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Pedagogical Preferences, Strategies, and Motivation in English Language Learning among Junior High Students in China

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Abstract

Aim: This study examined the pedagogical preferences, learning strategies, and motivation of junior high school students in Sichuan Province, China, in relation to English language learning. Specifically, it identified learners' preferred instructional activities, strategies employed in speaking, listening, reading, and writing, and their motivations for studying English.

Methodology: A descriptive-correlational research design using a survey method was employed among 408 students from both private and public schools. Data were analyzed through descriptive statistics and Pearson's Product-Moment Correlation to determine relationships among variables.

Results: Most respondents were female and in Grade 8. Findings indicated that students showed balanced preferences for traditional, practical, communicative, and individualized instructional approaches. They also exhibited moderate use of learning strategies across the four macro skills and a moderate level of motivation involving knowledge, internal fulfillment, challenge, and external utility. No significant differences were found based on demographic profiles, but significant correlations emerged among pedagogical preferences, learning strategies, and motivation.

Conclusion: The study concludes that junior high school learners value diverse English language teaching approaches. They moderately apply learning strategies in all language skills and are motivated by both intrinsic and extrinsic factors in their learning engagement.

Keywords: *English Language Learning, Junior High School Students, Learning Strategies, Motivation, Pedagogical Preferences*

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INTRODUCTION

English proficiency has become a fundamental requirement for academic and professional advancement, particularly in China, where it serves as a bridge to global opportunities and cross-cultural communication. While previous studies have explored teaching methods, learning strategies, or motivation separately, limited research has examined the interconnectedness of these three dimensions within the context of Chinese junior high schools, where traditional, teacher-centered instruction remains dominant. This study addresses that gap by analyzing students' demographic backgrounds, their preferred pedagogical approaches, the learning strategies they employ, and the motivational factors driving their English acquisition. By linking these elements, the research aims to generate deeper insights that can help educators develop more student-centered, culturally responsive, and effective English language programs suited to the actual needs of junior high learners (Abenojar et al., 2025; Pangilinan, 2025).

Review of Related Literature and Studies

Studies on English learning in China indicate a progressive shift from grammar-oriented, teacher-dominated instruction toward communicative and learner-centered paradigms that emphasize authentic use of the language (Li & Huang, 2024; Chen & Liu, 2021). These developments mirror the broader movement in educational systems across Asia that encourages reflective, inclusive, and adaptive teaching practices (Bontuyan, 2025). Research also suggests that sociocultural norms, particularly those tied to collectivism and respect for authority, strongly shape how Chinese students engage with English learning activities (Hutchison & McAlister Shields, 2020). Moreover, experiential and technology-integrated strategies—such as interactive discussions, project-based tasks, and immersion programs—enhance students' engagement and self-efficacy (Muñoz & Sanchez, 2023).

Central to these pedagogical transformations is motivation, which not only sustains learner engagement but also influences the types of strategies students adopt in managing their academic tasks (Li et al., 2020; Pangilinan, 2025). However, few studies have comprehensively examined the intersection of preferences, strategies, and motivation at the junior high level in China. Addressing this gap, the present study investigates how these factors interact, contributing to the growing discourse on how motivation and pedagogy can jointly foster meaningful and effective English language learning experiences.

Theoretical Framework

This study is grounded in three theoretical perspectives that collectively explain how junior high school students learn English: Self-Determination Theory (Ryan & Deci, 2022), Sociocultural Theory (Vygotsky, cited in Gauvain, 2020), and Oxford's Language Learning Strategies Theory (2011). Self-Determination Theory emphasizes that students are more motivated when their needs for autonomy, competence, and relatedness are met through supportive classroom environments (Deci & Ryan, 2000). In language learning, this implies the importance of offering choices, promoting goal-setting, and encouraging collaborative work—conditions that enhance intrinsic motivation (Carvajal et al., 2025).

