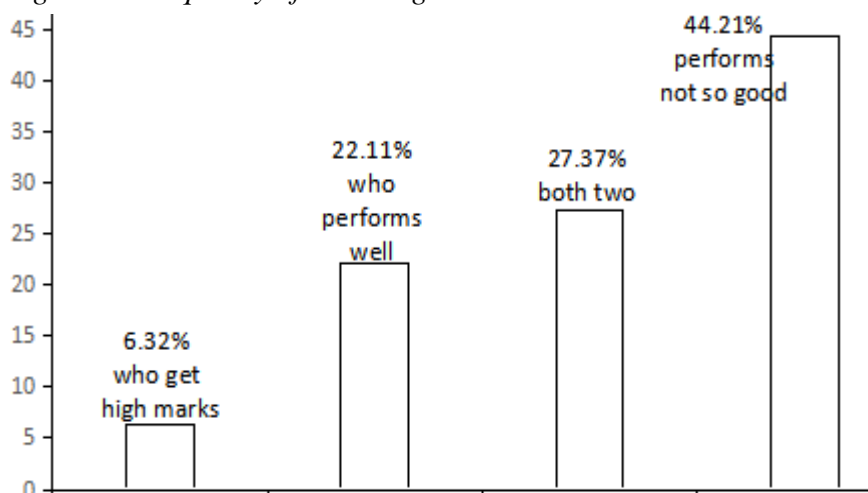


Figure 7: Objects receiving the motivational evaluation

Table 5: Encouragement or criticism? (which do you hope to get when not doing so well?)

Option	Proportion
encouragement	89.47%
Indifferent	6.32%
criticism	4.21%
Total	100%

Table 6: Teachers' behavior students prefer when making mistakes in class

Option	Proportion
guide to correct	66.32%
point out gently	30.53%
interrupt the speech	3.16%
Ignore	0%
Total	100%

Table 7: Teachers' behavior when someone makes mistakes in class

Option	Proportion
guide to correct	67.37%
point out gently	26.32%
interrupt the speech	6.32%
Ignore	0%
Total	100%

4.2 Students' views on teachers' motivational evaluation

Generally speaking, most students (94%) were satisfied with teachers' motivational evaluation and think motivational evaluation is necessary. Both the BIVARIATE CORRELATION Analysis (χ^2 -Test) and questionnaire indicated that both the likeness for English and the likeness for English class have a close relation with the frequency of receiving motivational evaluation, and the motivational evaluation can improve students' English learning motivation, interest, self-confidence, and enthusiasm (see Table 8 and Table 9). As for their favorite type of motivational evaluation, most of the students choose oral evaluation and material reward, the proportion of which is almost the same, while the most unpopular is body language (Figure 8). Which indicated teachers to give more oral evaluation and material reward.

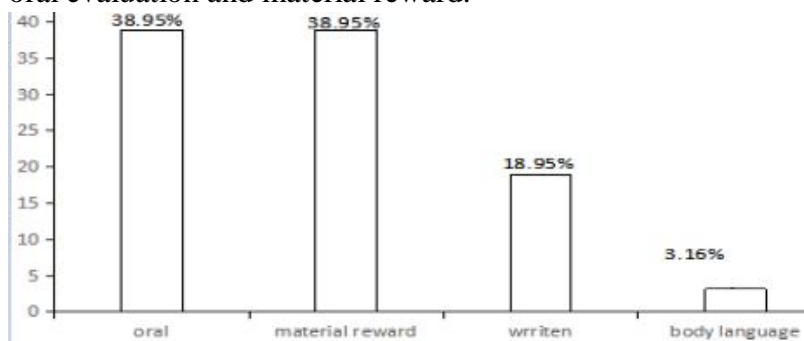


Figure 8: The most popular type of motivational evaluation

Table 8: BIVARIATE CORRELATION Analysis (χ^2 -Test) result

frequency of receiving motivational evaluation	likeness for English					likeness for English class				
	love	like	Indifferent	Don't like	Hate	love	like	Indifferent	Don't like	hate
always	44	2	0	0	0	38	4	0	0	4
Often	52	22	14	0	0	42	26	14	2	4
Sometimes	6	24	16	4	0	10	16	14	8	2
Never	0	2	4	0	0	0	2	4	0	0
χ^2	42.838					33.300				
P	.000***					0.001**				
N	190					190				

Ps: ** at the level of 0.01, *** at the level of 0.001.

Using BIVARIATE CORRELATION Analysis (χ^2 -Test) to analyze the correlation of likeness for English, English class and the frequency of receiving motivational evaluation, it is showed in Table 7 that $P_{(\text{English})} = 0.000$, $P_{(\text{English class})} = 0.001$, both of them are less than 0.1, which indicates both the likeness for English and the likeness for English class have close relation with the frequency of receiving motivational evaluation. And, it can be found in Table 8 that more often one receives a motivational evaluation, he, she is more likely to raise interest in English and English class. In summary, motivational evaluation in the class has a great influence on students' learning interest.

