

A Mixed Methods Study of Motivational Teaching Strategies in the ESL Classroom in Australia

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of the requirements for the degree of
Doctor of Philosophy

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Author's Declaration

This is to certify that:

- I. This thesis comprises only my original work towards the Doctor of Philosophy Degree.
- II. Due acknowledgement has been made in the text to all other material used.
- III. The thesis does not exceed the word length for this degree.
- IV. No part of this work has been used for the award of another degree.
- V. This thesis meets the *University of Sydney's Human Research Ethics Committee (HREC) requirements for the conduct of research.*

Signature: *Kate E. Bokan-Smith*
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Name: Kate E. Bokan-Smith
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Date: 31 July 2016
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Abstract

This thesis has two main purposes: first, to investigate how English as a second language (ESL) teachers identify and implement motivational teaching strategies in their classroom and second, to explore how their students perceive and observe specific teaching strategies. Research participants included native and non-native English speaking teachers and their adult students with English language proficiency skills from pre-intermediate to advanced levels. The students represent a diverse population from several countries throughout the world with different goals for studying English in Australia. The study was conducted at three ELICOS (English Language Intensive Courses for Overseas Students) language schools in Australia. A combination of mixed methods data collection instruments (Likert-scale questionnaire measuring teachers' and students' ranking of teaching strategies inspired by Dörnyei's motivational strategy framework) and qualitative measures (pre-observation teacher interviews, classroom observations, student interviews and post-observation teacher interviews using stimulated recall) were employed.

It was found that on the basis of the quantitative teacher questionnaire, teachers rated thirty-five motivational strategies and considered '*class goals*', '*pleasant environment*', '*relevant curriculum*', '*providing encouragement*' and '*presenting motivating tasks*' as the five most important motivational strategies. Qualitative interview and classroom observation results indicated that the motivational strategies that five novice and expert teachers claimed to use in the classroom aligned well with their actual classroom practices and what students reported as motivating; however, the questionnaire ranking order of the same five strategies differed among the teachers and their students. During the post-observation interviews, teachers positively reflected on their observations, noting some parallels between previous strategy claims and actual classroom practices. Observational data revealed that while several motivational teaching strategies among the four novice and one expert teacher overlapped, the expert teacher tended to take more motivational strategy 'risks' by implementing a wider range of strategies more spontaneously during classroom observations.

Results from this thesis provide new insight into teachers' motivational strategy use and students' perceptions of their teachers' strategic choices. This thesis has offered both a

theoretically informed and an empirically grounded framework for future research on language motivation and teaching strategies through mixed methods data analysis for further classroom research.

Keywords: L2 motivation; expert teacher; novice teacher; motivational teaching strategies, mixed methods classroom research

Preface

During my thesis journey, I have had several opportunities to learn about various research methods, both formally through my enrolled studies and informally through various professional workshops and conferences in Sydney and abroad. I began my thesis studies in March 2012 at the University of Sydney and have had the privilege of working with inspiring professors and fantastic colleagues at the Faculty of Education and Social Work.

At the beginning of my PhD journey, I felt there was something lacking at the school for PhD students in terms of peer support and opportunities to reflect and discuss research with colleagues. Along with my officemate and PhD colleague, Carrie Hayter, we founded a student research group where both education and social work PhD students could meet weekly, discuss current research topics and have the opportunity to share writing and provide feedback. We began this group in early 2012 and it still continues to this day. I am very honoured and proud of the hard work we have accomplished together and how inspiring we are for each other.

I served as a graduate student tutor for the Masters in Education course, Methodology and Language Teaching, between August and November 2013. I ran a weekly tutorial where I discussed different types of educational methodologies, helped students create and organise lesson plans and assessed students' final reports and projects for the course alongside the course professor, Dr Marie Stevenson.

I am confident that my PhD thesis journey has provided an outstanding foundation for my future career in teaching and academia since it has allowed me to conduct worthy and interesting research. The following awards, publications and presentations represent examples of what I have achieved during my PhD study.

Awards and Prizes for this thesis

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Publications

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Bokan-Smith, K.E. (October, 2012). *Theory into practice: An observational investigation of students' perceptions and teachers' motivational strategies in adult ESL classrooms in Australia.* Paper presented at the 7th Research Students Forum, The University of Sydney, Australia.

List of Acronyms

L2: Second Language

SLA: Second Language Acquisition

ESL: English as a Second Language

EFL: English as a Foreign Language

SDT: Self-Determination Theory

AMTB: A Motivational Test Battery

COLT: Communicative Orientation of Language Teaching

MOLT: Motivational Orientation of Language Teaching

MMR: Mixed Methods Research

ELICOS: English Language Intensive Courses for Overseas Students

NESC: Non-English Speaking Countries

Acknowledgements

This thesis would not be possible without the guidance, support and love from many special people in my life.

First and foremost, I owe my sincere gratitude to my supervisor, Dr Aek Phakiti. You have been an incredibly supportive mentor throughout my thesis journey and have encouraged me to believe in my research ideas. Thank you for being available to discuss my research over Skype, even while I was conducting research abroad. I will always be grateful for your advice, support and flexibility. It has been an honour and a pleasure to work with you at The University of Sydney.

I am also very appreciative of the guidance and support of Honorary Senior Lecturer, Dr Lindy Woodrow, who was my main supervisor before leaving the University of Sydney during my candidacy. Even after assuming the new role as my associate supervisor and Aek as my main supervisor, you have continued to provide unwavering support for my research. Your expertise in motivation research has helped shape the direction and design of this thesis. Thank you for helping me to discover a clear research path in the field of language motivation.

I would also like to extend my gratitude to other academics at the University of Sydney. My thesis proposal workshop professor, Professor Gabrielle Meagher, has always been supportive and given insightful comments on my thesis project. Professor Brian Paltridge, the director of the Sydney TESOL research network, I am grateful for the difficult questions that you asked during my presentation in the writing seminar, which helped me strengthen my thesis. My gratitude also goes to Dr Paul Ginns, Associate Professor David Hirsh and Dr Marie Stevenson on my thesis proposal review committee and for your invaluable advice and comments for my thesis proposal. I found the experience extremely positive and helpful in my first year.

I am appreciative of the organisations and scholarships that have supported my research since 2012. Many thanks to The University of Sydney and the Australian Government Department of Innovation, Industry, Science and Research (DIISR) for granting me the extraordinary opportunity to pursue graduate studies with the International Postgraduate

Research Scholarship and the Australian Postgraduate Award. I am forever grateful for the opportunity that both scholarships have provided.

I would like to extend my thanks to all of the institutes, directors, teachers and students who participated in my research. I appreciated your patience and enthusiasm for discussing motivational teaching strategies and your willingness to let me observe your classrooms. Thank you for taking the time out of your day to talk to me and provide me with the invaluable data that your participation has granted me.

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Without the support of my colleagues and friends in the PhD research group, I would not have been able to finish my PhD. Even while I was abroad, all of you continued to provide the support and encouragement I needed. Heartfelt thanks to my amazing PhD colleagues: Pam Joseph, Kristy O'Neill, Natalie Johnston-Anderson, Janet B. Rangou, Thi Hang Nga Ngo, Edgardo Armando Martinez, Tiefu Zhang, Eve Mayes, Alicia Olsen and last but not least, Carrie Hayter who helped co-create the PhD research group

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I also would like to thank my amazing parents, Jane Bokan and Ron Smith, for their steady support and love during my PhD journey. Thank you for inspiring me to work towards my educational goals and teaching me to never give up. I am truly grateful for all the opportunities you have given me in life. I love you, Mom and Dad!

Finally, and most importantly, my deepest appreciation and love goes to my husband, Beat, for his encouragement, patience and unwavering love. Thank you for being the best technical support, statistics assistant, problem solver and PhD reader. You have been my rock and I am forever grateful for your guidance and support. I love you Beat!

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Chapter 1 Introduction

Introduction

What is known about L2 motivation and what can teachers do in the classroom to promote motivation among students? This question remains of great interest to teachers, learners and researchers. Researchers have explored this central question for the past fifty years, but there still remain many unanswered questions. This thesis focuses on motivational teaching strategies in second language (L2) classrooms in Australia. The purpose of this thesis is to investigate motivational teaching strategies in an ESL classroom context by investigating the strategies teachers claim to use, actually use and to what degree students perceive these strategies as motivating. This thesis pursues several aims: first, it investigates perceptions of both teachers and students; second, it compares teachers' strategy views with actual classroom practices; third, it applies a mixed methods design in order to triangulate quantitative and qualitative data; and fourth, it presents real-time observational classroom data of novice and expert teachers' use of teaching strategies.

Such research on the L2 literature and motivational teaching is needed because it not only provides researchers with additional knowledge, but it also helps teachers gain insight on how students' motivation operates. By comparing both teachers and students in a classroom environment, this thesis enables teachers to reflect on how students perceive their teachers' use of certain strategies, allow L2 researchers and educators to better understand how to develop future course curriculum and foster student motivation and create more productive L2 learning environments.

Theoretical Foundation

Within L2 research, teachers play an essential role in the second classroom and their behaviour has been shown to affect learner motivation (Dörnyei, 2014b; Dörnyei & Kubanyiova, 2014; Cheon & Reeve, 2015). Some researchers believe that without ample motivation, students with even the highest of abilities cannot achieve long-term goals (Babae, 2012). According to Ebata (2008), motivation produces successful

second language communicators and fosters self-confidence. There is, however, a lack of empirical evidence in L2 research that reveals how pedagogical strategies effectively promote student motivation. Past research on teacher motivational practice has only addressed which motivational strategies are most frequently used rather than the effects of teachers' motivational strategies on student learning and behaviour (Guilloteaux, 2013). In current L2 research, relatively few studies have investigated teaching strategies through the perspective of both expert and novice ESL teachers and their students.

The current approach in L2 motivation research focuses on classrooms as research spaces (Guilloteaux & Dörnyei 2008; Kubanyiova & Dörnyei, 2014). This thesis follows an educational classroom-focused approach by demonstrating the importance of the classroom dimension in terms of a pragmatic and social space. L2 motivation researchers have begun a new line of inquiry by shifting the research focus from theoretical issues involving motivation to investigating practical strategies that may contribute to students' language learning motivation (Dörnyei, 2014). This trend has developed a more dynamic perspective toward L2 motivation. Williams and Burden (1997) and Dörnyei and Ottó (1998) were among the first researchers who understood the importance of the dynamic nature of motivation (Papi & Abdollahzadeh, 2012). In their dynamic model of motivation, Williams et al. (1997) distinguished three stages of motivation: reasons for doing something, deciding to do something and sustaining the effort or persisting until the goal is attained. They argued that the first two states focused more on initiating motivation, whereas the last stage referred to sustaining motivation.

Dörnyei and Ottó built on this model and synthesized different L2 frameworks to propose the Process-Oriented Model of Student Motivation, which is more complex than William and Burden's model. Dörnyei and Ottó divided the action into three separate phases: preactional, actional, and postactional as seen in Figure 1.1.

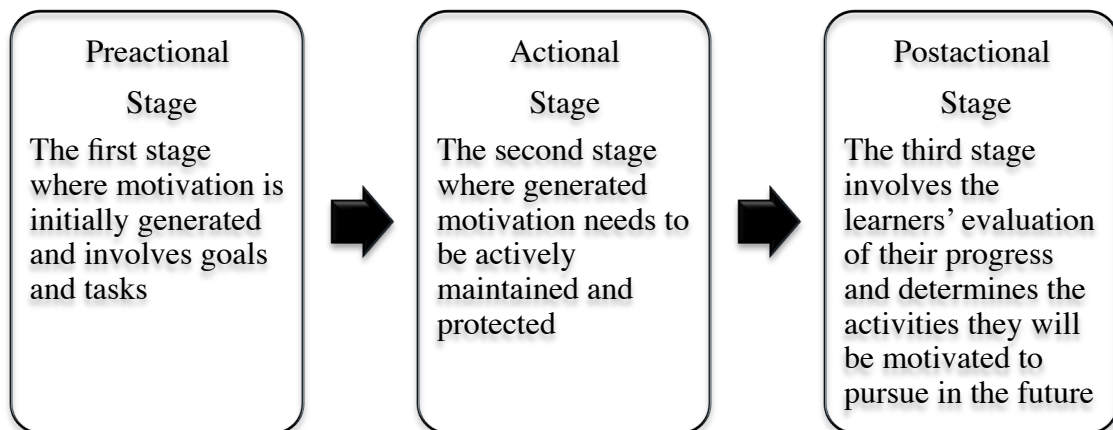


Figure 1.1 Dörnyei's (1998, 2005, p. 84) motivational model in three stages

The preactional stage represents the starting point for motivating behaviour, where goals are set and intention is formed. The second phase, or actional phase, consists of the application of the action followed by an assessment of the learner's progress, teacher scaffolding, and self-regulation toward the intended outcome or goal. The final phase begins after the achievement of the goal and ends with the evaluation of the outcome and contemplation for future actions (Papi & Abdollahzadeh, 2012). Dörnyei (2001a) acknowledges the dynamic nature of motivation as he develops his motivational strategy framework, defining strategies as: "the motivational influences that are consciously exerted to achieve some systematic and enduring positive effect" (p. 28). Dörnyei divides the motivational strategies into 4 major categories (see Figure 3.1).

The first group of themes fall under the 'creating basic motivational conditions' category, which comprises of strategies that Dörnyei refers to as (2001a) "indispensable" (p. 31), in particular the strategies of 'appropriate teacher behaviour', 'pleasant and supportive classroom atmosphere' and 'a cohesive learner group with appropriate group norms.' In order for a classroom to function well, all three strategies should align and work together. Examples of appropriate teacher behaviours include: 'enthusiasm', 'commitment to the students' learning' and 'forging relationships with students'.

The second group of strategies falls under the category of ‘generating initial motivation’, which serves as strategies that initiate the teachers’ attempt to build motivation in the classroom. Dörnyei (2001a) distinguishes between three separate value dimensions: ‘actual process of learning the target language (intrinsic)’; ‘target language itself and its speakers (integrative)’; and ‘consequences and benefits of having learnt the target language (instrumental)’. The strategies within this second category can be, according to Dörnyei, ‘socialised’ to a certain extent from teacher to students through various means (e.g. role models, persuasive communication and powerful learning experiences).

The third group addresses the group of strategies, which concentrate on ‘protecting and maintaining’ motivation that has hopefully already been generated beforehand to create a motivating classroom environment. Unless motivation is actively contained, negative motivational ‘influences’ may creep in and students and teachers alike could lose sight of the end goal or instead become tired and distracted, which could result in the initial motivation diminishing. According to Dörnyei (2001a), motivation should be “actively nurtured” in order to maintain its strength and overall success (p. 71). Strategies that fall under this category include ‘breaking the monotony of learning’; ‘making the tasks more interesting; and ‘increasing the involvement of the students’.

The fourth group, which promotes ‘encouraging positive self-evaluation’, focuses on strategies that enable students to reflect on their own learning. These types of strategies concentrate on how to teach learners to explain past successes and failures in a constructive way and how to help them take more satisfaction in their progress” (p. 118). Specific strategies in the final stage include ‘providing positive information feedback’; ‘include regular tasks that involve the public display of the students’ skills; offer rewards in a motivational manner’. Dörnyei’s (2001a) four motivational strategy phases reflect the circular movement and strong connection that motivational has as well as its dynamic nature in the L2 classroom.

Rationales for the Focus in the Thesis

There are three major reasons why this thesis focuses on teaching strategies in L2 classrooms. The first reason connects with the importance for L2 research to adopt a

more education-centred approach, focusing more on what occurs inside of the classroom, rather than solely on participants' reports. Current L2 motivation research is shifting to highlight the importance of teachers' behaviour on student learning and motivation, emphasizing that more mixed methods research is needed to provide an in-depth perspective on teachers' and students' natural learning environments. This thesis makes classroom research and the participants the focal point of its investigation. By focusing on the classroom context, this thesis aims to focus on how motivation plays an important pedagogical role and how current L2 research underutilises the classroom as a vital tool in motivation research (Dörnyei & Ryan, 2015). Rather than relying solely on reported data, this thesis collected real-time data from classroom observations and interviews with teachers and students.

The second reason for focusing on teaching strategies is the design of the investigation. By employing a mixed methods research design (Creswell, 2013), this thesis addresses a current methodological gap in L2 research by using both teachers and students as participants, which enables this thesis to address the topic of teaching strategies more effectively and with greater insight. Not only were teachers able to discuss personal insights and reflections of their teaching practices, but this thesis also reported on in-class observations and students' perceptions of their teachers' practices. The interview design and emphasis on exploratory findings (discussions with teachers and students) has not often been applied in previous L2 studies and brings forth a new dimension of investigating teaching strategies, which serves a real-world purpose of bringing the L2 research and ESL classroom together. By examining what teachers are doing in their classrooms, researchers can better understand the classroom as a practical and important data collection space and in turn, teachers may become more interested in conducting their own research on learning, teaching strategies and other L2 aspects.

The third reason for the focus of this thesis was how it contributed to further research on teachers' teaching strategies. This thesis will extend Dörnyei's (2001a; 2014) motivational strategies framework by including data that helped to explain how novice and expert ESL teachers view motivational strategies in general, how they actually practice the use of specific strategies and how their own students perceive motivation in the language-learning classroom.

Design of the Thesis

As discussed in the next chapter, most studies exploring teachers' strategies and pedagogical instructions relied on the use of questionnaires to investigate the use of teachers' strategies in instruction. According to the suggestions of previous studies (Guilloteaux & Dörnyei, 2008), the combination of qualitative and quantitative approaches can explore more specifically novice and expert teachers' perceptions of strategy use. Therefore, this thesis aims to expand L2 research on motivational teaching strategies by employing a mixed methods approach. As Johnson, Onwuegbuzie and Turner (2007) point out, a mixed methods approach considers multiple viewpoints, perspectives, positions and standpoints. This thesis gathered multiple sources of data from teacher and student participants in order to piece together different components of the classroom sphere. By gathering data from multiple participants (teachers and students) in the classroom context and relying on a mixed methods approach, the thesis was able to bring out the best in both quantitative and qualitative approaches (Dörnyei, 2001b).

Figure 1.2 provides an overview of the participants. Three ELICOS language institutes participated with a total of 21 novice and 19 expert teachers. Five out of 40 teachers volunteered for the classroom observation and interviews. A total of 69 students were involved: 63 students consented to the questionnaire and 62 students consented to being filmed during classroom observations. Twenty-three students were interviewed in one-on-one semi-structured interviews.

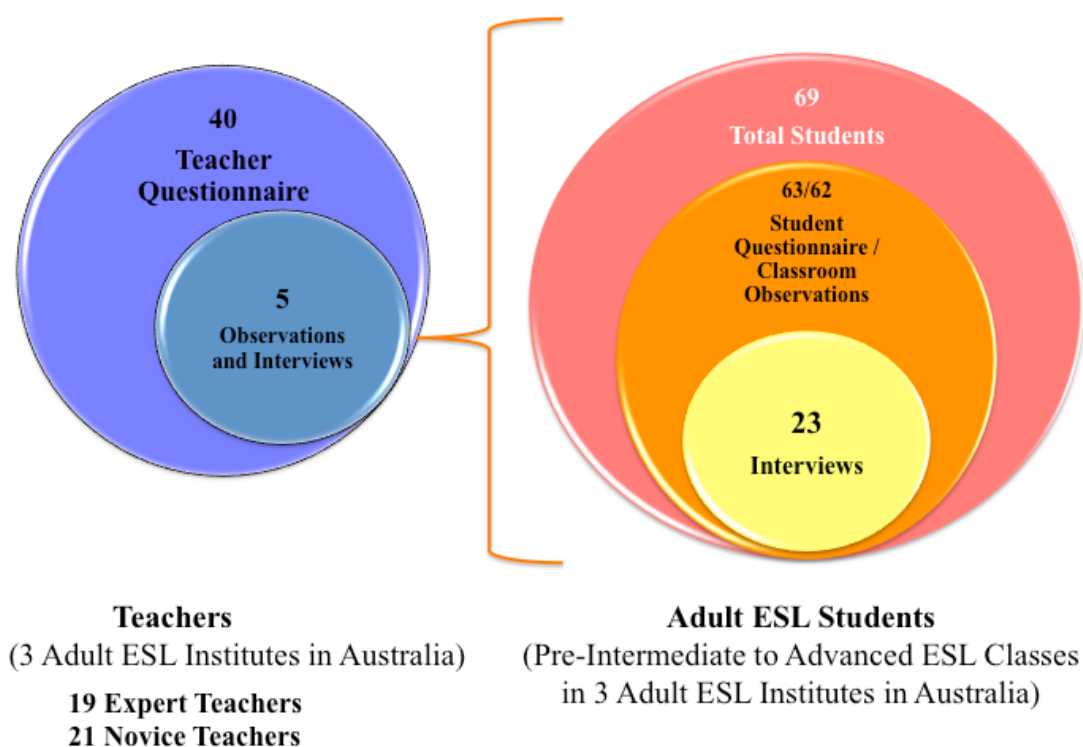


Figure 1.2 An overview of the research participants

Figure 1.3 presents the order of the data collection beginning with the teacher questionnaire and ending with the student interviews. This thesis applied a QUAN + QUAL triangulation design (Creswell, 2013) by integrating quantitative methods (questionnaire and classroom observations) with qualitative methods (semi-structured teacher and student interviews) for an in-depth scope into L2 motivation and teaching strategies in the ESL adult context. Quantitative and qualitative data were collected separately and sequentially; however, the two data types were integrated and interpreted during the analysis stages. The thesis is informed by a qualitative paradigm through teacher (pre and post) interviews and student interviews. However, the quantitative data collected from questionnaires and video recorded classroom observations assisted in expanding knowledge on previous L2 research (see Chapter 3 for thesis design and step-by-step data collection process).

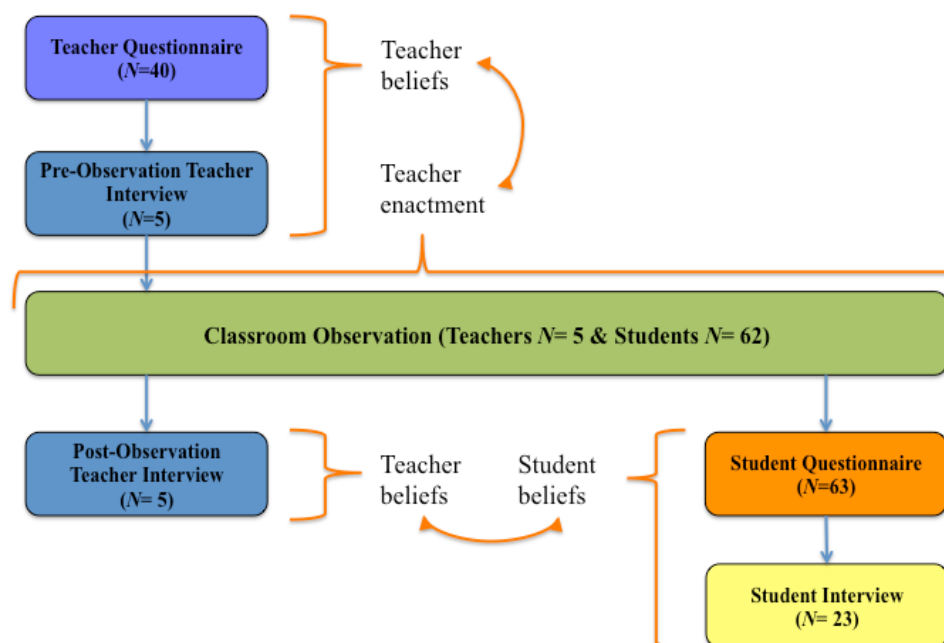


Figure 1.3 An overview of the data collection procedures

Definitions of Key Research Terms

This section provides an operational definition of the following terms:

L2 Motivation: Regardless of various viewpoints on L2 motivation (discussed in the next chapter), this thesis defines motivation as an internal, psychological force that resides within an individual. The presence or absence of this internal force influences the level of energy a person puts into language learning and use, such as effort, devotion, willingness and self-regulation. The literature suggests that L2 motivation is highly complex and dynamic because not only can it affect an individual's current motivation, but also the environment in which the individual is situated (e.g., social support or community attitude toward a particular L2). Other psychological attributes (e.g., self-efficacy, beliefs and attitude) and levels of the target language proficiency play an integral role to affect L2 motivation, which in turns affects those psychological attributes. L2 motivation is dynamic because it can fluctuate across time points and can change depending on the nature of social interactions an individual receives. L2

motivation is considered a significant and critical factor affecting L2 learning and success (e.g., Csizér & Magid, 2014; Dörnyei & Ryan, 2015; Hadfield & Dörnyei, 2013; Ushioda, 2013b).

Motivational Teaching Strategy Use: Motivational teaching strategy use is related to the way in which a language teacher employs some teaching practices that can help trigger students' motivation to learn the target language, to maintain or sustain their interest to solve current language difficulty, to engage in a discussion of how a certain difficulty may be eased, and/or to recognise how their success in language learning is accounted by their level of motivation. Motivational teaching strategy use can help L2 learners understand the relevance of what they are learning to their future (e.g., Dörnyei, 2014; Hadfield & Dörnyei, 2013; Hadfield & Dörnyei, 2013). In this thesis, language teachers have a social role to shape the nature of L2 students' motivation in language learning.

Novice Teachers: Although it may appear simplistic, the thesis defines novice language teachers as those who are still undergoing teacher training, who have just completed their training, or who have just commenced their current teaching. Novice language teachers may only have fewer than five years of classroom teaching experience (e.g., Gatbonton, 2008).

Expert Teacher: Expert teachers do not have the characteristics of the novice language teachers presented above. For example, they will have completed teacher training several years ago as well as have taught extensively for more than five years (e.g. Gatbonton, 2008; Richards, Li, & Tang, 1998; Tsui, 2009).

Overview of Thesis

This thesis consists of seven chapters and two sections at the end (bibliography and appendices):

Chapter 1 (*Second Language Motivation Research and Thesis Overview*) discusses the motivational strategies framework of which this thesis is based, the context of the investigation, definitions of motivation, statement of the problem, rationale, and

research questions, design of the thesis and general overview. The introduction chapter also focuses on previous second language research and addresses the current gap in L2 motivation research.

Chapter 2 (*Literature Review*) consisted of three sections. The first section provides a review of the general literature in L2 motivation and theoretical frameworks. The second section addresses previous and relevant empirical studies on L2 motivation and language learning. The third section connects relevant studies to this thesis and discusses how this thesis has bridged the gap in terms of methods and topic.

Chapter 3 (*Research Methodology*) contains the methodology of this thesis. This chapter outlines the design of the investigation, participants, plus research instruments and data analysis. Chapter 3 discusses the different quantitative and qualitative methods employed and how the data was analysed after the data collection.

Chapter 4 (*Results*) focuses on major findings from all research questions. Chapter 4 addresses the findings from the teacher questionnaire, teacher interviews, classroom observations and coded data from the classroom observations. This chapter also addresses findings from the student interview, questionnaire and later compares data from both teachers and students for a final results section.

Chapter 5 (*Discussion and Conclusion*) discusses the analysis of the data. Major findings from the thesis data are analysed and connected with previous L2 literature and how this thesis contributes to current L2 research. Each research question is addressed separately and connected with current findings from the literature. The validity of the research is also addressed. The final chapter also discusses the implications of the mixed methods data from the investigation and draws interpretations from the theoretical and methodological perspectives applied for this thesis. Chapter 5 indicates areas of further research, implications and limitations for this thesis.

The thesis also includes the bibliography and appendices (A-M), which contain formal documents such as participant introduction and consent forms, letters of consent from each institute, teacher and student questionnaires, interview questions and field notes from classroom observations.

Chapter 2 Review of the Literature

Introduction

Without sufficient motivation, even highly competent and cognitively capable individuals may be unable to accomplish long-term goals (Dörnyei & Ryan, 2015). Motivation reciprocally influences a range of factors involved in second/foreign language acquisition (e.g., attitudes, aptitude, self-confidence, language anxiety, intelligence, learning strategies, communication strategies) and has the potential to determine to what extent these factors are realized (Gardner, 1985a). This chapter presents a literature review on second language (L2) research, which informs the current thesis.

Second Language Motivation

Motivation has always been a central issue in education and has been referred to as one of the most complex and challenging issues for teachers to face today (Hadfield & Dörnyei, 2013). Through trial and error, teachers can hope to discover ideal combinations of strategies and classroom activities that promote engaged learners, motivation and English language success. Attempting to address this issue, L2 research has recently shifted from simply defining motivation in the psychological schema to focusing on the development of practical motivation strategies for the ESL/EFL classroom (Dörnyei & Kubanyiova, 2014).

L2 motivation research has evolved and integrated within mainstream motivational psychology, while also focusing uniquely on language learning (Ushioda & Dörnyei, 2012). Dörnyei and Ushioda (2013) identified the following motivation phases:

1. The *social-psychological period* (1959-1990), depicted by the work of Gardner and his colleagues in Canada
2. The *cognitive-situated period* (during the 1990s), characterized by studies drawing on cognitive theories in educational psychology
3. The *process-oriented period* (early 2000s), illustrated by a focus on motivational change

4. The *socio-dynamic period* (current), defined by a concern with dynamic systems and contextual interactions

A Historical Overview of L2 Motivational Research

Boo, Dörnyei and Ryan (2015) compiled a dataset of over 400 publications (with over 300 empirical works between 2005 and 2014), which focused on motivation in order to better understand the new direction of SLA research and what has already been researched. The dataset suggests that although quantitative measurements continue to be used, the dominance of the quantitative paradigm has disappeared and a variety of qualitative research methods have been increasingly applied in L2 motivation research, which highlights a changing perspective of how L2 research should be conducted (Boo et al., 2015). Over the past decade, many researchers have comprehensively reviewed language learning motivation and the different phases since the 1990s (Csizér & Magid, 2014; Dörnyei & Ryan, 2015; Ushioda, 2013b).

Early L2 motivational research was dominated by a socio-psychological approach that concentrated on a macro-perspective that was mostly interested in relations between language communities than actual educational practice. Gardner's (1985a) socio-psychological approach paved the way for L2 motivation research and the highly influential integrative-instrumental motivation dichotomy, which dominated the field for many decades (Gardner & Tremblay, 1994). Gardner and Lambert (1959; 1972) categorized motivation into two broad types: integrative and instrumental. The first category, integrative motivation, refers to the learner's wish to assimilate to the target culture. An integratively motivated student has the internal desire to learn whereas an instrumental learner has the desire to learn a language for more practical reasons such as getting a better job, earning more money or passing an exam (Gardner, 1985a). Gardner's socio-educational model of second language acquisition focuses on language learning taking place in the classroom and stressed that motivation was one critical variable in learning a new language. It was further proposed that motivation was supported by two other affective components, integrativeness and attitudes toward the learning situation, and that they both reflected an integrative motive that promoted language learning.

The socio-educational model is dynamic as opposed to static in that it directs attention toward a number of different aspects of foreign language learning. Gardner, Masgoret, Tennant and Mihic (2004) re-examined the model, proposing that some affective variables influence achievement in learning a language, level of language achievement, and the experience of learning a language influences some critical variables. Gardner (1985b) proposed that the Attitude/Motivation Test Battery (AMTB) explored various affective variables that contributed and impacted foreign language motivation and enrolment. The battery comprises of 11 scales, and many of them assess variables that educators recognize as vital for the classroom-learning environment, which were assessed in the AMTB by scales measuring motivational intensity, desire to learn the language and attitudes toward learning the language, respectively, though it was recognized that the motivated individual would demonstrate many other characteristics as well.

Gardner's socio-educational model was criticized in the 1990s by a number of respected researchers (e.g., Crookes & Schmidt, 1991; Dörnyei, 1994a; Oxford & Shearin; 1994) who argued that motivation should be studied from different perspectives, including the classroom itself. One of the main reasons for the reopening of the research agenda was to adopt a more pragmatic, education-centred approach to L2 motivation research in order to connect with the perceptions of practicing teachers and ultimately be more relevant to classroom application, which also represents the focus of this thesis.

In the 2000s, several researchers claimed that motivation research should not only exist in a social psychological framework, but should expand outward to include the pragmatic space of the language classroom (Dörnyei & Guilloteaux, 2008). These studies have attempted to demonstrate that the educational context is as significant as the social milieu in affecting learners' motivation. It was considered by many researchers that Gardner's (1985a) socio-psychological approach did not provide sufficient detailed descriptions of the classroom dimension, one that could have been used to generate practical guidelines for motivating learners and help explain specific student behaviour (Dörnyei, 2014).

Since the 1990s, there has been a significant shift in the focus and nature of research on L2 motivation. This shift has given rise to a range of new theories of motivation

drawing on related research in the field of psychology. Overall, Dörnyei (2007) claimed, “the cognitive-situated period of second language motivation research shifted the attention to classroom-specific aspects [...] for educational implications directly relevant to classroom practice” (p. 111). The question of what teachers can do to enhance their students’ motivation remains a significant issue for the L2 research community, which informs the methodology and research questions of this thesis. The following section presents a review of the current literature in L2 motivation research, which informs the current thesis focus.

Previous Research on L2 Motivation and its Role in the Language Classroom

Motivation has always been a central issue in education and has been referred to as one of the most complex and challenging issues for teachers to face today (Hadfield & Dörnyei, 2013). Through trial and error, teachers can hope to discover ideal combinations of strategies and classroom activities that promote engaged learners, sustain motivation and increase English language learning success. Attempting to address this issue, L2 research has recently shifted from simply defining motivation in the psychological schema to focusing on the development of practical motivation strategies for the ESL/EFL classroom (Dörnyei & Kubanyiova, 2014).

Dörnyei and Csizér (1998) and other researchers hypothesized that situation-specific motives closely related to classroom reality played a far more significant role in the L2 motivation complex than had been assumed earlier. In their study, they compiled a list of ten macrostrategies from a previously larger list of 51 strategies in order to investigate how teachers viewed each strategy in terms of level of importance and how frequently they utilized each strategy in the classroom. While this study could not claim that each strategy would be productive for every classroom situation, cultural context and diverse learning settings, it can be suggested that this list serves as a useful starting tool for teachers to gauge their own motivational practices. While Dörnyei and Csizér (1998) collected data from a group of teachers on their beliefs and perceptions of motivational strategies used in the classroom, it did not reveal what motivational studies the teachers *actually* used in the L2 classroom and how their students perceived their teaching practices.

Dörnyei and Csizér revealed a new perspective on motivation research: their study grounded itself in the practical use and focused entirely on teachers' perspective of strategies. The 51 strategy items were grouped into clusters and the internal consistency of these scales was verified by means of reliability analysis. The final top ten macro-strategies from Dörnyei and Csizér (1998) can be seen in Table 2.1.

Table 2.1 *Ten Commandments of Motivation by Dörnyei and Csizér (1998)*

No.	Commandments
1	Set a personal example with your own behaviour
2	Create a pleasant, relaxed atmosphere in the classroom
3	Present the tasks properly
4	Develop a good relationship with the learners
5	Increase the learners' linguistic self-confidence
6	Make the language classes interesting
7	Promote learner autonomy
8	Personalize the learning process
9	Increase the learners' goal-orientedness
10	Familiarize learners with the target language culture

Dörnyei and Csizér (1998) assert that reliable role models can positively influence student motivation and behaviour in the classroom. Participants from this study emphasized the relevance of the teachers' presence and how it impacts learners both positively or negatively. The importance of the teacher and their role in the classroom represents a pivotal part of Dörnyei's research as it continues well into the next decade with his 2008 study with Guilloteaux. The 'Ten Commandments' study combines the strategies teachers considered most important from a motivational point of view. The list offers teachers a concrete foundation for implementing new teaching strategies and researchers with a new insight into pedagogical strategy preference.

In Urdan's (2001) qualitative study of teachers' and students' perceptions of classroom practices and tasks, Urdan observed that teachers seldom told students why they should spend effort on a particular task, in spite of the fact that the teachers reported doing so frequently. By contrast, he found that students were particularly engaged to the usefulness of the tasks in which they participated. Urdan's (2001) study revealed a discrepancy between teacher and student expectations in the classroom, which represents an important point and much needed direction for future L2 research.

In a study about the effects of teaching spoken Arabic in Israeli schools, Donitsa-Schmidt, Inbar and Shohamy (2004) focused on the shift in research from the social milieu to the educational context. The pivotal studies that re-opened the motivation research agenda in the mid-1990s showed that factors relevant to the learning situation, such as the teacher's behaviour and personality were influential in accounting for students' motivation or lack of it (Inbar, Donitsa-Schmidt, & Shohamy, 2001). The purpose of the 2004 Israeli study was to investigate whether changes in the educational context of teaching Arabic as a second language in Israeli schools affected students' attitudes towards learning the language, its culture, and the motivation to study spoken Arabic. Findings also confirmed the significant role that parents have over their children's behaviour. Parental encouragement seems to be quite a significant determinant for motivation in many studies in L2 research. This finding indicates the high expectations parents and students have on the teachers' instruction, style, and behaviour in the L2 classroom. While the findings are not surprising for some, they do clarify the important role that teachers can have with regards to increasing motivation levels since the strongest predictor variable was 'satisfaction with the language program'.

Arguing that there is no reason to assume the 'Ten Commandments' would be valid in any cultural, ethnolinguistic, and institutional setting, Cheng and Dörnyei (2007) conducted a similar follow-up study in a different socio-educational context—Taiwan. Their study indicated that aside from some culture-specific aspects of these strategies, there was a consistent pattern regarding some of the most important strategies. The idea that a strategy can be universally applied to all L2 classrooms and result in a positive outcome is certainly noteworthy; however, such a claim remains difficult to prove.

In the follow-up study set in the Taiwanese EFL context, Cheng and Dörnyei (2007) modified the large-scale empirical survey previously conducted in Hungary. By comparing data from 1998, Cheng and Dörnyei (2007) can compare and contrast the different findings in order to validate the use of certain strategies across different cultures. Cheng and Dörnyei (2007) surveyed 387 Taiwanese teachers of English were asked to rate a list of comprehensive strategies. The results seemed to have a certain amount of resemblance to the list generated by Dörnyei and Csizér's (1998) large-scale survey among Hungarian English teachers, which provides reassurance that at least

some motivational strategies are transferable across diverse cultural and ethnolinguistic contexts. However, there are also dissimilarities between the Taiwanese and the Hungarian findings, indicating that some strategies are culture-sensitive or even culture-dependent (Cheng & Dörnyei, 2007). This study indicated that some strategies are transferable from culture to culture; however, some are not, which leads one to believe that certain strategies are culture specific and what will work in one country may not be so successful in another.

The preference pattern of macro-strategies that emerged in this study bears a resemblance to the list generated by Dörnyei and Csizér (1998) with participating Hungarian teachers of English in that four of the top five macro-strategies in the two lists coincided. The results revealed the universally endorsed strategies to include ‘displaying motivating teacher behaviour’, ‘promoting learners’ self-confidence’, ‘creating a pleasant classroom climate’ and ‘presenting tasks properly’. The findings from this study revealed ‘learner autonomy’ to be the least important for the Taiwanese teachers, which suggests that student independence in the classroom is not an important outcome or strategy for teachers to attempt. This connects with the Confucian values that the teacher is a body of knowledge and the students are there to listen and soak in the knowledge of the teacher without question or argument. Appropriate teacher behaviours were the most important motivational macro-strategy in Taiwan, which matched with the Hungarian survey.

Cheng and Dörnyei (2007) found some discrepancies between the results of the two studies (Hungary and Taiwan), which show that certain strategies are culturally dependent. The most striking difference concerned promoting learner autonomy, which was recognized as a potentially effective motivational strategy in the Hungarian study, yet was perceived as possessing little motivational relevance by Taiwanese English teachers. The finding suggests that autonomy was not as highly valued by Chinese teachers as in Western contexts. According to Cheng and Dörnyei, (2007), the two most underutilized macro-strategies relative to their importance were ‘making the learning tasks stimulating’ and ‘familiarizing learners with L2-related culture’, which is all the more remarkable because the “importance attached to these two strategic domains was originally low, yet the frequency scores could not even match these moderate levels” (p. 172). These findings indicated that the Taiwanese teachers’ perceptions of making the

EFL lesson stimulating or familiarizing students with the L2 culture was less important in terms of the teacher's function in the L2 classroom. Comparative studies seem to be interesting for researchers in terms of comparing data between two different learning situations, especially two different countries.