Sociocultural Theory, on the other hand, underscores the significance of social interaction and scaffolding in constructing knowledge and developing communication skills (Vygotsky, cited in Gauvain, 2020). Classroom dynamics that promote cooperation and peer dialogue are particularly effective in nurturing both cognitive and emotional engagement (Bontuyan, 2025). Finally, Oxford's Language Learning Strategies Theory adds a metacognitive dimension by focusing on how learners consciously regulate their learning through planning, monitoring, and evaluating their strategies. Collectively, these theories suggest that motivation and strategic learning are enhanced when pedagogical approaches respect learner autonomy, encourage social collaboration, and foster reflective, goal-oriented learning behaviors.

Statement of the Problem

The pedagogical landscape in Chinese junior high schools is vital and multifaceted, often characterized by a strong emphasis on traditional instructional methods. In this context, understanding students' preferences for various teaching approaches, identifying the learning strategies they find most effective, and exploring their sources of motivation are essential for developing meaningful and effective English language learning experiences. Despite ongoing reforms and the increasing importance of English proficiency in academic and professional advancement, limited research has been conducted to examine how these three factors—pedagogical preferences, learning strategies, and motivation—interrelate among Chinese junior high school students. Addressing this gap is crucial for enhancing language instruction and supporting students in achieving communicative competence. Hence, this study investigates

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the interconnections among these factors to provide empirical evidence that can guide the design of a contextually relevant language learning program for Chinese junior high school students.

Research Objectives

General Objective

To examine the pedagogical preferences, learning strategies, and motivation in English language learning among Chinese junior high school students and determine the relationships among these variables in order to propose a language learning program suited to their needs.

Specific Objectives

1. To describe the profile of the respondents in terms of sex, school type, and grade level.
2. To determine the students' pedagogical preferences in English learning in terms of traditional approach, practical proficiency orientation, pronunciation and communication, and challenging or individualized approaches.
3. To identify the students' language learning strategies in terms of speaking, listening, reading, and writing.
4. To assess their motivation for English learning in terms of motivation for knowledge, internal fulfillment, motivation to challenge, and external utility regulation.
5. To test for significant differences in responses when grouped according to profile variables.
6. To determine the relationships among pedagogical preferences, learning strategies, and motivation.
7. To propose a language learning program tailored for Chinese junior high school students based on the findings of the study.

Research Questions

1. What is the profile of the respondents in terms of:
   1.1 sex;
   1.2 school type; and
   1.3 grade level?
2. What are the students' levels of pedagogical preferences in terms of:
   2.1 traditional approach;
   2.2 practical proficiency orientation;
   2.3 pronunciation and communication; and
   2.4 challenging or individualized approaches?
3. What are the students' levels of language learning strategies in terms of:
   3.1 speaking;
   3.2 listening;
   3.3 reading; and
   3.4 writing?
4. What are the students' levels of English learning motivation in terms of:
   4.1 motivation for knowledge;
   4.2 internal fulfillment;
   4.3 motivation to challenge; and
   4.4 external utility regulation?
5. Are there significant differences in responses when grouped according to the respondents' profiles?
6. What is the relationship among the three major variables—pedagogical preferences, learning strategies, and motivation?
7. What English language learning program may be proposed to enhance the pedagogical preferences, learning strategies, and motivation of Chinese junior high school students?

Hypotheses

1. There are no significant differences in pedagogical preferences, learning strategies, and motivation when the respondents are grouped according to their sex, school type, and grade level.
2. There are no significant relationships among pedagogical preferences, learning strategies, and motivation of Chinese junior high school students.

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METHODS

Research Design

This study employed a descriptive–correlational research design to examine respondents' demographics—such as sex, school type, and grade level—and their influence on language learning. This design was appropriate because it allowed the researcher to describe existing conditions while determining possible relationships among variables without manipulating them. It provides comprehensive data, flexibility across contexts, and findings with high external validity that may be generalized to similar populations (Shin & Liang, 2024). A survey method was utilized for data collection, as it is efficient, cost-effective, and produces standardized results, allowing reliable comparisons across groups (Dillman et al., 2014). Descriptive–correlational studies are widely used in education to understand patterns, attitudes, and correlations that can guide program development and policy recommendations (Pangilinan, 2025; Amihan et al., 2023). The study also considered students' learning strategies, coping mechanisms, and motivational factors.