Table 9: The effect of motivational evaluation on English learning

Portion	always	sometimes	seldom	never	total
improve learning motivation	75.79%	19%	4%	0%	100%
raise learning interest	73.68%	18.95%	6.32%	1.05%	100%
strengthen self-confidence	76.84%	18.95%	3.16%	1.05%	100%
improve enthusiasm	68.42%	23.16%	6.32%	2.11%	100%

The result of the questionnaire (Table 9) indicates that motivational evaluation can improve most students' English learning motivation, interest, self-confidence, and enthusiasm.

4.3 Teacher's perspective on motivational evaluation

4.3.1 Importance of motivational evaluation

According to the interview, the teacher has realized the importance of motivational evaluation, and they agreed that motivational evaluation is of great importance to English class teaching, and they even buy those gifts themselves. As an interviewee said in the interview:

"I think motivational evaluation can not only improve our students' learning motivation, raise their learning interest, strengthen their self-confidence, improve their enthusiasm, but can also make the class more interesting, and promote the interaction of students and teacher"

However, about systematic learning of motivational evaluation, the teachers said the strategies usually just come from their previous teaching experience, and the school has never organized such learning activity. What's more, they think there is no need to spend that energy learning how to evaluate students. As a teacher interviewed said:

"The motivational evaluation will only be designed into class in the early year of my teaching career, but later, it will just be adjusted according to the actual situation in the class. I think there is no need training for those basic teaching skills, for that we teachers do not have so much time and energy, and I think teachers should have the ability to study on their own"

4.3.2 Drawbacks of motivational evaluation

According to the interview, the teachers think there exist some drawbacks of motivational evaluation in English class: First, a large number of students and the limited class time have brought some difficulties for teachers to give specific and personalized evaluation; Secondly, it is hard to find the need and interest of students; Third, our teacher has not had enough consciousness about motivational evaluation; Fourth, some teachers are not genuine enough to our students; Fifth, some

students have very little interest in English who is hard to be motivated etc. As a teacher said:

“Personally, I think the main problem comes from some young teachers who don't have enough experience. Since the demands of students vary from age to age. They will listen to you only when you cater to their taste. For example, the students now adore new stars like EXO, while you always mention the stars of 1980s who they don't even care, which may decline their interest in English”

In view of these problems, some corresponding suggestions are also given by the teachers:

“First, be friendly with our students, try to find the need and interest of them; Second, put into our real feelings, students will feel it as long as you are sincere; Third, sum up the effective motivational methods from the previous teaching experience, and constantly try it”

5. DISCUSSION

5.1 Reasons for the positive effect of motivational evaluation

As is showed in the result, teachers' motivational evaluation has a great positive influence on students' study, such as learning motivation, learning interest, self-confidence and learning enthusiasm. Reasons for that positive effect of motivational evaluation has been discussed for a long time. As Ausubel (1967) pointed out in his book *Theory of Learning and Practice in Class* that, "generally so-called the achievement motivation in the school's context" includes at least three aspects of the internal driving force that determines the composition, that is the cognitive drive, ego-enhancement drive, and affiliative drive. The cognitive internal drive is a need to know and understand, to grasp the knowledge, as well as to explain and solve problems systematically, which is also one of the most important and most stable internal motivations. As a teacher, one should as far as possible to make students interested in the knowledge itself to form a stable learning motivation. The self-enhancing internal drive is the individual's need to win the corresponding position because of their own competence or ability to work, an external motivation, which takes achievement as a source of gain and self-esteem.

Eggen and Kauchak (2009) stated in the book *the window of educational psychology in class* that motivational evaluation is one of the most popular positive reinforcement, which is a process to increase the frequency and persistence of behavior by presenting reinforcement. Generally, teachers would like to strengthen students' participation in the expected activities or performance the expected principle by using some kind of activities that students like. Skinner (1938), a famous American psychologist, has put forward the importance of strengthening the behaviors of students in his book *The Behavior of Organisms: An Experimental Analysis* that, the behavior will be more frequent after positive reinforcement, otherwise, less frequent or disappeared in the end. As is applied in the teaching process, If the students behave well and get positive reinforcement, such as high marks or praise, they will have a strong learning motivation; Otherwise, their learning motivation will decline or even disappear.

In summary, motivational evaluation promotes students' English learning by raising their initiative and strengthening the learning behaviors. Thus, praise, ranking and other motivational evaluations being used appropriately can surely promote students to make efforts for outstanding achievement.

5.2 Reasons for the drawbacks of motivational evaluation

Since both the classes and teachers investigated are excellent ones, where motivational evaluation strategies have been used for many years, the application of motivational evaluation investigated in A school of this study is relatively mature. However, there still exist some drawbacks. Reasons for those drawbacks of motivational evaluation are discussed below.

According to the results, it is showed that the teachers do not have enough consciousness to strengthen the specificity and personalization of evaluation language, but leave aside the specific language in most cases where they think the students could understand what they mean. What's more, the students find their teacher's evaluation language appear to be similar towards different students. When mentioned the three-dimensional targets, the teachers said it will not be consciously designed. That is to say, the application of motivational evaluation in school A appears to be not so specific and personalized, and the content of it has not been designed according to the three-dimensional targets.