Dörnyei and his colleagues are driven in L2 motivation research to try new dimensions and conduct studies in schools. They usually base their research in the L2 classroom milieu, directing their instruments (questionnaires and sometimes interviews) at students and teachers or both. These studies, both in Hungary and Taiwan, are vital to the L2 research community because they highlight comparisons between different contexts in terms of motivation and teacher strategy preferences. The 1998 and 2007 studies revealed discrepancies in strategy with regards to culture and teacher function, which is essential to better understanding motivation in general as a researcher and as an educator. By comparing two different countries with the same instruments, researchers could begin to find out how students are motivated by their teachers and what decisions teachers make in terms of strategy preference and student autonomy.

Focusing directly on teacher motivation, Bernaus and Gardner (2008) conducted a study that investigated language-teaching strategies, reported by both the teacher and student perspective. The study also examined the effects of these strategies on students' motivation and English achievement. The results indicated that teachers and students agreed on the relative frequency of some strategies but not on the frequency of other strategies. Although the teachers' reported use of motivational and traditional strategies was not related to the students' English achievement, attitudes, motivation, or language anxiety, the students' perceptions of these strategies tended to be related to their attitudes and motivation at both the individual and class levels. These findings suggest that teachers' strategies might not always directly affect their students' achievement level; however, if a student perceives the use of a strategy, this may have a positive (or negative) effect on their attitude or motivation in class. This study draws a connection between pedagogical practice and student perception of teaching strategies.

In their seminal research, Guilloteaux and Dörnyei (2008) proposed that motivational strategies fall into two categories: (a) instructional interventions applied by the teacher

to elicit and stimulate student motivation and (b) self-regulating strategies used purposefully by individual learners to manage the level of their own motivation. This thesis is specifically concerned with the former. Guilloteaux & Dörnyei's (2008) study, which involved 27 EFL teachers and over 1,300 EFL learners in South Korea, represents one of the only empirical studies to date that has attempted to assess empirically the effects of motivational strategies on learners' motivation in language classes, using a range of instruments: questionnaire, classroom observation instrument and a post lesson teacher evaluation scale to evaluate teacher practices. Guilloteaux and Dörnyei (2008) conducted a study that determined if the use of strategies by foreign language instructors had any effect on student motivation. It seems essential that both researchers and teachers alike begin to comprehend the relationship between teacher behaviour/practice and student motivation. If teachers could become more self-aware of how their pedagogical choices affect students (either negatively or positively), teachers could begin to make changes that foster motivation in the language classroom (Reeve, 2006).

To replicate the real time nature of Part A of the COLT, the MOLT follows a time-sampling format whereby relevant classroom events are recorded every minute in an on-going manner (Guilloteaux & Dörnyei, 2008). The content categories included in the MOLT concerned features of the learners' motivated behaviour and the teacher's motivational teaching practice. This practical time-sampling method of recording events in the classroom has inspired the fieldwork and classroom observation component of the current thesis as field notes were recorded in 5-minute intervals (see Chapter 3).

The aspects of the teacher's motivational teaching practice derived from Dörnyei's (2001a) model of motivational teaching practice. From this framework, Guilloteaux and Dörnyei (2008) selected 25 motivational variables that were clearly definable and observable using a real-time observation scheme. These variables were grouped in the observation sheet into four categories: teacher discourse, participation structure, encouraging positive retrospective self-evaluation and activity design (Guilloteaux & Dörnyei, 2008). The MOLT was implemented in a different way during the 'live' classroom observations while the research videotaped the lesson.

The MOLT consists of two sections: the first section documents the use of twenty-five motivational teaching strategies covering the topics of teacher discourse, participation structure, encouraging positive retrospective self-evaluation, and activity design. In the 2008 study, the strategies were noted once per minute for a total accumulated points score. If two different strategies occurred within the same minute, only the dominant strategy was scored (Guilloteaux et al., 2008). The second section of the MOLT observed student behaviour in terms of alertness, participation, and volunteering. Unlike the first section, the second section did not use a primary focus coding convention. Students were judged to be '*alert*' if two thirds of the class are following the teacher, peer, or giving a non-verbal response (e.g. nodding). Students are judged as '*participating*' if two thirds of the class are engaged in an activity within a one-minute period. Students are judged to be '*volunteering*' if one third of the class volunteers for a task or to answer a question within a one-minute period. Ellis (2009) contested this idea of '*alertness*' and requested that Dörnyei and Guilloteaux (2008) changed the term to '*attention*' since he did not deem the original term appropriate for the classroom context.

Guilloteaux and Dörnyei (2008) concluded that motivation had a positive correlation with the motivation behaviour of learners. The results indicated that the language teachers' motivational practice was linked to increased levels of the learners' motivated learning behaviour as well as their motivational state. In their study, Guilloteaux and Dörnyei (2008) highlighted the importance of effective teaching strategies and its potential influence over student motivation in the classroom. Insights gained from this investigation sheds light on the possible correlation between teachers' use of teaching strategies and student motivation to learn a foreign language.

In a response to Guilloteaux and Dörnyei's (2008) investigation, Ellis (2009) points out that the missing piece is: "an account of why these specific behaviours are considered to demonstrate motivation. It would seem to me quite crucial to provide a theoretical rationale for the choice of these variables" (p. 105). In his reader's response to the 2008 study, Ellis quickly points out that Guilloteaux and Dörnyei lack a clear theoretical rationale for the three student variables (attention, participation and volunteering) they claim as demonstrating motivation. Ellis continues with his critique by examining the relationship between student motivation and L2 learning.

As Guilloteaux and Dörnyei take care to point out, it does not tell us whether the motivated behavior of the students was related to language learning. The basic model that underlies their study is:

Teachers' motivational practice → students' motivated behavior → L2

What is really needed, then, is a theoretical and empirical basis for determining which aspects of students' motivated behavior are predictive of L2 learning. It is this piece that is missing from Guilloteaux and Dörnyei's study. (p. 108)

Guilloteaux and Dörnyei (2008) found a strong positive correlation between teachers' motivational teaching practices and their learners' motivation in the actual classroom. In the 2008 study, Guilloteaux and Dörnyei highlighted the importance of effective teaching strategies and its influence over student motivation; however, they were unable to establish a causal relationship between motivational practices employed by teachers and motivated students' behaviour despite a strong positive correlation between motivational teaching practices and learning. This lack of an observable relationship could be attributed to the cross-sectional design of the study, in which data were collected once without an experimental treatment group and no comparison group was studied. This thesis also applies a cross-sectional design with five separate L2 classes (observed one time each), which has contributed to its specific limitations and inability to measure motivation and teaching strategies implemented in the classroom (see Chapter 5).

Ellis (2009, p. 108) argues that while Dörnyei and Guilloteaux (2008) provide the research community with a link between what teachers do and students' intrinsic motivation, they fail to provide "theoretical and empirical basis for determining which aspects of students' motivated behaviour are predictive of L2 learning", which continues to represent a major gap in the L2 motivation literature.

Teh, Embi, Yusoff and Mahamod (2009) examined the role of motivation in Malaysia at the tertiary school level. The researchers noted the major role that motivation and learning strategies have in the language learning process. Teh et al. (2009) concluded that the teacher, through improved pedagogical practices, could facilitate learning and encourage improved motivating strategies among learners. The study found that

students with higher levels of motivation possessed a more advanced capability of using effective strategies more frequently than less motivated students. These conclusions indicated that language learners who possess a drive to learn a foreign language (either intrinsic or extrinsic) would have a broader range of strategies to assist them through the language learning process. While this study lacks a new perspective on specific strategies, it does reiterate the importance of strategies in both the teacher and student context. For further research, the 2009 study could have elaborated on how teachers could improve their pedagogical practices and provide students with the tools they need to achieve success in the language classroom.

Sugita and Takeuchi (2010) investigated the relationships between the teachers' frequency of use of 15 motivational strategies and the strength of students' motivation over a two-month period. The overall results of this study showed that only 4 of 15 strategies showed a significant correlation with students' motivation and that the effectiveness of motivational strategies varied according to students' existing English proficiency level. The scope of this study was very limited in terms of the number of the motivational strategies utilized, the learners' motivational variables evaluated and the context where the study was conducted (only one school). Another limitation for this study was the lack of triangulation of instruments that relied exclusively on a self-reporting method, which might not necessarily provide the complete picture of the teachers' use of the motivational strategies as well as student motivation.

Deniz (2010) investigated the importance of specific motivational strategies by student teachers and the extent to which their instructors used the strategies in their course. The participants were 179 student teachers (42 males and 137 females). The methodology included Dörnyei's (2001a) Motivational Strategies Scale and ten participant follow-up interviews. The student teachers were asked to identify which strategies they deemed important for L2 teaching and how frequently their instructors (teacher trainers) used each strategy. Findings from this study revealed that many instructors failed to use specific motivational strategies in the classroom, which indicates that even though a strategy may seem important to some, other teachers fail to include it in their repertoire of motivational strategies, which could set a poor example for their students and student teachers. The study also revealed that studying the cultural values of the target language

facilitates fluent use of that language and assists retention (Deniz, 2010).

According to Deniz (2010), motivation in L2 is directly connected with how much effort the learner and teacher are willing to contribute in the classroom. Teachers can drive the direction of the classroom: factors such as interest, paying attention, making an effort, willingness to spend the required time on a task, not giving up when faced with challenges, strong willpower, being determined, and using strategies to achieve learning goals are important in motivation (Dörnyei, 2001b). As leaders in the classroom, teachers have the power and influence to affect students at every level of education and learning. A teacher who acts as a good role model and shows enthusiasm and interest in teaching can have a positive role in encouraging their students to learn and be motivated (Deniz, 2010).

Moskovsky, Alrabai, Paolini and Ratcheva's (2012) study appears to be the first empirical investigation to examine whether there is a positive, causal relationship between motivational strategies and student motivation. The study used a longitudinal pre- and post-treatment quasi-experimental design with a control group to provide a methodologically controlled investigation into the effects of the 10 preselected motivational strategies that teachers implemented in an experimental group during an eight-week teaching programme. Moskovsky et al. (2012) investigated the implementation of top 10 motivational strategies (selected by 119 EFL teachers in the pilot study as the most important) using a pre-post treatment quasi-experimental research design in the Saudi male EFL context. The results of that investigation provided compelling evidence that implementing motivational strategies in Saudi (English as a foreign language) classrooms resulted in a significant positive change in those students' L2 learner motivation. The major limitation of the study by Moskovsky et al. (2012) was that the findings were inconclusive with regard to the effects of heightened learner motivation on actual achievement and the male participants limited the scope of the study in terms of assessing the motivational levels of both female and male students. This study revealed a significant increase in learner motivation over an 8-week period predominately among experimental learners, which held up well even when controlling for pre-treatment group differences. The results begin to provide L2 motivation research with evidence that teachers' motivational behaviours influence motivation in second language learners. Findings from this study extend the

correlational findings of Guilloteaux and Dörnyei (2008) in the South Korean EFL context, which established the motivational practices of EFL teachers as having positively contributed to their learners' motivation. Moskovsky et al. (2012) represents the first appropriate response to Gardner and Tremblay's (1994) call for empirical tests of the effectiveness of motivational strategies in the language classroom; however, a large research gap remains as most studies to date cannot claim a 'causal' relationship between teachers' motivational strategies and students' motivation.

Ruesch, Bown, and Dewey (2012) built on the empirical studies of Dörnyei and Csizér (1998) in Hungary in which Hungarian teachers rated 51 motivational strategies and Cheng and Dörnyei's (2007) follow-up study in Taiwan. Ruesch et al. (2012) aimed to extend the findings of the original two studies by comparing student and teacher evaluations of motivational strategies used in the classroom. Unlike the 1998 and 2007 studies, Ruesch et al. (2012) conducted the study in the US with language learners learning foreign languages other than English (e.g. Arabic, French, Italian, Russian etc.), which provided a different cultural and linguistic context from the previous two studies. However, dissimilar to the studies Dörnyei and his colleagues (1998; 2007) previously conducted where they exclusively examined the teachers' perspective of motivational practices, Ruesch et al. (2012) realized the research potential by involving both teachers and students in the questionnaire process: "The findings of these studies could be enhanced by considering how learners view the techniques used by their teachers, particularly since research suggests frequent mismatches between the expectations of teachers and learners" (Bell, 2005; Brown, 2009; as cited in Ruesch et al., 2012; p. 17).

As a follow-up study to Dörnyei and Csizér's (1998) study in Hungary, Guilloteaux (2013) built on the work of Dörnyei and his colleagues (Cheng & Dörnyei, 2007; Dörnyei & Csizér, 1998) by using similar methods to Cheng and Dörnyei (2007) in Taiwan but changing the context to evaluate the relevance of a similar list of motivational strategies in South Korea. The participants were 268 South Koreans secondary school EFL teachers who were asked to rate different strategies and note the frequency with which they use the strategies in their classroom. Findings from Guilloteaux's (2013) study revealed that Korean teachers attached little importance or

hardly used strategies associated with a “positive classroom climate and adaptive group dynamics” (p. 1). Findings suggest that some motivational strategies work well across cultural contexts, while others do transfer to a culturally distinct classroom environment. Unique to this study, almost all strategies were underused by the Korean teachers, suggesting that motivating students is not a top priority for the Korean teachers of English.

In a recent large-scale, cross-sectional study in China, You and Dörnyei (2014) surveyed over 10,000 Chinese English language students about their motivational dispositions. The purpose of this study was to gather large amounts of empirical data in order to reveal the language motivation dispositions of Chinese students according to their geographical region and teaching contexts. Findings from this study revealed the main features of language learning in China and served as a baseline for future research conducted to investigate temporal, social and geographical variation and evolution. While this study represents a large-scale motivation study, it seems to have overlooked the teachers’ perspective and their motivational strategy decisions by only surveying Chinese students in different rural and urban regions.

It is vital in language learning instruction design to motivate students in order to maximize the choice and use of learning strategies; if teachers can successfully create independent and motivated students, then they have essentially achieved pedagogical bliss and higher level teaching goals. Many researchers have remarked that communication between teachers and students in the EFL context is key (Kassabgy, Boraie, & Schmidt, 2001). Communication is at the heart of every language; if teachers can foster such motivating practices among their students and have an understanding of student ability, motivation, and culture, the process of learning will most likely be positive for all.

In addition to these studies, other studies have attempted to explore teachers’ and students’ perceptions of motivational strategies in different contexts (Alshehri, 2012; Astuti, 2013; Ruesch et al., 2012; Wong, 2013). Based on findings from these studies, it is pointed out that motivational strategies are culturally dependent and that there is no universal motivational strategy that can be applied to all language classrooms across all

cultures. These findings directly contradict Dörnyei's earlier research, which claimed that certain strategies could 'transcend' cultures and work in multiple classrooms and cultural contexts. The scope of these studies did not, however, involve the utilization of motivational strategies in the classroom, and their findings remain therefore unrevealing with regard to how interventions using motivational strategies would affect learners' actual EFL motivation and/or achievement.

Alrabai (2014) built on findings from the Moskovsky et al. (2012) in Saudi Arabia by conducting a controlled quasi-experimental study investigating the effects of motivational strategies on learner motivation and achievement in English language classes in Saudi Arabia. The study was conducted in two stages: motivational strategies were identified in the first stage and during the second stage, 437 learners divided almost equally into two groups (experimental vs. control) and 14 English as a foreign language (EFL) teachers were recruited. Motivational strategies targeting the situation-specific motivational disposition of learners were implemented in the treatment group for approximately 10 weeks. Multivariate analyses indicated that changes over time in learner motivation and achievement were significantly different for the two groups and revealed a significant increase in learner motivation and achievement over time among the experimental learners (vs. control learners). This result remained significant even after controlling for pre-treatment group differences. Empirically based studies on psychological constructs such as motivation, anxiety etc. are difficult to conduct, particularly, as they are linked to actual classroom practices and behaviours (on the part of teacher and learner). It is a major contribution in L2 research that Alrabai's (2014) study provides empirically based evidence illustrating that teacher motivational strategies can indeed be taught and can positively influence students' motivation and language achievement.

Reeve, Vansteenkiste, Assor, Ahmad, Cheon, Jang, and Wang (2014) view teachers as facilitators rather than dominating controllers in the classroom. Reeve et al. (2014) emphasize the importance of using communication (non-controlling language) to help students find ways to coordinate their tasks and motivation during each segment of the lesson. Reeve et al. (2014) review the four main teacher characteristics and according to research, each characteristic further contributes to students' positive academic output:

attunement, relatedness, supportiveness, and gentle discipline. The four characteristics are inevitably connected and contribute to the emotions that students can display in the learning environment.

The first characteristic, ‘attunement’, occurs when students’ develop awareness for their students’ needs and adjust their instruction accordingly. Another synonym for attunement is sensitivity (Kochanska, 2002), which means that teachers are more apt to listen to their students. By keeping attuned to their students, teachers can know what their students are feeling and thinking and make more effort to cater to students’ needs and desires. This type of sensitivity allows teachers to be more responsive and aware of their students’ preferences for activities, learning tasks, and how engaged they are during a lesson (Reeve et al., 2014).

The second characteristic highlights the need for relatedness. Relatedness is the sense of being close to another person, which takes place when teacher create situations in which students feel appreciated, special, and important. This concept revolves around a teacher providing a sense affection and approval for students (Furrer & Skinner, 2003). When students feel more related to their teacher, they often exhibit less negative attitude sand more positive classroom engagement.

Reeve et al. (2014) describe the third characteristic as supportiveness: the teachers’ affirmation of a students’ abilities for self-direction and capacity to be independent learners. Helping students through supportiveness, teachers are indicating a certain trust in the students, provide encouragement, and assist them in fulfilling their maximum potential. The more supportive teachers are in general, the more competent and supported students will feel. It seems critical that a teacher accepts students for who they are and work with students to attain their overarching learning goals. With more competence, students might take more learning risks and be more creative in the learning environment, which might have a direct effect on their engagement and motivation (Koestner et al., 1984; Ryan & Grolnick, 1986).

The fourth characteristic describes the use of gentle discipline. This strategy can help the teacher guide and explain to students why certain behaviours are appropriate and inappropriate in the classroom. It is the opposite of “power assertion” (Reeve, 2006; p.

223). The teacher is not attempting to assume full control, but rather to request students to follow instructions and stay on task. The way in which teachers direct their requests is essential. Reeve et al. (2014) assert that teachers should rely on informational language rather than dictatorial commands: “informational language revolves around information-rich, competence-affirming utterance to identify and explain why students are doing well or making progress...” (p. 229). Ultimately, Reeve et al. (2014) pinpoint the key target areas for teachers to focus: how they perceive students, how they communicate with students, and how they assist students to learn in the classroom.

McEown and Takeuchi (2014) examined the teaching strategies and students’ motivation over a semester in an EFL Japanese university. The aims of the study were to explore the effectiveness of motivational strategy changes and investigate the difference in the changes of each motivational strategy according to students’ English proficiency levels and their original motivational levels. While not all studies have the luxury to collect data over a longer period of time, this type of research can help researchers better understand the process by which instructors can influence students’ motivation over a longer language-learning phase (McEown et al., 2014). However, dissimilar to the research presented in this thesis, McEown et al. (2014) exclusively collected self-reported data from teachers and students rather than assess motivation in real-time classroom environments (Dörnyei & Guilloteaux, 2008). The study did not concentrate on how the teachers could apply theories to their actual instructional settings. Longitudinal research that involves in-classroom investigation on teachers and students’ use and perceptions of motivational strategies remains necessary for the future (Ushioda, 2013).

Implications of the Literature Review on the Current Thesis

The literature review has several implications for the present thesis. This includes (1) the theoretical implications in terms of the current research gaps in L2 motivational research and (2) the methodological implications for addressing such research gaps.

Theoretical Implications

Since the 1990s, second language researchers have continued to expand and reframe

Gardner and Lambert's (1959; 1972) original framework. Dörnyei and Ushioda (2009) envisioned motivation to be not only part of an external connection with speakers of the target language community, but also an internal process of identification with the individual's self-concept and ideal self (Magid & Chan, 2012; Ruesch et al., 2012). Over the past two decades, there has been a significant shift in the focus and nature of research on L2 motivation (Alrabai, 2016; Boo, Dörnyei, & Ryan 2015; Dörnyei, Henry, & Muir, 2016; Dörnyei & Ryan, 2015; Dörnyei, MacIntyre, & Henry, 2015; Dörnyei & Kubanyiova, 2014; Guilloteaux, 2013; Hadfield & Dörnyei, 2013). This shift has given rise to a range of new theories of motivation drawing on related research in the field of psychology. The question of 'which strategies teachers can apply in the classroom and enhance their students' motivation' remains a significant issue for the L2 research community, which informs the main aims, research questions and design of this thesis. Several researchers have hypothesized that more situation-specific research related to classroom 'reality' would play a far more significant role in the L2 motivation agenda than previously assumed (Kubanyiova, 2015; Moskovsky et al., 2012).

The literature review suggests that motivation researchers have begun to use both teachers and students in the data collection process, gathering richer and more meaningful data than before (Alrabai, 2016; Ruesch et al., 2012; Papi, & Abdollahzadeh, 2012). By involving both teachers and students in the research, researchers are able to better understand the relationship between how teachers and students observe and perceive classroom motivation and learning. The limitations of the recent motivation research rest in the data collection process. While some researchers have strayed away from self-reported data and entered the classroom to observe language teachers in real time (Dörnyei & Guilloteaux, 2008), most of these studies are limited in that they are cross-sectional studies where data is only collected at one point in time.

Second, although many studies focus on motivation as an essential factor in language learning, the need for effective research, which focuses on the teachers' impact with regards to students' overall language learning and motivation remains apparent. Given this, further research should aim to identify the importance of involving both students and teachers in L2 classroom research in order to gain a deeper insight into how

motivation works in a classroom context and how specific strategies are considered more and less motivating by teachers and their students. By involving both teachers and students, L2 motivation research can not only gain a deeper insight into both groups' perceptions of motivational strategies, but also identify any mismatches or discrepancies between how the teachers views their own teaching practices and how the students perceive the teachers' use of motivational strategies. McEown et al. (2014) aptly suggest that "more research is needed to inform theory on motivation, particularly in the language learning context, to explain the interconnectedness of students' motivation and teachers' motivational strategy use and to provide practical suggestions founded on solid theoretical grounds, for improving language teaching practice and program development" (p. 34-35).

Third, there has been insufficient research that aims to validate the effectiveness proposed techniques in language classrooms (Moskovsky et al., 2012). Motivation remains unobservable; therefore, observational data can only be used to obtain information about the consequence of motivation (e.g. motivated behaviour) and therefore needs to be combined with either a questionnaire or interview data (Egbert, 2003). Little research has attempted to analyse the effects of motivational strategies possibly due to the time consuming nature of classroom observations, interviews and surveys.

Fourth, previous empirical studies (Alrabai, 2016; Moskovsky et al., 2012) have examined L2 motivation through the EFL context, examining the role of non-native/native English speaking teachers and their non-native English-speaking students. L2 motivation research has developed extensively in the past decade; however, the theoretical gap of how teachers can effectively motivate students and how researchers can empirically test motivation still remains a challenge as only a handful of researchers have endeavoured to empirically analyse motivational strategies in the EFL/ESL context and provide evidence for how teachers can motivate their students (Guilloteaux, 2013).

Finally, there remains a need to examine the role of novice and expert ESL teachers (native speaking teacher and non-native speaking learners) in an English-speaking

environment. Comparative studies on novice and expert teachers thrive in the general teacher education field (Peterson & Comeaux, 1987) however, such studies are still rare in the L2 teacher education field. In fact, only a few exist (Akyel, 1997; Richards, Li & Tang, 1998; Tsui, 2003) because investigation into teacher thinking remains a relatively young field. Although some studies have been conducted to investigate teachers' use of strategies in classrooms (Kubanyiova, 2015), there are relatively few comparing novice and expert teachers in the same study (Yeh, 2009). In addition, there are some studies related to experienced and novice teachers' pedagogical knowledge in classroom behaviours (Borg, 2015). Although one can gather insight from novice teachers' thinking and behaviour independently of expert teachers and vice versa, examining both groups together allows for comparison of how they differ or how they are similar to each other. In addition, by identifying what components of pedagogical knowledge are absent in novice teachers' repertoire but present in expert teachers' classroom practices, one can form hypotheses about gaps in the novice teachers' pedagogical knowledge and see how these may be filled through teacher training (Gatbonton, 2008).

Research Questions

Based on the research gaps above, this thesis investigates the relationship between novice and expert ESL teachers' use of teaching strategies and their students' perceptions of motivational strategies over several weeks and observations. This thesis expands on Guilloteaux and Dörnyei's (2008) classroom research by investigating students and teachers through classroom observations. This thesis asks six research questions:

1. What are the key teaching strategies that ESL teachers consider important?
2. How do novice ESL teachers perceive teaching strategies, compared to expert ESL teachers?
3. What teaching strategies do ESL teachers claim to use and actually use in the classroom?
4. How do ESL teachers perceive their own teaching practices in terms of motivational strategy use?
5. How do ESL students perceive their teachers' use of teaching strategies and which do they consider important?

6. How do ESL teachers' perceptions of teaching strategies compare to ESL students' perceptions?

Methodological Implications

In order to address each of the research questions, the review of the literature informs the design of the current thesis. Some researchers have attempted to study motivation through a qualitative lens (Kim, 2009; Ushioda, 2013b). Research suggests that questionnaires do not adequately give the complexity of classroom situations justice because of the small sample sizes and numerous variables (Dörnyei, 2007). In contrast, in the typical interview format (semi-structured), the interviewer can freely explore each respondent's individual experiences (Nikolov, 2001) although it must be noted that even interviews come with their own set of limitations (see Chapter 5). Other researchers have also included repeated variations of the same qualitative structure using semi-structured interviews and longitudinal interviews in order to gain additional data on participant experiences and complex issues in the L2 classroom context.

In the past two decades of motivation research, new approaches in research methodology have been conducted and traditional quantitative research methodologies have been increasingly complemented by qualitative approaches.

Dörnyei (2001c) considers this shift in research technique to be a significant step in motivation research: Interpretive techniques such as in-depth interviews or case studies are in many ways better suited to explore the internal dynamics of the intricate and multilevel construct of student motivation than quantitative methods, and the richness of qualitative data may also provide 'new slants on old questions.' (p. 49)

Quantitative and qualitative research should not be mutually exclusive, but viewed rather as two connected pieces (Ushioda, 2013b). A mixed-methods approach seems most appropriate in this case for my research: quantitative research can measure motivation with other factors (e.g., achievement) while qualitative research can gather participant ideas about their own motivation and strategy use. At the end of the chapter, Ushioda suggests that the agenda for teachers and researchers is "not how people

motivate others but how can people create the conditions within which others will motivate themselves” (p. 122). Such an agenda would require a qualitative approach to research on language learning motivation, which might include exploring learning environments, identifying useful pedagogical teaching strategies and examining the role of the teacher-student relationship in promoting effective motivational practice and self-regulated learning. Research focused on motivation has turned a new direction in the last decade with less focus on the traditional quantitative paradigm and more empirical research using innovative methods such as mixed methods or a qualitative focus (Boo et al., 2015; Dörnyei & Ryan, 2015; Ushioda, 2013a). The following outlines how each research question can be answered.

Research question 1 seeks to discover which teaching strategies 40 ESL teachers consider important from a list of thirty-five strategies inspired by Dörnyei’s (2001a) framework. Teachers rate each strategy on a Likert-type scale questionnaire (Likert, 1932) on how important they consider the importance of each motivational teaching strategy. Data for research question 1 can be analysed using both descriptive and inferential statistics, such as mixed methods analysis and an independent-samples *t*-test to compare responses from novice and expert teachers.

Research question 2 compares similarities and differences in motivational strategy perceptions between novice and expert ESL teachers. Data from the teacher questionnaire and pre-observational teacher interviews can be triangulated to address this research question.

Research question 3 compares novice and expert level ESL teachers’ motivational strategy claims with actual classroom practices to assess whether teachers’ claims and practices align. Data from the pre-observational teacher interviews and classroom observations can be compared and triangulated using qualitative analysis of emergent themes and coded video data and field notes.

Research question 4 explores ESL teachers’ process of self-reflection and awareness of their use of teaching strategies. This data can be addressed through both pre- and post-observational teacher interviews and stimulated recall. This technique allows teachers to reflect on the previous observed lesson and discuss personal perceptions of their

motivation strategy choices during the lesson as well as discuss strategy preferences in general.

Research question 5 addresses the perspective of the ESL students. This question explores students' perceptions of motivational teaching strategies and examines individual student experiences by triangulating data from student interviews and questionnaires. Analysis for this question is achieved through qualitative analysis using transcripts and coding for themes from the student questionnaire and interviews.

Research question 6 compares teachers' and students' perceptions about motivational strategy use, applying the data from the teacher interviews, student interview and student questionnaire. The triangulation of all the data provides an in-depth insight of whether teachers and students' perceptions of the same motivational teaching strategies are congruent.

Summary

This chapter has outlined previous L2 research in the field of language motivation and has discussed how this thesis addresses certain research gaps through its design and methodology. This chapter began with an overview of the field followed by previous empirical L2 research and finishing with current studies. The end of the chapter outlines each of the six research questions and how this thesis aims to answer each question.

Chapter 3 Research Methodology

Introduction

The first part of this chapter presents the methodological framework and the second part consists of the research methods, which includes the research setting, teacher and student participants, research instruments and techniques, ethical considerations, research design, data collection procedures and data analysis to address the research questions.

Methodological Framework of the Thesis

Mixed methods research (MMR) has existed in the literature for quite some time; however, only recently have more researchers accepted its usefulness as a solid method of research (Tashakkori & Teddlie, 2010b). In the literature, several researchers regard mixed methods research to be a valuable methodological choice while interpreting quantitative and qualitative research questions (Greene, 2007; Johnson & Onwuegbuzie, 2007; Tashakkori & Teddlie, 2010a, 2010b). Riazi (2016) advocates mixing quantitative and qualitative research approaches to focus on the strengths that both paradigms can offer: “we should turn to ways in which qualitative and quantitative research can be mixed [...] identifying how they can be incorporated in a single research design so as to maximise the strengths and minimise the weaknesses of each” (p. 138). In L2 motivation research, there is increasing recognition that MMR research can help researchers capture the complexity of issues under investigation and has come to be regarded in L2 literature as an emerging research design of considerable scope and value (Riazi, 2016). With the current shift toward more socio-dynamic perspectives on motivation, the investigation of factors and interactions is more likely to entail triangulation of multiple sources of data from diverse points of view (Dörnyei, 2001b; Ushioda & Dörnyei, 2012; Larsen-Freeman & Long, 1991).

This thesis applies the same principle by incorporating a MM design, which draws on the strengths and weaknesses of quantitative and qualitative approaches, which were conducted sequentially. The quantitative phase of the study informed the qualitative

phase as the teacher questionnaire determined some of the questions for the student questionnaire and direction of the interviews (Onwuegbuzie & Johnson, 2006).

This thesis implements MMR by triangulating quantitative and qualitative data through multiple instruments and participant perspectives. This thesis applies a QUAN + QUAL triangulation design (Creswell, 2013) by first collecting quantitative data (written questionnaire and classroom observations) and second qualitative methods (pre and post semi-structured interviews with stimulated recall) for a more in-depth scope into second language motivation and teaching strategies in the ESL adult context.

Quantitative and qualitative data collected from teachers and students will be analysed numerically and thematically using a coding system in order to explore the research questions. By adopting an MMR approach, this thesis will provide a more in-depth view of L2 motivation research and addresses the research gap by initiating a dialogue between teachers and students on the subject of motivation and teaching strategies.

Ethical Considerations

Ethical approval (2013/199) for this study was received from the Ethics Committee in the University of Sydney on 26 April 2013 (see Appendix A). All participants were provided information forms (see Appendix B and Appendix C) and consent forms (see Appendix D and E) before the data collection process commenced. Both teachers and students always had the opportunity to decline from participating in an interview and all interview responses remained anonymous with names of students being altered and not identifying the language institutes. Care was taken if students did not consent to participate in the observation by placing these students in the classroom where the video camera could not record their face. Students who opted out of the classroom questionnaire (administered during the last fifteen minutes of class time) were placed in a different classroom. Since this study observed five ESL classrooms (one time each) and recorded events through detailed field notes (Appendix L) and in-class video recordings, during the data collection, ethical implications of videotaping lessons and how this could affect the data were taken into consideration. Only students who signed a consent form are identifiable in the video. All videotapes are stored securely with only the researcher and two supervisors having direct access to the data.

Research Setting

The study was conducted at three ELICOS language institutes in a diversely populated city on the east coast of Australia. The ELICOS programs are designed for students who require English language training before commencing formal studies in Australia. As a multi-cultural country, Australia grants visas to thousands of highly trained professionals and academics each year. Among those are adult language students who travel to Australia to learn English and immerse themselves in an English speaking environment. Student participants in this thesis enrolled in an ELICOS institute to study abroad, learn English for work purposes or experience a new culture. At the three institutes where data was collected, English language studies represented the main focus of the classes. It should be noted that all three institutes participated in the teacher questionnaire; however, only two institutes participated in the interview and classroom observation phases. One institute opted out of the interviews and classroom observations due to class scheduling constraints.

Research Participants

There were two groups of research participants in this thesis: ESL teachers and adult ESL students from several non-English speaking countries (NESC) countries. The sections below describe the teachers who participated in one or several parts of the data collection and students who participated in their portion of the data collection (e.g. student questionnaire, interviews and observations).

Teacher Participants

Forty ESL teachers participated in the study. The teacher participants included pre-intermediate, intermediate, upper-intermediate and advanced level ESL teachers from diverse backgrounds and teaching abilities. From the group of 40, five teachers consented to participate in classroom observations (90-minutes per observation) and pre and post-observation interviews (see Appendix I). The group of five also represented a convenience sample, as they were the only teachers who volunteered to participate all parts of the study, including the questionnaire, interviews and classroom observations. Four out of the five teachers were native English speakers from Australia and the USA.

One teacher was from a NESC (Lithuania), but received teaching qualifications to teach English from her home university (further details in Table 3.1). The participating teachers provided a sample of different ages, experience, gender and nationalities, which provided a wider scope and set of opinions on the issues discussed during the interviews. Teachers were categorised according to their age, gender, nationality, class level and years of teaching experience. Names for all participating teachers and students have been changed to pseudonyms to maintain anonymity. For the purposes of this thesis, a novice teacher was considered a teacher with five or fewer years of classroom experience and an expert teacher was considered a teacher with five or more years of classroom experience (Tsui, 2003; Gatbonton, 2008). From the group of five volunteers, one expert teacher with 10.5 years of experience participated in the observation and pre/post interview phase and four novice teachers participated in the observations and pre/post interview phases.

Table 3.1 *Teacher Demographics for Classroom Observations*

Teachers	Gender	Age	Nationality	Class Level	Years of Experience
Teacher 1: Tim	M	25	Australian	Upper Int/Adv	2
Teacher 2: Joanna	F	28	Lithuanian	Intermediate	3.5
Teacher 3: Ashley	F	22	American	Intermediate	2
Teacher 4: Lilian	F	33	Australian	Pre-Intermediate	1
Teacher 5: Emma	F	32	Australian	Advanced	10.5

Student Participants

Students were from diverse language and cultural backgrounds living in Australia for different lengths of time to learn English. With five teachers participating in the second phase, 61 students participated in the classroom observations and 63 students completed the post-lesson questionnaire. There were a total of 69 students present in all five classrooms during the observations and questionnaire regardless of their decision to participate in this thesis. A group of students ($N = 23$) was contacted completing the consent forms for semi-structured interviews to discuss motivational strategies, student perceptions and overall experiences as a L2 learner in Australia.

In this thesis, only pre-intermediate to advanced English language classes were observed and interviewed for language consistency and understanding. The decision to focus only on pre-intermediate to advanced language learners was made to enhance the level of collected data during the student questionnaire and interviews. Only students with a certain level of English language knowledge would be able to understand the language in the questionnaire and be able to have a conversation during the interview. Table 3.2 presents information about the student participants ($N = 23$) who volunteered for a semi-structured interview.

Table 3.2 *Student Participants in Semi-Structured Interviews (N=23)*

Students ($N = 23$)	Gender	Age	Country of Origin	Native Language	English Level
1.John	M	25	Korea	Korean	Upper Intermediate
2.Lucida	F	23	Colombia	Spanish	Upper Intermediate
3.Ahmed	M	26	Saudi Arabia	Arabic	Upper Intermediate
4.Kojo	M	27	Korea	Korean	Intermediate
5.Chris	M	26	Colombia	Spanish	Intermediate
6.Jake	M	28	Korea	Korean	Intermediate
7.Oscar	M	38	Turkey	Turkish	Intermediate
8.Hiju	M	33	Korea	Korean	Intermediate
9.Tracy	F	26	Thailand	Thai	Intermediate
10.Kosso	M	26	Japan	Japanese	Intermediate
11.Saul	M	18	Saudi Arabia	Arabic	Intermediate
12.Farah	F	28	Saudi Arabia	Arabic	Intermediate
13.Joyo	M	20	Japan	Japanese	Intermediate
14.Zena	F	23	Thailand	Thai	Intermediate
15.Steven	M	18	Saudi Arabia	Arabic	Intermediate
16.Terry	M	28	Hungary	Hungarian	Pre-Intermediate
17.Ricky	M	26	Colombia	Spanish	Pre-Intermediate
18.Ysamine	F	31	Peru	Spanish	Pre-Intermediate
19.Diane	F	25	China	Chinese	Advanced
20.Bob	M	25	China	Chinese	Advanced
21.Kara	F	19	China	Chinese	Advanced
22.Yasmina	F	25	China	Chinese	Advanced
23.Ron	M	24	China	Chinese	Advanced

Note: M= male; F= female

Table 3.3 reports on the number of student participants in classroom observation and follow-up questionnaires.

Table 3.3 *Participating Students in Classroom Observation and Questionnaire*

Participating Teachers	Total Students in Classroom	Participating Students for Observation	Participating Students for Questionnaire
Tim	7	6	7
Joanna	14	11	12
Ashley	16	16	13
Lilian	16	13	16
Emma	16	15	15
Total Student Participation	69	61	63

The next section provides details of the research instruments used with the research participants.

Research Instruments

There were two research instruments (teacher questionnaire and student questionnaire) and four data collection techniques (pre and post teacher interviews, student interviews and classroom observations being used in this thesis. They can be categorised as quantitative and qualitative instruments.

Quantitative instruments.

Teacher questionnaire.

Prior to each classroom observation, teachers were given a questionnaire (see Appendix H) to complete outside of class time. It took approximately 25-30 minutes for most teachers to complete this questionnaire. A Likert-type scale questionnaire was used because it enabled inferences to be made about the motivational attitudes of the teachers who completed it. A questionnaire can be the preferred type of quantitative data collection procedure due to its many advantages: economy of the design, rapid turnaround rate from participants and the ability to identify attributes of a large population from a group of individuals (Creswell, 2013; Fink, 2002).

The teacher questionnaire consisted of two parts: the teaching strategy rating section and 12 profile questions, which asked teachers about their teaching experience, degrees obtained, native language, age and gender (Appendix H). The demographic data section also provided important information about the number of teaching years for each

participant, which categorised the group into expert and novice teachers. This information helped address Research question 2, which explored the similarities and differences in teaching strategy perceptions among novice and expert teachers.

The strategies used in the Likert-scale part of the questionnaire were adapted from Dörnyei's (2001a) motivational strategy framework. Forty teachers consented and completed the questionnaire and rated 35 motivational strategies on a Likert scale from 1 to 5. On the Likert scale, 1 represented '*least important*' while 5 represented '*very important*'. Dörnyei categorised the 35 strategies into four motivational aspects. Figure 3.1 provides a summary of the motivational strategy framework adopted in this teacher questionnaire. These represent a small selection of the teaching strategies rated: '*create a pleasant and supportive environment*'; '*make the curriculum and the teaching materials relevant to the students*'; '*use goal-setting methods in your classroom*'; '*provide students with positive information feedback*'.