Population and Sampling

This study involved 408 junior high school students from grades seven to nine in two junior high schools in Sichuan Province, China. To ensure fair representation, students were chosen through stratified random sampling, with 68 participants taken from each grade level in both public and private schools. Out of a total population of 1,350 private and 4,000 public school students, only those currently enrolled in English language programs were included. This careful selection provided a well-rounded sample that reflected the varied backgrounds and experiences of junior high learners in Sichuan. The use of stratified random sampling is consistent with good research practice, ensuring the inclusion of diverse participant characteristics while minimizing selection bias (Bontuyan, 2025).

Instruments

The study employed a structured questionnaire to examine students' backgrounds, learning preferences, strategies, and motivation, drawing on well-established instruments in language learning research (Schmidt & Watanabe, 2001; Setiyadi, 2016). A pilot test was conducted to ensure the tool's clarity and reliability, and results confirmed that the items were consistent, easy to follow, and suitable for collecting valid data. Instrument validation was carried out by experts in educational research and language pedagogy, ensuring both content and construct validity. It is important that the instrument design emphasized simplicity, reliability, and learner-centered focus (Abenojar et al., 2025; Sanchez et al., 2023).

Data Collection

The researchers followed institutional research protocols throughout the study. The questionnaire was distributed either through a digital link or an online form and was completed voluntarily by the respondents. Data collection followed ethical research conduct, ensuring that the process was systematic, organized, and aligned with institutional standards for academic research (Carvajal et al., 2025).

Treatment of Data

Responses were quantified through a four-point Likert scale, allowing a clear measurement of the participants' tendencies and perspectives. After data collection, the responses were tallied and converted into numerical values and percentages, which were then organized into tables for clarity. The data were treated using appropriate statistical tools, with the Weighted Mean employed to determine students' levels of preference regarding pedagogy, learning strategies, and motivation in English language acquisition. These tabulated results served as the basis for analysis and interpretation. To test the relationship between and among variables, Pearson's r correlation was utilized. Such statistical approaches align with descriptive–correlational studies that aim to identify the strength and direction of relationships among educational variables (Punzalan et al., 2025; Pangilinan et al., 2025).

Ethical Considerations

The study strictly adhered to ethical standards to safeguard the rights and welfare of all participants. Prior to data collection, approval was obtained from the Dean of the Graduate School, and permission was secured from the principals of the participating schools. Participation was voluntary, and informed consent was obtained before data collection. To ensure comfort and honesty in responses, the questionnaire avoided sensitive questions and was

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administered online, giving students the flexibility to answer at their convenience. Personal information was kept secure, with access limited solely to the researcher. Throughout the process, confidentiality and anonymity were maintained, ensuring that participants' identities and responses remained fully protected. This is consistent with research advocacy for ethical and responsible conduct of research (Sanchez, 2025; Carvajal et al., 2025).

RESULTS and DISCUSSION

This section provides an overview of the respondents' profiles in terms of sex, school type, and grade level.

Table 1. Percentage Distribution of the Respondents' Profile

Sex	**Frequency**	**Percentage %**
Male	196	48.0
Female	212	52.0
School Type	**Frequency**	**Percentage %**
Private	180	44.1
Public	228	55.9
Grade Level	**Frequency**	**Percentage %**
Grade 7	134	32.8
Grade 8	151	37.0
Grade 9	123	30.1
Grade 9	123	30.1

Table 1 presents the profile of the respondents. The survey involved 408 junior high school students, with boys (48%) and girls (52%) almost equally represented, giving a balanced view across gender. Slightly more students came from public schools (55.9%) than from private schools (44.1%), which helps capture differences in learning experiences across school settings. The respondents were also spread across grade levels, with Grade 8 having the highest number (37.0%), followed by Grade 7 (32.8%) and Grade 9 (30.1%). This mix of participants offers a broad snapshot of junior high learners, making the results more dependable in reflecting varied perspectives on pedagogy, strategies, and motivation.

