

Abstract

This current research aimed to enhance teaching effectiveness to foster student academic motivation and student engagement in the EFL (English as a Foreign Language) classroom through organization development interventions. There were five objectives of this research: to investigate the current situation of non-English major students' academic motivation and engagement in the EFL classroom; to design and implement appropriate ODIs (Organization Development Interventions) to foster students' academic motivation and engagement; to determine the differences in student academic motivation between pre-ODI and post-ODI; to determine the differences in student engagement between pre-ODI and post-ODI; and to examine the relationship between student academic motivation and student engagement.

The sample was 82 freshmen from two parallel classes, majoring in Chinese Language and Literature. One was assigned as the experimental group (N=40), and the other was assigned as the control group (N=42) by tossing a coin. The experimental group was exposed to organization development interventions, whereas the comparison group received no intervention. The same questionnaire was administered as pretests to measure the entry level of each group before the ODI and was administered again at the end of the semester to determine the change level.

Mixed research methods were adopted to collect and analyze the data, and test the hypotheses. The independent-samples *t* test indicated that there was no statistically significant difference between the control group and the experimental group at Pre-ODI stage in terms of all variables. The paired-samples *t* test indicated that there was statistically significant difference in student academic motivation and student engagement for the experimental group between pre-ODI and post-ODI while there was no statistically significant difference in student academic motivation and student engagement for the control group between pre-ODI and post-ODI. The ODIs implemented in this current research included appreciative inquiry (AI), goal setting, differentiated instruction (DI), team building, and performance appraisal — formative assessment with portfolio. The qualitative analysis was conducted to analyze AI workshop reflection report, the team building reflection report, the differentiated

instruction reflection reports, the formative assessment with portfolio reflection report, as well as classroom observations by three instructors. In terms of the last research objective, the Pearson's Correlation Coefficient showed that there was a very strong positive relationship between student academic motivation and student engagement, and the variables of empowerment, usefulness, success, and interest all had strong positive relationship with student engagement while the variable of caring had a moderate positive relationship with student engagement.

Based on the findings, critical recommendations concerning the enhancement of student academic motivation and student engagement in the EFL context were put forward to sustain the momentum. Also, recommendations for further research were discussed.

√ **Keywords:** academic motivation, student engagement, organization development interventions, EFL, team building, differentiated instruction