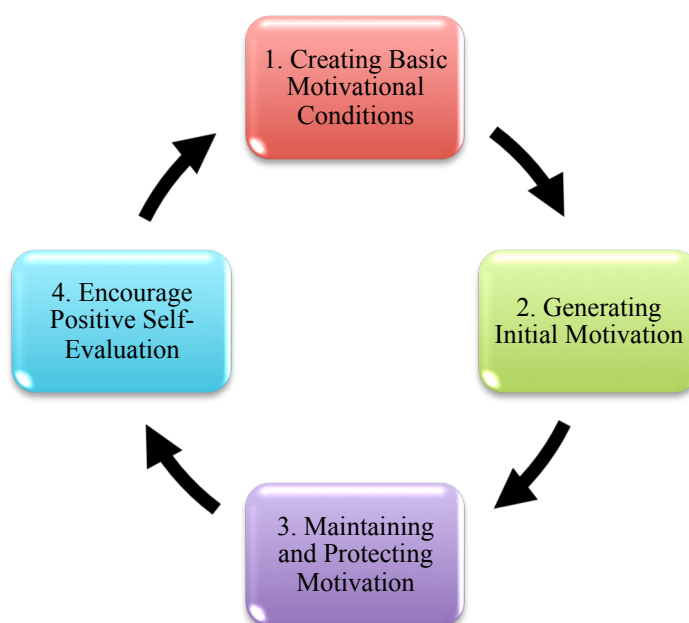


Figure 3.1 Motivational Teaching Model (Dörnyei, 2001a, p. 29)

Figure 3.1 informs the design of the teacher questionnaire as it groups the 35 motivational strategies from the teacher questionnaire into four categories (Dörnyei, 2001a). Teachers were able to visualise where each strategy was grouped on the questionnaire. In his theoretical framework, Dörnyei (2001a) outlines all of the

strategies and organises specific strategies into each category, which creates a circular effect from one theme to another (as presented in Chapter 2).

All teachers interested in participating were asked to submit a questionnaire regardless of their teaching level or years of experience. For the teacher questionnaire, there were 40 participants from three ELICOS schools. After collecting the large-scale teacher questionnaire, descriptive statistics were calculated (e.g. mean scores) to determine which strategies the teachers considered '*very important*' for teaching and which strategies were categorised as '*not important at all*' for teaching and motivating L2 students. This data from the teacher questionnaire addressed Research Question 1 and 2 as it provided quantitative data from all teacher participants about how important they considered the teaching strategies from Dörnyei's (2001a) motivational strategy framework.

Student questionnaire.

The main purpose of the student questionnaire is to gain further insight into students' opinions of their teachers' use of strategies and general information about students' interests in English learning. The student questionnaire contains three sections. Section One gathers student demographic information, including nationality, number of weeks studying English and highest degree obtained (see Appendix J). This section was used for demographic purposes and to ensure that this thesis obtained data from participants with a variety of backgrounds.

Section Two of the questionnaire asks students to rate the '*top five*' strategies from the teachers' questionnaire. The '*top five*' strategies were chosen from the mean scores being much higher than the rest of the strategies. Two lists were compiled in order to determine whether or not the teachers and students ranked the five strategies in a similar or dissimilar order and the potential reasons for their strategy decisions (see Chapter 4). The decision to select a '*top five*' list was inspired by Dörnyei and Csizér's (1998) '*Ten Commandments*' research where teacher participants reported how important and how frequently they used a list of 51 macrostrategies and later developed a '*top ten*' list. Data from Section two allows the researcher to compare how teachers and students ranked the same five strategies in terms of importance in order to

investigate how both groups ranked the same strategy, which addressed Research question 6. The ‘*top five*’ strategies from the large-scale teacher questionnaire were randomised and placed in a different order for the students to rate. The language was changed to better suit the language level of the students (see Appendix J); however, the main ideas remained the same from the teacher to the student questionnaire. This section provides a small data set on teacher and student perceptions of the same teaching strategies.

Section Three asks students to record what they think about their teachers’ use of motivational strategies after the classroom is completed, through a series of open-ended questions as follows:

1. Which part of the lesson did you enjoy the **most** today? Why?
2. Which part of the lesson did you enjoy the **least (not like)** today? Why?
3. Do you like the way your teacher explained the lesson today? Why or why not?
4. Overall, was today’s lesson a positive or negative experience? Why?
5. Do you like your teacher’s method of teaching? Why or why not?
6. If you could **change** today’s lesson, what would you change and why?

The questions ask students to reflect on their previous English lesson and discuss their opinions and perceptions about the strategies implemented by the teacher. All responses from the student questionnaire were anonymous and the teacher was not present in the classroom while students completed the questionnaire in order to reduce anxiety and enable the students to express themselves without worrying about negative consequences. Students were assured that their answers would remain anonymous and that their class results would not be affected. The questionnaire was completed after the classroom observation and it took students approximately twenty minutes to complete the questionnaire.

Classroom observations.

Observations serve as a valuable methodological tool because it enables the researcher to observe participants and record events without disturbing the class. Esterberg (2002) views observations to be invaluable because they go a step further than ‘interview-only’ studies by allowing the researcher to silently observe and witness what people *really* do

in their natural settings. It must be clarified that there could be certain limitations with observations, such as a shift in participant behaviour due to nervousness or awareness of the researcher (e.g. Hawthorne effect), and this was taken into consideration and added to the limitations. It was also taken into consideration that teachers may consciously apply new or different strategies than they normally do not use since they were aware of the researcher's presence and the video camera. There were five classroom observations over a period of 11 weeks. It lasted approximately 90 minutes for each classroom observation. The researcher completed handwritten field notes in five-minute increments in the classroom observation (see Appendix L for transcript of field notes). A small camera attached to a tripod stayed in the back of the classroom and silently recorded the five classroom observations.

Qualitative Instruments.

Interviews served as qualitative techniques for this thesis. Both teachers and students were interviewed; however, teachers were interviewed twice whereas students only once. The purpose of conducting two interviews per teacher was to discuss teaching strategies before their classroom observation and to reflect on the observations in a second interview soon after the observation. For each interview technique, participants were asked questions and these served as the qualitative instruments for this thesis.

Teacher interviews.

This thesis conducted two types of teacher interviews: pre-observational and post-observational. Interviews provide an in-depth view of each teacher's personal opinions on motivational strategies. The pre-observational interview, for example, is essential because it enables researchers to investigate what teachers claimed to do in the classroom before actually observing them. Semi-structured interviews are useful because they elicit detailed responses from participants and enable the researcher to explore emerging themes while still having the freedom to digress and probe for more information (Mackey & Gass, 2005). Interviews allow the researcher to investigate phenomena that are not directly observable (e.g., perceptions, beliefs and attitudes). Mackey et al. (2005) point out that interviews are interactive and create an environment

where researchers can “elicit additional data if initial answers are vague, incomplete, off-topic, or not specific enough” (p. 173).

Pre-observational interviews.

This data collection technique is interconnected between classroom observation and teacher interviews. Five teachers were observed in their classrooms (1x each) for 90-minutes per observation and interviewed in two (2) semi-structured interviews (pre and post-observation interviews). The main aim of the pre-observational interview is to explore how ESL teachers viewed motivational teaching strategies and which strategies they claim to employ in their classroom teaching (see Appendix I). The pre-observational interview lasted about twenty minutes. The four pre-observational interview questions focus on teaching strategies. All interviews for teachers and students were transcribed word for word (see Appendix M for a selection). See below for pre-observation teacher interview questions:

1. What strategies do you usually use in the classroom to motivate your learners?
2. Have these strategies created successful learning outcomes? Why or why not?
3. Do you plan motivational strategies in advance or do they sometimes derive from spontaneous situations?
4. Which teaching strategies are generally the most valuable for promoting motivation among your language learners? What evidence do you have for this success?

The questions ask teachers to reflect on their own teaching, evaluate their motivational strategy decisions and discuss their opinions about strategies in general.

Post-observational interviews.

The post-observation teacher interviews were divided into three areas: discussion of teaching strategies and overall impressions of the observation, stimulated recall through a 15-minute clip from the observation and discussion of the video clip (see Appendix I). The post-observational interview lasted about thirty-to-forty minutes in the teacher’s classroom or nearby classroom. The main aim of the post-observational interview is to enable teachers to reflect on their own teaching practices and to examine if what teachers claimed and actually practiced were similar or different (through classroom observations). All five post-observation teacher interviews were conducted within 48

hours of each classroom observation. See below for post-observation teacher interview questions:

1. In general, which motivational strategies do you believe to be most useful in the L2 classroom? Why do you consider them useful/effective?
2. Which motivational strategies do you use most often? Why?
3. How do you try to motivate unmotivated students? Which techniques are usually most effective?
4. When you were a student, what motivating strategies did your teachers use? Did you find these strategies motivating?

Discussion of lesson:

5. What are your overall impressions of the observed lesson?
6. What motivational strategies did you implement in your lesson? Did you plan to use these strategies in advance or in the moment?
7. Were the motivational strategies used in this particular lesson the same you usually use? If not, what was the difference?
8. Do you think your strategies to motivate the students were successful? Why or why not?
9. How do you know if your motivational strategy was successful (how do you assess motivation)?
10. Did you try to motivate the unmotivated students? Did it work? Why or why not?

After watching segments of the videotaped lesson

11. Which motivational strategies did you use most often in this lesson?
12. Why did you choose to use these motivational strategies?
13. How do you think your students perceived these motivational strategies?
14. What evidence do you have for these perceptions?
15. Would you change anything about the lesson if you could do it again? If yes, what would you change and why?

To enhance the validity of the post-observation interview, teachers watched segments for ‘stimulated recall’ (Mackey et al., 2005) of the videotaped lesson with questions and topic guides for the researcher to follow. The method of stimulated recall (SR) is used extensively in educational research in teaching, nursing and counselling. This method

has considerable potential for studies into cognitive strategies and other learning processes such as complex interactions, teacher and student behaviour, and non-deliberate behaviour (Lyle, 2003). Mackey et al. (2005) view SR as one of the 'introspective methods' by which researchers can use to prompt participants to recall thoughts they had while performing previous tasks or participating in a specific event. Mackey et al. (2005) assert the usefulness of using SR, but encourage researchers to collect data immediately or soon after the event to ensure participants recall critical data. Teachers who opted to participate in classroom observations were given the opportunity to watch the video, reflect on their teaching decisions, examine student behaviour and discuss new ideas for future lesson planning and decision-making through self-reflection and feedback.

Student interviews.

Interviews provide a deeper scope into the insights of participants and are a worthy qualitative component in MMR (Dörnyei, 2014; Lee, 2012). The following are student interview questions:

1. In general, what motivates you to study English?
2. Thinking back on past learning experiences, in which situations were you most motivated?
3. Please describe your version of the perfect teaching method. How do you learn best?
4. Do you like when teachers provide feedback and offer help? Why or why not?
5. Do you prefer one motivational teaching strategy to another? Please give a specific example.
6. In what situations do you feel least motivated? Please explain.
7. If you were the teacher, what motivational strategies would you use and why?

Twenty-three students consented to an interview and all names were changed during the transcript writing process (see Appendix K). Interviews lasted between ten and thirty minutes and occurred in available classrooms. All interviews occurred on school premises before class or after class. An audio recorder was used to record the interviews and students were given the questions a few minutes before the interview to prepare and feel more at ease. During the interviews, students discussed their teachers' use of

strategies, addressed personal learning style preferences and provided personal accounts of their language learning experiences.

Student Interview Coding Schema

The following schema was used to code questions 1, 2, 5, 6 and 7 from the student interview.

Table 3.4 Coding Schema for Question 1

Codes	Description
ESC: English speaking country	Student has desire to work in a native English speaking country
FJ: Future job	Student wants to learn English for future job
CJ: Current job	Student needs English for current job
SP: School purposes	Student needs English in their school program
MSP: More speaking practice	Student desires more speaking practice in general
FAM: Integrate and meet with family in Australia	Student desires integration experience and meeting native Australian families
CE: Cultural experiences/make new friends	Student wants to have a cultural experience abroad and meet new friends
MR: Multiple reasons, which may include two or more of above reasons	Student has more than one reason from list above

Table 3.5 reports on the coding schema for question 2 of the student interview, which asked “Thinking back on past learning experiences, in which situations were you most motivated?”

Table 3.5 Coding Schema for Question 2

Codes	Description
EBH: Experiences back home: something at home triggers motivation	There is a reason from students’ home country for their language motivation
SP: Speaking practice / using English in speech	Student has desire to practice speaking English
GP: Grammar practice as the basic fundamentals to language learning	Grammar represents an important foundation for student’s learning
EIA: Cultural and linguistic experience of using English	Student was motivated by the cultural and linguistic aspects of using English
TR: Teachers’ role motivates students to learn English	Teacher was a strong motivation for students’ English learning

(Cont.)

ATDC: Assimilate to different culture / interact with native speakers

Students were motivated to assimilate and interact with native speakers

FJM: Future job motivation

Student was motivated to learn English for a future job or career

Table 3.6 below describes the coding schema for the fifth question in the student interview, which asked, “Do you prefer one motivational teaching strategy to another? Please give a specific example.”

Table 3.6 *Coding Schema for Question 5*

Codes	Description
MTSL: Many types of skills learned (4 students)	Students prefer when they learn a variety of skills
TTR: Time to reflect (1 student)	Students prefer when there is time to reflect
CG: Competitive games (5 students)	Students prefer where there are games in the classroom
TCE: Teacher gives clear explanations (2 students)	Students prefer when the teacher provides clear explanations
DC: Dynamic classroom (5 students)	Students prefer a dynamic and energetic classroom
TH: Teacher humour (1 student)	Students prefer when the teacher uses humour during the lesson
ELP: Emphasizes listening practice (2 students)	Students prefer when teacher emphasize certain skills, such as listening

Table 3.7 reports on the coding schema of question 6 from the student interview, which asked, “Question 6: In what situations do you feel least motivated? Please explain”.

Table 3.7 *Coding Schema for Question 6*

Codes	Description
LOTP: lack of teacher presence	Students are un-motivated by lack of teacher in classroom
RE: repetitive exercises that is too easy or boring	Students are un-motivated when exercises are repetitive and too easy or boring
BG: bored with grammar that has been previously taught	Students are un-motivate by previously taught grammar
FH: feeling homesick and missing home country and friends	Students are un-motivated: homesick and miss family/friends

(Cont.)

BR: bored with reading in class (can do it alone out of class)	Students are un-motivated because they are bored with reading in class
NES: not enough speaking moments in class	Students are un-motivated without opportunities to speak in class
BCU: bored if the students can't understand the lesson or teacher	Students are un-motivated because they cannot understand the lesson itself or what the teacher is saying
BW: bored with writing and frustrated with mistakes	Students are un-motivated because they are bored with writing and making too many mistakes
BG: bored of groups not being mixed	Students are un-motivated because they are bored with the lack of group changes
NB: never bored	Students are never bored
SFE: studying for exams	Students are un-motivated because they have to use English to study for exams
LCS: large class size	Students are un-motivated because of the large class sizes

Table 3.8 reports on the coding schema for question 7 from the student interview, which asked, "Question 7: If you were the teacher, what motivational strategies would you use and why?"

Table 3.8 *Coding Schema for Question 7*

Codes	Description
GFS: games that focus on speaking skills	Students would use strategies that focus on speaking skills
PCF: provide corrective feedback	Students would use strategies that provide feedback and support
TPG: teacher feels like part of the group	Students would use strategies that help teacher to feel part of the group (inclusive)
FOW: focus on writing because it's difficult	Students would use strategies that focus on writing because it can be challenging

Instrument Validation

It is important to note that prior to the main data collection, some research instruments, in particular for teachers were trialled. A group of five native English speaking ESL teachers with similar backgrounds to those in the main study was asked to read the teacher questionnaire and interviews and provided feedback on language and content teacher questionnaires. This process helped clarify confusing language, resulting in deletion of redundant items and ensured that the questionnaires and interview questions were appropriate for an ESL teacher context. Student questionnaires and interviews were also read by these teachers to make sure that the content was understandable for pre-intermediate to advanced level students. Confusing language such as 'integrative' and 'instrumental' was subsequently clarified and removed.

Data Collection Procedures

An introduction letter to the director of each language institute represented the initial contact. Once an agreement was reached, an in-person presentation occurred and copies of the consent forms and questionnaires were left at each institute to be collected at a later time. Teachers who completed a questionnaire and consented to all parts of the research were later contacted for a pre- and post interview and one classroom observation per teacher. Table 3.9 outlines the eleven major stages of the data collection procedure of this thesis.

Table 3.9 *Stages of Data Collection*

Stages of Data Collection	Method of Data Collection
Stage 1	Conduct pilot study with ESL teachers ($N = 5$)
Stage 2	Send and distribute teacher questionnaire at three approved data collection sites ($N = 40$)
Stage 3	Analyse questionnaire data and select a group of novice and expert teachers ($N = 5$) using purposive and convenience sampling to participate
Stage 4	Conduct pre-observational interviews with participating teachers ($N = 5$) on school site (1x each)
Stage 5	Use the researcher adapted coding scheme to record teaching strategies, take extensive field notes and videotape lessons
Stage 6	Re-watch lessons and validate field notes (to ensure reliability)
Stage 7	After each observation, conduct student questionnaire without teacher in classroom (15 min) ($N = 63$)
Stage 8	Conduct post-observational student interviews one-on-one onsite ($N = 23$)
Stage 9	Conduct post-observational teacher interviews and use stimulated recall to watch video segments and discuss with participants ($N = 5$)
Stage 10	Data analysis, content analysis, and descriptive statistics, and tests to evaluate association between variables (e.g. t -test)
Stage 11	Dissemination of results: thesis will provide each participating institute with a summary report of major findings & address student/teacher issues

The *first stage* of the data collection consisted of a pilot study of five teachers who were asked to evaluate the language and appropriateness of questions in the questionnaires and interview.

During the *second stage*, teachers ranked the importance of thirty-five motivational strategies on a Likert scale from 1-5 where 1 represented ‘*not important at all*’ and 5 represented ‘*very important*’. The questionnaire was adapted from Dörnyei’s (2001a) motivational strategies framework.

The *third stage* of the thesis included a smaller group of four novice teachers and one expert teacher ($N = 5$) who were chosen through convenience and purposive sampling for classroom observations and semi-structured interviews. Teachers were selected based on questionnaire responses, years of teaching experience, school qualifications, and willingness to participate in the second phase of the thesis. The use of convenience and purposive sampling provided the researcher with a smaller group of novice and expert teachers, which was useful for the general scope of the research that explores teaching strategies in the ESL context.

The *fourth stage* involved a pre-observational one-on-one semi-structured interview with each consenting teacher. The pre-observational interview included a 15-20 minute one-on-one discussion about teaching strategies and practices. The semi-structured interviews gained valuable information about which strategies teachers already used (or claimed to use) in the classroom. This data allowed for a comparison between what the teacher claims to do and actually does in the classroom.

The *fifth stage* consisted of recorded classroom observations and detailed field notes (see Appendix L). The field notes were taken during each classroom observation (90 minutes per class) in five-minute increments. The field notes were validated with the video data recorded during the observation to ensure quality and reliability (*sixth stage*). Field notes were coded twice, once by the researcher and once by a colleague to ensure interrater reliability.

The *seventh stage* involved a post-lesson student questionnaire where students reflected on their teachers’ recent motivational strategies immediately after the observed lesson. The questionnaire comprised of three brief sections: a short rating section, profile questions, and an open-ended writing section whereby students could provide written answers about the lesson and their teacher’s use of strategies. Students had the

opportunity to reflect on the strategies used by their teacher in the lesson without the teacher present in the classroom to ensure confidentiality and anonymity.

The *eighth and ninth stages* included semi-structured student and teacher interviews. The researcher selected student participants according to convenience sampling and student consent for semi-structured interviews. Students had the opportunity to volunteer and consent to participating in an interview and could refuse participation at any time during the research. All student interviews occurred within 5 days after the classroom observation in order for student participants to reflect on the observed lesson during the interview. During the post-lesson teacher interviews, teachers were asked to re-watch a short ten minute segment of the lesson and answer semi-structured questions about their motivational strategy decisions and perceptions of their students' motivation. Teachers were also asked to reflect on their teaching practices within the videotaped lesson using stimulated recall (Gass & Mackey 2000). The video segments were selected based on the criteria that several strategies were employed during the segment, allowing the teacher to process and evaluate their teaching on a stronger basis.

The *tenth* stage involved the analysis and triangulation of the mixed methods data. For quantitative data content and descriptive analysis was performed and for the qualitative data, thematic content analysis was performed to investigate the overarching themes from the interviews and questionnaires. The *eleventh* stage included the final dissemination of the data to the three participating ELICOS institutes in the form of a 1-page summary report.

Quantitative Data Analysis

The Likert-scale teacher and student questionnaire data was analysed quantitatively. First, descriptive statistics were used to explore the data structure of the dataset. Next, inferential statistics were conducted in order to compare and contrast teachers' and students' rankings of motivational strategies based on Dörnyei's (2001a) motivational strategies framework.

Descriptive statistics.

Before running the inferential statistics, descriptive statistics (including mean, median, range, variance, standard deviation, skewness and kurtosis) were conducted to examine the assumption of normal distribution. Mean refers to the average scores while the standard deviation (SD) shows how scores are spread around the mean. Skewness and kurtosis describe the distribution of the scores (Field, 2009). Positive skewness indicates clusters at the lower end while negative skewness indicates clusters at the higher end. Kurtosis shows the pointiness of the score distribution. Negative value of kurtosis shows a pointed distribution where frequent scores are in the tails and the positive value shows a flatter distribution of the bell-curve with thin tails.

For further analysis, 35 motivational strategies were grouped into four overarching categories based on Dörnyei's (2001a) motivational framework. Tests for normality (skewness and kurtosis) indicated that the first category 'Basic' was normally distributed, while the other three categories ('Initial', 'Maintain', and 'Self-Evaluation') showed non-normal distribution.

Inferential statistics.

For normally distributed data, one-way analysis of variance (ANOVA) and independent sample *t*-tests were used to identify if the mean rating of each motivational strategy in the questionnaire differed between novice and expert teachers as well as the top five teacher-ranked strategies between students and teachers. The *p*-value is the estimated probability of rejecting the null hypothesis of a study question when that null hypothesis is true. For this thesis, the null hypothesis was that there was no difference between the ranking means of novice or expert teachers respectively of students and teachers. The null hypothesis was rejected if the *p*-value was smaller than $\alpha = 0.05$. Smaller *p*-values suggest that the null hypothesis is less likely to be true.

For the one-way ANOVA, the ranking mean was the dependent variable and the teacher experience the independent variable. Data with non-normal distribution were analysed using the non-parametric Mann-Whitney U test. For both normally and non-normally

distributed ranking mean comparisons, the effect size using Cohen's d was calculated to determine the practical significance of the difference between novice and expert teacher rankings. The formula of Cohen's d for independent t -test is $d = (m_1 - m_2) / \delta$ (Cohen, 1988) in which m represents the ranking mean for each motivation strategy while δ is the standard deviation of differences between two means. This effect size evaluated how many standard deviation units the ranking mean differences between the two groups were away from zero. The larger Cohen's d deviates from zero, the larger the effect size becomes, and the larger the differences between ranking means between novice and expert teachers respectively students and teachers. Cohen (1988) suggested that an effect size of 0.20 is small, 0.50 is medium and 0.80 is large.

Teacher Questionnaire Reliability.

The strategies implemented in the teacher and student questionnaire were adapted from Dörnyei's (2001a) motivational strategy framework (see Instrument Validation), which represents his taxonomy of motivational strategies. The teacher questionnaire contained 35 items (grouped into 4 categories) using a 1-5 Likert scale with anchors ranging from "not important at all" to "very important". Internal consistency reliability was computed for each category.

Table 3.10 *Internal Consistency Reliability for Teacher Questionnaire*

Category	Number of Items in the scale	Average Inter-Item Covariance	Scale Reliability Coefficient (Cronbach alpha)
Basic	8	0.18	0.68
Initial	8	0.23	0.75
Maintaining and protecting	14	0.23	0.84
Encouraging positive self-evaluation	5	0.24	0.74

The alpha coefficient for the four categories is .92, suggesting that the items have relatively high internal consistency. A reliability coefficient of .70 or higher is considered "acceptable" in most social science research situations.

Student Likert-Scale Questionnaire Reliability.

Students also rated the same teaching strategies on a Likert scale from 1 to 5; however, students only rated the ‘top 5’ strategies previously rated by their teachers: Item 5, 14, 15, 20 and 24. The five items were combined into the same four categories as the teacher questionnaire. Item 5 was the only the item in the ‘Basic’ category. The ‘Initial’ category included Item 14 and 15 (scale reliability coefficient was 0.23). The ‘Maintaining’ category consisted of Items 20 and 24 (scale reliability coefficient was 0.52). The low coefficient value is affected by the number of the items being use as well as the sample size.

Student Open-Ended Questionnaire Reliability.

Interrater reliability is a measure used to examine the agreement between two ‘raters’ on the assignment of categories of a categorical variable. A statistical measure of interrater reliability is Cohen’s Kappa, which ranges from 0 to 1 where large numbers mean better reliability.

To establish interrater reliability, two coders independently coded each open-ended item (Item 1, 2 and 6) in the student questionnaire. To see the interrater reliability for each class, see Table 3.11 to Table 3.15. Cohen’s Kappa for these items ranges from 0.73 to 1, which can be considered a high level of agreement.

Table 3.11 *Interrater Reliability for Tim’s Class*

	Percent Agreement	Scott’s Pi	Cohen’s Kappa	Krippendorff’s Alpha	Number of Agreements	Number of Disagreements	Number of Cases
Item 1	100%	1	1	1	7	0	7
Item 2	85.7%	0.81	0.82	0.83	6	1	7
Item 6	100%	1	1	1	7	0	7

Table 3.12 *Interrater Reliability for Joanna's Class*

	Percent Agreement	Scott's Pi	Cohen's Kappa	Krippendorff's Alpha	Number of Agreements	Number of Disagreement	Number of Cases
Item 1	91.7%	0.89	0.89	0.90	11	1	12
Item 2	91.7%	0.87	0.88	0.87	11	1	12
Item 6	100%	1	1	1	12	0	12

Table 3.13 *Interrater Reliability for Ashley's Class*

	Percent Agreement	Scott's Pi	Cohen's Kappa	Krippendorff's Alpha	Number of Agreements	Number of Disagreements	Number of Cases
Item 1	92.3%	0.90	0.90	0.90	12	1	13
Item 2	100%	1	1	1	13	0	13
Item 6	92.3%	0.63	0.64	0.65	12	1	13

Table 3.14 *Interrater Reliability for Lilian's Class*

	Percent Agreement	Scott's Pi	Cohen's Kappa	Krippendorff's Alpha	Number of Agreements	Number of Disagreements	Number of Cases
Item 1	87.5%	0.85	0.85	0.86	14	2	16
Item 2	100%	1	1	1	16	0	16
Item 6	100%	1	1	1	16	0	16

Table 3.15 *Interrater Reliability for Emma's Class*

	Percent Agreement	Scott's Pi	Cohen's Kappa	Krippendorff's Alpha	Number of Agreements	Number of Disagreements	Number of Cases
Item 1	100%	1	1	1	15	0	15
Item 2	80%	0.74	0.74	0.75	12	3	15
Item 6	73.3%	0.68	0.68	0.69	11	4	15

Qualitative Data Analysis

Analysis of Teacher and Student Interview

All interviews were transcribed and checked for accuracy. Teacher and student interviews as well as written responses from the student questionnaire were qualitatively analysed through content analysis with a focus on themes and patterns with codes given for each theme. "Structural Coding generally results in the identification of large segments of text on broad topics; these segments can then form

the basis for an in-depth analysis within or across topics” (MacQueen, McLellan-Lemal, Bartholow, & Milstein, 2008, p. 125). This coding method aligned with the data presented in this thesis as the method was applied as a categorization technique for qualitative data analysis (Saldaña, 2015). Namey et al. (2008) suggest “determining frequencies on the basis of the number of individual participants who mention a particular theme, rather than the total number of times a theme appear in the text [...] a code frequency report can help identify which themes, ideas, or domains were common and which rarely occurred” (p. 143). This type of coding was applied to the student questionnaire and student interview data.

Content analysis focused on both the content and context of the qualitative data. Emerging themes and patterns were identified as well as the frequency of its occurrence. While qualitatively analysing the data, it was important to address attitudes, motivation and norms (Payne & Payne, 2004). The data from student and teacher interviews were allocated into emerging categories, themes and patterns. This research developed content analysis for a deeper and richer picture of the interview data.

Analysis of Field Notes

The field notes were thematically categorised coded in order to make a comparison between teacher claims and actual classroom practice. The field notes were coded using an emergent theme process: as a strategy emerged, the strategy was given assigned into one of three categories: ‘teacher action’, ‘teacher movement’ and ‘social setting’ (see Table 4.9). A reoccurring theme in the field notes was ‘teacher circulation’ and ‘clarifying any questions or uncertainties’ the student might have had. The themes were condensed to ‘circulate’ and ‘clarify’ and later tallied for a total frequency of use. For the overarching category of ‘Teacher action’, six sub-categories emerged from the data: 1) Explain, 2) Provide clarification, 3) Lecture, 4) Provide instructions, 5) Ask clarification questions and 6) positive reinforcement. For category 1, the sub-category of ‘give examples’ was added; for category 2, the sub-category ‘respond to questions’ was added; and for theme 5, the sub-category ‘ask students to elicit vocabulary’ and ‘discuss’ were added.

Table 3.16 outlines the aims for each research question, participants, focus, data sets and methods of analysis. Table 3.16 also outlines the method of analysis for the quantitative and qualitative research data presented in this thesis. The different analysis methods, including descriptive statistics, tests of difference, statistical tests to measure significance and qualitative content analysis are discussed below.

Table 3.16 *Overview of Thesis Aims, Research Questions and Analysis Methods*

	Participants Involved	Research Aims	Research Questions	Focus	Data Sets	Analysis Method
Teachers	All Novice and Expert Teachers ($N = 40$)	To determine motivational teaching strategies that are ranked as very important by ESL teachers	1. What are the key teaching strategies that ESL teachers consider important?	Perception	Teacher Questionnaire & Pre-Observational Teacher Interview	Descriptive Statistics; Inferential Statistics: comparison of group means [two-tailed t -test; ANOVA]
	All Teachers (Novice & Expert $N = 40$)	To compare similarities and differences in motivational strategy perceptions between novice and expert ESL teachers	2. How do novice ESL teachers perceive teaching strategies, compared to expert ESL teachers?	Perception	Teacher Questionnaire & Pre-Observational Teacher Interview	Descriptive statistics: Skewness & Kurtosis; Inferential Statistics: effect size [Cohen's d]; comparison of group means: [two-tailed t -test; Mann-Whitney U-test]
	ESL Teachers ($N = 5$)	To compare ESL teachers' claims versus actual motivational teaching strategy use in the classroom	3. What teaching strategies do ESL teachers claim to use and actually use in the classroom?	Perception and Practice	Pre-Observational Interview and Classroom Observations (Video data)	Qualitative analysis with emergent themes; coded observational video data; compared with interview data

(Cont.)

Teachers	ESL Teachers ($N = 5$) and Students ($N = 69$ total)	To explore ESL teachers' process of self-reflection and awareness of their use of teaching strategies	4. How do ESL teachers perceive their own teaching practices in terms of motivational strategy use?	Perception	Pre and Post-Observational Interview (Stimulated Re-Call)	Qualitative analysis using transcripts and coding for emergent themes: frequency count
Students	ESL Students ($N = 23$ for interview) & ($N = 63$ for questionnaire)	To explore students' perceptions of motivational teaching strategies and examine individual student experiences	5. How do ESL students perceive their teachers' use of teaching strategies and which strategies do they consider important?	Perception	Student Interviews and Student Questionnaires	Qualitative analysis using transcripts and coding for themes with interviews; coding questionnaires: frequency count
Comparison of Two Groups	ESL Teachers ($N = 5$) / Students ($N = 23$ for interviews and $N = 63$ for questionnaire)	To make a comparison between teacher and student perceptions about motivational strategy use	6. How do ESL teachers' perceptions of teaching strategies compare to ESL students' perceptions?	Perception	Pre/Post Teacher Interview & Student Questionnaire and Interviews	Mixed methods analysis using different data sets; one and two-tailed t -test, p value for significance, Cohen's d

Summary

This chapter presented the mixed methods methodology of this thesis, including the methodological framework, instruments, data collection procedures, validity, reliability and method of analysis for each research question. The next chapter presents the results from the research questions, which are connected with the teacher and student participants. The results examine findings from a variety of research instruments: teacher and student questionnaire, teacher pre and post observational interviews, student interviews and classroom observations.

Chapter 4 Results

Introduction

This chapter presents and discusses the findings based on the six research questions of this thesis. It focuses on the teachers' and students' perspective of motivational teaching strategies. This chapter answers these research questions through the lens of both novice and expert teachers and their adult ESL students.

Answers Relevant to Research Question 1 (*What are the key teaching strategies that ESL teachers consider important?*)

The aim of research question 1 is to identify teaching strategies that were considered 'important' among a group of novice and expert ESL teachers ($N = 40$) from the three participating ELICOS language institutes in Australia. Recall that this research question is addressed through analysis of two separate data sets: quantitative data from the teacher questionnaire ($N = 40$) and qualitative data from the pre-observational teacher interviews ($N = 5$).

Quantitative Data

The first data set consists of the quantitative teacher questionnaire, which was distributed to forty teachers from three different ELICOS schools in Australia. The teacher questionnaire consists of two sections: rating motivational strategies and demographic information. For the first section, teachers rated 35 motivational strategies using a Likert scale from 1-5 based on how important they considered each strategy: 1 represented 'not important at all'; 2 'not really important'; 3 'somewhat important'; 4 'quite important'; and 5 'very important'. Table 4.1 reports on thirty-five strategies implemented in the teacher questionnaire according to their mean, median and standard deviation. The strategies are in order based on mean scores from least to greatest.

Table 4.1 *Motivational Strategies Ranked by Teachers (N=40)*

Item	Motivational Strategies	Mean	Median	SD
4	Collaborate with students' families	1.93	1.50	1.31
22	Contracts For Students	2.75	3.00	1.37
9	Promote Values	3.30	4.00	1.38
34	Offer Rewards	3.45	3.00	1.08
8	Class Rules Observed	3.60	4.00	0.90
35	Use Grades to Motivate	3.65	4.00	0.92
7	Apply Class Rules	3.68	4.00	1.00
3	Relate to Students	3.78	4.00	1.23
21	Use Goal Sets	3.95	4.00	1.04
12	Student Aware & Intrinsic Goals	3.98	4.00	1.03
23	Expectations of Success	4.00	4.00	1.32
1	Enthusiasm	4.05	4.00	0.81
13	Increase Student Success	4.08	4.00	1.05
27	Positive Social Image	4.18	4.50	0.96
25	Diminish Anxiety	4.23	5.00	1.12
30	Increase Student Capacity	4.33	5.00	0.94
11	Integrative Values	4.33	5.00	0.98
10	Raise Intrinsic Interest	4.35	4.00	0.70
18	Increase Fun Tasks	4.40	4.50	0.67
29	Promote Student Autonomy	4.43	5.00	0.87
26	Build Confidence/Teach Strategies	4.50	5.00	0.72
33	Increase Student Satisfaction	4.50	5.00	0.64
31	Promote Effort	4.50	5.00	0.68
6	Group Cohesiveness	4.53	5.00	0.68
16	Create Student Beliefs/Goals	4.55	5.00	0.64
28	Promote Cooperation	4.58	5.00	0.60
17	Make Learning Fun	4.63	5.00	0.77
32	Provide Positive Feedback	4.63	5.00	0.63
2	Take Students' Learning Seriously	4.68	5.00	0.62
19	Involve All Students in Learning	4.70	5.00	0.61
24	Build Confidence/Encourage	4.75	5.00	0.67
20	Presents Tasks in Motivating Way	4.75	5.00	0.59
15	Make Curriculum Relevant	4.78	5.00	0.73
14	Increase Class Goals	4.85	5.00	0.36
5	Create a Pleasant Environment	4.85	5.00	0.58

Table 4.2 reports on the range, mean, median and standard deviation for the top five ranked motivational teaching strategies from the teacher questionnaire from lowest to highest according to the mean score. The highest average belonged to the *'Increase students' individual and class goals and help them to attain them'* strategy (Item 5), which scored an average of 4.85 out of 5.

Table 4.2 *ESL Teachers' Ranking of Top Five Motivational Teaching Strategies (N=40)*

Strategy Items	Range	Mean	Median	Standard Deviation
Item 24: Present and administer tasks in a motivating way	3-5	4.75	5	0.67
Item 20: Build your learners' confidence by providing regular encouragement	2-5	4.75	5	0.59
Item 15: Make the curriculum and the teaching materials relevant to the students	1-5	4.78	5	0.73
Item 14: Create a pleasant and supportive atmosphere in the classroom	2-5	4.85	5	0.36
Item 5: Increase students' individual and class goals and help them to attain them	4-5	4.85	5	0.58

The scores from the *'top five'* ranked motivational teaching strategies suggest that the forty teachers valued strategies connecting with the classroom atmosphere and goal setting rather than how their adult ESL students interacted with one another, which indicates teacher preference for certain strategies. The data from Table 4.2 indicate the variety of responses for certain teaching strategies.

Qualitative Data

Pre-Observational Teacher Interviews

During the pre-observational interviews, the teachers discussed the concept of motivation, implementing teaching strategies and personal classroom experiences. The details of each semi-structured interview are discussed below and include qualitative participant data from the pre-observational interviews. Table 4.3 presents the themes emerged from the interview data. It is organised into major and minor themes on the subject of teaching strategies used to motivate ESL students in Australia.

Table 4.3 *Emergent Themes from Pre-Observation Teacher Interviews (N=5)*

ESL Teachers (N = 5)	Q1: Which teaching strategies do you use in the L2 classroom?	Q2: Have the TS created positive learning outcomes?	Q3: Do you plan TS in advance or spontaneously?	Q4: Which TS are the most valuable and evidence?	Emerging Themes from Pre-Observation Teacher Interviews
Teacher #1: Tim	Make material relevant to SS / show enthusiasm	Encouraging students is key & providing feedback	Usually spontaneous; choose more relevant topics	General enthusiasm and showing students your passion	Relevant Enthusiasm Encouragement Feedback
Teacher #2: Joanna	Make material relevant / useful or real life	Received positive feedback from SS / SS communication	Plans in advance, but remain flexible in lesson	Student-centred & promote SS cooperation	Relevant SS centred Cooperation
Teacher #3: Ashley	Inspire SS and relate on a personal level: relevant material	Self-awareness is key / make SS aware of their own progress	Plans in advance, but remains flexible for SS	Spontaneous activities keep SS attention level and interest up	Inspire Relevant Self-awareness
Teacher #4: Lilian	Relate topic to SS & interactive learning	Reinforcing concepts with activities	Experience comes more spontaneity	SS feedback to peers and relate material to SS	Relevant SS feedback Many activities
Teacher #5: Emma	Highly enthusiastic / change groups more	Emphasize group work more and peer collaboration	Spontaneous is more natural / flexibility is key	Cooperation and peer feedback / ++ speaking	Enthusiasm Peer feedback & more talking

NB: SS=students and TS=teaching strategies

It should be noted that several of the emergent themes repeat among the five teachers who chose to participate in the interviews and classroom observations. The overlap of themes suggests that the five teachers view motivational teaching strategies in mostly similar ways and consider many related strategies as being ‘important’ for ESL teaching and L2 motivation. Among the themes discussed during the pre-observational interviews, the most frequently discussed were ‘*providing students with relevancy*’, ‘*giving encouragement*’, ‘*showing enthusiasm*’, ‘*promoting cooperation*’ and ‘*giving feedback to students*’ (Dörnyei, 2001a).

Pre-Observational Interviews

Two main categories emerged from the data analysis of the pre-observational interviews: teacher-centred themes and student-centred themes. For example, the theme of ‘*providing students with relevancy*’ was highly prevalent in many interviews and fell under the teacher-centred theme. However, the theme of ‘*providing peer feedback*’ was considered just as important by some of the teachers and was clearly student-centred in terms of who drove the action in the classroom. The overlap of focus between teachers or students suggests the critical importance of both groups in terms of teaching strategies and practices. The teacher-centred themes include ‘providing students with relevancy’ and ‘showing and giving enthusiasm for content’, whereas the student-centred themes include Promoting cooperation among students and ‘providing feedback and promoting dialogue in L2 classrooms’.

Teacher-centred themes

Providing students with relevancy.

The concept of providing relevancy resonated for the group of five teachers. As a novice teacher with only two years of experience, Tim spoke passionately and positively about the importance of making the lesson relevant to the students. He believed that by providing students with reasoning and relevance, it would help students observe the actual point of the lesson. During his classroom observation, Tim often asked the class the purpose for certain tasks or activities. He also noted the importance of justifying the reason for teaching particular topics and lessons:

I give them reasoning behind it [...] it's always more, always easier when it's related to something I am passionate about [...] I always find if you inject your personality into it as much as possible [...] it resonates with them.