Table 2. Summary Table on Pedagogical Preferences

Indicators	**Weighted Mean**	**Verbal Interpretation**	**Rank**
Traditional Approach	2.92	Agree	2
Practical Proficiency Orientation	2.92	Agree	2
Pronunciation and Communication	2.92	Agree	2
Challenging Approaches and Individual Preferences	2.74	Agree	4
Composite Mean	**2.88**	**Agree**	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 2 shows that respondents equally favor Traditional, Practical Proficiency, and Pronunciation and Communication approaches (M = 2.92). This suggests that while learners value structured, exam-oriented methods, they also appreciate opportunities to apply English in real contexts and build oral fluency. The lower preference for Challenging Approaches and Individual Preferences (M = 2.74) reflects limited exposure to student-centered practices within teacher-led systems, indicating the need for gradual scaffolding. Studies similarly note that Chinese learners prefer familiar teacher-directed methods but respond positively to communicative tasks when carefully introduced (Li & Huang, 2020; Hutchison & McAlister Shields, 2020). Overall, the results highlight a blended orientation, pointing to

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hybrid pedagogies that balance exam readiness with learner-centered strategies to foster autonomy and sustained engagement.

Table 3. Summary on Learning Strategies

Indicators	Weighted Mean	Verbal Interpretation	Rank
Speaking	3.01	Agree	4
Listening	3.12	Agree	2
Reading	3.12	Agree	2
Writing	3.12	Agree	2
Composite Mean	**3.10**	**Agree**	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 3 shows that Chinese students equally favor strategies for listening, reading, and writing (M = 3.12), while speaking received a slightly lower preference (M = 3.01). This reflects an exam-driven orientation that privileges receptive and written skills, where structured, independent tasks feel more secure. Listening's high ranking underscores its role in comprehension, often reinforced through lectures and multimedia. The lower score for speaking points to anxiety, fear of mistakes, and limited exposure to authentic oral use—barriers widely reported in Chinese EFL contexts (Liu et al., 2024; Li et al., 2020). Rather than rejection, this highlights the need for supportive, low-stakes communicative practices that build confidence. Overall, the findings show reliance on academically oriented strategies shaped by cultural and systemic factors, alongside clear potential to strengthen oral fluency through gradual, interactive approaches.

Table 4. Summary on Learning Motivation

Indicators	Weighted Mean	Verbal Interpretation	Rank
Motivation for Knowledge	3.11	Agree	1
Internal Fulfillment Regulation	2.98	Agree	2
Motivation to Challenge	2.93	Agree	3
External Utility Regulation	2.51	Agree	4
Composite Mean	**2.88**	**Agree**	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 4 shows that Chinese ESL students are primarily motivated by intrinsic factors, with Motivation to Knowledge (M = 3.11) ranked highest, reflecting a strong desire for personal growth and mastery. Internal Fulfillment Regulation (M = 2.98) and Motivation to Challenges (M = 2.93) also scored highly, pointing to learners' value for responsibility, self-satisfaction, and perseverance. In contrast, External Utility Regulation received the lowest rating (M = 2.51), suggesting that grades, parental expectations, and external rewards play a smaller role. Similar studies note that Chinese learners increasingly demonstrate self-driven motivation when learning environments support autonomy and competence (Oxford, 2021; Ryan & Deci, 2020). Overall, the results signal a shift toward deeper, self-directed motivation, underscoring the importance of classroom practices that cultivate curiosity, resilience, and independence.