Qiao (2014) in his study found the same result. From the results of his questionnaire and interview, it is shown that nearly all the teachers had realized the importance of motivational evaluation. However, the only form is a verbal evaluation, of which the content is simplex and changeless. Moreover, the teachers paid less attention to the learning process than the result. Usually, when students did not perform well in the class, the teachers will let him or her sit down and turn to others, which is mainly because the class time is limited, so the teachers usually cannot pay attention to each student.

Motivational evaluation, as a kind of reinforcement, which cannot change student's behavior until they are aware which behavior can be reinforced (Bandura 1986), has a guiding function to the students' study. On that basis, specific evaluation can make students clear about the advantages or progress that should be carried forward (Specific motivational evaluation refers that teachers can point out specifically where the students deserve to be praised or to clearly point out where they need to pay more efforts to), while personalized evaluation can make personalized recommendations for students according to the different characteristics of students. In addition, from the position of evaluation content, motivational evaluation should focus on the three-dimensional goal of teaching, to train and develop students' knowledge and ability, process and method, emotional attitude and values consciously.

As Xiaoping (2011) concluded in her assay that reasons for those drawbacks of motivational evaluation are various. Firstly, teachers generally reflected it is difficult to give specific and personalized evaluation because of the large number of students and the limited class time; Secondly, many teachers have a bad command of the effective strategies of motivational evaluation;

thirdly, it is hard to find the need and interest of students, which make the evaluation less personalized.

5.3 Reasons for the drawbacks of teachers' perspective on Motivational evaluation

According to the interview of this study, the teachers have realized the importance of motivational evaluation, however, they lack the awareness to learn motivational evaluation systematically. The teachers believe that there is no need to spend a lot of energy learning how to evaluate students. Xiaoping (2011) in her study got the opposite result that teachers already have the awareness to learn motivational evaluation systematically, which was based on an investigation of 92 primary English teachers from Xi'an and Baoji in Shanxi province. She found that primary English teachers' ability to motivate students mainly come from their teaching experience and communication with others. Nearly all the teachers thought that the training of motivational evaluation is necessary and they hope to get an opportunity to improve their ability. However, in fact, there is little such chance. Teachers think the most effective way to promote themselves is to learn from those excellent teachers and relevant training.

The main reasons for the drawbacks of motivational evaluation are that the teachers lack the correct perspective and they do not have a good command of effective strategies. The teachers believe that there is no need to spend a lot of energy on learning how to evaluate students mainly because that they do not have so much time for those training, and they think teachers should have the ability to summary and learn from both himself and others. However, not all the teachers can manage the motivational evaluation well, especially for those young teachers. And, the fastest way to master a strategy is through training and practice, so the training activity is necessary for primary English teachers to some extent.

5.4 Implications of this study

Based on the literature review and findings of this study, some implications come up for teachers to promote the application of motivational evaluation. The previous statistics showed that the motivational evaluation appears to be specific but not so personalized, and the content of it is not designed according to the three-dimensional targets. So teachers should better express their opinions specifically and give personalized evaluation according to the characteristics of the student's personality. As for the evaluation content, motivational evaluation should focus on the three-dimensional goal of teaching to train and develop students' knowledge and ability, process and method, emotional attitude and values consciously.

According to the result of the study, the opportunity to get a motivational evaluation is unjustified to some degree. Thus, on the one hand, teachers should pay attention to every student in the classroom to ensure that each student has been encouraged at least 1-2 times a semester. On the other hand, students should be encouraged rather than be interrupted when they could not perform so well, and teachers should pay attention to those backward students, give them more patience and encouragement to let them enjoy the joy of success in English learning.

From the result of the interview, the teachers lack the awareness to learn motivational evaluation systematically. Although the motivational evaluation strategies seem simple, in order to improve the academic performance of students more effectively, teachers still need to understand the principle of education involved, draw lessons from the motivational evaluation strategies of domestic and international.

5.5 Limitations of this study

Although the questionnaire and the interview make the study get data more conveniently and more comprehensively, there are still some limitations. Firstly, the number of participants is limited, there is only one school with 200 students and 4 teachers; Secondly, the classes of the subjects are limited. Because of the scruple of the school, only 4 good class are involved in this study.

6. CONCLUSION

Motivational evaluation is an important way of classroom assessment. It can not only give students evaluation on knowledge and emotion in time, enhance their self-assessment, play a guiding role in the learning process, stimulate their learning motivation, enthusiasm, and initiative, but also strengthen the interaction between teachers and students since it provides instant feedback to learners. Since teachers can master the learning situation of students in a more comprehensive and timely manner, and interact with them through timely motivational evaluation. This research shows that the motivational evaluation mechanism of A school is relatively mature, embodied in the wide and comprehensive use, specificity and personalization, timeliness and fairness. However, although the evaluation is relatively fair, there are still a lot of students have seldom or never received the motivational evaluation. Overall, students are satisfied with the teachers' motivational evaluation; The teachers have paid great attention to the motivational evaluation, although they lack the consciousness to learn motivational evaluation theory and the strategy systematically.

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