The idea of relevancy and helping students learn useful 'everyday' English also resonated with Joanna. As the only non-native English speaking teacher among the group of five, Joanna believed the benefits of teaching practical concepts would help students not only better understand English in Australia, but would also make their experiences of living in a foreign country easier. Joanna discussed her methods of initiating speaking practice from the students' real life, making the classroom and the outside life experience one in the same and relevant:

They are usually from their own life, from their experience, their work experience, their family, their country traditions, so I believe that's the most interesting part for them, to share their experiences with each other.

During Joanna's observed lesson, she focused the class discussion on food from different cultures. Students were asked to discuss food from their own culture as well as their likes and dislikes for certain food. Similar to her ideas in the pre-observational interview, Joanna asked students to share personal experiences of different food, cultures and religious practices. Not only did the class engage in-group discussion for several minutes, but they also read an article about a special diet and studied food related vocabulary. Joanna's lesson was focused on allowing students to voice their ideas in groups and whole class discussions, promoting dialogue and speaking practice.

Similar to Joanna's vision of relevancy, Ashley considered the teaching strategy of 'relevancy' quite important for her teaching practices. At the time of the interview, she taught an intermediate level English course. Her interview followed the same semi-structured format as the previous two interviews. When asked which strategies she implemented, Ashley indicated that inspiring students and not overwhelming them with expectations to be extremely helpful. With an almost all-Asian class, she felt that her students performed well in writing and reading tasks, but often fell short in speaking and listening. In order to compensate for the imbalance of the four learning tasks, she discussed the importance to: "relate to them at a personal level, because I've studied

language as well and so I share personal experiences and try to motivate them on a personal level more than anything.”

Enabling students to realise their full potential seemed to be a strategy Ashley heavily relied on during her lessons. Another aspect of keeping motivation high was Ashley’s approach to connecting real world experiences with classroom learning: “I struggled with the textbook [...] I always bring in real world listening, real world discussions because it’s not—they can listen to a textbook [...] but it doesn’t help for out on the street...” Ashley focused her lessons less on textbook curriculum and more on vocabulary and listening practices that involved real world issues. This was noted during the classroom observation: Ashley spent very little time with the textbook, but preferred engaging her students in ‘real world’ speaking activities. Students had to use descriptive vocabulary they had just learned earlier in lesson and describe a celebrity to their partner while the other student guessed their identity. This activity involved peer interaction, freedom of movement and ample opportunity to converse in English.

Showing and giving enthusiasm for content.

Providing students with encouragement and showing enthusiasm for the subject positively contributed to Tim’s classroom environment and student enjoyment overall. When asked if enthusiasm played a role in teaching, Tim agreed and pressed the point that providing students with a reason for needing to learn a particular concept was important:

They are not going to necessarily believe me if I am enthusiastic about something or if I give reasons why, but if I do them together, if I show ok well this is genuine enthusiasm and it’s justified because of this, rather than saying well this is important cause you might do this, but then they can tell I am not 100% behind it, then that’s what really makes the difference I think. It has to be genuine.

When asked the second interview question, Tim was struggled to find a connection between how he taught and what his students actually learned. Based on Tim, it could be challenging to effectively determine if students are learning or feel motivated in class, as much of L2 literature has struggled to achieve. According to Tim, test scores

failed to provide teachers with this knowledge. For Tim, providing the weaker students with more attention and boosting low student confidence sometimes helped to alleviate an apprehensive student. Rather than relying on test scores, Tim openly discussed the importance of homework as an indicator for improvement over a period of time: “I don’t think it has to do with me other than encouraging them and giving them corrections and hopefully they stick.”

Student-centred themes

Promoting cooperation among students.

Peer feedback connected with the emergent theme of promoting cooperation among the students. By promoting feedback between teachers and students, the teacher could foster group cooperation and a more pleasant learning environment. Lilian, a novice Australian teacher with one year of teaching experience, found that by mixing her students according to their language level created valuable learning environments in which more experienced students could encourage and assist weaker peers:

They [her students] all get along despite the varied levels, which has meant they are quite willing and patient to help each other, so I think that’s certainly a strategy, and I think, but I think that’s valuable [...].

Lilian considered that by providing her students with repetitive, but varied practice, enabled her students to gain significant improvement with their learning. She also promoted group work and cooperation, enabling higher-level learners to help and support lower level learners, which created a balance in the classroom. This evidence can be viewed in the observational field notes that were recorded during her observation (see Appendix L). Different types of student group combinations were noted several times in her lesson (see Table 4.9). In general, Lilian viewed creating useful curriculum and providing relevancy just as important as Tim, Joanna and Ashley. All of the four novice teachers commented on the importance of providing students with lessons that would be useful for the everyday lives.

Providing feedback and promoting dialogue in L2 classrooms.

The four novices and one expert teacher noted the importance of providing their students with feedback. The group highlighted the importance for the classroom to remain student centred rather than teacher focused, which indicates that the role of the teacher should be more of a facilitator rather than a lecturer; the students were encouraged to take charge of their own learning and utilise their peers as a resource for learning. Student responsibility and providing students with outlets to receive input from other students were vital strategies in Emma's classroom. As the most experienced teacher of the group, she emphasised that learning was not just about individually achieving a 'pre-set goal', but striving to contribute to group discussion and learning new skills as a team. The idea of group learning and collaboration played a key role for Emma as she noted positive results from this type of group dynamics, which continued to determine how she taught and what activities she implemented in a lesson plan:

Um, but I also think it's important for them to be contributing that the whole class is doing together. They're not just doing their own thing and move on...but, they are doing their own thing and that matters for what comes out of it for the class at the end. Yeah, so even just, um, kind of checking their understanding with another student or checking with predictions with another student, that kind of getting some input from them and making it consequential for them is really important I think.

In the end, Emma worked towards her idea of an ideal class. Her use of teaching strategies suggests that her goals were not only to teach classroom skills, but also to encourage student interaction and group learning as significant life long skills.

The themes addressed by five participating teachers align well with Dörnyei's (2001a; 2014b) motivational strategy framework, which indicated that his list of thirty-five strategies could support itself with teachers and students from a variety of cultural and pedagogical backgrounds. Overall, the five ESL teachers agreed on several points regarding how teachers can best motivate their students and encourage a positive learning environment. While some strategy ideas differed, overall the group echoed one

another's strategies such as '*encouraging students*', '*showing relevancy*' and '*providing helpful feedback*' for student improvement.

Answers Relevant to Research Question 2 (*How do novice ESL teachers perceive teaching strategies, compared to expert ESL teachers?*)

Research question 2 investigates the perceptions of teaching strategies among novice and expert ESL teachers ($N = 40$) based on their personal ratings of strategies. The two data sets between the novice and expert teachers were compared using an independent sample parametric *t*-test for the normally distributed variables and a non-parametric Mann-Whitney U test for the non-normally distributed variables.

Figure 4.1 depicts the teacher participants in terms of years of experience. The blue bars represent the novice teachers ($N = 21$) and the red bars represent the expert teachers ($N = 19$). The five green bars represent the five teacher participants who completed the teacher questionnaire, pre and post interviews and classroom observations. Based on Figure 4.1, forty teachers held a wide range of teaching qualifications and years of classroom experiences including complete beginners and almost retired teachers, which provided richer and more insightful data.

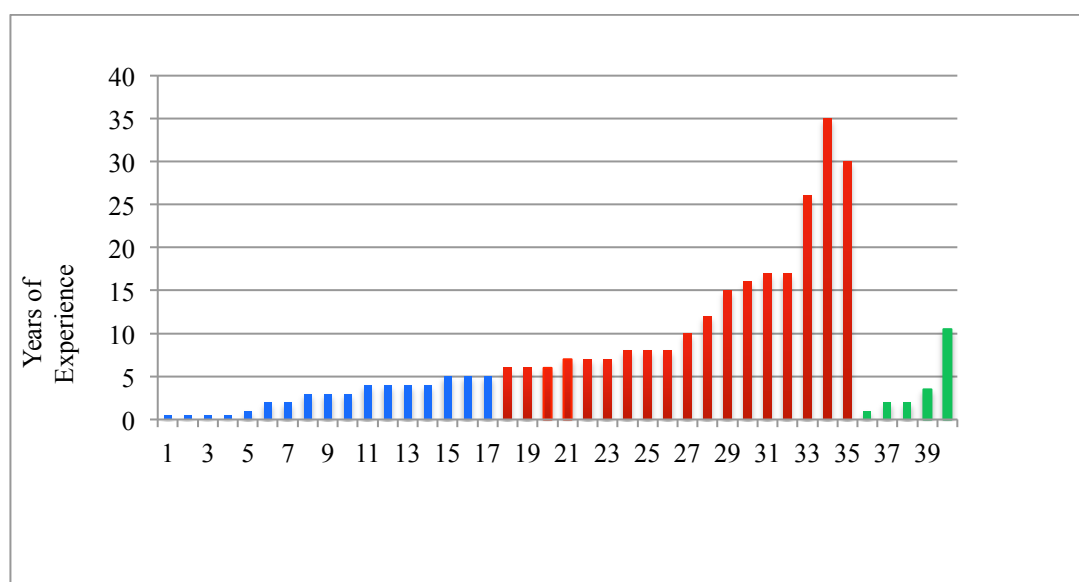


Figure 4.1 Years of teaching experience: novice vs. expert teachers

Table 4.4 and 4.5 reports on how two teacher groups (novice and expert) rated thirty-five motivational strategies. The strategies were grouped into four overarching categories based on Dörnyei's (2001a; 2014b) motivational strategy framework: '*create basic motivational conditions*' (Strategy 1-8), '*generate initial motivation*' (Strategy 9-16), '*maintain and protect motivation*' (Strategy 17-30) and '*encourage positive retrospective self-evaluation*' (Strategy 31-35).

Table 4.4 *Novice Teacher Data from Teacher Questionnaire (N=21)*

Category	Mean	Median	Range	Variance	SD	Skewness	Kurtosis
Basic Strategies 1-8	30.71	32	20 - 36	16.61	4.07	-0.98	3.44
Initial Strategies 9-16	32.43	33	20 - 39	20.66	4.55	-1.14	4.17
Maintain & Protect Strategies 17-30	57.62	59	38 - 68	62.35	7.90	-0.84	3.05
Self-Evaluation Strategies 31-35	20.14	21	13 - 24	9.13	3.02	-1.04	3.74

The statistical data for the Skewness and Kurtosis in Table 4.4 for the novice teachers ($N = 21$) helps determine if the data was normally distributed. The data are considered normally distributed when the Skewness and Kurtosis values are within ± 1 . For the four variables from the novice group, two Skewness values for the ‘*basic*’ and ‘*maintain and protect*’ variables were normally distributed; however, the Kurtosis values were very large (e.g. 3.44 and 3.05 restively), which suggests that the variables were not normally distributed and the high Kurtosis values indicates the existence of many high ranking responses clustered in the 4 or 5 range on the teacher questionnaire (on a possible 1 to 5 on a Likert-scale).

Table 4.5 *Expert Teacher Data from Teacher Questionnaire (N=19)*

Category	Mean	Median	Range	Variance	Standard Deviation	Skewness	Kurtosis
Basic S1-8	31.47	32	22 - 40	17.60	4.20	-0.69	3.11
Initial S9-16	36.16	36	29 - 40	11.03	3.32	-0.65	2.62
Protect & Maintain S17-30	62.95	64	48 - 69	31.61	5.62	-1.19	3.88
Self-Evaluation S31-35	21.37	22	15 - 25	6.45	2.54	-0.61	3.28

According to the expert data in Table 4.5, most variables had the skewness statistics within ± 1 ; however, their Kurtosis statistics were above ± 1 (e.g. approximately 3.00).

Therefore, the variables to be analysed would be considered non-normally distributed and a non-parametric test (i.e. Mann-Whitney U Test) would be considered appropriate for group comparisons. Table 4.6 presents the skewness and kurtosis as well as tests for normality for each variable: ‘basic’, ‘initial’, ‘maintain’ and ‘self-evaluation’.

Table 4.6 *Tests for Normality*

Variable	Skewness/Kurtosis		Tests for Normality		
	Obs	Pr (Skewness)	Pr (Kurtosis) adjusted	----- chi2(2)	joint ----- Prob>chi2
Basic	40	0.1458	0.3053	3.4	0.1825
Initial	40	0.0055	0.0447	9.76	0.0076
Maintain	40	0.0056	0.1849	8.15	0.017
Self-Evaluation	40	0.0128	0.1151	7.62	0.0221

The test for skewness and kurtosis for each variable indicates that the null hypothesis for normal distribution for the variable ‘Basic’ is not significant ($p = 0.18$) and can therefore not be rejected (i.e., the data were normally distributed). For the other three variables, the hypothesis that they are normally distributed can be rejected (i.e., the data were not normally distributed). The nature of the data distribution has an implication for the choice of the statistical tests to be used to answer the research questions (i.e., parametric or non-parametric test).

Basic Category

For the normally distributed variable ‘Basic’, a one-way analysis of variance (ANOVA) was used to determine whether the mean of the dependent variable (“Basic”) was the same in the two independent groups (novice and expert teachers). There was no significant difference at the $p < 0.05$ level between experts and novice teachers for the variable ‘Basic’, $F(15, 24) = 1.53$, $p = 0.1730$, therefore the null hypothesis that there is no difference between novice and expert teachers for the variable ‘Basic’ cannot be rejected. Cohen’s effect size value ($d = 0.19$) suggests low practical significance and small effect size.

For the three non-normally distributed variables ('Initial', 'Maintain', and 'Self-Evaluation'), the non-parametric Mann-Whitney's U test was conducted to compare the medians of the two independent groups (novice and expert teachers). Below is the report on the three non-normally distributed variables.

Initial Category

The Mann-Whitney U test indicates a significant difference between expert and novice teachers. The mean ranks of novice and expert teachers were 324.5 and 495.5, respectively. $z = -2.889$, $p = 0.0039$. Cohen's d effect size ($d = 0.94$) suggested a high practical significance and large effect size.

Maintain Category

The Mann-Whitney U test indicates a significant difference between expert and novice teachers. The mean ranks of novice and expert teachers were 342.5 and 477.5, respectively. $Z = -2.390$, $p = 0.0169$. Cohen's d effect size value ($d = 0.78$) suggested a moderate to high practical significance.

Self-Evaluation Category

The Mann-Whitney U test indicates no significant difference between expert and novice teachers. The mean ranks of novice and expert teachers were 382.5 and 437.5, respectively. $z = -1.311$, $p = 0.1899$. Cohen's effect size value ($d = 0.44$) suggested a small to moderate effect size and practical significance. When specific motivational behaviours are collapsed into overarching categories, specific items may not be well understood. Specific item analysis and comparison allows for deeper understanding of specific behaviour in the second language classroom. The significance of thirty-five motivational strategy items was calculated with two-tailed t -tests, which indicated a significant difference ($p = 0.025$ or less) among three items between the novice and expert teacher means. Three out of thirty-five strategies were considered significantly different between the novice and expert teacher groups ($p =$ or less than 0.025). Each

questionnaire item was normally distributed and a two-tailed *t*-test was performed (*p* value must be = or < 0.025 to be considered significant). Table 4.7 reports on the mean scores between novice and expert teachers as well as the significance and Cohen's *d* of each questionnaire item.

Table 4.7 Differences between Novice and Expert Teachers for 35 Questionnaire Items (N=21 and N=19)

Item Name	Novice Mean	Expert Mean	Significance	Cohen's <i>d</i>
Item 1: Demonstrate enthusiasm in class	3.86 (SD = 0.93)	4.26 (SD = 0.72)	0.114	-0.35
Item 2: Take students' learning seriously	4.52 (SD = 0.80)	4.84 (SD = 0.39)	0.095	-0.57
Item 3: Develop personal relationships with students	4.10 (SD = 1.01)	3.42 (SD = 1.31)	0.090	0.60
Item 4: Develop relationship with students' family or peers	2.05 (SD = 1.12)	1.79 (SD = 1.46)	0.543	0.10
Item 5: Increase students' class goals	4.91 (SD = 0.49)	4.79 (SD = 0.65)	0.547	0.10
Item 6: Promote group cohesiveness	4.38 (SD = 0.79)	4.68 (SD = 0.57)	0.156	-0.44
Item 7: Create and apply class rules	3.52 (SD = 0.80)	3.84 (SD = 1.11)	0.332	-0.37
Item 8: Have class rules observed consistently	3.38 (SD = 0.99)	3.84 (SD = 0.78)	0.105	-0.60
Item 9: Promote student values by presenting peer role models	2.86 (SD = 1.20)	3.79 (SD = 1.47)	0.031	-0.47
Item 10: Raise the learners' intrinsic interest in language learning	4.14 (SD = 0.78)	4.58 (SD = 0.59)	0.046	-0.58
Item 11: Promote 'integrative' values by encouraging open-minded attitude towards L2	4.00 (SD= 0.83)	4.68 (SD =1.08)	0.025*	-0.48
Item 12: Promote students' awareness to instrumental values (e.g. grades, job)	3.76 (SD = 0.70)	4.21 (SD = 1.22)	0.164	0.25
Item 13: Increase students' expectancy of success in tasks and in general	3.81 (SD = 0.71)	4.37 (SD = 1.25)	0.089	-0.13
Item 14: Increase students' individual and class goals and help them to attain goals	4.86 (SD = 0.39)	4.84 (SD = 0.34)	0.898	-0.12
Item 15: Make curriculum and teaching materials relevant to students	4.62 (SD = 1.06)	4.95 (SD = 0.29)	0.147	-0.42

(Cont.)

Item 16: Help create realistic student beliefs and goals	4.38 (SD = 0.79)	4.74 (SD = 0.47)	0.073	-0.53
Item 17: Make learning more stimulating and enjoyable	4.48 (SD = 1.06)	4.79 (SD = 0.42)	0.193	-0.46
Item 18: Make learning more enjoyable by increasing the attractiveness of tasks	4.19 (SD = 0.78)	4.63 (SD = 0.50)	0.033	-0.75
Item 19: Make learning more enjoyable by involving all student sin tasks and roles	4.62 (SD = 0.72)	4.79 (SD = 0.49)	0.377	-0.48
Item 20: Present and administer tasks in a motivating way	4.71 (SD = 0.69)	4.79 (SD = 0.52)	0.689	-0.13
Item 21: Use goal setting methods in class	3.52 (SD =1.12)	4.42 (SD = 0.82)	0.004*	-0.85**
Item 22: Use contracting methods to formalise goal commitment	2.43 (SD = 1.37)	3.11 (SD = 1.38)	0.120	-0.28
Item 23: Provide students with experiences of success	3.81 (SD = 1.48)	4.21 (SD = 1.19)	0.342	-0.30
Item 24: Build students' confidence by providing encouragement	4.62 (SD = 0.94)	4.90 (SD = 0.34)	0.184	-0.40
Item 25: Help diminish language anxiety by removing anxiety-provoking elements	4.29 (SD = 0.80)	4.16 (SD = 1.30)	0.721	0.40
Item 26: Build students' confidence in learning by teaching learning strategies	4.19 (SD = 0.78)	4.84 (SD = 0.52)	0.002*	-1.00**
Item 27: Allow students to maintain a positive social image during tasks	4.10 (SD = 0.90)	4.26 (SD =1.01)	0.590	-0.21
Item 28: Increase student motivation by promoting cooperation among students	4.43 (SD = 0.70)	4.74 (SD = 0.45)	0.096	-0.66
Item 29: Increase student motivation by promoting learner autonomy	4.14 (SD = 1.05)	4.74 (SD = 0.65)	0.027	-0.61
Item 30: Increase student's self-motivation	4.10 (SD = 1.17)	4.58 (SD = 0.66)	0.100	-0.59
Item 31: Promote effort among students	4.38 (SD = 0.79)	4.63 (SD = 0.58)	0.244	-0.37
Item 32: Provide positive feedback	4.62 (SD = 0.70)	4.63 (SD = 0.58)	0.950	0.06
Item 33: Increase student satisfaction	4.43 (SD = 0.70)	4.58 (SD = 0.58)	0.463	-0.40
Item 34: Offer rewards to motivate	3.24 (SD = 1.00)	3.68 (SD = 1.04)	0.197	-0.77

(Cont.)

Item 35: Use grades to a motivating way	3.48 (SD = 0.70)	3.84 (SD = 1.01)	0.223	-0.59
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For Item 21 (Use goal setting methods in class), Cohen's d effect size ($d = -0.85$) suggested a high practical significance (large effect size). This item was also significant based on the two-tailed t -test test performed ($p = 0.004$). The other questionnaire item with a large effect size was Item 26 ('*Build students' confidence in learning by teaching learning strategies*'). Cohen's d effect size ($d = -1.00$) suggested a high practical significance. The experts were higher for both strategy items (Item 21 and 26) because the values were negative and both items were significant (based on two-tailed t -test where $p =$ or less than 0.025).

The mean scores for all three significantly different items from the teacher questionnaire were higher among the expert teachers, which suggests that the expert teachers generally considered these three items more *important* in terms of motivation than the novice teachers. The concepts of '*student values*', '*goals and tasks*' and '*student independence*' were significantly different among novice and expert teachers. The high expert teachers' mean scores suggest that the expert teachers valued these themes as more important than their novice colleagues who perceived the three strategies as less important.

Answers Relevant to Research Question 3 (*What teaching strategies do ESL teachers claim to use and actually use in the classroom?*)

Pre-Observational Teacher Interviews

During the pre-observational interviews, five teachers agreed on several points and perceived the importance of several strategies. Several emergent themes overlapped among the five teachers who participated in the interviews and classroom observations. The overlapping themes suggest that the five teachers viewed teaching strategies similarly and considered some of the same strategies as being '*important*' for ESL teaching and classroom motivation. Table 4.8 highlights the emergent themes considered most important by five teachers.

Table 4.8 *Overlapping Emergent Themes from Five Pre-Observational Teacher Interviews (N=5)*

Teachers	Tim (Novice)	Joanna (Novice)	Ashley (Novice)	Lilian (Novice)	Emma (Expert)
Important Emerging Themes	Curriculum Relevancy	Curriculum Relevancy	Inspire	Curriculum Relevancy	Show Enthusiasm
	Show Enthusiasm	Student- Centred	Curriculum Relevancy	Peer Feedback	Peer feedback
	Provide Encouragement	Cooperation	Self- awareness	Use many activities	More talking time for students
	Teacher Feedback				

Four out of five teachers considered ‘*Curriculum Relevancy*’ as an important feature for their classroom teaching. All of the novice teacher participants highlighted the importance of this theme during the pre-observational interview, which suggests that making the curriculum relevant to the lives of their students was essential since students lived and worked in Australia and what they learned in class needed to translate beyond the classroom. The four novice teachers worked at the same language institute and stressed the importance of providing interesting and relevant curriculum for their particular students. As the only expert teacher in the group, Emma was the only teacher not to mention ‘*Curriculum Relevancy*’ as an important aspect in her classroom teaching; this was most likely the case since her curriculum was pre-set by her institute and there no opportunity for flexibility.

Overall, the novice teachers stressed the importance of ‘*Curriculum Relevancy*’, ‘*Showing Enthusiasm*’ and ‘*Providing Teacher*’ and ‘*Peer Feedback*’ for students. Tim and Ashley were especially concerned with how their students perceived their teaching style and decisions. Tim felt very conscious about how his students perceived his interest level in the curriculum and whether or not he showed enough enthusiasm for the content. Both Ashley and Joanna paid special attention to the interest and fatigue levels of their students while also consciously and sometimes spontaneously changing the lesson and re-adjusting activities to better suit the needs of the students. The majority of the novice teachers interviewed and observed focused on the emotions of the students, paying close attention if students were tired or uninterested in the curriculum. Findings from this thesis align with research findings from other studies

(Borg, 2015; Gatbonton, 2008; Reeve et al., 2014). Gatbonton (2008) examined novice and expert teachers' pedagogical knowledge and classroom behaviour and found that novice teachers were highly in tune with student emotion:

They [the novice teachers] focused mostly on the students' general classroom conduct [...] and positive reactions [...] to classroom events. The novice teachers were also sensitive to the students' behaviour, but they focused on students' negative reactions [...] the tendency for the novice teachers to focus on these less positive features can be explained by the fact that they still feel less secure about themselves as teachers and so were more attuned to negative signals from the students. (p. 174)

Ashley, a novice teacher with only two years of classroom experience, stressed the importance of '*Curriculum Relevancy*' and listening to her students throughout the lesson: "I try to relate to them at a personal level, because I've studied language as well and so I share personal experiences and try to motivate them on a personal level more than anything." In fact, enabling students to realise their full potential seemed to be a strategy Ashley heavily relied on during her lessons. Another aspect was Ashley's approach to connecting real world experiences with the classroom learning: "I struggled with the textbook [...] I always bring in real world listening, real world discussions because it's not—they can listen to a textbook [...] but it doesn't help for out on the street..." Ashley focused her lessons less on textbook curriculum and more on useful information, vocabulary and listening activities that involved real world experiences. While on the other hand, Emma was less concerned about how students perceived her teaching methods and students' negativity, being more concerned about providing her students with outlets for peer collaboration and feedback and more focused on ensuring that learning occurred. As an expert teacher, Emma seemed more concerned with creating solutions for challenging classroom situations rather than stressing about how students perceived her strategy decisions or student negativity. For Emma, collaboration, feedback and peer review were essential motivational teaching strategies in her classroom. As the most experienced teacher involved in the interviews and classroom observations, Emma emphasised that learning was not just about achieving a 'pre-set goal', but striving to contribute to group discussion and learning new skills as a team and not just individuals. The idea of group learning and collaboration played key

roles for her as she noted positive results from this type of group dynamics, which continued to determine how she taught and what activities she used in a lesson. In the end, Emma worked towards her concept of an ideal class: “they are contributing to a discussion where we use everybody’s thinking to get to a good set of answers or good essay planning.” Emma’s use of motivational strategies suggests that her goals were not only to teach the classroom skills, but also to encourage student interaction and group learning as significant life skills.

Classroom Observations

The five observations play an imperative role for the data collection and analysis because they allowed for a deeper scope into teachers’ classroom teaching and the strategies they implemented. The field notes were validated after re-watching each observation twice and thematically categorised by the researcher for teaching strategy use.

Table 4.9 represents the strategy use of five teachers who participated in 90-minute classroom observations. The most prevalent strategies for each observation are highlighted in **bold** in Table 4.9 if the strategy contained a frequency of five or more times during a 90-minute observation period. The overlap in strategies during classroom observations aligns with the overlap in themes during the pre-observational interviews, which suggests that this group of five teachers perceived their use of teaching strategies similarly with their actual teaching practices.

Table 4.9 *Categories from Field Notes for Classroom Observations (N=5)*

Teacher	Teacher Action	Teacher Movement	Social Setting
Tim	Explain (& give examples) (11) Provide clarification (& respond to questions) (8) Lecture (1) Provide instructions (7) Ask clarification questions (& elicit vocab and discuss) (11) Positive reinforcement (7)	Teacher circulates classroom while students work (8)	Group work (groups of 2 + students) (11) Whole class with students (5) One-on-one with teacher (4) Individual student work (4)
Joanna	Explain (& give examples) (4) Provide clarification (respond to questions) (3) Lecture (0) Provide instructions (6) Ask clarification questions (& elicit vocab and discuss) (13) Positive reinforcement (0)	Teacher circulates classroom while students work (5)	Group work (groups of 2 + students) (7) Whole class with students (4) One-on-one with teacher (1) Individual student work (2)
Ashley	Explain (& give examples) (8) Provide clarification (respond to questions) (4) Lecture (0) Provide instructions (12) Ask clarification questions (elicit vocab and discuss) (4) Positive reinforcement (0)	Teacher circulates classroom while students work (8)	Group work (groups of 2 + students) (15) Whole class (4) One-on-one with teacher (2) Individual student work (4)
Lilian	Explain (& give examples) (16) Provide clarification (respond to questions) (2) Lecture (1) Provide instructions (4) Ask clarification questions (& elicit vocab and discuss) (16) Positive reinforcement (1)	Teacher circulates classroom while students work (6)	Group work (groups of 2 + students) (7) Whole class (8) One-on-one with teacher (1) Individual student work (3)
Emma	Explain (& give examples) (10) Provide clarification (respond	Teacher circulates classroom while students work (10)	Group work (groups of 2 + students) pair work (15)

(Cont.) to questions) (3)	Whole class (8)
Lecture (2)	One-on-one with teacher (0)
Provide instructions (6)	Individual student work (5)
Ask clarification questions (& elicit vocab and discuss) (16)	
Positive reinforcement (8)	

Teacher's Teaching Strategy Use

The following section aims to compare what teachers said in their pre-observational interview and what was actually observed among the five participating teachers during the observation lesson.

Tim's Teaching Strategy Use

During his pre-observational interview, Tim discussed the importance of encouraging his students and justifying his teaching decisions. Tim felt that positive reinforcement through encouragement and enthusiasm were key strategies to maintain student interest and engagement. This perception of '*providing encouragement*' as a positive reinforcement strategy resonated in his classroom observation since Tim utilised this strategy 7 times during the lesson. The strategy of '*encouragement*' aligned in the interview and classroom observation, which suggests that not only did Tim consider encouraging students to be generally important in ESL teaching, but he also applied this strategy in his own classroom.

Tim also relied on whole class group discussions (11 times) and group work (5 times). The difference in frequency between the whole class and pair work group formations suggests that Tim preferred whole class discussions to group work. This could be justified by the small class size and desire for all students to be involved in the discussion. Whole class discussions were not simply teacher talking time, but rather an opportunity for all students to listen and take part in the class discussion at various opportunities. In fact, the lecture style strategy was only applied once during Tim's

classroom observation; he clearly preferred if students interacted with one another, asked questions or worked on tasks individually.

During the classroom observation, Tim utilised the strategy of ‘provide *clarification and answer questions*’ 8 times. His use of this particular strategy indicated that the upper-intermediate to advanced ESL classes required more teacher clarification since the material was more challenging in terms of level and expectations. In his pre-observational interview, Tim discussed the importance for students to understand the reasons for the teachers’ actions and choice of curriculum. This concept of clarification resonated again with his strategy choices during the classroom observations. With a frequency of 8, Tim’s clarifying strategy suggests that this strategy was considered important enough to use several times. The two strategies that Tim applied most often (‘*clarify understanding*’ and ‘*explain / give examples*’) were discussed in detail during the interviews and again applied in practice in the classroom. In his pre-observational interview, Tim stressed the importance of teaching activities that could be justified and given a clear purpose; he felt it was important to explain the meaning and purpose of class activities to students rather than assume they would already know the purpose. He was quite concerned with how students would perceive his teaching actions and this resonated in his interview.

Joanna’s Teaching Strategy Use

Joanna had a clear preference for one strategy: ‘Ask clarification questions’. Joanna taught a low level intermediate class with several weak speaking students. Her strategic choices suggest she felt it was necessary to confirm students’ understanding and clarify any confusion. For the other teachers, there were clear strategy preferences: Lilian and Emma heavily utilised the strategy ‘*eliciting vocabulary*’ 16 times while Ashley and Tim considered ‘*clarify understanding*’ and ‘*providing instructions*’ as important for their teaching practice (Ashley applied ‘*providing instructions*’ 12 times while Tim implemented ‘*clarify understanding*’ 8 times over a 90-minute period).

Joanna had a clear preference for group strategies by implementing a variety of formations during the lesson: pair work and groups of four and underutilising all other

group strategies. Even though Joanna later regretted not changing student partners or groups often enough during the lesson, Joanna did stress the importance for students to practice English in interactive groups where peers could collaborate. Her preference for certain group strategies was made clear during Joanna's classroom observation as she applied the group work strategy (where two or more students worked together) 7 times as compared to other formations: individual work (2) and whole class formation (4).

While different from Tim's strong preference for 'clarifying' and 'explaining', Joanna instead focused on how her students interacted and how specific group formations could scaffold their abilities to work together, interact and practice the L2. Joanna's intermediate class was held in the evenings and contained different goals than Tim's daytime advanced class. During her pre-observation interview, Joanna stressed her preference to emphasise student-speaking opportunities and promote group work that focused on peer interaction rather than focusing on understanding and encouraging students to tackle difficult curriculum tasks as Tim promoted during his observation.

Ashley's Teaching Strategy Use

Ashley's intermediate level class was comprised of weaker students who benefitted from more scaffolding and clear directions. Ashley was in tune with the needs of her students and her strategy decisions reflected that knowledge. With a frequency of 4 times each, the strategies of '*explain*' and '*provide instructions*' were applied the most during her classroom observation with 8 times and 12 times respectively. Her decision to apply these strategies more than others only partially aligned with her pre-observational interview discussion. During her pre-observational interview, Ashley spent more time stressing the importance of curriculum relevancy, self-awareness and inspiring her students to remain engaged in the material; however, she did comment on her students' low language level and low self-esteem with speaking and applying the L2, which aligned with her classroom use of scaffolding and providing clear instructions to improve their comprehension during the lesson. The idea of relevancy was important for all four of the novice teachers during their interviews; however, the teaching strategy of 'relevancy' did not frequently occur as a notable strategy for the five observations (see Lilian's strategy use). This does not, however, suggest it has

lower importance, but rather it highlights the importance of other strategies implemented during classroom teaching time.

Ashley (a novice teacher) and Emma (an expert teacher) both emphasized the importance of the circulation during group work activities (8 and 12 times). Ashley's dedication to circulation suggests she considered the teachers' presence and circulation as important aspects to her teaching in order to support her weaker students. The movement around the classroom aligns with Ashley's strategic decisions to scaffold her students' understanding and provide clear instructions. By circulating, Ashley was more accessible to her students for asking questions and seeking clarification. Ashley's physical movements allowed her strategies to occur more naturally during the lesson. Ashley also valued group work tasks and student engagement in groups, implementing this strategy widely at 15 times during the observation.

Lilian's Teaching Strategy Use

Similar to Ashley, Lilian also exhibited a preference for group work formations, using groups 7 separate times and whole class 8 separate times. Lilian discussed the importance for peers to engage, work and rely on each other in the classroom. Taking on more of a 'facilitator' role, Lilian preferred to enable her students to take charge of their own learning and only rely on the teacher in moments of real uncertainty. Lilian implemented the strategies '*explain*' and '*elicit vocabulary*' (16 times each) which did not align with the idea that the students were capable of working in teams, but still relied on their teacher for explanations and vocabulary questions during group tasks. This could have been in part due to the low pre-intermediate level of the class and not Lilian's misalignment of strategies or the difficulty of the subject. During her pre-observation interview, Lilian stressed the importance for curriculum relevancy, peer feedback and also discussed the strategy of pairing weaker and stronger students together during group activities. Lilian considered this group pairing strategy useful since it enabled the stronger students to support their peers and it provided the weaker students with a role model. Lilian's topics were relevant for the students as they were asked to discuss about books and T.V. series that were already a part of their lives. Students were asked to link the day's vocabulary on crime with real-life events and

situations. Students spoke about their own culture and country in terms of crime and statistics.

Ashley and Lilian implemented strategies that somewhat aligned with the needs of their pre-intermediate and lower intermediate language students. Both groups of students needed extra support and confirmation of understanding the teacher and the lesson material. Both Ashley and Lilian catered to the students' language needs by heavily relying on the strategies such as '*explain*' (see Table 4.9), which suggests that the needs of their students affected the types of strategies that they applied during the lesson. Rather than focusing on strategies such as '*encouragement*' or '*explain*' (Tim's preferred strategies), Ashley and Lilian instead concentrated on more supportive types of strategies that catered to the lower language level of their students.

Emma's Teaching Strategy Use

Emma was the only expert teacher involved in the classroom observations and pre/post-observational interviews. Similar to the four novice teachers, Emma applied the '*group work*' strategy several times during the observation (15 times), which suggests that all five teachers considered this strategy important in their classroom teaching. During the observation, Emma also utilised a variety of group formations and even asked students to prepare group presentations. During the pre-observational interview, Emma stressed the importance of '*peer feedback*', '*student talking time*' and '*teacher enthusiasm*' for the content taught in class. Emma considered group interaction and peer work not only essential, but also how her students perceived her as the teacher. Out of the five teachers, Emma seemed 'in-tune' with her students' perceptions regarding her level of enjoyment and enthusiasm for the curriculum. Tim and Emma showed their encouragement for students the most out of all five teachers (7 and 8 times respectively). As upper intermediate and advanced level teachers, Tim and Emma may have considered the material somewhat dry or boring and felt their positive attitude could contribute to higher student enthusiasm for the topic (as mentioned in their pre-observational interview). It was interesting to note that while Emma discussed the importance of showing enthusiasm in her pre-observational interview, she implemented the strategy '*provide encouragement*' several times during the observation. This shift in

strategy from interview to observation suggests that for this particular lesson, Emma considered promoting ‘encouragement’ especially important since the material was difficult. As an expert teacher with over ten years of teaching experience, Emma had the most years of classroom experience and an ability to be flexible during a lesson. Emma’s shift in claim and actual practice suggests she was more flexible and willing to try something new than the novice teachers who claimed and applied relatively the same teaching strategies.

Emma implemented a variety of strategies during the lesson (see Table 4.9). Similar to Tim’s upper intermediate, Emma taught an advanced level university preparation class and continued to encourage her students multiple times. The ‘*encouragement*’ strategy remained a prevalent strategy throughout both Emma and Tim’s observations since the students seemed to require more encouragement.

In summary, the five observed teachers utilised a variety of group formation strategies. The five teachers circulated during group work activities and implemented a variety of activities to maintain student interest and variety in the lesson. It was interesting to note that the upper-intermediate and advanced level teachers used the ‘*lecture style*’ strategy for part of the lesson whereas the other intermediate and pre-intermediate level teachers applied other types of group strategies more ranging from pair work, group work, whole class discussions, group presentations, individual student work and one-on-one interaction with the teacher (apart from Lilian who also applied the ‘lecture’ strategy once). Tim and Emma favoured the ‘lecture style’ strategy as their advanced students had higher listening and comprehension skills.

In general, the four novice teachers’ pre-observational interview claims aligned with their use of strategies during the observation apart from the strategy of ‘relevancy’ as Ashley did not apply this strategy frequently in her observation but heavily stressed its importance in her interview. This is not to say that her lesson was not relevant to her students, but that it was not actually verbally expressed in her observation. The expert teacher; however, did not align as well from interview to observation since Emma applied different strategies from those discussed in the pre-observational interview.

Emma’s flexibility and range of strategies suggests she felt more confident than the four novice teachers by employing new teaching strategies during the lesson observation.

Answers Relevant to Research Question 4 (*How do ESL teachers perceive their own teaching practices in terms of motivational strategy use?*)

Research question 4 examined two sets of data: pre and post-observation interview transcripts. The pre-observation interviews served as an indicator of the teachers’ perception of strategy use and the post-observation interviews revealed how teachers processed and reflected on their own teaching practices.

Pre-Observational Interviews

Table 4.10 indicates an overlap in emergent themes from the pre-observational teacher interviews. For example, the themes of ‘*curriculum relevancy*’, ‘*feedback*’ and ‘*showing enthusiasm*’ overlap between four out of five teachers, three out of five teachers and two out of five teachers respectively. Several of the strategies represented in Table 4.10 align with the ‘*top five*’ rankings of all teacher participants. Two important motivational strategies from the teacher questionnaire were: ‘*make the curriculum and the teaching materials relevant to the students*’ and ‘*build your learners’ confidence by providing regular encouragement*’ were considered important and received mean rank scores of 4.78 and 4.75. Both strategies were discussed during the pre-observational interviews, which further indicated their strength from the questionnaire ranking and as an important discussion topic on classroom motivation and strategic decisions.

Table 4.10 *Overlapping Emergent Themes from Pre-Observational Teacher Interviews (N=5)*

Five Participating Teachers	Tim (Novice Teacher)	Joanna (Novice Teacher)	Ashley (Novice Teacher)	Lilian (Novice Teacher)	Emma (Expert Teacher)
Important Emerging Themes	Curriculum Relevancy	Curriculum Relevancy	Curriculum Relevancy	Curriculum Relevancy	Show Enthusiasm
	Show Enthusiasm	Student-Centred	Inspire	Peer Feedback	Peer feedback

(Cont.) Provide Encouragement	Cooperation	Self- awareness	Use many activities	More talking time for students
Teacher Feedback				

The four novice teachers stressed the importance of ‘*curriculum relevancy*’ while the two advanced level teachers (Tim and Emma) considered ‘*showing enthusiasm*’ particularly important for their students who could have lacked motivation or confidence with more challenging curriculum and language expectations. The findings from Table 4.10 indicated five teachers with similar visions for motivational strategies and whose perceptions of motivational strategies aligned in general with the questionnaire ranking, interview discussions and use of strategies in the observation.