Table 5. Difference of Responses on Pedagogical Preferences When Grouped According to Profile

Sex	χ^2_c / U	p-value	Interpretation
Traditional Approach	19795.5	0.405	Not Significant
Practical Proficiency Orientation	19622	0.327	Not Significant
Pronunciation and Communication	20045.5	0.535	Not Significant
Challenging Approaches and Individual Preferences	20570	0.861	Not Significant

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School Type			
Traditional Approach	18412.5	0.072	Not Significant
Practical Proficiency Orientation	18367	0.066	Not Significant
Pronunciation and Communication	18602.5	0.101	Not Significant
Challenging Approaches and Individual Preferences	19496	0.381	Not Significant
Grade Level			
Traditional Approach	1.136	0.286	Not Significant
Practical Proficiency Orientation	0.119	0.730	Not Significant
Pronunciation and Communication	0.002	0.962	Not Significant
Challenging Approaches and Individual Preferences	2.069	0.150	Not Significant

Legend: Significant at p-value < 0.05

Table 5 shows no statistically significant differences in pedagogical preferences across gender, grade level, or school type (all p > .05). Male (48%) and female (52%) students, those in Grades 7–9, and learners from public (55.9%) and private (44.1%) schools shared similar views, favoring a mix of traditional, practical, and communication-based approaches. This indicates that demographic variables exert little influence on preferences, aligning with studies showing that instructional quality and classroom climate often outweigh background factors in shaping engagement (Schunk et al., 2014; Li et. al., 2024). Overall, the findings suggest that teachers can confidently use blended strategies suited to a broad range of learners, while still attending to individual learning styles and needs.

Table 6. Difference of Responses on Learning Strategies When Grouped According to Profile

Sex	**χ^2_c / U**	**p-value**	**Interpretation**
Speaking	19789.5	0.404	Not Significant
Listening	19240.5	0.190	Not Significant
Reading	20672	0.929	Not Significant
Writing	20643	0.909	Not Significant
School Type			
Speaking	18313.5	0.060	Not Significant
Listening	19300.5	0.295	Not Significant
Reading	18449.5	0.075	Not Significant
Writing	19574	0.415	Not Significant
Grade Level			
Speaking	1.115	0.291	Not Significant
Listening	6.03	0.014	Significant
Reading	4.612	0.032	Significant
Writing	1.002	0.317	Not Significant

Legend: Significant at p-value < 0.05

Table 6 shows significant differences in students' use of English learning strategies across grade levels, particularly in listening and reading (p < .05). Grade 8 learners reported a higher preference and frequency than both Grade 7 and Grade 9, suggesting this stage marks consolidation of foundational skills alongside active engagement in receptive strategies, consistent with curricula that emphasize comprehension tasks. Grade 7 students appear less strategic as they adjust to secondary demands, while Grade 9 learners may shift toward test-taking and productive skills under exam pressure. Similar studies note that Chinese EFL learners' strategy use varies with developmental stage, often peaking during middle years before narrowing under assessment demands (Setiyadi, 2016; Wang, 2008). Overall, the findings highlight the importance of differentiated instruction: scaffolding for Grade 7, enriched comprehension for Grade 8, and balanced preparation for Grade 9.

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Table 7. Difference of Responses on Learning Motivation When Grouped According to Profile

Sex	λ^2_c / U	p-value	Interpretation
Motivation for Knowledge	20187	0.615	Not Significant
Internal Fulfillment Regulation	19812	0.415	Not Significant
Motivation to Challenge	18703.5	0.078	Not Significant
External Utility Regulation	20222	0.635	Not Significant
School Type			
Motivation for Knowledge	19729	0.497	Not Significant
Internal Fulfillment Regulation	17840	0.023	Significant
Motivation to Challenge	18621.5	0.104	Not Significant
External Utility Regulation	18395.5	0.067	Not Significant
Grade Level			
Motivation for Knowledge	1.014	0.314	Not Significant
Internal Fulfillment Regulation	2.42	0.120	Not Significant
Motivation to Challenge	3.044	0.081	Not Significant
External Utility Regulation	9.705	0.002	Significant