The overlapping emergent themes and variety of motivational teaching strategies discussed during the pre-observational interview suggests that the five teachers positively perceived their use of teaching strategies as they initiated the strategy discussion and explained why the particular strategies were important in the classroom. The reported emergent themes in Table 4.10 also shows a group of teachers from different backgrounds with generally parallel ideas of what motivates ESL students and how teachers can effectively use certain strategies for a motivated result. The next section discusses the post-observation interviews and focuses on the self-reflection process of the five teachers while using stimulated recall by watching 10-minute segments from the classroom observation videos.

Post-Observation Interviews

Table 4.11 reports on the post-observational interviews from five ESL teachers. The interviews offered five teachers with the opportunity to reflect on a previous lesson and discuss personal insights in terms of motivational strategy use, pedagogical decisions and students’ perceptions. Teachers re-lived teaching moments and reflected on their personal use of teaching strategies. Table 4.11 highlights the overall findings from the post-observational teacher interviews. The table is divided into two sections: category names to represent the fifteen interview questions and the five ESL teachers’ responses for each question. Data from Table 4.11 highlights the motivational teaching strategies

implemented in each lesson by each of the five participating teachers. All five teachers felt positively about the observed lesson and provided evidence for their students' positive perceptions (see Item 9). Most teachers assessed whether or not a strategy was considered positive or negative by basing it on their students' perceptive behaviour, such as group engagement, producing the L2 and participation in the lesson (see Item 14).

Table 4.11 *Post-Observation Interview Data*

Interview Questions	Tim (novice)	Joanna (novice)	Ashley (novice)	Lilian (novice)	Emma (expert)
1. Useful Motivational Strategies (MS)	Give and make reasons clear; enjoyable lesson	Make lesson relevant to students' lives	Use gestures and humour plus entertain students	Make lesson relevant and students (SS) producing language	SS sharing ideas; high energy; clear instructions
2. Most Often MS	Humour and fun; justify learning new skills	Create own supplementary materials and relevant	Scaffold; test knowledge; personal examples	Facilitator role as teacher; mix strong and weak SS	SS talking to peers and teacher; clear instructions
3. Help the Unmotivated	Justify lesson and explain; peer pressure	Group weak and strong SS to help with confidence	Set high expectations and hold SS accountable	Make lesson interesting with materials & laughter	Select SS to answer questions; high confidence
4. Own Student Experience	External pressure from teachers; grades/exams	Making groups (happened rarely)	Use authentic examples and variety of activities	Had a L2 immersion experience in Netherlands	Recall previous answers; SS sense of contribution
5. Overall Impression	Felt positive about lesson: no negative SS feedback	Felt positive about lesson: high SS participation	Felt positive overall, but felt SS were tired	Felt positive overall but wanted faster lesson pace	Felt positive overall; time management was problem

(Cont.)

6. Spontaneous or Planned MS	In the moment: relevancy and enthusiasm are key	Half spontaneous/half in the moment	Pre-teaching materials is key for SS	Over-plans the lessons and tries for good pace	Planned ahead: role swap in group activity
7. Used new or old MS	Old MS (motivational strategies) were used: relevancy	Usually Old MS used: add fun/relevant curriculum	Generally uses Old MS, but is flexible for new MS	Old MS: produce L2 in groups and board work	Used new MS: group swap and SS special tasks
8. Success with MS	Yes	Yes	Yes, but reading activity could have been faster	Yes, SS produced L2	Yes
9. How to assess MS success	Gauge student interest and change if necessary	Student participation in discussion and interaction	Success in lesson but pace was too slow	SS more conscious and produced L2 in lesson	SS engaged in groups; gave good presentations
10. Motivate the unmotivated	Change partners in groups to create more discussion	External factors: work and fatigue	N/A (Unmotivated student not in class)	N/A for this lesson	Give unmotivated SS more attention in groups
11. MS used most often	Showing encouragement	Supplementary materials to make more exciting	New partners for group activities for SS interest	Vocabulary scaffolding and mind maps for vocab	Getting students to talk and swap roles in groups
12. Why choose the MS	Encouragement helps SS do more advanced work	Make lesson more interesting with materials	Activity built up to final reading task	More SS responsibility; shy students are talking	Timetable directed use of certain MS: e.g. swapping

(Cont.)

13. Student perceptions of MS	No negatives feedback from SS	Useful/entertaining because SS can use it	Enjoyed activity esp. interactive SS discussions	SS were positive and engaged during lesson	SS had fun because they had special tasks to fulfil
14. Evidence for SS perceptions	Student smiles and consistent work in class	Student participation	SS were happy to spread out into different groups	SS developed interest in the topic and contributed	SS were focused on topic
15. Change Lesson	Change pairs for group work	Change groups more often/swap people	Change group spacing; change picture activity	Organised board work; feedback; give SS roles; less textbook work	Less time on admin; encourage homework; wrap-up time & feedback

Emma, an expert teacher with over ten years of teaching experience, was the only teacher to try out a new teaching strategy during the observed lesson unlike the four novice teachers who used only previously applied strategies. Emma provided her students with ‘special tasks’ during a group activity and asked students to swap groups during the activity in order for students to practice reporting information to a new group: “I’m really keen for new strategies and I took that strategy of having um, groups of four and one person from each group swap with another group and I took that from a staff professional development day.” During her observation, Emma tested new strategies and determined the group swap strategy to be ‘successful’ based on the visual evidence that her students were able to stay focused and give solid presentations. This new strategy held students accountable by assigning students with tasks and gave students a specific role to fulfil during the group activity. Students seemed to respond positively to their new roles:

I think they had fun because they didn’t um, expect to have these special tasks when they were doing the reading [...] um, I didn’t know how it would work when I set it up. Um, but I think it worked well ‘cause I think they all had something to say and there were good questions being asked.

Emma incorporated a new motivational strategy without knowing the outcome or how her students would react. Fortunately, the students responded positively and Emma’s strategic decision paid off. Item 1 from Table 4.11 reports on the motivational strategies considered important by each participating teacher. Similar to their pre-observational interviews, each teacher discussed similar strategies in the post-observation interview, which suggests that the lesson observation did not change their view of motivational teaching strategies, but rather reinforced their personal beliefs about what they considered to be a motivating strategy. For Item 1, Tim discussed the importance of clearly justifying the lesson to his students and creating an enjoyable lesson and Joanna focused on making the curriculum relevant for her students who worked and lived in Australia. Similar to Tim, Ashley reported on the importance of incorporating enjoyment, humour and using gestures to entertain her students while Lilian valued curriculum relevancy similar to Joanna and considered the students’ ability to use the L2 as important. Emma highlighted students’ interaction and sharing ideas and providing clear instructions, which aligned with Lilian’s view that students need to

produce the L2 and interact with their peers in class. For Lilian, the teacher's role was more of a 'facilitator' where students could use the L2 in class interactive group activities:

Because they're producing the ideas and they're communicating what they want however they can, which isn't necessarily in words and then...that's where the link is where I can, I can come in and go, ah 'This is the word you want, this is how, how we use it'.

The five teachers positively viewed their use of teaching strategies and overall impressions of the lesson were optimistic. For Item 5 and Item 8 in Table 4.11, the teachers reported positive overall impressions of their lessons and felt success with the applied motivational teaching strategies. Teachers perceived their students' reactions on either student work in class or student feedback after class. All five teachers perceived their students as having fun, entertained, focused, positive and interactive during group activities, which was indicated in their post-observation interviews. None of the teachers experienced negative feedback post-lesson chose not to disclose this information during the post-observational interview.

When asked if they would change any part of the observed lesson, all five teachers suggested changes for the future. The majority of teachers (3 out of 5) commented that they would change the group formations more often (e.g. swap partners or change part of the group activity) to better accommodate the lesson or needs of the students, which suggests that group tasks and activities were important components to these ESL classes. A majority of Joanna's class time was spent in pair or larger groups where students interacted in with their peers. While the use of group work, as a motivational strategy was positive for Joanna, she considered changing the partners for next time: "I would probably change the group more often. [...] I could just change the groups because they sat in the same teams, so I would—I think it would be more beneficial if I changed the groups." Joanna considered physical movement a key factor in improving the students' group work. By physically moving students and swapping partners, students would be able to interact with more people and weaker and stronger students could mingle more and learn from each other.

Similar to Joanna, Tim would have preferred more group movement from his students as well: “I would totally mix up these partners or these pairs right now [...] I think everything was fine really, it was a good lesson except that like as you saw with [X Student] and [X Student] they got a bit quiet, I would have liked to mix up the pairs.” Tim explained that due to the position of the research camera, he was unable to move pairs since some students had consented and others had opted out of being seen in the video observation.

Unlike Tim, Joanna and Ashley, Lilian focused more on board work and student feedback. Similar to Lilian, Emma also focused on student feedback, but also considered time management to be her principal struggle. Emma sensed that better time management would enable her to cover more topics and provide students with ample time for a wrap-up discussion about whether her lesson aims were achieved or not.

Answers Relevant to Research Question 5 (*How do ESL students perceive their teachers’ use of teaching strategies and which do they consider important?*)

Table 4.12 summarises three data sets being used to answer research question 5: classroom observations, student questionnaire and semi-structured interviews.

Table 4.12 Participating Students in Classroom Observation, Student Questionnaire and Semi-Structured Interview from Five Classes

Participating Classes	Total Number of Students Present in Classroom	Consenting Students for Written Questionnaire	Consenting Students for Classroom Observation	Consenting Students for Semi-Structured Interview
Class 1 (Tim)	8	7	6	3
Class 2 (Johanna)	14	12	11	4
Class 3 (Ashley)	16	13	16	8
Class 4 (Lilian)	16	16	13	3
Class 5 (Emma)	16	15	15	5
Total Student Participation	69	63	61	23

Findings Based on Students' Open-Ended Written Responses

Tables 4.13 to 4.17 present the findings based on each class. The students reported several themes based on the strategies their teacher applied and personal insights on the lesson.

Class 1 (Tim): Students' Perceptions about Teaching Strategies

Tables 4.13 present the findings based on Class 1 (Tim). Tim's class is a small upper-intermediate to advanced level class with only seven students participating in the student questionnaire. Overall, the students reported positive perceptions toward their teacher's ability to make the lesson enjoyable, show enthusiasm, provide encouragement and help his students do higher level thinking. The students had a good rapport with the teacher based on evidence from both the video data and students' reported responses. Due to the small class size, there were more opportunities for students to interact and ask questions, which could be more of a challenge in a larger class.

Table 4.13 *Class 1: Tim's Upper Intermediate/Advanced ELS Class (N=7)*

Questions 1-6	Themes	Frequency
Q1: Which part of the lesson did you enjoy the most today?	Lesson where students think deeper	1
	Reading part	2
	Making inferences	2
	Talking with other students and sharing points of view	1
	Creating stories and imagining	1
Q2: Which part of the lesson did you enjoy the least today? Why?	Feedback from previous lesson	1
	No opinion	1
	Making inferences	1
	Reading	3
	Spending too much time on exercise	1
Q3: Do you like the way your teacher explained the lesson today? Why or why not?	Yes	7
	No or no opinion	0
	Reasons (positive)	• Enthusiastic/encourages students • Good explanations • Provides good examples • Enjoyable/motivating/ takes time to explain • Smiling/makes students happy
	Reasons (negative)	0
Q4: Overall, was today's lesson a positive or negative experience? Why?	Yes	6
	No	0
	No Opinion	1
	Reasons (positive)	• Learning something new and put it into practice • Learn new concepts • Infer on a higher level now for future readings (newspaper etc.) • Improve reading skills and vocabulary
	Reasons (Negative)	• One student thought this day was a bit different due to researcher in class

(Cont.)

Q5: Do you like your teacher's method of teaching? Why or why not?	Yes	7
	No	0
	No Opinion	0
	Reasons (positive)	• Gets students attention • Appreciate the teacher's patience • Teacher is easy to understand
	Reasons (Negative)	• Had to adapt to teacher's style • Hopes teacher speaks slower • Wants more variety of lessons during the five hours • Wants more speaking exchange between teacher and students and students and students • Teacher talks too fast sometimes
Q6: If you could change today's lesson, what would you change and why?	No change at this time	1
	Enjoyed the lesson in general	2
	Learn about other topics (ex: culture)	1
	Different exercise on grammar	1
	More speaking opportunities	1
	Make lesson easier	1

Class 1 reflects a diverse group of students concerning teaching strategies. Some students preferred the reading, while others expressed their wish to have less time for reading and more time for peer interaction. The critical responses from question 5 referred to the teacher's method and speed of talking in class. Many of the students remarked how quickly the teacher spoke and expressed a desire to have more interaction and speaking opportunities. As an upper-intermediate to advanced level class, the students concentrated on speaking and the teacher's interaction. When asked about her teacher's method of teaching, one student stated: "Yes, I do. He is always patient with explaining us questions." Another student also commented on a similar idea: "It's good but I don't like when he talking fast." These students commented on connected ideas, referring to the teacher's speed and teaching method. Another student positively commented on Tim's ability to maintain student interest: "He gets the attention of the whole class which is excellent from my perspective."

In Tim's class, the students' perceptions align with Tim's perception of how to make his class enjoyable and interesting. The students pointed out that their teacher's enthusiasm and passion for making each lesson fun contributes to the overall learning experience. Tim commented on similar teaching strategies during his pre-observation interview, stressing the need to make a lesson authentic through genuine enthusiasm, student encouragement and interaction:

I always find if you inject your personality into it as much as possible, without being a pain about it or being horribly biased about things, um...it resonates with them [...] if you are enthusiastic about it and they tend to be enthusiastic about it.

Tim and his students' perceptions of ideal teaching strategies support one another's views on motivation and which teaching strategies create a positive learning space.

Class 2 (Joanna): Students' Perceptions about Teaching Strategies

Table 4.14 presents the findings based on Class 2 (Joanna). Joanna's ESL students provided optimistic feedback on their teacher's methods. Eleven out of 12 students reported that they preferred their teacher's method of teaching. None of the students reported a negative comment for question 3 and one student marked 'no opinion'. When asked about the lesson, several students reported to enjoy the discussion, which suggests a preference for interactive strategies such as peer and discussion activities. When asked about activities they didn't enjoy, more than half (7 out of 12) had no opinion or left the questionnaire blank, which indicates either a satisfied class, an inability to express negative feedback or an unwillingness to report negatively.

Table 4.14 *Class 2: Joanna's Intermediate ESL Class (N=12)*

Questions 1-6	Themes	Frequency
Q1: Which part of the lesson did you enjoy the most today?	Speaking	1
	Grammar practice	2
	Reading Test	2
	Discussion with peers and/or teacher	6
	No response or opinion	1
Q2: Which part of the lesson did you enjoy the least today? Why?	Writing	2
	No opinion	7
	Playing games	1
	Grammar	2
Q3: Do you like the way your teacher explained the lesson today? Why or why not?	Yes	11
	No	0
	No Opinion	1
	Reasons (positive)	• Teacher is good at explaining • Takes time to answer questions • Teacher is positive person and teaches with 'play' • Teacher is a good teacher • Kind teacher • Good methodology and dynamic • Class is not too serious • Teacher is easily understandable
	Reasons (negative)	0
Q4: Overall, was today's lesson a positive or negative experience? Why?	Yes	11
	No	0
	No Opinion	1
	Reasons (positive)	• Learned new words, grammar, topics • Heard other students' experiences • Many chances to improve • Chances to play in class
	Reasons (Negative)	N/A

(Cont.)

Q5: Do you like your teacher's method of teaching? Why or why not?	Yes	11
	No	0
	No Opinion	1
	Reasons (positive)	• Teacher uses a variety of methods • Quality of teaching is good • Teacher makes students think in English • Dynamic and interesting class • A lot of practice with different sets of skills
	Reasons (Negative)	• Wants more speaking time
Q6: If you could change today's lesson, what would you change and why?	No opinion or response	11
	More fun games	1

For question 5, only 1 out of the 12 students provided a critical response to Joanna's teaching methods, suggesting that students should have more 'talking time'. Out of the 12 students who participated in the student questionnaire, several wrote positive feedback comments, highlighting their teacher's clear teaching style, positive energy and variety of teaching methods.

Class 3 (Ashley): Students' Perceptions about Teaching Strategies

Table 4.15 reports the findings based on Class 3 (Ashley). Ashley's intermediate ESL class responded with positive enthusiasm for their teacher. As a novice teacher, it was clear from the student questionnaire that what Ashley might lack in teaching experience, she made up for in strong relationships with her students. As can be seen in Table 4.15, students reported that Ashley "makes info easier to learn"; she is "funny, friendly and kind", is "approachable to ask questions."

Table 4.15 *Class 3: Ashley's Intermediate ELS Class (N=13)*

Questions 1-6	Themes	Frequency
Q1: Which part of the lesson did you enjoy the most today?	Describing activity (peer work)	3
	Speaking to improve skills	3
	Partner work or group activity	4
	Vocabulary	3
	No response or opinion	0
Q2: Which part of the lesson did you enjoy the least today? Why?	Multiple skills: reading, writing and grammar	5
	Vocabulary	1
	Self-study	1
	No opinion or response	4
Q3: Do you like the way your teacher explained the lesson today? Why or why not?	Yes	13
	No	0
	No Opinion	0
	Reasons (positive)	- Clearly explained to students - Fun and easy to understand - Felt interested and excited to learn - Teacher is funny - Teacher helped students to focus - Explains words with actions
	Reasons (negative)	0
Q4: Overall, was today's lesson a positive or negative experience? Why?	Yes	13
	No	0
	No Opinion	0
	Reasons (positive)	- Learned new ideas - Relevant/useful for life - Easy - Can explain to others/describe - Improve speaking
	Reasons (Negative)	Trouble understanding teacher

(Cont.)

Q5: Do you like your teacher's method of teaching? Why or why not?	Yes	13
	No	0
	No Opinion	0
	Reasons (positive)	• Makes info easier to learn • Funny, friendly and kind • Approachable to ask questions • Makes things easier for students • Teacher cares for her students
	Reasons (Negative)	0
Q6: If you could change today's lesson, what would you change and why?	No opinion or response	11
	Include more activities in lesson	1
	Do less reading in class	1

When asked if Ashley's lesson was a positive or negative experience, 13 out of 13 students responded positively. All of Ashley's students positively responded and remarked on how relevant and useful the curriculum was for their life while others commented on how the skills learned in class were improving their English language skills. The overall unanimous positivity from student questionnaires suggests that her class perceived Ashley with an overall satisfaction for her teaching methods. When asked which parts of the lesson they enjoyed the least for question 2, five out of thirteen students reported that using multiple skills in class, such as reading and vocabulary were less interesting than focusing on group work and interaction activities.

Class 4 (Lilian): Students' Perceptions about Teaching Strategies

Table 4.16 reports on the findings of Class 4. Lilian's pre-intermediate class responded less unanimously in terms of perception of the observed lesson. The differences in opinion not only reveal a diverse class, but also the array of opinion regarding the positive and critical feedback provided by the students. While 4 out of 16 students reported that the theme of 'speaking and pronunciation' was the most positive aspect of the lesson, other students commented on different aspects of the lesson: 'learning new vocabulary' (2 students), 'the teacher's kindness' (2 students) and the 'teachers' explanations' (2 students) were the most positive features of the lesson.

Table 4.16 *Class 4: Lilian's Pre-Intermediate ESL Class (N=16)*

Questions 1-6	Themes	Frequency
Q1: Which part of the lesson did you enjoy the most today?	Speaking and Pronunciation	4
	Learning new vocabulary and ideas	2
	All was good	2
	General activities	3
	Teacher explanations	2
	Kind and interesting teacher	2
	No response	1
Q2: Which part of the lesson did you enjoy the least today? Why?	Textbook activities	1
	Exercises are too easy	2
	Board work	1
	Vocabulary practice	1
	No time to ask questions	1
	No response	10
Q3: Do you like the way your teacher explained the lesson today? Why or why not?	Yes	15
	No	0
	No Opinion or Response	1
	Reasons (positive)	• Clear lesson • Words were explained • Likes teacher • Funny teacher • Good teaching • Kind teacher
	Reasons (negative)	0
Q4: Overall, was today's lesson a positive or negative experience? Why?	Yes	11
	No	3
	No Opinion	2
	Reasons (positive)	• Learning something new everyday • Teacher is very positive
	Reasons (Negative)	• Didn't like the topic • Didn't understand teacher or topic sometimes

(Cont.)

Q5: Do you like your teacher's method of teaching? Why or why not?	Yes	12
	No	1
	No Opinion	3
	Reasons (positive)	• Earnest teacher • Explains topics clearly • Teacher mimes actions which makes it easier to understand • Like her method • Interesting person • Kind person
	Reasons (Negative)	• Sometimes difficult
Q6: If you could change today's lesson, what would you change and why?	No opinion or response	3
	No change	10
	Teach more things we use every day	1
	Student's minds	1
	Use more games to teach grammar	1

Two students responded that the lesson was 'too easy' in terms of content; 1 student criticized that there was 'no time at the end to ask questions'; and 1 student found the 'textbook activities boring'. It is interesting to note that ten out of sixteen students left this question blank, which suggests that some students may not have had a negative comment while others were unsure of how to express their ideas. When asked if they liked their teacher's method of teaching, Lilian received an encouraging 12 out of 13 'yes' responses. This strategy of showing enthusiasm for content resonates with Tim's pre-observation interview and personal perceptions of teaching strategies. This strategy was ranked highly by both teachers and students in the questionnaire and seems to be an important part of teaching from both teachers' and students' perspectives.

Class 5 (Emma): Students' Perceptions about Teaching Strategies

Table 4.17 presents the findings based on Class 5 (Emma). As the only expert teacher in the group, Emma had over 10 years of classroom experience mostly in small group writing sessions and group workshops. Based on her students' reports, Emma's students maintained higher language abilities for self-expression and reported both positive and negative feedback for the lesson. Students reported 6 themes regarding the parts of the lesson they enjoyed the least to 5 themes they reported as enjoying the most. This data does not suggest that the lesson was disliked and liked by half of the class. However, it does indicate a divisive opinion and openness for feedback. Not only did the students provide their positive and critical feedback for Emma's lesson, but they also seemed to value receiving feedback from their teacher. When asked about their teacher's method of teaching, some students commented on Emma's use of feedback, clear explanations, ability to promote discussions and organised structure.

Only 4 students reported that 'no change' was necessary to the lesson while 11 students provided ideas on how to change the lesson: 'show more motivation', 'laughter', 'focus less on writing and analysing and more on speaking', 'provide more explanation before activities' and 'use more relevant material'.

The concept of providing '*relevant material*' remains prevalent; however, Emma's class was the only class to critically comment on it. Unlike the 4 novice teachers, Emma had more teaching restraints and flexibility to change the curriculum since she had specific material to cover during her lessons. When asked about Emma's style of teaching in question 5, 11 out of 15 students responded positively and offered positive feedback on her teaching methods. Similarly to question 5, question 4 obtained a majority with 13 out of 15 students reporting the lesson as a positive experience, which suggests that although the class provided ample feedback (both positive and critical), they felt that the lesson and teacher were both valuable factors to their learning overall.

Table 4.17 *Class 5: Emma's Advanced ESL Class (N=15)*

Question 1-6	Themes	Frequency
Q1: Which part of the lesson did you enjoy the most today?	General discussion	8
	Changing groups/exchange between groups	3
	Reading (self or group)	2
	Essay analysis and skills	2
Q2: Which part of the lesson did you enjoy the least today? Why?	Reading	7
	Writing	2
	Working on the essay in class	1
	Text explanation	2
	Analysis of class topic (genre)	1
	General activities	1
	No response or opinion	1
Q3: Do you like the way your teacher explained the lesson today? Why or why not?	Yes	13
	No	1
	No Opinion	1
	Reasons (positive)	• Clear and brief knowledge • Essay skills and sharing ideas in class • Clear board work • Good energy • Positive and responsible person
	Reasons (negative)	• Lack of motivation in activities • No interaction with teacher
Q4: Overall, was today's lesson a positive or negative experience? Why?	Yes	13
	No	1
	No Opinion	1
	Reasons (positive)	• Rigorous and helpful • Learn useful skills • Reading is good • Can explain to others • Learned something new • Learned about essay structure • Clear aims
	Reasons (Negative)	• Used unknown words • Uninteresting topic in class (but useful) • Too much reading

(Cont.)

Q5: Do you like your teacher's method of teaching? Why or why not?	Yes	11
	No	1
	No Opinion	3
	Reasons (positive)	• Teacher explains clearly • Likes teacher promoting discussion • Changing groups is good • Teacher encourages students • Useful • Well organised • Provides good feedback
	Reasons (Negative)	• Reading in class is not interesting • Add more activities would be better • Boring / no fun • Needs more discussion, games and interaction
Q6: If you could change today's lesson, what would you change and why?	No opinion or response	0
	No change needed	4
	Different activities	2
	Cut down on reading in class	3
	More motivation and enjoyment	1
	More teacher explanations	2
	More laughter	1
	More focus on speaking skills	1
	Make materials more relevant for students	1

Findings Based on Student Interviews

Findings Based on Interview Question 1

Table 4.18 summarises students' common perceptions about their needs and preferences in the classroom based on interview question 1 which asked, "In general, what motivates you to study English?" The data was categorised into three main emergent themes: 'future goals', 'self-fulfilment' and 'integration' into a new culture.

Table 4.18 *Emergent Themes from Student Interview Data: Question 1*

Question 1: In general, what motivates you to study English?	Number of Students
Future goals	
Work in an English speaking country	1
Future job	7
School requirements (IELTS exam; postgraduate degree)	3
Self-fulfilment	
Improve speaking and communication with more practice	1
Multiple reasons for learning English	6
Integration into new culture	
Current job requires second language skills	3
Be with a family or meet native English speakers	1
Experience new cultural experiences	1

The data above highlights the differences in motivation for learning English among the interviewees (N = 23). Seven out of 23 students noted their ‘future career’ as the main motivator for learning English while 3 students indicated their motivation to be driven by ‘school purposes’ and 3 students for their ‘current job’, which required knowledge and skills in a second language. Almost a quarter of participants (6) accounted their motivation for multiple reasons.

Learning English for a ‘future career’ or ‘current career’ was a strong motivator for 10 out of 23 students, which indicates that learning a language was vital for their success in the workforce. Several students discussed the need to be communicative in English in order to stand a chance at success in their home country. As a lawyer from Columbia, Lucida discussed the importance of learning English:

I am from Columbia where [...] everybody speaks just Spanish [...] it’s a plus that you have second language [...] they think that English is very important, especially if you want to travel around the world, if you want to [...] communicate with other people.

Lucida recognised the vital importance of learning English for her career. While other students discussed their career as a strong motivator, other students reported that English was necessary for school purposes such as passing an exam or obtaining a

desired degree. Farah, from Saudi Arabia, recognised the value in learning English for school. When asked why she wanted to study English, she replied: “It’s an important language in the world [...] I want to study at university, with that I have to learn English before.” Both Lucida and Farah had the self-realisation that learning English was important for their lives; however, their motivations for learning English were very different.

Findings Based on Interview Question 2

Table 4.19 reports the emergent themes in the student interview from question 2, which asked “Thinking back on past learning experiences, in which situations were you most motivated?”

Table 4.19 *Emergent Themes from Student Interview Data: Question 2*

Question 2: Thinking back on past learning experiences, in which situations were you most motivated?	Number of Students
Future goals	
Future career in an English speaking country or home country	1
Exam preparation for future exams	
Home experience triggers motivation to study English	2
Language learning	
Cultural and linguistic experiences	2
More speaking and grammar practice in English	7
Integrate with target language and culture	
Assimilate to a different culture / Interact with native English speakers at university or in a new career	3
Teacher’s Role in the Classroom	
Teacher as motivator for students to learn English	4

Question 2 was categorised into four major emergent themes: ‘future goals’, ‘language learning’, ‘integration’, and ‘teacher’s role’. As a part of the four major emergent themes, seven sub-themes were refined and added to provide more contexts. Out of four emergent themes, ‘language learning’ represented the strongest motivator for the student interviewees. Nine out of the 23 interviewed students reported that the concept of ‘learning a language’ was fundamental to their motivation to study English. Of these nine students, 2 attributed their motivation to ‘new cultural and linguistic experiences’;

6 students felt that ‘speaking practice’ was a main motivator; and ‘grammar practice’ fuelled the motivation of 1 student.

Students also attributed their motivation to learn English to future careers or goals as well as their teacher who provided a source of inspiration and encouragement: “My teacher is very nice when I can’t understand something, she can tell me. Yes, sometimes it’s long time that I can’t understand. Com back, I come back, I ask her to tell me” (Tracey from Thailand). Other students found inspiration from their home country where something had triggered their interest in learning English. For John, a South Korean student, the lack of English he experienced at home fuelled his desire to go abroad and experience a linguistic and cultural experience:

In my country case, we should...how to say, there are two, little bit different way to teaching English, we just learn like, word and grammar. We don’t, we don’t normally learn like speaking and listening, so that’s why when I was in Korea, I can’t speak [...] it’s important to speaking English [...] its kind of motivate before and like that.

Motivation to learn a second language derives from a variety of sources and student participants revealed this possibility through the diversity of their answers during the interview. The emergent theme of the ‘role of the teacher’ emphasizes the importance of the teacher in the classroom (Borg, 2015; Reeve et al., 2014). Not only facilitator but also role model and encourager, the teacher plays a vital role for the students. Four out of 23 students labelled the teacher as the strongest motivating force for their language learning; not only did four students discuss the importance of the teacher, but also several students confirmed the concept in the open-ended written responses. Several students appreciated the role their teachers’ took on as encourager, facilitator, fun, knowledgeable and many other positive attributes.

Findings Based on Interview Question 3

Table 4.20 presents the findings based on interview question 3, which allowed participants to freely describe which teaching methods they prefer. Students based their responses on previous classroom experiences as well as classroom situations. Often students would refer to the name of their current teacher, connecting the positive feedback with a teaching strategy. Other students reported the types of strategies they perceived as personally helpful for their language learning.

Table 4.20 *Findings Based on Interview Question 3*

Question 3: Please describe your version of the perfect teaching method. How do you learn best?
Dynamic Classroom Mix of learning styles and activities (6 students) Games that help improve reading and other skills (2 students)
Authentic Language Experience Speak with teachers and native speakers for authentic language practice (2 students) Teacher takes on role of supporter while students discuss (2 students) Speaking practice is key (2 students)
Teacher-Centred Support Review previous lessons (1 student) Teacher uses technology (1 student) Teacher clearly explains (2 students) Teacher corrects pronunciation (1 student) Teacher gives guidance or feedback (4 students)

Question 3 was divided into three main emergent themes: ‘dynamic classroom’, ‘authentic language experience’ and ‘teacher-centred support’. Eight out of 23 students reported that a dynamic classroom where the teacher incorporated several different types of activities to be most useful while 6 students claimed an authentic experience to be a driving force for their motivation such as speaking with a native English speaker. The emergent theme of ‘authentic experience’ not only seemed important for students, but also for the five teachers who reported ‘relevancy’ as a key factor for L2 classrooms. During the pre-observation interviews, all five ESL teachers touched on the importance of ‘maintaining relevancy’ in the materials and curriculum for the students in order to better prepare for real life experiences.

The most positive elements about teaching strategies that motivate them to learn include terms such as ‘interaction’, ‘support’ and ‘guidance’ from the teacher. This concept can be labelled ‘teacher-centred support’ because the students directly benefitted from the presence of the teacher. Almost half of the interviewees (9) reported the value of their teacher’s presence and role as mentor in the classroom. When asked what works best for her in the advanced ESL course, Diana felt that her teacher should be a role of stability and guidance rather than a lecturer: “Maybe a guidance. It’s better if he or she guides me to do something [...] she taught us how to think, but not what to think.”

It seems that Diana’s teacher, Emma, played a significant role as facilitator by providing guidance but not overstepping the teaching boundaries by giving away the answers. Of the 9 students that discussed the teacher-centred strategies, 4 of the students emphasized the importance of teacher feedback in their course. Feedback is an active tool that teachers utilise to provide students with instant information on their progress in a spontaneous moment, an effective teaching tool that language learners seem to crave: “If I have some grammatical errors, they can correct me, yeah...I think it’s good.”

Findings Based on Interview Question 4

Question 4 asked, “Do you like when your teachers provide feedback and offer help? Why or why not?” According to the responses to the first part of this question, 23 out of 23 answered ‘yes’. Feedback plays a vital role in the language-learning classroom. Few researchers would dispute the importance of feedback from teachers and peers (Lee & Lyster, 2016). From the student interview reports, feedback might be more important than the teachers had originally imagined. With a unanimous ‘yes’ from all interviewee participants, the students revealed how feedback represented an important teaching strategy in the L2 classroom.

The following quotes provide evidence for the importance of feedback and how it represents a strong motivating force for L2 students in the ESL context. Lucida points out: “I really like when they correct me [...] immediately, I think that this is a big help for me.”

Findings Based on Interview Question 5

Question 5 asked, “Do you prefer one motivational teaching strategy to another? Please give an example”. Students’ reports for question 5 are divided into two categories: ‘Classroom Learning’ and the ‘Teachers’ Role in L2’. Below each category are sub-themes that were coded from the interview data. Table 4.21 summarises the key findings based on interview question 5.

Table 4.21 *Findings Based on Interview Question 5*

Classroom Learning

Multiple skills learned (speaking/reading/writing) (4 students)
Competitive games (5 students)
Group work and team building
Emphasis on certain skills (e.g. listening)
Relevant real-world situations

Teachers’ Role in L2

Provides reflection time (1 student)
Clear explanations (2 students)
Humour (1 student)
Encourages students
Feedback to students

The data from question 5 reveals various opinions among the interviewees regarding the teaching strategies they preferred. The students were vocal in expressing their preferences and all 23 interviewees providing personal insights into which strategies they preferred and considered more useful for their L2 learning. Overall, more than half of the students (14 out of 23 students) reported that they preferred strategies, which created a dynamic classroom involving competitive games and multiple skills. From the data, it became evident that the interviewees considered some teaching strategies more interesting than others. While the role of the teacher seems to be prevalent for some students (8 students), more students preferred strategies that involved more active classroom involvement with peers and the teacher: “If we maybe ugh, do like a game and the teams [...] that makes more challenge and more that you make focus too much, yeah, because you want a challenge [...] yeah, like a competition, yeah.” Ahmed found the strategy of peer interaction and classroom games to be especially memorable and motivating. The role of the teacher in the L2 classroom seems especially important for several interviewees who discussed how the teacher’s use of strategies could be helpful such as encouraging students, providing clear explanations, offering reflection time and providing feedback on student progress and work. While no single teaching strategy

took the majority of student responses, the data does signify a diversity of student opinions for what they considered motivating teaching strategies. The data also indicates that a positive L2 classroom environment contains not only dynamic activities and peer interaction, but also a good working relationship between the teacher and student.

Findings Based on Interview Question 6

Interview question 6 asked, “In what situations do you feel least motivated? Please explain”. Students’ un-motivated behaviour and the types of situations in which they feel the least motivated in their ESL class are reported in Table 4.22.

Table 4.22 *Emergent Themes from Student Interview Data: Question 6*

Question 6: In what situations do you feel least motivated? Please explain.
General Boredom Repetitive exercises that are too easy (1 student) Too much focus on grammar (3 students) Too much focus on writing (3 students) Too much focus on reading (3 students) Not enough speaking time (1 student) Bored with lack of mixed groups (1 student)
Lack of Teacher’s Role Teacher doesn’t care or comes off as cold (2 students) Cannot understand the lesson or the teacher (5 students)
External Reasons Exam pressures (1 student) Large class size (1 student) Feeling homesick and/or missing friends (1 student)
Other Never bored with teacher (1 student)

The interviewees reported a diversity of unmotivated situations in their L2 classes. A group of 5 students unanimously reported that they became unmotivated in their class if they misunderstood the lesson or teacher. Nine other students felt unmotivated by lessons that focused too much on grammar, writing or reading. The concept of student de-motivation caused by single focused lessons or a lack of clarity among the teachers parallels to question 5 which focused on which teaching strategies students seemed to enjoy for their L2 learning. For question 5, 14 students reported that the L2 classroom

needed to include a dynamic classroom, involving multiple skills sets and focusing on group work and games in order to learn new concepts. These findings parallel the reports for certain de-motivating strategies such as focusing too much class time on one skill set rather than diversifying the lesson with a combination of grammar, reading, writing and listening. It's worth pointing out that some students indicated a positive response for question 6 in the 'Other' category by stating they were 'never bored' with the teacher, however, it does not indicate that there is a connection between lack of response for question 6 and feeling motivated by the teachers' use of teaching strategies. It was too simple to equate what the students reported as motivating or demotivating with their teachers' use of teaching strategies.

Findings Based on Interview Question 7

Interview question 7 asked about important L2 skills and role of teacher in the L2 classroom. Table 4.23 reports the two main themes, which presents an interesting scenario as students were asked to put themselves in the role of their teachers and predict how they would teach a motivating English lesson.

Table 4.23 *Emergent Themes from Student Interview Data: Question 7*

Question 7: If you were the teacher, what motivational strategies would you use and why?
Important L2 Skills Focus on speaking as an important skill (19 students) Focus on writing as a challenge for students (1 student)
Role of Teacher in L2 Classroom Provide corrective feedback (2 students) Integrate and help students (1 student)

This question allowed students to imagine themselves in a new role with the power to make motivating teaching strategy decisions. With this power, several students (19 out of 23) reported that they would integrate games, which emphasized speaking. A clear majority of the interviewees would focus on speaking skills over other L2 skills such as reading, writing and listening. The majority of interviewed students believed speaking to be a key element in L2 learning. This finding aligns well with students' ranking of teaching strategies from the questionnaire and students' open-ended responses, which highlighted the importance of a dynamic classroom and peer interaction. Students

seemed to value the time to speak and practice language orally with peers and the teacher.

Answers Relevant to Research Question 6 (*How do ESL teachers' perceptions of teaching strategies compare to ESL students' perceptions?*)

The final research question investigated teachers' and students' perceptions of motivational teaching strategies. Research question 6 was addressed using data from a Likert-type scale questionnaire and semi-structured interviews (see Chapter 3).

Findings Based on the Comparisons between the Teacher and Student Questionnaires

Table 4.24 reports the '*top five*' motivational teaching strategies considered '*very important*' among forty novice and expert ESL teachers. An independent-samples *t*-test was used to test whether there were statistically significant differences between the two groups.

Table 4.24 *ESL Teachers' Ranking of Top Five Motivational Teaching Strategies and Students' Ranking of Teachers' Top Five Motivational Strategies (N=40) and (N=63)*

Strategy Items	Teachers					Students					<i>t</i> -value	Degree of Freedom	Significance (<i>p</i> value) (Independent <i>t</i> -test)	Effect size (Cohen's <i>d</i>)
	Rank	Range	Mean	Median	SD	Rank	Range	Mean	Median	SD				
Create a pleasant and supportive atmosphere in the classroom	1	4-5	4.85	5.00	0.58	4	1-5	4.05	4.00	0.87	5.13	101	0.00	1.08
Increase students' individual and class goals and help them to attain them	1	2-5	4.85	5.00	0.36	2	0-5	4.37	5.00	0.85	3.38	101	0.00	0.74
Make the curriculum and the teaching materials relevant to the students	2	1-5	4.78	5.00	0.73	5	0-5	3.75	4.00	1.16	3.80	101	0.00	1.06
Present and administer tasks in a motivating way	3	2-5	4.75	5.00	0.59	1	2-5	4.40	5.00	0.73	2.55	101	0.01	0.53
Build your learners' confidence by providing regular encouragement	4	3-5	4.75	5.00	0.67	3	2-5	4.22	4.00	0.77	5.06	101	0.00	0.73

Note: Mean scores presented from highest to lower for teachers' 'top five' motivational strategy rankings

In Table 4.24 individual *t*-tests were performed for each item between teachers and students using the mean scores for each strategy. The difference between the teacher and students' means for the five items in Table 4.24 was significant with all *p*-values, which were below 0.05. The *t*-values and degree of freedom were calculated for each of the 'top five' items in Table 5.20 above. For '*Create a pleasant and supportive atmosphere in the classroom*', ($t [101] = 5.13, p = 0.00, d = 1.08$, large effect size). For '*Increase students' individual and class goals and help them to attain them*', $t [101] = 3.38, p = 0.00, d = 0.74$, medium effect size). For '*Make the curriculum and the teaching materials relevant to the students*', ($t [101] = 3.80, p = 0.00, d = 1.06$, large effect size). For '*Present and administer tasks in a motivating way*', ($t [101] = 2.55, p = 0.01, d = 0.53$, medium effect size). For '*Build your learners' confidence by providing regular encouragement*', ($t [101] = 5.06, p = 0.00, d = 0.73$, medium effect size). The Cohen's *d* values ranged from medium to large effect sizes, which suggest clear differences between the teacher and student participants.

Findings Based on Semi-Structured Interviews

Table 4.25 reports on the emergent themes from question 3 and 5 from the student interviews. The sections below note each of the key answers presented in this table.

Table 4.25 *Student Responses from Interview Question Three and Five (N=23)*

Interview Questions	Interview Question 3: <i>Please describe your version of the perfect teaching method. How do you learn best?</i>	Interview Question 5: <i>Do you prefer one motivational teaching strategy to another? Please give a specific example.</i>
Participating Students In Semi-Structured Interviews	Dynamic Classroom Authentic language experience Teacher Centred support	Classroom Learning Teachers' Role in L2

Dynamic L2 Classroom

Students discussed their personal vision for 'successful' teaching methods, which included the theme of '*dynamic classroom*'. Six students commented on the need for the class to contain a mix of learning styles and activities while two students reported on the importance to incorporate games that would help improve language skills.

Authentic Classroom

Six out of 23 students discussed the importance of experiencing authentic language situations in which students could speak with native English speakers and practice their language skills, discuss topics with peers with teacher support and practicing speaking as much as possible in the classroom.

Teacher Support

Speaking was a key factor for the majority of interviewees who felt it was an important tool for language learning and important for outside of the classroom. The final emergent theme, 'Teacher-centred support', focused on the role of the teacher as supporter and what the teacher could implement in order to provide students with the necessary support. For example, four students commented on the importance of providing feedback and two students focused on the teachers' need to explain activities clearly. Three other students individually commented on the importance for the teacher to review previous lessons, use technology in the classroom and correct pronunciation.

Classroom Learning

This section is linked to interview question 5, which enabled students to focus on strategies specifically and provide personal insights and examples. Classroom learning focused on the activities and skills teachers could use in the L2 classroom to promote more learning. For example, students focused on the use of competitive games, group work and team building exercises, skill emphasis (e.g. listening) and relevant real-world situations. The students' focus on team building and relevancy align with strategies previously discussed by the teachers in the pre-observational interviews and also suggests that the students preferred group strategies to individual work. As languages are a social experience, the students preferred activities that promoted relevancy and focused on certain skills such as listening or reading. The emergent theme of 'relevancy' has occurred several times throughout this thesis and continues to be important for both teachers and students.

Teacher's Role

The students who participated in the interviews focused on the elements of reflection time, giving clear explanations (a theme previously discussed in question 3), using humour in the classroom, encouraging students and providing feedback. The sub-categories within the students' emergent theme of 'Teachers' Role in L2' were also prevalent for the five teachers who commented on the importance of implementing strategies such as 'clarity', 'encouragement' and 'feedback' in both the pre and post observational interviews. The student and teacher interviewees aligned in perception of many of the teaching strategies discussed during the interviews.

Findings Based on Post-Observation Teacher Interviews

Table 4.26 highlights five ESL teachers' responses for question 1 and 2 from the post-observation interviews. Questions one and two were examined in order to compare teachers' responses to similar questions from the student interviews.

Table 4.26 *Post-Teacher Interview Question One and Two (N=5)*

Teachers	Post-Observation Interview Q1: <i>In general, which motivational strategies do you believe to be most useful in the L2 classroom?</i>	Post-Observation Interview Q2: <i>Why do you consider them useful/effective? Which motivational strategies do you use most often? Why?</i>
Tim	Give and make reasons clear; enjoyable lesson	Humour and fun; justify learning new skills
Joanna	Make lesson relevant to students' lives	Create own supplementary materials and relevant
Ashley	Use gestures and humour plus entertain students	Scaffold; test knowledge; personal examples
Lilian	Make lesson relevant and SS producing language	Facilitator role as teacher; mix strong and weak SS
Emma	SS sharing ideas; high energy; clear instructions	SS talking to peers and teacher; clear instructions

Note: SS = students

The five teachers concentrated on similar teaching strategies: '*curriculum relevancy*', '*classroom humour*', '*clear explanations*' '*peer discussions*' and enabling students to produce the L2 through '*interactive activities and discussions*'. In general, the two

groups did not contradict, but rather reinforced the importance of similar strategies. This data indicates a strong alignment of strategy perception among five teachers and their students. While the data does not suggest student satisfaction for their teachers' use of strategies, it does suggest that how the teachers and students perceive strategies similarly.

Summary

Chapter 4 addressed both the teacher and student perspective in terms of the motivational strategies they apply and prefer in the classroom. Many of the motivational strategies overlapped among the five observed teachers, which highlights a strong similarity among their use of teaching strategies despite being novice and expert teachers from different cultural and teaching backgrounds. The final chapter, Chapter 5, discusses the research results in terms of limitations, methodology and connects the data with current L2 motivation research. The thesis ends with a glimpse to possible future research and concluding remarks.

Chapter 5 Discussion and Conclusion

Introduction

Prior to the conduct of the current study, the literature review suggested that there have been few empirical studies in L2 motivation research that examines the teacher's use of teaching strategies and beliefs about their own teaching practices in the classroom and in turn, how their students observe and perceive their own teacher's practices (see also Könings, Seidel, Brand-Gruwel, & van Merriënboer, 2014). There have also been few studies that have incorporated a mixed methods approach in this research area (Ushioda, 2013). The question of how to motivate language learners remains largely unanswered as many past researchers have only addressed which teaching strategies are most frequently used by teachers rather than the effects of the strategies over an extended period of time (Moskovsky et al., 2012). This thesis therefore has addressed much of the current research gap by applying a mixed methods approach (Creswell, 2013). It has employed a range of research instruments including questionnaires, semi-structured interviews and real-time classroom observations in order to explore motivation from both teachers' and students' perspectives.

This thesis has upheld its two main research aims: firstly, it aimed to comprehensively explore L2 motivation by not only relying on traditional means of data collection such as self-reported questionnaires, but also emphasising the importance of investigating both teachers and students with interviews and classroom observations. Secondly, it aimed to extensively obtain real-time observational classroom data by observing how ESL teachers' implemented teaching strategies they had previously claimed as important for L2 teaching in a questionnaire and pre and post-observation interviews.

This chapter aims to consolidate the thesis by discussing its results in relation to associated theories, perspectives and previous studies. This chapter then discusses the key limitations of the thesis, which have implications on the validity of the findings, as well as on future research directions. Next, it discusses the implications of the thesis on pedagogy and future research areas.

Discussion of Research Results

As presented in the previous chapter, there are six research questions, which explored teaching strategies based on teachers' and their students' perceptions. It should be noted that throughout this thesis, it has not been assumed that all teaching strategies were 'motivational', but rather this thesis was concerned with strategies teachers already use in the L2 classroom and which strategies they consider 'motivational'.

Research Question 1 (*What are the key teaching strategies that ESL teachers consider important?*)

The aim of research question 1 is to determine teaching strategies that were ranked as 'very important' among a group of 40 novice and expert ESL teachers from three Australian ELICOS institutes. The purpose of research question 1 was to determine which strategies the teacher participants considered important from Dörnyei's (2001a) strategy framework. Answers to this research question relied on the questionnaire data and the pre-observational teacher interviews.

Based on the questionnaire data, forty teachers considered 'class goals', 'pleasant environment', 'relevant curriculum', 'providing encouragement' and 'presenting motivating tasks' to be the top five teaching strategies. The mean scores from the 'top five' ranked teaching strategies suggest that the forty teachers valued motivational teaching strategies connecting with *goal setting* and *classroom atmosphere* rather than how their adult ESL students interacted with one another, which indicates the teachers' preference for certain strategies. A number of researchers consider motivation as a necessary trait for fostering confidence and goal setting (Ebata, 2008) and other researchers believe that without ample motivation, students with even the highest of abilities cannot achieve long-term goals (Babaei, 2012). Findings from this thesis align with this concept that in order to set and achieve goals, students need a certain level of motivation to achieve personal language goals (Guilloteaux, 2013; Guilloteaux & Dörnyei, 2008; Dörnyei & Kubanyiova 2014). The environment in which learning occurs can greatly affect the motivation outcome for students (Denies, Yashima & Janssen, 2015). Gardner (1985a) examined student motivation in the Canadian L2 context and found that the students' attitudes toward the learning situation were a key

determinant of the motivation complex. Teachers should also be aware that student anxiety created by an anxious classroom environment represents one of the most compelling factors that undermine L2 motivation (Oxford, 2015). In this thesis, both novice and expert teachers from the current research considered the concept of '*setting and maintaining goals*' important. However, this strategy has not been much emphasised by previous research. While the data does not suggest that all forty teachers think alike for motivational strategy purposes, it does indicate that many teachers perceived the same teaching strategies similarly by ranking them as '*important*' with a 4 or 5. Findings from this thesis are in line with Dörnyei's (2001a, 2014) motivational strategy framework. Findings from this study may lend support to the correlational findings of Guilloteaux and Dörnyei (2008) in the South Korean EFL context, which established the motivational practices of EFL teachers as having positively contributed to their learners' motivation.

Based on the pre-observational teacher interviews, the most frequently discussed were '*providing students with relevancy*', '*giving encouragement*', '*showing enthusiasm*', '*promoting cooperation*' and '*giving feedback to students*'. During the pre-observational interviews, five teachers discussed teaching strategies and reiterated the importance of certain strategies they had rated highly in the teacher questionnaire. Several highly rated strategies from the teacher questionnaire were discussed during the pre-observational interview, which suggests that the teachers had previously rated certain strategies 'high' because they considered the strategies as important for their own teaching, which was later reflected again in their pre-observational interviews. The implications from triangulating questionnaire and interview data are that L2 researchers can have a clearer understanding of teachers' ratings and personal viewpoints, which in this case, overlapped for many teaching strategies. This overlap strengthens the teachers' claims that their practices mirror what they do in the classroom, which is further discussed in research question 3.

The findings support Dörnyei's (2001b) argument that teacher behaviour is one of the most powerful and motivational tools in the L2 language classroom (Borg, 2015). Guilloteaux and Dörnyei (2008) later asserted that the teachers' behaviour could greatly impact the motivation of the students. The pivotal role that teachers play in the L2

learning environment connects with the notion that both the teachers' behaviour and the classroom environment are critical factors for L2 motivation production. Papi and Abdollahzadeh's (2012) study provided observational evidence on the relationship between teachers' use of motivational strategies and students' motivated behaviour in the English as a foreign language (EFL) context of Iran. The results indicate that the teachers' motivational practice was significantly related to the students' motivated behaviour, which is consistent with findings from earlier studies and this thesis (Reeve et al., 2014). Student and teacher participants noted the importance of the teachers' behaviour on student motivation several times during semi-structured interviews. The five ESL teachers were aware that their role in the classroom was vital for student engagement and learning; however, some teachers considered themselves more as a facilitator rather than a traditional teacher. Reeve et al. (2014) argue that students' classroom engagement depends, in part, on the supportive quality of the classroom climate in which they learn and an experience can be entirely negative or positive depending on the environment in which students learn. Chambers (1999) argues that teachers affect students' positive or negative attitudes toward an academic subject, and that teachers carry a huge burden of responsibility to motivate their students. What teachers do is, therefore, the key determinant for motivating language learners and participants from this thesis held similar viewpoints.

Research Question 2 (*How do novice ESL teachers perceive teaching strategies, compared to expert ESL teachers?*)

Research question 2 investigated the perceptions of teaching strategies between novice and expert ESL teachers ($N = 40$) based on their personal ratings of motivational strategies and how they compared in terms of perceptions. The strategies from the teacher questionnaire were tested for significance using inferential statistics. The two data sets between the novice and expert teachers were compared using an independent sample parametric *t*-test for the normally distributed variables and a non-parametric Mann-Whitney U test for the non-normally distributed variables.

Only three items (11, 21 and 26) from the teacher questionnaire (35 items total) were considered significantly different between the two groups of teachers ($p < 0.05$). The three items were organised into three concepts: *student values, goals and tasks and*

student independence, which fall under the theme of ‘self-reliance’. The mean scores for these three items from the teacher questionnaire were higher among the expert teachers than the novice teachers, which suggest that the expert teachers generally considered these three items more important than the novice teachers. That is, the expert teachers’ tended to be more concerned with their students’ achievement of specific class goals and their ability to work independently and be ‘self-reliant’. For example, based on a classroom observation, Emma, who was considered an expert teacher, was found to outline the lesson goals on the board at the beginning of the lesson, clearly indicating that attaining the class goals was an important task for her advanced ESL class. Emma stressed the importance for her students to be able to set goals since her students were working towards being accepted into prestigious Australian universities and expectations were high. There seems to be a connection between higher teaching expertise and the three concepts outlined above under the theme of ‘self-reliance’. With more expertise seems to be a higher need for teachers to outline goals and create lessons in order to help their students achieve those goals. Students in Emma’s class were paired into groups and expected to discuss the reading material as Emma monitored and provided minimal feedback. At the advanced level, the teacher acted more as a ‘facilitator’ rather than in a traditional teacher-student role since the students already had a certain level of L2 and could engage with their peers without language difficulties (Borg, 2015).

Novice teachers were found to value strategies such as: ‘*developing relationships with their students, increasing class goals, helping students reach and attain goals and reducing language anxiety*’ based on higher mean scores compared with the expert teachers. The novice teachers in this thesis considered such strategies as important since they believed it connected to their students. Csizér and Dörnyei (1998) assert “a good rapport between the teacher and the students is a basic requirement in any modern, student-centred approach to education” (p. 216). Findings from this thesis indicate the importance of a solid rapport between teachers and students, which was a reoccurring theme in previous studies (Bernaus & Gardner, 2008; Guilloteaux & Dörnyei, 2008).

Research Question 3 (*What teaching strategies do novice and expert ESL teachers claim to use and actually use in the classroom?*)

Research question 3 investigated whether five ESL teachers' claims to implement specific teaching strategies aligned or misaligned with the strategies they actually employed during an observed lesson. This section focused on an important issue concerning teachers' claims and practices (Farrell & Ives, 2014; Sadeghi & Zanjani, 2014), which has not been regularly investigated in previous studies where a majority of classroom research was conducted outside of the classroom context (Cheng & Dörnyei, 2007). Dörnyei (2001a) argues that in order to do successful L2 research, the investigation must utilise participants in their natural setting (e.g. the classroom) in order to conduct worthwhile research (Guilloteaux & Dörnyei, 2008).

Several emergent themes overlapped among the five teachers who participated in the interviews and classroom observations, which indicates that the five ESL teachers viewed teaching strategies in similar ways and claimed several of the same strategies as being '*important*' for ESL teaching and classroom motivation. Among the themes discussed during the pre-observational interviews, the most frequently discussed were '*providing students with relevancy*', '*giving encouragement*', '*showing enthusiasm*', '*promoting cooperation*' and '*giving feedback to students*'. Consistent with earlier studies, this investigation found that novice and expert teachers considered strategies as important tools for L2 teaching (Gatbonton, 2008; Tsui, 2009) and were conscious about the use of specific motivational strategies that had positively worked in the classroom.

Similar to Farrell and Ives' (2014) research, this thesis found that teachers claimed and practiced similar teaching strategies, which reveals the teachers' strategy preferences and ability to combine belief and practice. Furthermore, the thesis aligns with Tsui's (2009) research on expert teachers' continuous renewal of their teaching practices through experimentation.

Gatbonton (2008) views novice and expert teachers' roles through a different lens. Instead of viewing novice teachers as being comfortable using the strategies they

already know best and expert teachers feeling more confident with evolving and trying something new, Gatbonton argues the opposite:

[...] teachers continue to evolve as they remain in the profession (Tsui, 2005). However, at the later stages, it is safe to characterize the experienced teachers' pedagogical knowledge as having more elements that are stable than still in a state of flux. In contrast, because novice teachers are still in the beginning stages, one can characterize their knowledge as having more variable elements than stable ones, although, presumably, with time, the latter would continue to increase. (p. 162)

Findings from this thesis were strengthened by previous studies on novice and expert ESL teachers' use of motivational strategies (Chambers, 1999; Gatbonton, 2008; Tsui, 2009). The findings from the teacher interviews ($N = 5$) mirror similar results to Gatbonton's (2008) interpretation of novice teachers: novice teachers tended to focus on students' negative reactions (e.g., students were unsatisfied with the activities and felt frustrated). This dissatisfaction among students and the novice teachers' preoccupation with students' emotional responses might be due to their inner inadequacy as teachers (Yeh, 2009). The observational data from five lessons suggests that both the expert and novice teachers from this thesis maintained certain 'flexibility' during the lesson; however, their status as *expert* or *novice* seemed to influence their strategy perceptions and classroom decisions. Implications for a better understanding of novice and expert teachers' use of teaching strategies need to further address the L2 motivational research gap and have a clearer understanding of strategy preferences between novice and expert ESL teachers.

Based on the classroom observation, it was found that all five teachers utilised a variety of group formation strategies and never remained stationary during a lesson. All teachers circulated during group work activities and implemented a variety of activities to maintain student interest and variety in the lesson. These results were similar to those by Yashima's (2002) study on the benefits of utilising collaborative tasks to promote motivation, which in turn enhances students' willingness to communicate in the L2 (Denies et al., 2015). These results are further supported by the student interviews for

this thesis in which several student interviewees commented on their preference for communicative speaking activities over reading or writing.

The use of group work in classroom second language learning has long been supported by sound pedagogical arguments (Gibbons, 2002). It should be noted that only the upper-intermediate and advanced level teachers used the '*Lecture style*' strategy for part of the lesson whereas the other intermediate and pre-intermediate level teachers applied other types of group strategies ranging from pair work, group work, whole class discussions, group presentations, individual student work and one-on-one with the teacher. The novice teachers from the lower level classes favoured movement for group activities and never applied a lecture-based learning environment, which was reserved for more advanced students. Their clear preference for group work suggests that lower level students require more interaction than advanced L2 students. These findings align with Long and Porter's (1985) argument that group work "enhances language practice opportunities and improves the quality of student talk [...] group work motivates learners" (p. 208). This last point reiterates the importance of utilising group work as a teaching strategy, which all five ESL teachers employed during the classroom observation. In research on students' learning needs, Gibbons (2002) asserts that students need a range of strategies and skills to fully develop their second language and that language development occurs as a result of interactions with others and in social context where learning takes place.

The findings in this research question suggest that the strategies they claimed in the pre-observational interview aligned with the strategies that were actually used during the five classroom observations. There was an overlap among the themes from the interviews and observations, which suggest that the five participant teachers not only claimed, but also used similar teaching strategies. The observed strategy alignment indicated that the four novice and one expert teacher considered teaching strategies as transferrable from theory to practice by using a majority of the strategies that they considered important not only in the pre-observational interview, but also in real L2 classroom practice. Findings from research question 3 shed light on the gap in current L2 literature. Researchers should focus on what occurs in the classroom (Dörnyei, Henry, & Muir, 2016; Hadfield & Dörnyei, 2013) rather than simply asking participants

to discuss frequency of strategies out of the classroom context (Sugita & Takeuchi, 2010).

Research Question 4 (*How do ESL teachers perceive their own teaching practices in terms of motivational strategy use?*)

Research question 4 explored five ESL teachers' perceptions of their own teaching practices through stimulated recall. Within 48 hours after each classroom observation, the five teachers were asked to self-reflect on the observed lesson by watching a 10-minute clip and providing a rationale for the strategies implemented during the lesson. This post-observation interview stimulated each teacher to reflect on their teaching strategy use and discuss motivational strategy decisions.

It was found that all four novice teachers stressed the importance of '*Curriculum Relevancy*' while the two advanced level teachers considered '*Showing Enthusiasm*' particularly important for their students who lacked motivation or confidence with more challenging curriculum and language expectations. The overlapping emergent themes and variety of teaching strategies discussed during the pre-observational interview suggests that the five teachers positively perceived their use of teaching strategies. Similar to their pre-observational interviews, each teacher discussed similar strategies in the post-observation interview, which suggests that the lesson observation did not change their view of teaching strategies, but rather reinforced their personal beliefs about what they considered to be a 'motivating' strategy. The variety of strategies reveals the teaching capacities of the five ESL teachers and their willingness to utilise a variety of strategies in class regardless of novice or expert status. Three out of five teachers commented that they would change the group formations more often, swap partners or change parts of the group activity to better accommodate the lesson or needs of the students, which suggests that group tasks and activities were important components to these ESL classes (Gibbons, 2002). Like Ibarra, Lasagabaster, and Sierra (2007), the present findings indicate that teachers showed a clear preference for strategies that involved collaboration and group work among peers and activities that involved speaking over silent reading and writing tasks.

The post-observational interviews enabled the participating teachers to reflect on their use of teaching strategies, consider their students' perceptions and discuss potential improvements for future lessons. Overall, the five teachers reacted positively to watching the video clip and openly discussed their strategy decisions. None of the teachers expressed clear negativity for their motivational strategies decisions, but rather focused on how the use of certain strategies reinforced the strategy's importance and how it affected the lesson. The use of stimulated recall was a positive experience for the teachers who appreciated watching segments of the observation and discussing strategy decisions. The concept of teacher encouragement and building confidence as found in this research question represents an important strategy throughout L2 research (Crookes, 2015; Oxford & Bolaños-Sánchez, 2016).

Research Question 5 (*How do ESL students perceive their teachers' use of teaching strategies and which do they consider important?*)

Research question 5 considers the perspective of the student participants. To answer research question 5, data from two sources has been triangulated: student questionnaire data ($N = 63$) and semi-structured student interviews ($N = 23$). It was found for the five strategy rankings, the students' mean scores were lower than the teachers, which suggests that the teachers considered the strategies as more '*important*' than their students in general. The highest mean score for students was Item 5 '*Create a pleasant and supportive atmosphere in the classroom*'. This strategy aligns with findings from Dörnyei and Csizér's (1998) Hungarian study, which asked teachers and students to report on the importance of certain strategies. In the final top ten macrostrategies, '*classroom environment*' ranked second overall. The atmosphere of the classroom plays a significant role in students' motivation and anxiety levels (Reeve et al., 2014); this finding provides support to this claim since students considered this motivational strategy as the most important out of the five possibilities.

The open-ended section of the student questionnaire contained six questions. This section provided more insight into students' perceptions of the observed lesson rather than simply asking participants to rank strategies or circle numbers on a scale such as in previous L2 research. Section two and section three of the student questionnaire overlapped for certain strategies, which suggests that students perceived their teachers'

ranking in a similar way and positively perceived their teacher's methods, which was noted by the frequency of positive feedback comments and the students' repetitive citing of similar motivational strategies (Sugita & Takeuchi, 2010). This alignment was not a feature in the Sugita et al. (2010) study where Japanese EFL teachers and their students were asked to report on the frequency of certain strategies with only four out of fifteen strategies showing a significant correlation with students' motivation. In the current study, teachers and students frequently overlapped with strategy preferences. Dissimilar to this thesis, Sugita and Takeuchi (2010) did not include an interview portion, which represents an important qualitative component for a richer and more complete data collection in the L2 context (Ushioda, 2013).

In addition to the questionnaire, the student interviews were a critical segment since they provided deeper insight into students' individual perceptions of their teachers' use of teaching strategies. In the interviews, students seemed to perceive '*feedback*', '*encouragement*' and '*peer interaction*' as important teaching strategies. Feedback continues to represent an important instigator for student motivation in the L2 context and if used correctly, has the potential to enhance student learning (Giles, Gilbert & McNeill, 2014). Findings from the student interviews align with the teachers' perceptions of important strategies.

Research Question 6 (*How do ESL teachers' perceptions of teaching strategies compare to ESL students' perceptions?*)

Research question 6 compared teachers' and students' perceptions about motivational strategy use and addressed the perceptions of both teachers and students in this thesis. Dissimilar to previous research (Csizér & Dörnyei, 2005), this question considers teachers' and students' perceptions with equal weight through a mixed methods data collection consisting of both questionnaire and interviews on teaching strategy decisions and preferences.

Using inferential statistics, individual *t*-tests were performed for each item between teachers and students using the mean scores for each strategy. The difference between the teacher and students' means for the '*top five*' items was significant with all *p* values below 0.05. The effect size for each item was calculated using Cohen's *d*. For Item 5,

the practical significance was high (large effect size) with a d value of 1.08. For Item 14, the practical significance was medium (medium effect size) where $d = 0.74$. For Item 15, the practical significance was high where $d = 1.06$. For Item 20, $d = 0.53$, which signified a medium practical significance and Item 24 had a medium practical significance where $d = 0.73$.

The interview data between both teachers and students suggests that the five teachers and their students ($N = 23$) focused on similar strategies when asked about strategy preferences and teaching methods. Several themes overlapped between both groups during the interview, which suggests a strong link in strategy perceptions among this group of teachers and students. Similar to the students from the interviews ($N = 23$), the five teachers concentrated on related teaching strategies. The strategies of '*curriculum relevancy*', '*classroom humour*', '*clear explanations*', '*peer discussions*' and enabling students to produce the L2 through '*interactive activities and discussions*'.

The alignment of teacher and student strategy perception suggests that both groups considered the same strategies to be effective and important for L2 success and learning. In general, the two groups did not contradict, but rather reinforced the importance of similar strategies. The data indicates a strong alignment of motivational strategy perception among five teachers and their students; however, this alignment for teaching strategies and learning environments has not always occurred in L2 research (e.g., Könings, Seidel, Brand-Gruwel, & van Merriënboer, 2014). The results from this thesis are strengthened by findings from previous L2 research in terms of motivational strategy preferences and links between teachers and their students (Guilloteaux & Dörnyei, 2008). According to several L2 researchers, classroom environments play an important role in students' motivation, engagement, and achievement at school (Borg, 2015; Patrick, Kaplan, & Ryan, 2011; Reeve et al., 2014) and future L2 research should focus on the classroom as an essential 'hub' of knowledge in terms of teachers and students' actions and perceptions (Dörnyei, 2001a). Motivational strategies, however, are culturally dependent, and that there is no universal motivational strategy that can be applied to all ESL and EFL classrooms across all cultures.

Contributions of the Thesis

Most previous studies, which were conducted to understand L2 teachers' pedagogical knowledge in classrooms, focused separately on either expert teachers (Johnston & Goettsch, 2000) or novice teachers (Almarza, 1996) but seldom both together in the same study. Few previous studies compared novice and expert teachers in the same study with teaching strategies in the adult ESL context. Such studies also employed a single instrument (e.g. questionnaires) to investigate the use of teachers' motivational strategies in instruction (Bernaus & Gardner, 2008) rather than rely on multiple sources of data and triangulating questionnaires, interviews and classroom observations for a more in-depth perspective. The current thesis examines both sets of teachers together in the same study allows one to compare them on very specific points and identify more clearly how they differ or how they are similar to each other. This thesis contributes to L2 literature by presenting the strategic choices of both ESL novice and expert teachers as well as highlighting the perceptions of their students. This thesis extends existing findings in the literature by exploring the claims and practices of L2 novice and expert teachers. Findings from this thesis indicate that a teachers' level of expertise does not always determine the strategies they implement.

This thesis highlights the importance of not only collecting data from teachers but also their students. Students are just as important to study as teachers in L2 research and more research involving students needs to be conducted (Donitsa et al., 2004). This thesis opens a new avenue for L2 research by comparing novice and expert teachers' use of teaching strategies and in turn, focusing on how these teachers and their students perceive the same strategies in the L2 classroom. The students represent an important voice in L2 research and can determine the direction of a lesson (e.g., Nassaji, 2016).

This section, therefore, describes the implications for this thesis in terms of theory, methodology and pedagogy.

Theoretical Implications.

This thesis extended the L2 research field by examining the importance of teaching strategies in the ESL Australian context through the perspective of teachers and

students. By investigating teacher strategy use among expert and novice teachers, this thesis was able to compare and contrast the perceptions and strategic decisions of both expert and novice teachers, which represent relatively, uncharted territory with few empirical studies that focus on both.

It is important to distinguish that not all teaching strategies are considered motivating to teachers or their students. For the purposes of this thesis, Dörnyei's (2001a) motivational strategy framework and his comprehensive list of strategies used in the questionnaire of this thesis were labelled as 'motivational strategies' since this is how they appear in the literature. This thesis would like to clarify that not all strategies implemented in the L2 classroom are perceived as motivating. In this thesis, the definition for 'teaching strategy' does not automatically assume that it is 'motivating' for either teacher or student.

L2 theory should continue to examine similarities and differences between novice and expert teachers in order to better understand how they make motivational decisions and how they perceive their own teaching practices. Very few empirical studies have focused on both groups of teachers within the classroom context, which is what this thesis has fulfilled and investigated.

Findings from this thesis can help L2 researchers and ESL teachers better understand how teaching strategies are perceived by their students and which strategies were considered important among a group of ESL teachers ($N = 40$). The '*top five*' list represents the most importantly ranked motivational strategies among forty novice and expert teachers in Australia. This list of '*top five*' motivational strategies could prove useful for other teachers who implement similar strategies in their classroom and further their knowledge of how strategies affect student motivation and interest.

This thesis extended L2 knowledge of motivational strategies by comparing novice and expert teachers, teachers and their students and observing different levels of ESL classrooms (pre-intermediate to advanced levels). The observations provided an inside perspective of how novice and expert teachers implement motivational strategies they had previously claimed as important during the pre-observational interview. The unique

opportunity to observe ESL classrooms proved essential for richer data and highlighted the motivational strategy similarities and differences between five novice and expert teachers.

Findings from this thesis positively affect classroom practice by focusing on the teacher-student relationship in the L2 classroom. This thesis has created more awareness that classroom research is important and teachers should remember that students might perceive their choice of motivational strategies differently than originally intended by the teacher. This awareness could help teachers effectively plan future lessons and have positive affects for teacher practice and teacher training. If teachers are made aware of their students' perceptions during the novice teaching stages, this could positively impact their career as an expert teacher. Teacher and student perceptions are an important factor in this thesis and ultimately highlight the importance of conducting research with teachers and students in the L2 classroom.

Methodological implications.

While many more studies still need to be conducted on motivational teaching strategies, this thesis has navigated L2 research in a new direction by combining classroom research (Ushioda, 2013) with more traditional techniques of surveys and questionnaires (Sugita et al., 2010). By allowing both teacher and student participants to provide personal insights and discuss motivational strategy preferences, L2 research can begin to further understand how teaching strategies are perceived and implemented in the second language classroom context.

To date, not many empirical studies have used the language classroom as the research milieu for investigating motivation, which seems contradictory in many ways since the classroom is *where the learning occurs* and where teachers implement strategies they believe to be motivating for their students. Without this type of observational research, the L2 community would have to rely solely on questionnaire and interview data, which fails to fundamentally depict events in individual classrooms where teachers interact and transfer knowledge to their students using a variety of tools and strategies.

This thesis can bridge the gap between theory and practice by implementing MMR and L2 teaching strategies in order to investigate the claims and actual practices of ESL teachers and the perceptions of their students. This triangulation of mixed methods data has allowed for richer, more complex data; by collecting data in the L2 classroom in real-time, the data has become more authentic rather than participants' impressions of past events. By implementing stimulated recall, this thesis has enabled teachers to perceive and to reflect on their strategic teaching decisions. This technique allows teachers to watch segments of their observation and reflect on the importance and strategic choices they made during the lessons as well as perceive students' behaviour they may not have noticed before.

Ushioda (2013) stressed the importance for researchers to triangulate researchers' interpretative perspective with teacher and student participants' own retrospective accounts of the same classroom events through stimulated recall interviews. This thesis has applied a retrospective approach through stimulated recall interviews when five teachers watched segments of their observed lesson and reflected on their motivational strategy decisions within 48 hours of the observation. This thesis found this recall technique to be effective and insightful. By asking teachers to reflect on their lessons, they were not only able to watch themselves teach from an outward perspective, but they were also able to reflect on their strategic decisions and make changes for future lessons. Ushioda (2013, p. 237) asserted that the use of stimulated recall enables researchers "to build an integrated analysis of motivational processes and practices at work in the classroom from multiple perspectives."

This concept of multiple perspectives remains a key factor for empirical motivation research. This thesis has accessed L2 classrooms and gathered data from multiple sources to better understand the complexity of motivation in the classroom environment. With regards to the research methodology, this thesis did not implement novel data collection methods; however, it did combine a sequence of mixed methods procedures that have rarely been implemented before in a single empirical L2 investigation. This thesis has applied both a quantitative and qualitative approach with a variety of methods that were triangulated and analysed after data collection using novice and expert teachers and a combination of teacher and student participants. Few

other studies have examined novice and expert teachers as separate groups to compare and contrast. Comparing the beliefs of novice and expert teachers has been one of the focuses of this thesis. Teachers and teacher educators could use the research from this thesis to shed light on the teaching strategies implemented by novice and expert teachers to explore their personal beliefs on motivation and teaching strategies in general. Both groups could learn from each other and provide fresh perspectives on how to motivate students (a question still explored by researchers today).

Pedagogical Implications.

Classroom research can positively affect teachers' interest in how their motivational strategies affect their students' level of motivation in the L2 classroom. While most teachers feel removed from the research world of second language theory, more researchers are involving teachers in the research and more teachers are beginning to research their own students through '*action research*' techniques (Borg, 2010). Findings from this thesis could help teachers better understand the use of teaching strategies and apply these strategies to their own teaching context. This thesis has also provided an awareness of different perceptions between students and teachers. If teachers became more aware of this difference in perceptions, they could make changes to future lessons to better accommodate the needs of their students. This awareness could improve teacher-student relationships and foster more motivation in the classroom. If students felt recognised and acknowledged, this could positively support the teachers' efforts to motivate their students.

Current Perspectives Impacting L2 Teaching Motivational Practice Research

While this thesis was being conducted and completed, another new theory of L2 motivation has emerged and is worth noting because it has implications on how the current thesis findings may be viewed and considered in light of such new perspective. Recently, Dörnyei and his colleagues (Dörnyei, Muir, & Ibrahim, 2014; Henry, Dörnyei, & Davydenko, 2015; Muir & Dörnyei, 2013) have continued investigations in line with the *socio-dynamic* shift in L2 motivation research with a clear emphasis on

goals and intense periods of motivation. These researchers have identified a particular motivational phenomenon: periods of enduring motivation in pursuit of a particular goal, which has failed to receive attention in the research literature. Dörnyei and his colleagues have labelled this type of goal-driven energy surge as Directed Motivational Currents (DMCs), which is “a prolonged process of engagement in a series of tasks which are rewarding primarily because they transport the individual towards a highly valued end” (Dörnyei, Ibrahim, & Muir, 2015, p. 98).

The structure of a DMC has three defining components: (a) recurring behavioural routines where effort is driven towards goal achievement, (b) regular progress checks, where sub goals provide affirmative feedback, and (c) discernible start/end points (Henry et al., 2015). A DCM goes beyond the current goal-oriented constructs originally proposed by previous goal-setting theorists (Markus & Nurius, 1986) by extending the construct into three key segments: vision, self-made goals and sub goals. Focusing on periods of intense and enduring motivation experienced by learners of Swedish as a second language, Henry et al. (2015) conducted an investigation to begin filling this gap by examining whether the motivational features hypothesized by Dörnyei and his colleagues could be identified in these highly motivated learners’ personal experiences and accounts, thereby evaluating the validity of the DMC construct.

Participants were recruited in a three-stage process: In stage one, teachers of the Swedish language from three universities offering fast-track programs to academic migrants were asked to identify students whom they believed to be particularly motivated. In the second stage, individual semi-structured interviews were conducted with the 21 migrant students, using an interview guide covering the main dimensions of DMCs described previously. During these interviews, each participant was also asked to plot their motivational trajectories on a simple graph, the aim being to identify whether a particular period of unusually intense motivation had been experienced (Henry et al., 2015). Self-plotted graphs have been used as an elicitation device in a number of retrospective interview studies with a focus on temporal change (Chan, Dörnyei, & Henry, 2015; Henry, 2015; Yashima & Arano, 2015). In the third stage, the researchers examined the motivational trajectories that the participants had plotted in

the preceding stage and subsequently listened to the audio recordings of the interviews. The purpose was to identify individuals whose experiences of motivated behaviour corresponded with two basic criteria: (a) a trajectory including a distinct period/periods of very high motivation, which (b) the participant described in the interview as being unusually intense or greater than normal (Henry et al., 2015).

Results from this investigation revealed that motivated behaviour was characterised by features similar to those outlined by Dörnyei and colleagues, namely the presence of positive emotionality and the direction of motivated behaviour toward long-term goals. This indicates that the DMC construct captures a unique form of motivation worthy of future investigation (Henry et al., 2015).

Dörnyei has moved on to examine motivation from a Dynamic System perspective. When nonlinear system dynamics was introduced into second language acquisition research, the new approach seemed to resonate with many scholars because nonlinear system dynamics appeared to systematically describe several language learning phenomena (Dörnyei, MacIntyre, & Henry, 2015; MacIntyre & Legatto, 2011). However, by the end of the 2010s, it has become more noticeable that while there exists a growing body of the literature on complex dynamic systems within SLA contexts, very little of this work was empirical in nature (de Bot et al., 2007; Ellis & Larsen-Freeman, 2006; Larsen-Freeman & Cameron, 2008a, 2008b; Verspoor, de Bot, & Lowie, 2011).

While Dörnyei's new theories begin to unravel new dimensions of L2 research, this thesis focuses on a more education-centered approach with resonates more with Dörnyei's (2001a) earlier theoretical work on motivational teaching strategies, which does not find the 'self' or dynamic systems entirely relevant to the classroom at this time. In time, more empirical research may reveal the value of Dörnyei's (2014) new theory for classroom based L2 research.

Limitations of the Thesis

Since no one study is perfect, it is essential that any perceived key limitations from this thesis are mentioned and discussed because they have implications on how the construct under examination is understood and how they can inform future research. First, this thesis did not implement new strategies into L2 classrooms, but instead observed and explored what presently occurred in the classroom, obtained first-hand accounts from teachers and students about their individual ideas about strategies and compared results with Dörnyei's (2001a) existing motivational strategies framework in order to determine which strategies a group of ESL teachers considered most '*important*' for their teaching. While Dörnyei's framework represented a comprehensive list of strategies, it only provided teachers and students a pre-set list of strategies to rate. This list, however, did not allow participants to independently create their own strategy list or comment on the existing list. The use of a Likert-type scale questionnaire occurs in other L2 studies (Bernaus et al., 2009).

Second, the 35 strategies were analysed using mean score values to compare the '*top five*' scoring strategies between teachers and students. While this comparison worked in terms of calculating which strategies were rated higher, it did not provide the most reliable method of gathering data as participants may not have recorded their strategy ranking accurately or were biased towards certain strategies for personal reasons. What the ranking system did reveal was that several of Dörnyei's (2001a) motivational strategies were highly ranked by both teachers and participants, which suggests that several strategies from L2 theory were perceived as '*important*' in an adult ESL classroom context. The limitation of the '*top five*' concept rested in the fact that students could only rank 5 of the 35 strategies. The five strategies students rate represented the highest ranked strategies in terms of importance by the teachers. Students, unfortunately, did not have time to rank 35 strategies as would have been ideal for this thesis to do a full side-by-side comparison. Instead, this thesis could only compare how students rated their teachers' important strategies.

Third, the issue of bias should be addressed in the limitations of this thesis. The motivational strategies were already decided upon by the L2 theory as presented in Chapter 2. Pre-identified motivational strategies could have swayed participants' views

of strategies in general. Participants were asked to rank strategies before the classroom observation, which could have influenced the teachers' use of strategies during the observation. It may have been beneficial to observe and record classroom events *before* asking teachers and students to rank and discuss personal perceptions of motivational teaching strategies. The order of the data collection could have greatly impacted the outcome of the research and this should be reflected on for future research.

Fourth, this thesis was also limited by the time constraints. It would have been more useful if classroom observations had been conducted over longer periods of time and more frequently with a longitudinal approach in order to investigate what strategies teachers implemented over a longer periods of time and if students' perceptions remained unchanged or shifted over time. With the current timeframe, each teacher ($N = 5$) was observed once for 90 minutes.