Legend: Significant at p-value < 0.05

Table 7 reveals significant motivational differences by school type and grade level. Private school students showed higher levels of Internal Fulfillment Regulation ($p < .05$), suggesting greater motivation from autonomy, personal satisfaction, and intrinsic value—likely fostered by smaller classes and more individualized instruction. In contrast, Grade 8 students scored highest on External Utility Regulation ($p < .05$), reflecting heightened sensitivity to exams, parental expectations, and future opportunities. This stage often marks a turning point where learners connect study with tangible rewards such as high school entrance exams or scholarships. Prior research confirms that school context and academic stage shape motivation, with supportive environments enhancing intrinsic drivers while exam pressures amplify extrinsic ones (Ryan & Deci, 2020; Oxford, 2021). These findings highlight the need for balanced strategies that nurture curiosity and autonomy while addressing external demands to sustain engagement and meaningful outcomes in English learning.

Table 8. Relationship Between Pedagogical Preferences and Motivation

Traditional Approach	rho-value	p-value	Interpretation
Motivation for Knowledge	.308**	<.001	Highly Significant
Internal Fulfillment Regulation	.483**	<.001	Highly Significant
Motivation to Challenge	.466**	<.001	Highly Significant
External Utility Regulation	.206**	<.001	Highly Significant
Practical Proficiency Orientation			
Motivation for Knowledge	.286**	<.001	Highly Significant
Internal Fulfillment Regulation	.458**	<.001	Highly Significant
Motivation to Challenge	.421**	<.001	Highly Significant
External Utility Regulation	.171**	<.001	Highly Significant
Pronunciation and Communication			
Motivation for Knowledge	.271**	<.001	Highly Significant
Internal Fulfillment Regulation	.437**	<.001	Highly Significant
Motivation to Challenge	.451**	<.001	Highly Significant
External Utility Regulation	.171**	<.001	Highly Significant
Challenging Approaches and Individual Preferences			
Motivation for Knowledge	.222**	<.001	Highly Significant
Internal Fulfillment Regulation	.419**	<.001	Highly Significant
Motivation to Challenge	.426**	<.001	Highly Significant
External Utility Regulation	.202**	<.001	Highly Significant

Legend: Significant at p-value < 0.01

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Table 8 shows a moderate positive correlation between students' pedagogical preferences and their motivation to learn English, as confirmed by Spearman rho values with $p < 0.05$. This indicates that when teaching methods are engaging, relevant, and supportive, students' motivation significantly increases. The finding supports Self-Determination Theory (Ryan & Deci, 2022), which stresses that autonomy-supportive environments enhance motivation, and aligns with Dörnyei's and Ushioda's (2021) view that motivating instruction strengthens learners' long-term commitment. While the correlation is moderate, suggesting other factors such as personal goals and social context also play a role, the results affirm that pedagogy meaningfully shapes motivation. Overall, the analysis highlights the importance of flexible, student-centered teaching approaches to sustain learners' enthusiasm and persistence in English acquisition.

Table 9. Relationship Between Learning Strategies and Motivation

Speaking	**rho-value**	**p-value**	**Interpretation**
Motivation for Knowledge	.479**	<.001	Highly Significant
Internal Fulfillment Regulation	.533**	<.001	Highly Significant
Motivation to Challenge	.443**	<.001	Highly Significant
External Utility Regulation	.234**	<.001	Highly Significant
Listening			
Motivation for Knowledge	.531**	<.001	Highly Significant
Internal Fulfillment Regulation	.500**	<.001	Highly Significant
Motivation to Challenge	.414**	<.001	Highly Significant
External Utility Regulation	.238**	<.001	Highly Significant
Reading			
Motivation for Knowledge	.503**	<.001	Highly Significant
Internal Fulfillment Regulation	.504**	<.001	Highly Significant
Motivation to Challenge	.363**	<.001	Highly Significant
External Utility Regulation	.226**	<.001	Highly Significant
Writing			
Motivation for Knowledge	.535**	<.001	Highly Significant
Internal Fulfillment Regulation	.515**	<.001	Highly Significant
Motivation to Challenge	.338**	<.001	Highly Significant
External Utility Regulation	.226**	<.001	Highly Significant