Fifth, when dealing with human participants, it is imperative to remain sensitive to the needs of the participants and keep in mind that having a presence in the classroom could disrupt the flow of the lesson or alter participants' behaviour. In this thesis, students and teachers could have changed their teaching and classroom behaviour due to the attention they received from the video camera than from any particular experimental manipulation, which researchers have labelled the '*Hawthorne effect*' (Adair, 1984). The researcher's presence might affect participant behaviour (positively or negatively) and this should be taken into account when analysing the data. Students might have acted more motivated during the observation to impress the researcher, which would fail to depict a typical classroom experience. Students might have felt uncomfortable discussing or writing about their experiences, especially since English was not their first language. Teachers might have felt awkward discussing their pedagogical practices and being videotaped or recorded, which might make them feel uncomfortable or act in a different way. It should be noted that all participants voluntarily participated for this thesis without any compensation or reward and could decline participation at any point without consequences. This thesis only conducted one observation per teacher due to time constraints; one classroom observation per teacher ($N = 5$) could not thoroughly provide a deeper picture for classroom research, but rather it revealed a snapshot of teachers' practices and students' perceptions. The semi-

structured interviews (teachers and students) and stimulated recall sessions (teachers only) provided a deeper insight into how both teachers and students perceived motivational teaching strategies in the adult ESL context.

Sixth, the issue of motivation and teaching strategies is relevant for this thesis. A teaching strategy is not considered motivating only because a teacher implemented it during a lesson. For the purposes of this thesis, a strategy was considered motivating when teachers and students claimed or believed it as such in either the interviews or questionnaires. This thesis investigated the strategies teachers believed to be successful; it did not shed any light on whether they were actually successful. While all teachers would ideally want a full-proof list of motivational teaching strategies, not all strategies would work well for each classroom. Strategies depend highly on the age, gender and cultural background of students as the literature suggests. This thesis has taken into account that not all teaching strategies are considered motivating and actual motivation has not been measured in this thesis; instead, participants have made claims on how motivating they considered specific teaching strategies.

Seventh, similar to other studies, this thesis did not establish a causal relationship between motivational practices and students' motivation nor did this thesis investigate the effects of motivational strategies over a period of time. This thesis was also unable to establish whether teacher's motivational practices had any effect on achievement.

Eighth, the group of novice teachers ($N = 4$) that participated in the observations and interviews all worked at the same institute. This could have affected how they perceived teaching strategies, rated certain strategies in the teacher questionnaire and discussed personal ideas about L2 motivation in the interviews. Every language institute has their own teaching philosophies; by teaching at the same institute in Australia, this could have negatively affected the data. The expert teacher was the only teacher from the group of five to teach at a different institute.

Ninth, this study used repeated *t*-tests to compare differences between expert and novice teachers as well as teachers and their students' strategy ratings. Students rated their teachers' '*top five*' motivational teaching strategies; however, a more meaningful

comparison would have been if both teachers and students had produced their own ‘*top five*’ strategy list to compare side-by-side. However, unfortunately due to time constraints for students, they were unable to rate 35 strategies. A limitation of *t*-tests is that they only allow conclusions about means but not about individuals. Using repeated *t*-tests could influence the chance of finding differences. For a more conservative analysis, *t*-tests with Holm-Bonferroni corrections could be used to adjust for multiple comparisons.

Directions for Future Research

This thesis has initiated a new approach to L2 research in the Australian ESL context. Future research should apply data from this thesis to implement new curriculum and teacher training programs that highlight the motivational strategies discussed. In the future, practical implications for L2 classrooms require attention and focus from the second language motivation research community. The future of language learning is the classroom where learning occurs and relationships are formed between teachers and students. Learning and research should be in parallel and motivation researchers need to further extend L2 research by investigating what occurs in the classroom and for longer periods of time to better assess how motivation works and how it affects the people within the learning environment.

As Dörnyei (2014) aptly points out, second language motivation research should continue its shift from the social psychological paradigm to the L2 classroom context and continue on the qualitative front, which provides a deeper scope of the decision making processes of teachers and how students perceive their teachers’ strategies within the L2 classroom context. Further empirical research on teachers’ instructional and interactional practices in the L2 classroom is needed. Few researchers have attempted longitudinal empirical work due to the lasting commitment it requires to collect sufficient data in classrooms through a variety of methods such as observations, field notes and coding schemes.

Future empirical research should employ a longitudinal classroom design in which groups of teachers and students are observed multiple times throughout a semester or yearlong program. This long-term approach would provide for richer data in terms of

strategy use over an extended period of time and whether or not a teacher would change or continue to use the same strategies throughout the observational period. The longitudinal method would also allow researchers to further understand the complex nature of motivation and language learning as it has the potential to increase and decrease over a longer period of time (Woodrow, 2013).

Furthermore, additional comparisons need to be made between teachers and their students in terms of strategy perceptions (e.g. compare Likert-type scale responses for all 35 macrostrategies rather than just five used in this thesis) to obtain a more comprehensive view of the differences and similarities between teachers and their students. Similar to methods used by Moskovsky et al. (2012) in Saudi Arabia, future research could benefit from the continued use of a quasi-experimental investigation in which the effects pre-set motivational strategies on learner motivation and achievement in English language classes are compared using both a controlled and experimental group.

Teachers may not feel the tools researchers use (e.g. self-reported data) to assess motivation are completely valid or representative of their students. There is a research risk that students may also not voice their true opinions if their own teachers are investigating motivation. Ushioda (2013, p. 237) suggests that teacher-researchers might consider an integration rather than a separation of their teacher and researching objectives by using pedagogical tools “designed to enhance students’ voice and involvement in learning and thus to engage their motivation” such as giving students a voice with lesson topics and personal evaluations of these lessons that they chose (Banegas, 2013).

Another potential topic in the L2 field is the use of language learning stories where students can use language to communicate their personal language learning experiences (Kalaja, Menezes, & Barcelos, 2008). These personal expressions of students’ own experiences could function as useful pedagogical tools to engage students in communication while also encouraging reflection similar to ‘stimulated recall’, a reflective tool implemented in this thesis during the post-observation teacher interviews ($N = 5$). Reflection and personal narratives seems to be an ever-increasing research tool

since it puts the power back in the hands of the participants in terms of their own experiences and reflections, shaping the direction of the research. This thesis has found stimulated recall to be a useful tool since it has provided teachers with an opportunity to reflect on both their teaching strategy decisions from the observed lessons and how future lessons could change according to what they had observed from their observation video. The video enabled teachers an outward glance into their own classrooms from the perspective of the camera lens, an unbiased third party that merely recorded events as they happened. This unbiased view then allowed teachers to re-live their classroom lesson by not only focusing on what they did but also on how students reacted to the lesson and their learning behaviour cues.

This thesis could be extended by adding a focus group session in which students and teachers discuss motivational strategies with peers in a safe and anonymous environment; it would be beneficial if students could listen to one another and provide more examples of how they prefer their teachers to implement strategies to encourage and maintain motivation in the L2 classroom. While L2 research and theory continue to make breakthroughs and unravel the complicated facets of motivation as a researchable concept, the focus needs to remain on what happens inside the actual classroom.

As Ushioda (2013a) states: While highlighting the impact of teachers and instructional practices on student motivation might seem like stating the obvious, the issue of real significance here is [...] dynamics of teacher-student interactions, relations and classroom practices where motivation is concerned [...] it is what happens (or does not happen) in each individual classroom, as orchestrated by the teacher that will have a critical bearing on how students are motivated (or not) to invest effort in learning English. (p. 235).

If L2 researchers' aims are to continue focusing on L2 theory in terms of motivational practices of teachers, there needs to be an increase on teacher and classroom-focused empirical studies to investigate how teachers' instructional and interactional practices continue to shape the motivation levels in their classroom (Ushioda, 2013b). This thesis has taken L2 research into a more classroom-focused direction through mixed methods

data collection and an emphasis on the importance of what happens in the classroom as well as how teachers and students perceive and reflect on motivation itself.

According to some researchers in the L2 field, Dörnyei's (2009) L2 Motivational Self System theory and since then, his Dynamic System perspective, represent a new path for examining motivation; however, neither theory was a relevant focus of this thesis. Instead, this thesis has followed a classroom-focused approach by examining teachers and students in their natural learning environments and collecting real-time observational data. However, further research is needed to investigate the role of the 'self' and whether or not Dörnyei's current L2 theories have considerable practical implications for motivating language learners.

Concluding Remarks

What has become evident from this thesis is that L2 motivation research has come a long way since the beginning of a more dichotomous view between the integrative and instrumental mentality (Gardner, 1985a), but still has a long way to go in terms of enabling teachers to take on more responsibility and assessing motivation of their own students. The strong connection between L2 theory and research should not be denied since its ability to maintain importance will be vital for the future of L2 motivation research and its ability to access classrooms. Only with an insider approach in the classroom and with researchers, teachers and students on board to learn more about their motivation and perceptions, will theorists and teachers alike better understand the dynamic and complicated nature of motivation in the L2 context. To this end, it is to be hoped that this thesis has shed light and provided insight into the nature of teaching strategies in L2 classrooms. More research adopting a range of methods in various classroom contexts is needed to help us shed more light on the complexity of motivational teaching strategy use, which influences the highly complex and dynamic construct of L2 motivation.

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Appendices

Appendix A: Ethics Approval Letter



Research Integrity
Human Research Ethics Committee

Friday, 26 April 2013

Dr Linda Woodrow
Faculty of Education & Social Work
Email: woo6924@uni.sydney.edu.au

Dear Linda

I am pleased to inform you that the Humanities Low Risk Subcommittee has approved your project entitled: **Theory into Practice: An Observational Investigation of Students' Perceptions and Teachers' Motivational Strategies in Adult ESL Classrooms in Australia.**

Details of the approval are as follows:

Project No.: 2013/199
Approval Date: 26 April 2013
First Annual Report Due: 26 April 2014
Authorised Personnel: Woodrow Linda; Bokan-Smith Kate;

Documents Approved:

Date Uploaded	Document Name
08/04/2013	Letter of Consent from English Language Company
08/04/2013	Recruitment Letter for Schools
21/02/2013	Consent from the Centre for English Teaching (CET)
21/02/2013	Letter of Consent from Strathfield College
20/02/2013	Participant Information Sheet (Student)
20/02/2013	Student Interview Questions
20/02/2013	Teacher Pre/Post Interview Questions
20/02/2013	Participant Information Sheet (Teacher)
20/02/2013	Student Questionnaire
20/02/2013	Introduction Letter
20/02/2013	Teacher Large-Scale Questionnaire
20/02/2013	Participant Consent Form (Student)
20/02/2013	Participant Consent Form (Teacher)
11/02/2013	Tools Classroom Observation Tool (MOLT)

HREC approval is valid for four (4) years from the approval date stated in this letter and is granted pending the following conditions being met:

Condition/s of Approval

- Continuing compliance with the National Statement on Ethical Conduct in Research Involving Humans.
- Provision of an annual report on this research to the Human Research Ethics Committee from the approval date and at the completion of the study. Failure to submit reports will result in withdrawal of ethics approval for the project.

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Classroom Motivation to Study English

TEACHER PARTICIPANT INFORMATION STATEMENT

What is the study about?

You are invited to participate in a study that examines how teachers engage their students and facilitate interest in learning English.

Who is carrying out the study?

This study is being conducted by Katie Bokan-Smith and will form the basis for the degree of Doctor of Philosophy at The University of Sydney under the supervision of Dr Lindy Woodrow at the School of Education and Social Work.

What does the study involve?

You are invited to participate in a research project that involves student and teachers from different adult language schools in New South Wales. This study invites teachers to complete a questionnaire followed by two interviews and one classroom observation. One interview will occur before the observation and the other after the observation.

The study will take place on the premises of the language school. For classroom observations, the researcher will videotape one general English lesson using a video camera. For the interviews, the researcher plans to audiotape each interview using a recording device. The interviews will take place in an empty classroom during break time or after school. Each interview will last for approximately 15-20 minutes.

How much time does the study take?

Teacher questionnaire: 10-15 minutes (you can choose to do **ONLY** this part).

Classroom observations: 1 class period

Teacher interviews: 2x for 15 minutes each

Can I withdraw from the study?

Being in this study is completely voluntary - you are not under any obligation to consent and - if you do consent - you can withdraw at any time without affecting your relationship with The University of Sydney or your language school in Sydney.

You may stop the interview at any time if you do not wish to continue and the audio or videotape will not be included in the study.

Submitting a completed questionnaire is an indication of your **consent to participate** in the study. You can withdraw any time **prior** to submitting your completed questionnaire. Once you have submitted your questionnaire, your responses cannot be withdrawn.

Will anyone else know the results?

All aspects of the study, including results, will be strictly confidential and only the researchers will have access to information on participants. The data will be securely stored and archived in filing cabinet to which only researchers have access. A report of the study may be submitted for publication. Video, photo, and audio recordings will only be used for presentations or publications with your consent.

Will the study benefit me?

We cannot and do not guarantee or promise that you will receive any benefits from the study.

Can I tell other people about the study?

Yes.

What if I require further information about the study or my involvement in it?

When you have read this information, Katie Bokan-Smith will discuss it with you further and answer any questions you may have. If you would like to know more at any stage, please feel free to contact Katie Bokan-Smith by email: kbok9262@uni.sydney.edu.au or Dr Lindy Woodrow at the University of Sydney. You may contact Dr Woodrow about more information on the study at +61 2 9351 6419 or email l.woodrow@sydney.edu.au.

What if I have a complaint or any concerns?

Any person with concerns or complaints about the conduct of a research study can contact The Manager, Human Ethics Administration, University of Sydney on +61 2 8627 8176 (Telephone); +61 2 8627 8177 (Facsimile) or ro.humanethics@sydney.edu.au (Email).

This information sheet is for you to keep.

**Appendix C: Participant Information Sheet
(Students)**

**Faculty of Education
and Social Work**



THE UNIVERSITY OF
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Research Training Manager

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**Classroom Motivation to Study English
STUDENT PARTICIPANT INFORMATION STATEMENT**

What is the study about?

You are invited to participate in a study that investigates how teachers motivate students to learn English.

Who is carrying out the study?

The study is being conducted by **Katie Bokan-Smith** (PhD student) and will form the basis for the degree of Doctor of Philosophy at The University of Sydney under the supervision of Dr Lindy Woodrow. Katie's contact email at The University of Sydney is **kbok9262@uni.sydney.edu.au**

What does the study involve?

You are invited to participate in a study that involves 1 classroom observation, 1 student questionnaire, and 1 interview with Katie Bokan-Smith. The classroom observation involves using videotape, the interview involves using audiotape, and the questionnaire involves your consent. The observation and questionnaire will take place at your language school during your general English class. The interview will take place in an empty classroom after class. If you do not wish to participate in the study, you will not be in the video. During the questionnaire, students who do not want to participate will do an activity with the teacher in a different classroom.

The student questionnaire and interview will ask about your motivation to learn English and your opinions about how teachers should motivate students. Students will be asked to respond to open-ended questions about the motivational strategies used by their teacher in a recent lesson and rate ten motivational strategies. The teacher will not be in the classroom during the questionnaire. During the student interviews, students will be asked to respond to questions about their teachers' motivational strategies. All responses will be anonymous for the confidentiality of the participants. Each student participating in an interview will only be interviewed one time. All student interviews are voluntary and participants can decide not to participate at any time.

How much time does the study take?

For this study, students will be invited to participate in the following:

Classroom observation during class (1 class)

Student questionnaire at the end of class (15 minutes)

Student interview after school or during lunch (15 minutes)

Can I withdraw from the study?

Being in this study is completely voluntary - you are not under any obligation to consent and - if you do consent - you can withdraw at any time without affecting your relationship with The University of Sydney or your language school.

You may stop the interview at any time if you do not wish to continue, the audio recording or video will be erased and the information provided will not be included in the study.

Being in this study is completely voluntary and you are not under any obligation to consent to complete the questionnaire/survey. Submitting a completed questionnaire/survey is an indication of your consent to participate in the study. You can withdraw any time prior to submitting your completed questionnaire/survey. **Once you have submitted your questionnaire anonymously, your responses cannot be withdrawn.**

Will anyone else know the results?

All aspects of the study, including results, will be strictly confidential and only the researchers will have access to information on participants. A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report.

Will the study benefit me?

We cannot and do not guarantee or promise that you will receive any benefits from the study.

Can I tell other people about the study?

Yes.

What if I require further information about the study or my involvement in it?

When you have read this information, Katie Bokan-Smith will discuss it with you further and answer any questions you may have. If you would like to know more at any stage, please feel free to contact Dr Lindy Woodrow at the University of Sydney. You may contact her about more information on the study at +61 2 9351 6419 or email l.woodrow@sydney.edu.au.

What if I have a complaint or any concerns?

Any person with concerns or complaints about the conduct of a research study can contact The Manager, Human Ethics Administration, University of Sydney on +61 2 8627 8176 (Telephone); +61 2 8627 8177 (Facsimile) or ro.humanethics@sydney.edu.au (Email).

This information sheet is for you to keep. Thank you.

**Appendix D: Participant Consent Form
(Teachers)**

**Faculty of Education
and Social Work**



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CLASSROOM MOTIVATION TO STUDY ENGLISH

TEACHER PARTICIPANT CONSENT FORM

I,[PRINT NAME], give
consent to my participation in the research project:

In giving my consent I acknowledge that:

1. The procedures required for the project and the time involved has been explained to me and any questions I have about the project have been answered to my satisfaction.
2. I have read the Participant Information Statement and have been given the opportunity to discuss the information and my involvement in the project with the researcher/s.
3. I understand that being in this study is completely voluntary – I am not under any obligation to consent.
4. I understand that my involvement is strictly confidential. I understand that any research data gathered from the results of the study may be published however no information about me will be used in any way that is identifiable.
5. I understand that I can withdraw from the study at any time, without affecting my relationship with the researcher(s), The University of Sydney or your language school now or in the future.
6. I understand that I can stop the interview at any time if I do not wish to continue, the audio or video recording and the information provided will not be included in the study.
7. I consent to:
 - Completing a written questionnaire

YES ☐ NO ☐

- | | | | | |
|--|-----|--------------------------|----|--------------------------|
| • One (1) classroom observation with video | YES | ☐ | NO | ☐ |
| • Two (2) interviews with audio-recording | YES | ☐ | NO | ☐ |
| • Receiving feedback | YES | ☐ | NO | ☐ |

Please provide your details below:

Email:

Mobile:

.....
Signature

.....
Please **PRINT** name

.....
Date



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CLASSROOM MOTIVATION TO STUDY ENGLISH

STUDENT PARTICIPANT CONSENT FORM

I,[PRINT NAME], give
consent to my participation in the research project

In giving my consent I acknowledge that:

1. The procedures required for the project and the time involved has been explained to me and any questions I have about the project have been answered to my satisfaction.
2. I have read the **Participant Information Statement** and have been given the opportunity to discuss the information and my involvement in the project with the researcher/s.
3. I understand that being in this study is completely voluntary – I am not under any obligation to consent.
4. I understand that my involvement is strictly confidential. I understand that any research data gathered from the results of the study may be published however no information about me will be used in any way that is identifiable.
5. I understand that I can withdraw from the study at any time, without affecting my relationship with the researcher, the University of Sydney, or your language school now or in the future.
6. I understand that I can stop the interview at any time if I do not wish to continue. The audio recording will not be included in the study if I choose to stop the interview.
7. I understand that I can stop my participation in the study at anytime. During classroom observations the video recording will record only consenting

participants; however, if participants choose to exit the study part way through the observation, it will not be possible to exclude individual data to that point.

8. I consent to:

- Classroom observation with video (during class) YES ☐ NO ☐
- Completing a written questionnaire (during class) YES ☐ NO ☐
- Interview with audio-recording (after class) YES ☐ NO ☐

If you wish to participate in this study, please provide your details (i.e. email address and/or mobile phone).

Email:

Mobile:

.....
Signature

.....
Please PRINT name

.....
Date

**Appendix F: Letter of Introduction to
Schools**

**Faculty of Education
and Social Work**



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To Whom It May Concern,

*Which teaching strategies are most effective in motivating English language learners?
How can teachers improve student motivation and engagement in the classroom?
How do students perceive the strategies the teacher uses and what works best for
them?*

My name is Katie Bokan-Smith. I am a PhD student at the Faculty of Education and Social Work at the University of Sydney. I am conducting a PhD study that focuses on motivating and engaging adult English language learners. I am looking for schools that are interested in participating in my study.

Participation in this study is entirely voluntary; however, schools can greatly benefit from gaining more knowledge on how to best motivate and engage students. This study will provide empirical data on which strategies are most successful in the classroom and how students perceive those strategies.

My study aims to collect empirical evidence of teachers' use of motivational strategies and their students' perceptions of those strategies in the adult English as a second language context. The goals of the study are to examine the role of the teacher through the motivational strategies they employ and the effects of those strategies on their English language learners. This study will consist of a mixed-methods research design that collects quantitative and qualitative data from both teachers and students by using classroom observations, questionnaires, and interviews. The research aims to build a deeper understanding of how specific motivational strategies affect the motivational behaviour and perceptions of students.

My study will focus on how teachers engage students and how students stay motivated in their general English courses. This study is particularly interested in novice teachers (less than 2 years experience) and expert teachers (more than 5 years experience) as well as students from upper-intermediate to advanced levels of English.

There will be no cost for schools to participate in this study. The study will involve the following timeframe for participating **teachers**:

One (1) large-scale teacher questionnaire. Teachers from all course levels will be asked to rate different teaching strategies during lunch or after school (15 minutes to complete).

One (1) classroom observation per participating teacher (videotaped by the researcher). During observations and interviews, teachers involved should only be from upper intermediate and advanced general English courses.

Two (2) teacher interviews (pre and post observation) at 15 minutes each (audiotaped by the researcher).

The following timeframe will involve participating **students**:

One (1) student questionnaire at the end of the observed class (the researcher will need the teacher to finish the class 15-20 minutes early to complete the questionnaire. Students not involved in the study can continue an English lesson in a separate classroom).

Student interviews during lunch break or after school at 15 minutes each (audiotaped by the researcher). The study ideally needs 4-6 student interviews per school.

At each participating school site, this study aims to have 4-6 teachers participating in the observations and interviews, all students from those teachers participating in the student questionnaire, and 4-6 students consenting to be interviewed.

All participants will receive a participant information sheet and sign a consent form. Participants can withdraw from the study at any time without penalty from the University of Sydney or their language school.

If students do not wish to participate in the PhD study, they will not be penalised by their language school or the University of Sydney. If students are absent on the day of data collection, they will also not be penalised or disadvantaged. If students are in class but do not wish to participate, teachers can continue with the lesson and these students will not be videotaped or asked to participate in a questionnaire or interview. While participating students complete the questionnaire during the last 15 minutes of class, non-participating students will have a short (15 minute) separate lesson in a different classroom with their English teacher.

At the end of the study, the researcher will provide each participating school with a written report and a staff development meeting to present the findings.

In order to participate, please provide a **letter of consent** (with official letterhead) to Katie Bokan-Smith by **25 February 2013**. The dates for collecting the data are flexible and can be accommodated for each participating school.

If you are interested in participating in the study or have any questions regarding the study, please contact Katie Bokan-Smith: kbok9262@uni.sydney.edu.au or +61421364818.

Kind regards,
Katie Bokan-Smith

Appendix G: Three Letters of Consent from Schools

[Redacted]

[Redacted]

Dear Katie,

It was a pleasure to meet you yesterday. I can confirm that [Redacted] would be interested in working with you on your PhD research study subject to student and teacher agreement. Your research addresses an absolutely fascinating and highly relevant area for both our teachers and students, and I am sure the participating teachers will gain professionally from the opportunity to reflect on the motivational strategies they employ with their classes. Please confirm receipt of this letter and once you are ready, we will arrange a short teacher info session as discussed.

Kind regards,

[Redacted]

[Redacted]

Director of Studies English & Offshore Programs

[Redacted]

[REDACTED]

[REDACTED]

21 February 2013

Dear Katie,

I can confirm that the [REDACTED] will be interested in working with you on your PhD research study, subject to teacher and student agreement. [REDACTED]

I invite you to observe a number of our classes informally before we make up a plan for the formal component of the research. [REDACTED]

Please confirm receipt of this letter and we will arrange a time to meet to further discuss the process.

Yours faithfully

[REDACTED]

[REDACTED]

[REDACTED]

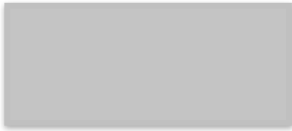
[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



Ref: Katie Bokan-Smith PhD Study

Dear Katie,

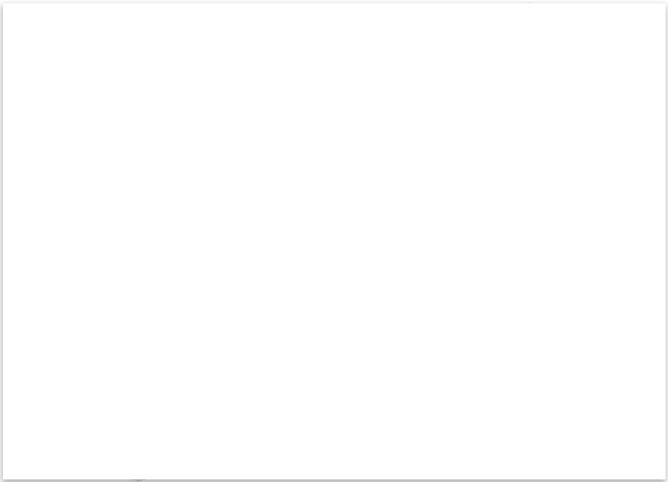
I hereby confirm that  is interested in participating in your PhD research study subject to teacher agreement.

Should you have any questions please contact me.

Sincerely,



General Manager





DR LINDY WOODROW
Senior Lecturer in TESOL
Research Training Manager

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Classroom Motivation to Study English: Teacher Questionnaire

Please answer the questionnaire by rating how **important** you think each teaching strategy is for your teaching. This is not a test, so there are no “right” or “wrong” answers. We are interested in your personal opinion as a teacher.

Directions: In the following section, please answer the questions by simply circling a number (1 to 5) based on how important you think each statement is for your teaching. Please circle only one number for each item, and please don't leave any blank. **Please answer each question based on how important you find each motivational teaching strategy.**

Rating Scale:

5 = very important 4 = quite important 3 = somewhat important
2 = not really important 1 = not important at all

Section I: Rating Motivational Strategies

(I) Creating initial motivation					
1. Demonstrate and talk about your own enthusiasm for the course material.	5	4	3	2	1
2. Take the students' learning very seriously.	5	4	3	2	1
3. Develop personal relationships with students.	5	4	3	2	1
4. Develop a collaborative relationship with the students' parents and/or family.	5	4	3	2	1
5. Create a pleasant and supportive atmosphere in the classroom.	5	4	3	2	1
6. Promote the development of group cohesiveness.	5	4	3	2	1

7. Create and apply class rules.	5	4	3	2	1
8. Have the class rules consistently observed.	5	4	3	2	1
(II) Generating initial motivation					
9. Present peer role models for students.	5	4	3	2	1
10. Raise the learners' intrinsic (internal) interest in the language learning process.	5	4	3	2	1
11. Promote 'integrative' (external) values by encouraging a positive and open-minded attitude towards the language and its speakers.	5	4	3	2	1
12. Promote the students' awareness of the instrumental values (e.g. accomplishing goals, jobs, money) associated with learning a foreign language.	5	4	3	2	1
13. Increase the students' expectancy of success in particular tasks and in general.	5	4	3	2	1
14. Increase students' individual and class goals and help them to attain them.	5	4	3	2	1
15. Make the curriculum and the teaching materials relevant to the students.	5	4	3	2	1
16. Help create realistic learner beliefs and goals.	5	4	3	2	1
(III) Maintaining and protecting motivation					
17. Make learning more stimulating and enjoyable by breaking the monotony of classroom events.	5	4	3	2	1
18. Make learning more enjoyable by increasing the attractiveness of the tasks.	5	4	3	2	1
19. Make learning more enjoyable by involving all students in tasks and roles.	5	4	3	2	1
20. Present and administer tasks in a motivating way.	5	4	3	2	1
21. Use goal-setting methods in your classroom.	5	4	3	2	1
22. Use methods with your students to formalise their goal commitment by creating 'learning contracts'.	5	4	3	2	1
23. Provide learners with regular experiences of success.	5	4	3	2	1

24. Build your learners' confidence by providing regular encouragement.	5	4	3	2	1
25. Help diminish language anxiety by removing or reducing anxiety-provoking elements in the learning environment.	5	4	3	2	1
26. Build your learners' confidence in their learning abilities by teaching them various learning strategies.	5	4	3	2	1
27. Allow learners to maintain a positive social image while engaged in learning tasks.	5	4	3	2	1
28. Increase student motivation by promoting cooperation among the learners.	5	4	3	2	1
29. Increase student motivation by actively promoting learner autonomy.	5	4	3	2	1
30. Increase the students' self-motivating capacity.	5	4	3	2	1
(IV) Encouraging positive self evaluation					
31. Promote effort among learners.	5	4	3	2	1
32. Provide students with positive information feedback.	5	4	3	2	1
33. Increase learner satisfaction.	5	4	3	2	1
34. Offer rewards in a motivational manner.	5	4	3	2	1
35. Use grades in a motivating manner, reducing as much as possible their demotivating impact.	5	4	3	2	1

5 = very important; 4= quite important; 3= somewhat important; 2= not really important; 1=not important at all

Section II: Profile Questions

The following section asks you to complete questions for data purposes.

1. What is your full name?

2. What is your current age?

3. What is your gender? Please circle: M / F

4. What teaching qualifications do you currently hold?

5. What is the highest degree that you have earned in school?

6. Have you participated in any teacher development training courses? If yes, please describe.

7. How many years of teaching experience do you currently have (**not** including student teaching)?

8. What is your native language(s)?

9. What is your nationality?

10. What is your ethnicity?

11. Where do you currently teach English language courses in Australia?

12. What level of English do you currently teach?

Thank you for your participation!



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**Classroom Motivation to Study English:
Teacher Pre and Post Interview Questions**

Pre-Observation Teacher Interview Questions:

1. What strategies do you usually use in the classroom to motivate your learners?
2. Have these strategies created successful learning outcomes? Why or why not?
3. Do you plan motivational strategies in advance or do they sometimes derive from spontaneous situations?
4. Which teaching strategies are generally the most valuable for promoting motivation among your language learners? What evidence do you have for this success?

Post-Observation Teacher Interview Questions:

5. In general, which motivational strategies do you believe to be most useful in the L2 classroom? Why do you consider them useful/effective?
6. Which motivational strategies do you use most often? Why?
7. How do you try to motivate unmotivated students? Which techniques are usually most effective?
8. When you were a student, what motivating strategies did your teachers use? Did you find these strategies motivating?

Discussion of lesson:

9. What are your overall impressions of the observed lesson?
10. What motivational strategies did you implement in your lesson? Did you plan to use these strategies in advance or in the moment?
11. Were the motivational strategies used in this particular lesson the same you usually use? If not, what was the difference?
12. Do you think your strategies to motivate the students were successful? Why or why not?
13. How do you know if your motivational strategy was successful (how do you assess motivation)?
14. Did you try to motivate the unmotivated students? Did it work? Why or why not?

After watching segments of the videotaped lesson:

15. Which motivational strategies did you use most often in this lesson? Why did you choose to use these motivational strategies?
16. How do you think your students perceived these motivational strategies?
17. What evidence do you have for these perceptions?
18. Would you change anything about the lesson if you could do it again? If yes, what would you change and why?



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**Classroom Motivation to Study English:
Student Questionnaire**

Directions: Please answer each question to the best of your ability. Please write in English for all questions.

Part I: Profile Questions

What is your full name (in English)? _____

What is your age? _____

What is your gender? Please **circle** one: Male Female

What is your native (first) language?

What is your nationality? _____ (*Example: Korean, French, Brazilian etc.*)

What is your current class? _____

How many weeks have you been studying at your school **already**?

How many **total weeks** will you study at your school?

What is your highest level of education in your country? (*Example: High School, University, Graduate School etc.*)

What major/degree did you study in your home country? (*Example: Math / Business / English / Engineering etc.*)

What was your profession (job) in your home country (if any)?

How old were you when you **started** learning English?

Part II: Rating Section

Directions: After each statement, you will see a list of numbers from 5 to 1. Please circle the number that best expresses how important you think each teaching method is in the English classroom. There are no right or wrong answers.

5 = very important 4 = quite important 3 = somewhat important
2 = not really important 1 = not important at all

<i>Example: I think it is important to be on time to English class.</i>	5	4	3	2	1
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I think it is important if the teacher creates a pleasant and supportive classroom.	5	4	3	2	1
I think it is important if the teacher tries to motivate students with activities.	5	4	3	2	1
I think it is important if the teacher helps students build confidence.	5	4	3	2	1
I think it is important if the teacher increases students' learning goals in English.	5	4	3	2	1
I think it is important if the teacher makes the curriculum relevant to the students.	5	4	3	2	1

Part III: Open-Ended Questions

Directions: Please think about **today's English lesson** and write 1-2 sentences for each question.

- Which part of the lesson did you enjoy the **most** today? Why?

- Which part of the lesson did you enjoy the **least (not like)** today? Why?

- Do you like the way your teacher explained the lesson today? Why or why not?

- Overall, was today's lesson a positive or negative experience? Why?

- Do you like your teacher's method of teaching? Why or why not?

- If you could **change** today's lesson, what would you change and why?

Thank you!



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**Classroom Motivation to Study English:
Student Interview Questions**

1. In general, what motivates you to study English?
2. Thinking back on past learning experiences, in which situations were you most motivated?
3. Please describe your version of the perfect teaching method. How do you learn best?
4. Do you like when teachers provide feedback and offer help? Why or why not?
5. Do you prefer one motivational teaching strategy to another? Please give a specific example.
6. In what situations do you feel least motivated? Please explain.
7. If you were the teacher, what motivational strategies would you use and why?

Appendix L: Field Notes from Five Classroom Observations

Observation Notes: Teacher 1 (Tim)

Location: School X, Room X

Date: August 21, 2013

Time: 11AM-12: 45 PM (video observation)

12:45-1 PM (student questionnaire)

Students: Total of 8 students (7 have consented to video, but only 6 are filmed because one of the 7 students is a minor and will not be filmed for this research.)

Today's lesson: Making Inferences and Asking Opinions

Start lesson by finishing the story (working with a partners). Teacher is working with students around the room and giving students time to finish the story. A few students are late and make their way into the classroom. The researcher makes sure not to film the two students during the observation that did not consent to video.

Minutes

0-5: Students (ss) are working on finishing story. Teacher only interacts with 1-2 students during this time on story

5-10: Teacher goes around the room and works with students individually. Teacher asks for answers and students provide answers and ask questions. Other groups continue to work individually. One students expresses confusion and the teacher clarifies the vocabulary.

10-15: Teacher continues to circulate around the room. Teachers asks if students "agree or disagree" with answers to the story. Groups continue to work. The teacher clarifies meaning of word "browse" for a pail of students and "vivacity."

15-20: Teacher circulates room and asks clarification questions and provides definitions of more vocabulary words. Works with groups around the room. It is still not whole class group yet. At minute 18, the teacher asks groups to convey answers with partners. Teacher explains the expression "fall off the wagon" to 4 students.

20-25: Teacher explains expression "fall off wagon" and asks researcher for clarification. Teacher begins whole groups discussions/asks students for answers and to make predications.

25-30: Teachers makes a move in class direction (minute 24). Teacher wants to discuss newspapers/bias/unbiased. Whole class discussion. Teacher gives information and students mostly listen. Teacher talks about biases of different Australian newspapers. Teacher changes focus to newspaper article. Teacher lectures on it. Minute 28: Ask students to read on their own (it is done silently).

30-35: Students read newspaper article and teacher asks students to look at adjectives while they read. Teacher clarifies words as students read the article. Teacher talks

about Rupert Murdoch and encourage students while they read. Quote from teacher: “Good sentences to underline.” Students continue to work silently while they read.

35-40: Teacher walks around room and checks in with students. The teacher encourages students and asks if they are okay. The teacher asks students to keep working even if partner has not finished the previous section. Students discuss with partner for a few minutes.

40-45: Teacher helps students with questions about reading and encourages students to check answers with students’ partners. Teacher explains the phrase “modern twist” to a group pair. Other groups are discussing. The teacher walks around the room and answers more questions.

45-50: Groups discuss answers and teacher continues to answer vocabulary questions around the room. The discussion is not a whole group one yet. Only two groups seem to interact with teacher during this time while other group is independent now. Teacher asks students to finish up at minute 47 of observation.

50-55: Minute 48→ Teacher addresses all students and asks students to give answers from the reading. Students call out answers and teacher provides back-up answers and encouragement of answers. The group continues to discuss answers from the reading. Asks for students’ opinion: like and dislike. Students call out answers. The teacher moves on to the last exercise. The whole class discussion on astronomy and astrology and it is now a vocabulary lesson. Example: pseudo-science (pretending to be something it is not).

55-60: The teacher continues to give a vocabulary lesson to whole class. The teacher gives students clear instruction: read article, look at questions, and discuss with partner after. The teacher gives students time to read the two articles before answering questions and discussing answers in pairs. The students read silently from minute 58.

60-65: Students continue to read two articles on astronomy/astrology. The teacher works on computer and walks around the room. The teacher asks if students need help, most just read and word. The teacher helps one student understanding astrology by looking at the mobile phone to produce visual examples.

65-70: The teacher walks around room asking students how they are doing. The teacher goes over to a quiet student and checks her underlining strategies and asks the student to explain the meaning of certain vocabulary and clarify meanings. Other students in pairs continue to read and word as pairs. The teacher encourages pair work and prompts answers. The teacher explains words “cynical” or “sceptical” to a pair of students. The teacher helps pairs.

70-75: There is more work done in pairs. The teacher gives students 0 minutes more for work to make last 15 minutes available for the researcher. The teacher walks around the room and helps student pairs with vocabulary and clarifies. The teacher encourages students to share what they underline with partner and discuss answers with partner. Groups discuss findings with partners (4 groups of 2 in class today). The teacher helps pairs with understanding “confirmation bias”.

75-80: Pairs continue to work together. Pairs continue to discuss answers and the teacher helps pairs and clarifies questions with examples. The teacher explains the use of doubt I writing. The teacher gives his or her own opinion of what is going on/own interpretation of writing.

80-85: Students continue to discuss answers in groups. The groups discuss astrology signs and opinions. The teacher brings all students together for whole group discussion. The teacher asks questions and students call out answers. The students provide answers by looking at the text, giving evidence for answers. The teacher calls on 3-4 students for answers and justifications for answers.

85-90: Students help each other with difficult question when one student struggles to produce an answer. The teacher offers help and support with difficult questions by scaffolding the question and helping. The students continue to answer questions and the teacher offers extra information and helps students really understand the article. The teacher talks about mythology with students. The teacher provides students with examples using mythology.

90-95: The teacher asks students for answers and asks students for specific word answers. The teacher goes back to the text and asks for vocabulary clarification. The teacher discusses “fashion of the moment” in Australian news and politics and provides an example. The teacher encourages practice and reading by introducing the homework: looking for opinion. Through articles and work out the bias of the article. The teacher writes different Internet addresses on the board.

95-end: The teacher leaves the room and 7 out of 8 students complete the questionnaire in the classroom with the researcher present if there are any questions. This takes about 15 minutes (12:45-1PM).

Observation Notes: Teacher 2 (Joanna)

Joanna is a non-native English speaker/teacher from Lithuania.

Observation location: School X, Room X/ September 11, 2013

Time: 6:15-7:45pm observation with video camera and 7:45-8:00pm student questionnaire with consenting students

Students: 14 students total (9 males and 5 females) at class on this night

Today's lesson: Healthy and Unhealthy foods

Minutes

0-5 min: Teacher explains the lesson/gives students a short explanation of what they are about to do and learn. The teacher asks students to list healthy and unhealthy goods out loud as a whole class group. The teacher passes out the food questionnaire handout and students work in groups to complete the FQ.

5-10 min: Students collaborate and work to fill out the FQ. Groups are participating well and staying on topic. The teacher walks around and listens to groups and asks questions/helps with vocabulary/scaffolds as students complete the handout. The teacher discusses different healthy food options with groups: chicken, sushi etc.

10-15 min: The teacher asks individual students about foods they like. She asks questions like "what's inside the soup" to get students to explain rather than just give food examples. The students continue to complete the food questionnaire in groups. The teacher begins to write key words and phrases on the WB (preparing a lesson of vocab list now as students are still working). Some students ask for clarification or other vocabulary (ex: spicy).