Legend: Significant at p-value < 0.01

Table 9 reveals a moderate positive correlation between students' learning strategies and their motivation to study English, with values statistically significant at $p < 0.05$. This means that learners who consistently apply strategies such as active listening, structured reading, vocabulary review, and regular writing also demonstrate higher motivation levels. The results support Oxford's (2011) view that strategic learning strengthens autonomy and efficacy, as well as Zimmerman's (2020) findings that self-regulated learners show greater motivation and success. Although the correlation is moderate, indicating that other factors like personal goals or classroom climate also play a role, the analysis underscores the dynamic, reciprocal relationship between strategy use and motivation. Overall, the findings highlight the importance of fostering strategic learning and autonomy in order to sustain students' motivation and long-term success in English acquisition.

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Table 10. Proposed Language Learning Program to Enhance Pedagogical Preferences, Strategies, and Motivation among Chinese Junior High School Students

Key Result Areas	Objectives	Activities/Projects	Success Indicators	Persons Involved
Communicative Skills	Build fluency in speaking, listening, reading, and writing	- Weekly role-plays - Group discussions - Pronunciation drills - Authentic listening/reading tasks	- 90% shows improved performance in rubrics - 90% reports stronger fluency	Teachers, ESL specialists, peers
Language Goals	Apply grammar and vocabulary in lessons	- Start lessons with 'I can…' goals - Teach grammar/vocabulary directly	- 90% feel more motivated - 90% gains confidence in accuracy	Teachers, curriculum team
Task-Based Learning	Use real-life communication tasks	- Design contextual tasks - Class newspaper/presentations	- 90% improves fluency/accuracy (rubrics) - 90% peer feedback shows clarity/relevance	Teachers, peer mentors, students
Learner Motivation	Build self-motivation and confidence	- Reflection journals - Peer/self-assessment - Gamified tasks & badges	- 90% shows growth-mindset gains - 90% shows active engagement in journals/tasks	Teachers, students, counselors
Intercultural Learning	Promote cultural awareness and relevance	- Culture-sharing presentations - Cross-cultural discussions	- 90% find lessons relevant (feedback) - 90% reflections show cultural understanding	Teachers, parents, community
Assessment & Feedback	Use clear, aligned assessments	- Formative quizzes - Peer/self-feedback circles - Rubric-based summative tasks	- 90% assessments align with objectives - 90% improve outcomes	Teachers, students, assessors
Program Evaluation	Use data to improve the program	- Collect student data (demographics, strategies, motivation) - Pre-post surveys, analyses (t-tests/ANOVA)	- 90% shows significant changes - 90% shows meaningful relationships among variables	Researcher, statistician, admin

Conclusions

The study found that most respondents were female Grade 8 students from public schools. They preferred a balanced mix of traditional and interactive teaching methods, used moderate learning strategies across the four skills, and showed moderately high motivation driven by both intrinsic and extrinsic factors. No major differences were seen across demographics, except that Grade 8 students reported greater use of listening and reading strategies. A positive link was found between motivation and strategy use, highlighting the need for a language program that balances varied strategies, fosters autonomy, and integrates task-based and technology-enhanced learning.

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Recommendations

Future studies should ensure balanced representation across sex, grade level, and school type for stronger comparisons. Teachers are encouraged to use varied strategies—traditional, communicative, and learner-centered while also integrating structured training in speaking, listening, reading, and writing strategies. Instruction should tap into multiple motivational sources, such as intrinsic interest, achievement, and real-world application, to sustain engagement. Since preferences were consistent across demographics, universally effective practices can be prioritized while aligning teaching with learners' strategies and motivations for better outcomes. Finally, the proposed language learning program may be piloted in schools, with ongoing evaluation to refine and adapt it to students' needs.

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