15-20 min: The teacher asks students to go through the questions and discuss as a whole class. The teacher calls on one student to answer and discuss the answer of their group in front of class. Some students don't listen until teacher asks for their attention. The teacher asks students to call out "what healthy food do you eat?" The students respond with various answers. They continue to discuss healthy food options, such as avocado and debate if it is really healthy or not (in moderation). The teacher talks about the cost of fast food in the students' countries. The students discuss with each other and the teacher asks students for answers/some call out.

20-25 min: The teacher goes around and continues to ask each group a question from the TQ. The teacher wants students to talk about their teammates: reporting. They discuss "green banana" in a dish. The teacher asks clarifying questions to better understand the concept of the dish. Asks whole group: food you don't like. One student says: spicy Indian food, calamari, Asian etc. Students call out their preferences and teachers asks clarifying questions to get students to give more info and promote more speaking. In this time, only certain students are participating as other students sit quietly and only listen.

25-30 min: The students talk about their experiences of catching an octopus. The teacher asks students to open textbook to page 70 (Face2Face textbook) and changes the direction of the lesson. The teacher elicits vocabulary from the students: a fast, to

go on a retreat, toxins, to digest. The teacher asks students to discuss the concept of Ramadan and fasting.

30-35 min: Two students discuss Ramadan together as other listen. One student offers his personal religious experiences and other students listen attentively. The teacher interjects to ask clarifying questions about the fasting process. One student wants to know more and asks the student to clarify or explain more. The teacher continues with vocabulary list and asks students to elicit the meaning.

35-40 min: The teacher asks students to elicit meaning of the word: retreat. The students try to figure it out. The teacher offers help/scaffolding an example to help the students get to the answer. Continue to discuss other vocab: toxins/digest etc. the teacher asks students to explain the meaning of the words and students call out ideas. The teacher asks probing questions: "What is easy to digest". The teacher writes down ideas on the board. The teacher tells students they are going to read the text and do an exercise on page 70. The teacher reads the directions and students start working independently and quietly.

40-45 min: Students work on reading article quietly from F2F textbook. Some students read quietly, while others whisper as they read. The teacher sits at desk and waits for the students to read and complete ex 3A.

45-50 min: The students continue to read article, look at bold vocabulary (teacher reviewed the meaning before reading began). Some students start to quietly discuss the article/cheek answers with partner. The teacher asks students to compare answers with others. The teacher walks around and asks students if they have finished.

50-55 min: The teacher asks if students would try the retreat program. The students call out answers for yes and no. The teacher calls on specific students to read statements and give answers True or False. The students struggles and asks others students to help. The teacher continues to call on specific students for answers and asks them to justify answers by going back to text specifically.

55-60 min: The teacher continues to ask students to answer. The teacher corrects some pronunciation for students. More students are called on to answer the workbook ex 3a. They go over the last question: look at language from text.

60-65 min: the teacher asks students to go through the text again. She has students pick healthy and u healthy foods. Put the list on the board. She asks students to go back to article and search/underline specific examples of healthy and unhealthy vocab used in the article. The teacher walks around and checks paper--tries to elicit more answer from students.

65-70 min: Asks two students to come up to the front and write words on the board with answers they found from the text. The teacher asks if the groups agree with the answers written on the board: chocolate, coffee, etc.

70-75 min: Asks students to create sentences using relative pronouns they learned before the break (which are still written in a box on WB for students to refer to) with the food vocabulary. Students speak answers out loud as the teacher searches for

answers: she prompts them by saying: Pasta is...and students respond: "is a dish which is Italian etc.). The teacher corrects any grammar mistakes on the spot.

75-80 min: The teacher introduces veggie card game. The teacher elicits the vocabulary at the beginning to show how the game is played. Students look at the card picture and will need to use correct relative pronoun with the card without saying what is on the card...their partner will guess the word. The students work in group to use grammar and the teacher walks around and tried to elicit phrases from the students. Students continue to play card game in groups and elicit relative pronouns vocabulary/practice new phrases with classmates

Observation Notes: Teacher 3 (Ashley)

Observation location:

School X, Room X, Level X (Sept 18, 2013)

11AM-12:45 PM Classroom observation

12:45-1PM Student Questionnaire

Students: Intermediate level students (mixed nationalities, but mostly Asian)

15 total students (9 Female and 6 Male) on day of observation

Today's lesson: cyber chat, cheating, descriptions of physical looks before break; continue to learn vocabulary how to describe each other and celebrities

Minutes

0-5 min: Teacher explains what the class activity will be. She explains activity to students and expectations. It will be a pair exercise where students will ask each other personal questions. The teacher puts students in pairs that usually don't work together. Students get in pairs and begin asking questions from the handout created by the teacher. Students must fill in the blanks about their partner: hair, face, body type, favourite activities etc.

5-10 min: Students continue to interview and ask questions in pairs. The teacher responds to the questions from other groups (ex: widow) but continue to participate in a pair too because of the odd number of students. The students cannot write each other's names on the paper. It will be a surprise guessing game afterwards.

10-15 min: Teacher assists with vocabulary questions as different groups ask for vocabulary clarification (ex: braces/widow/jewellery). Students overall seem engaged during the exercise and there is a lot of English speaking conversation. The teacher works a partner with one female student.

15-20 min: Most students are finished and teacher walks around to check the status of each group. All groups finish and the teacher gives more instructions to the whole class. The class is instructed to fold paper in half and the teacher collects papers. The teacher shuffles papers and gives students a new paper to read and identify who it is based on with the description given.

20-25 min: The teacher explains the instructions to the class. The students are told to read the description and make an inferred guess based on it. The students take a few minutes to shout out guesses and joke around. Some students struggle to find a match to the description on their paper. The students are told they can look at the top to find out.

25-30 min: Students still try to find the match for their paper descriptions and the teacher helps students find a match based on description. The teacher explains the new activity with famous people on photos and descriptions. The teacher puts students into new groups for a new activity. Students from new groups must identify and match the photo and description of famous celebrities.

30-35 min: The students work together to identify and match the photo of celebrity and description on separate paper. The students make guesses and agree/disagree with each other's guesses. There is constant chatter.

35-40 min: Students struggle to identify all of the celebrities because of culture or the celebrity is unknown to them. Ex: Sean Connery / Ryan Seacrest. The teacher explains the instructions: "I want you to describe the 7 people on your list...see if you can work out the photos." The teacher assigns new pair group and the groups now mix to move to new partner. Students move to new partner and describe the photo using only physical descriptions the students work together and seem to make guesses and work well together. The teacher circulates around room as group pairs work.

40-45 min: Students work together in pairs to identify celebrity in photo based on physical description clues. The teacher circulates and helps when ss have difficulty describing or guessing based on clues. Students continue to make guesses and offer clues.

45-50 min: Ss pairs continue on photo description activity and teacher circulates and scaffolds who needs extra attention and help. Students seem very excited when they make a correct guess. Some of the photos seem a bit difficulty for students to describe to their partner. The photos are of celebrities when they were younger. This activity assumes prior knowledge of these famous Hollywood celebrities.

50-55 min: Teacher asks if groups have finished and were surprised by any of the photos. Students seemed quite confident by the photos. Teacher decides to test the students by giving a description of a celebrity and students must guess based on her description. "This person is wearing a suit, has black hair etc..." Teacher offers vocabulary help with hair types. They will begin a new activity now. Students move back to original seats. The teacher passes out a handout to students and waits for students to settle down.

55-60 min: Teacher announces they will look at reading/writing portfolio: short story describing two friends. Teacher asks ss to circle vocabulary they do not know while reading. The teacher provides directions and ss listen. Ss must read, discuss new vocab, and do comprehension questions with a partner. Teacher gives clear instructions and tells students they will have 10 minutes for reading. Some students read out loud and others silently. Overall, ss are engaged in lesson.

60-65 min: Teacher says to ask partner first for difficult vocab before checking the dictionary. Pairs read the article out loud and check vocab questions together. Teacher circulates the room and assists with student questions.

65-70 min: Ss continue to read and work out hard vocab. Teacher helps ss who need help with some vocab and explanations. Teacher scaffolds by offering examples of extra meaning: typical, organisation, wearing contacts etc. Most ss go silent and start on comprehension questions or circle new words. Some ss need help with meaning of "selfish".

70-75 min: Most ss finish reading the article. Some groups continue to discuss the vocab, or ask each other some questions. The teacher continues to circulate and listen to pair conversations as they discuss the two friends in article (Kate and Fiona). Some groups seem to finish early and wait until other groups are done. Most students seem to have circled at least a few new words.

75-80 min: Teacher helps a pair group that seems weaker and needs extra support with vocabulary. Some groups are finished and start chatting about other topics other than article. Teacher asks if other group have finished and she gives groups 2 more minutes and says fast groups can begin working on next exercise as they wait. Some groups work much faster than others and teacher tries to keep all working and on task.

80-85 min: Teacher helps some struggling students finish the first set of comprehension questions as other groups moved on. Teacher asks ss to go over answers with whole class. Teacher asks if ss enjoyed reading the article. Teacher goes over the story and comprehension. Questions with whole class are discussed. The ss shout out answers and teacher scaffolds answers (ex: high heels / top etc.) Teacher asks for answers also from specific students and whole class combination. Ss provide answers to T's questions about descriptions in article.

85-90 min: Teacher gives instructions to ss for exercise #3. Teacher asks students to identify different parts of the article. Teacher scaffolds student understanding and provides new instructions: read the article again and underline specific descriptive phrases (ex: She is a person I know). Ss must find the phrases in the text and they can work together or alone. Ss begin working on the new exercise. T gives instructions again to individual ss that seem confused. Most ss get on task right away. T ask ss to look at 4b (grammar) ex" superlative as they re-read the article. She provides grammar examples.

90-95 min: Ss work on connecting grammar (4b) with the four phrases (4a). Some ss have forgotten specific grammar points and T. circulates to help these ss. Most ss work independently or with their partner. T. asks for answers rom all ss. During lesson today, there is no board work. Teacher asks ss to identify non/verbs. Teacher asks ss to practice phrases in ex #5. Teacher does first phrases as an example to help ss get on track. Ss work with teacher to complete ex #5. Ss struggle to complete this exercise. Ss complete blanks together: "Can you tell me what she looks like?" T. goes over #5 and helps ss to complete the blanks.

95-100 min: Ss complete ex #5 with teacher help. T. Gives instructions for next section 5b. Students must look for mistakes in the section and work with a partner. The teacher circulates ad helps ss and listen as they read/pronounce.

Observation Notes: Teacher 4 (Lilian)

Location: School X, Room X

Date: September 25, 2013

Time: 11AM-12:45 (Video Observation)

12:45-1PM (Student Questionnaire)

Students: 14 students (7 male / 7 female)

Today's Lesson: Crime and Murder Mysteries

Minutes

0-5 min: The class begins the second half by continuing to review answers on the worksheet. One student gives out her answers and the teacher gives instant feedback with pronunciation and grammar as she speaks. Calls on other ss to give answers to worksheet. The teacher offers help or leading questions.

5-10 min: Discuss worksheet as groups. Teacher clarifies some vocabulary questions for certain words: rent/hire/book. Teacher provides examples for the "hire." Students provide answers to more worksheet questions. A few ss come in late and teacher hassles them for a reason of tardiness. She makes them answer a worksheet question as punishment—ss laugh when a ss struggles to find an answer or gives a silly one.

10-15 min: Change topic to "murder mystery" and the teacher asks ss to give terms that remind them/elicits vocabulary in a brainstorm bubble activity. They discuss the term murder and the idea of intention. They also discuss the meaning of mystery ("nobody known about something—then it's a mystery"). The teacher explains the words can be a noun or a verb depending on the context.

15-20 min: Teacher elicits more words for the word bubble. Teacher introduces the term 'crime' and students come up with ways to commit a crime and murder others: strangle, knife, gun etc...

20-25 min: The group works together to fill out crime bubble. Teacher pronounces 'burgle' and writes sounds on board. Teacher explains the meaning of all three terms: burgle, rob, and steal. "When you take that something that isn't yours without asking for permission." They discuss examples of stealing (people).

25-30 min: Two students discuss stealing people in Columbia and other countries where there is a lot of crime. They discuss the term 'kidnap' and that people do it to steal people to get money. The teacher asks class for more ideas—ss brainstorms what else can be stolen: bag, electronics, and shoes. Teacher asks ss to clarify between steal/rob/burgle. The teacher writes ideas on the white board and ss take notes. The teacher distinguishes what can be burgled and not.

30-35 min: The teacher gives examples and gestures to help ss understand the meaning of rob. Teacher asks for verbs to explain the violence with robbing: attack. Teacher elicits ideas with the phrasal verb: break into and ss call out possible answers. The teacher is very animated as she describes difference between break into and rob. Ss are very attentive and enjoy her animated explanations.

35-40 min: Ss ask for clarification for use of “break in” and teacher helps ss to understand by saying remember: break the rule/not yours → no permission and s seem satisfied with explanation. They move onto discussing the term ‘steal’ and teacher asks ss to provide sentences using the word: A man stole my money (active) / She stole my heart (active). Teacher asks ss to identify if sentence is active or passive and ss ask clarifying questions.

40-45 min: Teacher explains the difference between active and passive sentences with example. Teacher writes examples on board: He robbed the bank / The bank was robbed. Teacher explains the passive example is more common because we don’t know who committed a crime. Teacher writes more active and passive sentences on board and explains that for passive sentences the ‘actor’ is not important. Ss listen carefully and write notes.

45-50 min: Teacher explains which phrases are more “usual”. Teacher writes a lot of phrases and vocab on white board. Teacher asks for difference between the vocabulary and elicits using the word “steal.” Ex: I stole a wallet. Students come up with many responses. They laugh at funnier responses. Teacher returns to murder and asks for action for each word in the bubble. Ex: gun (to shoot).

50-55 min: Teacher explains that we have two people: one who does the action and the other that receives the action. She elicits: murderer/victim from the class. Teacher elicits more words involving murder: suspect/police etc.... “What’s the verb we use with crime?” → commit

55-60 min: Teacher explains the word ‘commit’ as the verb with the word crime. Ss were not able to find this word on their own. Teacher gives answer and ss learn a new phrase. Teacher puts ss into group of 3-4 and gives each group a set of questions. Teacher reads the questions out loud and explains some vocabulary questions: “novel is like a book and teacher also explains where the photos on the handout come from: ex: Agatha Christie...teacher circulates the room and provides feedback / pron help.

60-65 min: Students discuss questions in groups and teacher circulates and asks questions to each group. Teacher encourages a quiet ss to talk and teacher asks clarifying questions to get her to speak about watching crime. Teacher gives Chinese ss permission to translate because one ss is very confused by the vocabulary. Teacher begins to ask groups about their responses to questions. Teacher asks each group to present their responses...eventually when this doesn’t work well, the teacher calls on individual ss to provide answers.

65-70 min: Teacher asks if any ss read crime novels and the majority answer “no”. Ss seem more interested in watching crime tv than reading about it. Teacher asks ss to open textbook to pg. 88. Teacher explains ex #3 and teacher elicits the meaning of criminal from the class. Teacher asks ss to complete the box with correct vocab (noun + verb).

70-75 min: Ss continue to complete the vocab box. Ss try to figure out if vocab is a person or a crime. Teacher assists with pron and circulates the room. Teacher erases the board and draws a graph for ss to complete. Teacher asks specific ss to share answers on the board.

75-80 min: Teacher goes over pronunciation for each word and writes the phonetic sound of each. Ex: robber. Asks number of syllables and the stress for each word. Teacher helps with pronunciation of “th” sound, which some students struggle with. Teacher goes around and checks pronunciation with many ss. Teacher has all ss pronounce “theft” in room. Teacher makes sound distinctions between burger and burgle.

80-85 min: Makes a note that teacher is Aussie and doesn’t pronounce the “R” in the word burglar. Teacher continues to practice pron/stress with the crime words in the chart (syllabus/pron/stress). Some ss from Japan struggle with “burglary” because of the R and L. Teacher explains the pronunciation difference between Aussie and US pronunciation of “murder”.

85-90 min: Students continue to practice pron of the crime words. Teacher asks ss to complete ex #4, which asks ss to choose between 2 vocab options in a sentence. Teacher circulates and helps ss who need extra clarification/help.

90-95 min: Teacher circulates and ss complete ex #4 on their own. Some ask neighbour a question and teacher scaffold with ss that need help. Teacher checks answers of finished ss and directs pairs to check answers.

95-100 min: Teacher asks ss for answers to ex #4. Teacher waits until the group have finished discussing. Some ss need more time to discuss in pairs. Teacher asks finished ss to begin writing answers on the board and some ss continue discussing. The group goes over answers ex #4.

100-105 min: Teacher calls on specific ss to answer/read out loud the answer. As a group, they correct some answers on the board.

Observation Notes: Teacher 5 (Emma)

Observation Location: School X, Room X

Wednesday, October 23, 2013

2-4pm Observation

3:45pm Student questionnaire

16 students (5 M / 11 F)

Class topic: Privatisation and Discussion essay

Students were mostly Chinese with only 1 Japanese and 1 Brazilian student. This is an X type of class for students trying to get into a specific university in Australia (at the moment, their IELTS English score was below a 7, so they enrolled in this English course).

Minutes

0-5 min: Teacher and students discuss weekend activities together. Some students share their weekend experiences with the teacher in a short dialogue for about 2 minutes. The teacher writes the main lesson aims on the board and asks students about each aim (to explain its importance and purpose). Some students offer their input about each aim, but most only listen. All students are Chinese except 1 Japanese and 1 Brazilian.

5-10 min: The teacher encourages students to go to future seminars and parties. The teacher puts info on the big screen and students ask questions about the events. Teacher starts a brainstorm and conversation about "Space Exploration" and how the company Virgin will send people to space in the future. The teacher asks what 'gadget' means and only a few students seem to know. One student calls out "small machine" and the teacher responds positively.

10-15 min: Teacher asks groups to discuss a future gadget in a spaceship in 2200 AD. Groups discuss what is the gadget and how it works. Partners discuss their ideas and the teacher walks around and monitors the pair discussion. Teacher calls on a group of 3 students to share their gadget, but asks the students from the same group who didn't come up with idea originally to explain the main ideas to the class.

15-20 min: Teacher likes the idea shared and writes some notes on the board. Shift in topic: go to space reading in their books. The teacher checks to see who did the reading before class and only about half did. The teacher breaks up the article and asks each group to focus on a specific section of questions from the article: (1-4 & 5-8). The teacher helps students organise who is reading (skimming) and who will begin looking at the questions as a small group.

20-25 min: Students discuss in groups the questions from the article and the teacher monitors as students work. Teacher asks for ss answers and makes sure ss understand the task. One ss walks in late and the teacher helps hi get on track and quickly discusses what the class will be doing.

25-30 min: Teacher explains her ideal group work situation. She encourages students to work in pairs and later discuss article questions as a whole group. Some ss begin to

work as a pair while others read the article silently. Teacher continues to monitor ss discussion and reminds a pair to speak in English.

30-35 min: Groups continue to work through the article questions. The teacher helps 2 struggling ss for a few minutes, while other groups can be heard discussing the advantages and disadvantages of the space program. Teacher moves around to a new group and ask for their opinion before giving her own: (“What do you think?”)

35-40 min: Teacher clarifies what evidence and argument mean and how ss can look for them in the article. Teacher gets around the room and monitors, asks for ss understanding etc. There is a faster group. Teacher encourages them to check the vocabulary while other groups finish. As ss finish up discussion, the teacher begins writing vocab and expressions on the board.

40-45 min: Teacher asks pairs to begin working as a group of 4 and share answers before doing a swap between larger groups. The teacher walks around room and asks if each group has begun their group discussion yet. She encourages ss to begin discussing in groups of 4 (previously pairs). Teacher asks ss from 2 different groups to swap to a new group. The teacher clarifies the task of the swapper: they must present ideas to the new group. The rest of the ss: task is to ask questions to the swapper. The teacher explains the tasks and the purpose for doing it (e.g. checking what you’ve got). The swapper is carrying ‘new info’ to the other groups since they discussed the other set of questions. Tasks: presenter and ask questions.

45-50 min: The swapper/sharing group concept seems to work well and ss are discussing and asking questions with each other. The swapper in each group shares their ideas with the new group. The teacher monitors each group and reminds ss that this is a paraphrasing activity (they must use their own words to explain). The teacher asks ss to swap so group members can tell answers from their section of the article and the swapper asks questions.

50-55 min: Groups shift and now swapper listens and asks questions about what the other group members present the teacher says they only have 1 more minute for discussion because she wants to keep things moving along. Teacher encourages that all ss in a group contribute an idea to the discussion ss move back to original group (the swapper). Teacher tells each group ahead of time which question they are responsible for so they a few min to prepare the answer.

55-60 min: Teacher asks each group to present answers for their question to the whole class. Each group presents an answer to the teacher as the other groups listen passively. The groups discuss the ideas of dependency, outlandish ideas, profit, lack of info etc. After each group shares, the teacher encourages the responses and provides more info. Teacher calls on ss if the group is very quiet.

60-65 min: Teacher supports ideas and encourages their responses. Shift: talk about the vocabulary as a class. Teacher goes around the room and asks questions about the definitions. She says she will use the visualiser later to show vocab in the reading. Teacher explains the importance of what they just did (to become good students, SWBAT analyse text for meaning etc.) The class moves onto the example discussion essay. Teacher explains the difference in goals of NASA and Virgin Galactic. Teacher wants ss to look at essay topic: what does the question ask and is it exposition or

discussion essay? She quickly looks at vocab on board, but goes back to essay topic again.

65-70 min: Teacher explains the meaning of “to reap the benefits”. Ss are asked to discuss what the topic is about and what type of essay it is in pairs. Teacher overhears discussion from group and uses ss response as an example for whole class. Teacher asks ss what type of essay it is and teacher asks ss to skim the essay, find the arguments, and structure of the essay.

70-75 min: Ss skim the article silently and look for what teacher has asks (structure and arguments). Students only get 2 minutes to do this. Now ss are asked to share ideas with their partner out loud. Teacher gives them 1 minute to share: structure, paragraphs, viewpoints etc. Ss look more carefully at writer’s views (teacher put up paragraph on visualiser). Teacher underlines key ideas and asks questions as they discuss together.

75-80 min: Teacher asks for meaning of specific words as she underlines and ss can see on the screen and she helps understanding by explaining the meaning of the final paragraph (side 1 and side 2). Ss are asked to read the essay alone and to put the correct word in the essay afterwards from the list provided by the teacher. The words are: evidence, topic sentence, view etc. Teacher emphasizes that they must work in pairs for second part of the task.

80-85 min: Ss read article silently and ss read and try to match the task words into the correct place in the article. Teacher monitors and helps with questions as ss read the article. Ss continue to work alone and to read and in pairs to share responses. The task words on the screen are in order, but ss need to figure out where they go in the essay.

85-90 min: Teacher monitors and asks if they are any vocab questions. Most ss remain silent or work with their partner on the tasks given. Teacher gets whole class discussion starting by discussing the introduction. The class works together to fill in task words in the essay. The teacher also asks ss to explain why certain task words are important or needed in that place in the essay.

90 min-end of video: Teacher asks questions about words, meaning, purpose, structure of the essay. Continue looking at the example and teacher explains importance of what they are doing. Teacher does most of the talking now to discuss the task words and the purpose of each. The teacher does call on each student to provide an answer. Tomorrow, ss will have to write a discussion essay, so today is practice for it.

Appendix M: Selection of Teacher and Student Interview Transcripts

Teacher #1: Tim
Pre-Observation Interview
August 16, 2013

K: Okay, um...this is the interview with teacher number 1. Um, what strategies do you usually use in the classroom to motivate your learners?

T: Ok, well the main one is I try to convince them without looking like I am convincing them that what I am teaching them and what we are doing in that particular moment will actually be useful for me and will be somewhat rewarding and I give them the reasoning behind it, so if we are doing a reading activity where I've decided we're going to do scanning, then I'll say well if you an IELTS test, you'll need to scan, if you are doing any kind of test, you'll scan...but even in normal life, like when you look at a phonebook or something, you scan and so this is why this is important. It's always more, always easier when it's related to something I am passionate about, like if it's a slightly more academic thing that we are doing or if we are looking at newspaper articles and things like that. I always find if you inject your personality into it as much as possible, without being a pain about it or being horribly biased about things, um...it resonates with them. And they seem...I've never had problems at least with these guys with them wanting to do with what I've brought into the class. They always do it happily and they seem to enjoy it and yeah, if you are enthusiastic about it and they tend to be enthusiastic about it.

K: So, you would say being enthusiastic about your subject and then justifying your reasons for your...

T: Yeah, absolutely because they expect, I mean they aren't stupid obviously, um...they expect just like with anything there's some company policy or there's a strategy that is being devised...do, they are not going to necessarily believe me if I am enthusiastic about something or if I give reasons why, but if I do them together, if show ok well this is genuine enthusiasm and its justified because of this, rather than saying well this is important cause you might do this, but then they can tell I am not 100% behind it, then that's what really makes the difference I think. It has to be genuine.

K: Yes. Um, question number 2: Have these strategies that you just discussed um, created successful learning outcomes? Why or why not?

T: Okay, well I think they have. I've noticed I mean with this level its very hard to detect progress sometimes, you get high level students and they stay high level, and I mean the only way you can really detect progress is if they get worse (chuckles). And luckily they don't, so...with some of the borderline intermediate students who have come up, like I have one student here who is, uh, he was right on the cusp of going up anyway. I wasn't sure if he was ready, but he really wanted to and he's very translator based and very unconfident...uh, lacking in confidence with everything he does, but he is really getting better and you know, I give him slightly more attention than some of the other students, but I've seen huge improvement and he understands what I say and you can see the grammar clicking and because I am enthusiastic with

his progress, he's generally enthusiastic—he seems to get really excited. So, I've seen that, I've seen the writing of students really improve. I'm not sure how much that has to do with me to be honest other than getting them to practice and teaching the grammar because we don't do extensive writing...based, I don't know uh, we don't teach them extensive writing because it's something that they get in EAP and I think we should and one day we probably will. But we have--

K: Do you think improvements are seen through more like test scores or through actual work in the classroom?

T: Not through test scores at all. Uh—I see it generally with the homework they give me if they do it. So, though sadly with most students I won't see any progress and maybe they have improved, but I don't see their writing and I don't see it enough to know their writing and to go “Oh ok, that's different to last time”—but, I mean there is one student in particular (a different student) who loves doing writing (chuckles). She gives me a lot of extra work to do with the prolific writing and I've noticed it really improve and it's exciting to see.

K: And do you think those improvements are made because of the strategies you use?

T: Um, no, as much as I consider myself to be a very good writer, and it's something that I am quite passionate about, and uh, I don't know...completely aware that I don't know how to teach writing and that's not something I've been trained on and it's not something we have a PD on right now...or maybe we do, but I haven't gotten to it yet, so I don't think it has to do with me other than encouraging them and giving them corrections and hopefully they stick, but yeah, I would say—

K: So encouraging would be important?

T: But um, yeah I don't think that's an effective method.

K: Um, okay. Question number 3: do you plan motivational strategies in advance or do they sometimes derive from spontaneous situations?

T: Ok, they are usually spontaneous. There are a few lessons that I have like, I have one based around when we go to the computers and it is based around news articles and I motivate them by...I mean I have the strategy planned out, I only choose interesting and cryptic sounding headlines about interesting subjects. I don't give them political articles or you know, disaster articles or anything like that, it's always something a little bit quirky, which is a nightmare in the morning trying to find 6 quirky articles from all around the world from like decent newspapers. But they always enjoy that one. There are always some really interesting topics that I find that they find interesting and so yeah, that's the time when I have a proper strategy to--to um, motivate them. Other times I try to be humorous about things and I find that if it looks like if I'm having fun, it's easy for them to have fun and um, I make jokes sometimes that are not probably 100% appropriate but um, you know that if it keeps it light, then even the most boring things like royal family based tourism like today, I mean I hate the royal family...I made a joke about them being useless at the start and uh, yeah they went with it.

K: They enjoyed it?

T: Yeah, I think so. Yeah, I mean and it keeps it personal, keeps it light.

K: Great...and the final question: which teaching strategies are generally the most valuable for promoting motivation among your language learners and what evidence do you have for this success?

T: Okay, um I found definitely giving them examples of how they'll use it in their lives, that's gotta be the most effective other than just general enthusiasm about things, but a (unknown words), they have to have reasons for it. I mean these guys are really good, they'll do what I—I mean, I don't want to say they'll do what I tell them, but um...they'll do the activity without any problems even if it's a bit boring. But, I've found like there is a book "More Reading Power" that has these great chapters and I was printing out a whole chapter and coming in here gosh, I shouldn't say that and (chuckles loudly), I'll come in here with a chapter of that book and it will be skimming or reading for context and I'll say exactly why they need it I'll also, you know, because I'm someone who loves to read and reading is one of the things I love the most, and I love books, and I always try and encourage my students to read as much as possible. Um, I find when it comes to things like that, when there is a chapter on how to read for pleasure and how to get the most out of a text, I can naturally say, "Okay, this is what would happen, you'll have a new source of entertainment, you'll understand texts on a completely different level, if you want to get a good IELTS score, this will help that and it'll help at university and it'll help with your normal life and when I give them that, I mean the scanning lesson was probably the most engaged I've ever seen them and they had lots of fun with that, I mean you had to make it fast too, but they did it and they loved it and same with the skimming they liked—um, and the reading for pleasure and I brought my books in one day, I brought 6 books and I put them into groups and they had to work out what the book was about decide which one interested them the most yeah, they loved that.

K: Well, great. Would you say the majority of your students are trying to enter academia or—

T: No, not at all. So, I'd say like obviously (student name), she is, but there are a couple. Mostly, I mean you probably noticed the age difference. We've got a couple of teachers from China in here, so...and we have um, yeah mainly young professionals...so, they are here on working holiday or they're here on student visas but mainly to work...

K: To improve their English and go back and work?

T: Yeah, I mean a lot of them I'm glad, you know, that they are getting involved in the classroom, but they're not here just to learn English, they're here to live in Australia and they're on a working holiday without the working holiday visa, so they have to come to school everyday otherwise they lose their visa and they do want to learn English, I guess, but yeah, they're here just to enjoy it.

K: Well, fantastic. Just for the record, can you say what class you teach?

T: Yeah, okay, I teach upper intermediate and advanced in the mornings and there are two of those classes, I teach number one.

K: Great, thank you very much.

T: Thanks, Katie. I hope that was helpful.

Teacher #1: Tim
August 22, 2013
Post-Observation Interview

K: Okay, this is the post-observation teacher interview with teacher #1. Um, are you ready?

T: Yeah, yeah I'm ready!

K: Okay (chuckles). Um, number 1: in general, which motivational strategies do you believe to be the most useful in the second language classroom and why do you consider them to be useful or effective?

T: Okay, um, you mean obviously just in general, like--?

K: Yeah, in general and then the next question I would ask you: which ones you use specifically?

T: Okay, all right. Well...I mean, it's hard to think of other than giving them a reason to do something, but then I guess that's motivation in general isn't it? Um, well I guess making it clear why they are doing it, that's number one, making it enjoyable, that's number one and showing exactly how it's gonna affect the way they use the language maybe...

K: Do you change your strategies depending on the class you have or--?

T: Yeah, absolutely.

K: Okay.

T: If I have quite a serious class then I'll talk more about IELTS and things like that, like the practical uses. If I've got a class who are very laid back and they seem to just have a, like to have a laugh, then I'll focus more on it just being enjoyable and for how they can use it socially rather than...and for their everyday life. So yeah, I try and focus on a different function I guess, a different purpose for learning...

K: And number 2: which motivational strategies do you use most often and maybe you can think about the class you are teaching now?

T: Okay, right well for those ones definitely the ones I just mentioned um, this class right now they are it's kind of an interesting mix cause they all do just like to have a chat as you can see they are a really fun class, they've got a good sense of humour and so I try to inject a sense of humour into as much as possible cause it keeps them entertained and they always work hard when I do that, but also they are quite serious about why they are doing it, a lot of them, so...and I've got a few like student name* wants to do IELTS and some future EAP students, so I yeah, say that "this will be useful and this will help you with reading in general, not just getting some extra vocab or something, this is a skill that you'll use every time you'll read"...things like that.

K: Okay, number 3: How do you try to motivate unmotivated students, which techniques are usually most effective?

T: (Chuckles) If any! Well, luckily I don't have any unmotivated students right now...touch wood. I've got an amazing class; both of my classes are phenomenal. Um, I've got one student in the other class that I teach, the intermediate class, who he's not so much unmotivated, but he doesn't understand the way I teach. He's a lot older than the other students and he's obviously, yeah, he's got a set way of having learned, which is very different to how I teach and so he openly questions me, which I find very irritating, but you know, you just smile...all I do is explain why and speak a little bit faster...(laughs)

K: Does that satisfy that student?

T: Yeah, it does...like he said, "Why do you always make us guess the answer?" and I said, "Well, I'm not just gonna give you the answer and say of okay, this is the question and this is the answer"...like of course you've gotta guess the answer, otherwise you're not thinking, so um...that was a real question I got from him on Tuesday. So, but then he went and guessed and he kind of "hohoho ok I gotta guess", "yes, do it" and he was fine. But I did have one student who there was nothing much I could do to get him to do anything, he didn't want to do anything and when I made him do things by kind of giving him a hard time in class and telling him to put his phone away, he complained about me, so...you cant win 'em all, you can't win 'em all...I find having a—if you—kind of in a fun way, give them a bit of a hard time, that usually jogs them a bit, like if it looks like they are nodding off or something, you make it clear to everybody that they are sleeping or you go up to, I've had a sleeping student once or twice and you go up to their ear with my alarm on my phone and everybody laughs at them and generally, if you pick the right person, they have a sense of humour...

K: They feel the peer pressure?

T: Yeah, they'll feel it's embarrassing, but not in a malicious way.

K: Yup, they know they were in the wrong? (Laughs)

T: Yeah, exactly you know...they know it's not okay in the classroom.

K: Great. Okay, um...the next question number 4: when you were a student, what motivating strategies did your teachers use and did you find these strategies motivating?

T: Okay, well this is an interesting one only because I went to 3 completely differ schools. My primary school was a Montessori school and then I went to a really strict traditional Anglican school in Melbourne for 2 ½ years, where there was detention for everything and...so that was I mean that was basically not wanting to get a detention or get yelled at by the headmaster or something like...that was the only motivating strategy they used was as far as I can remember. I was only year 7, 8, 9, so they don't even bother with saying, "Ah, this will be useful later on..." They just go, "Right, you just have to do it, do it" otherwise detention and then when I went to America for that

one year, that was another Montessori school and actually, well I mean, they kind let us do whatever we wanted, well they had a structure, and I was terrible at doing homework and I just never did it, and I had this great teacher, Nate, who was a really friendly guy and everyone just loved him and I did to, but whenever I didn't um, he used to make us do Euclid Props, so we'd have to, we'd have the Euclid book and we had to work out exactly what he said and then present it to the class everyday...and I just would always forget to do it or I couldn't be bothered and so he used (*laughs*) to hold my hand, walk me by the hand, I was fifteen, in front of everyone to the library where he'd sit me down and make me do it and then I have to come back when I'm finished and it was so embarrassing and um, and that was, that was the motivator...they had the homework board and if you hadn't done your homework, you'd be written on the board and you couldn't go out and hang out with your friends because it was a boarding school so you lived there until you got it wiped off the board, so that was their strategy. But, it was okay. And then...(name of school?)...in Melbourne again for my last 2 ½ years was extremely laid back. In Year 11 and 12, they said you're in vice? year now, you don't have to come and if you do then good and if you don't, well you fail and you won't get to uni if that's what you want to do and yeah, it's completely up to you, we don't care, like uh, we care but we aren't going to do anything and um, we're not going to chase you for assignments...you just, it's up to.

K: Do you think you work better like that?

T: Well, I did because I after like, once I realised it wasn't the end of the world if I didn't get a huge score in Year 12, I stopped caring and I did what I could, I had a lot of fun, that was one of the best years of my life, Year 12 even though I thought it was going to be one of the most stressful, went out with my friends all the time, but I still got good marks and I didn't get what I could have got, but now, (*laughs*) it doesn't matter, like, it wouldn't have affected my life in any way, except I would have less of a good time and I knew what was gonna be important and I did the things that I liked and that was it.

K: Hmm, great. Okay, so now we are going to discuss the lesson that was observed. Um, number five: what are your overall impressions of the observed lesson?

T: Okay, well um...it was one of those things that went completely off plan, it had the potential like, if I'd seen—if someone had said okay, "this is what you're gonna teach today for four hours", I would have said, "Oh my god, that's so boring...like, that'll kill them." So it was yeah, I mean it was something I would normally only teach for two hours and it stretched into four, which sounds absolutely brutal, but for most of the time they seemed to really like it and I did talk to one of the students outside and she said she had a great time and thought it was really goods so...um, yeah, I thought it went okay, I was happy with it, and I mean I'm generally happy with my lessons. Um. Yeah no, they didn't seem to roll their eyes or anything too much, it was pretty straight forward, it was really relaxed and I mean, that's something we do in this class, I might not have done that with another class, I probably wouldn't have, but with these guys you can go off topic a bit and really slow it down and they don't care they—

K: Is that because of their higher level that you can do that?

T: Higher level and also they're just really want laid back...I mean like student X and student X those guys, and X, they'll just have a chat so...if like X, sorry I'm using all these names...if he's struggling to keep up...

K: We can change them later.

T: Yeah, okay yeah (*laughs*). So if he's um, he struggles a bit...so if they're off chatting or they're checking their answers and doing something else and then I hear them cause they always just go and start having a chat and I never stop that unless we have to move on...then I can concentrate on X and I say right, this is what we have to do and it works really well...so, and you probably noticed they're all going different paces yesterday...and so, I had the two here were had nothing to do for a couple of minutes every now and then, but usually...

K: They're faster workers than the others?

T: Yeah, yeah well that's the thing...this class is really unpredictable with I mean, there are a couple of them where you know they are going to be slower and like, one or two who are going to be faster, but yeah generally it's always kind of like "oh, you're finished first...right okay." It's really hard to predict, so you can't yeah, you can't manage it based on what you think's gonna happen with these guys.

K: Um, great. And thinking about the lesson again number 6, what motivational strategies did you implement in your lesson and did you plan these in advance or in the moment?

T: Okay, it was in the moment, oh—kind of like in general I did have an idea, like the whole reason we were doing that book was cause its useful and that was my motivation strategy—like this will help you in everything you do with English reading, um...and um maybe I did this in the first lesson and I can't remember now, it was 4 hours...um, like it was a big blur now...but I definitely said, ah, you would have heard me when we got to the opinion, and we like--like the newspaper part and I explained yeah—that this is something you will come across in your life, it's really useful to know that you know, people do have opinions and even people who are meant to be unbiased, they naturally have opinions and it's good to--and really useful to be able to recognise if someone has a hidden agenda or if someone is bringing something else that you—like, writer's assumptions—even if you are doing academic work, you always have to be aware of the writer's assumptions, that's the first thing they teach you. So um, yeah I did that and made it clear why it was going to be useful for them and why and I showed my own enthusiasm for it and said, well you know "this is really important"...

K: And with the homework, were they able to bring in articles?

T: No, no, they didn't. Um...student X had a Telegraph from a couple of days ago and actually no, he actually didn't actually buy it yesterday, but he had it and it was an article about gay marriage and then I pointed out to him that it was in the opinion section, so it's not really hard to find a bias there (*laughs*). Like he's meant to have a bias, that person and the headline was like "If New Zealand can do it, why can't Australia?" And then I flicked through and I saw there was an article about Kevin

Rudd and I saw that the writer was Peter Costello and they're not gonna know who Peter Costello is and what preconceptions he, well, what prejudices he might have against the subject matter coming into this, so I, as much as it killed me, I went photocopied a bunch of Peter Costello articles about um, a bunch of copies of that article about Kevin Rudd for them and we went through it and yeah, they found the bias, and it wasn't hard, I mean he hates Kevin Rudd and he made it clear, but yeah, and they get it and that was good, it was like a joint homework...yeah, continued on.

K: Great. Um...let's see, I think we're on number 7. Were the motivational strategies used in this particular lesson the same you usually use or did you use any different ones?

T: Yeah they were...I mean, yeah they were, that's the usual one: This is gonna be useful, if not, why am I teaching you (it?)?

K: Exactly. Did you think your strategies to motivate students were successful yesterday?

T: Yup, based on the fact that, I mean like, I know student name* said she had a good time, and um, they all did it, no one sat there going, "oh this is rubbish"...

K: Then that leads to number 9: how you would assess motivation, is it by the way students behave?

T: Yeah, absolutely, I mean that's the only way because I can't wait a month until I see how they read something and go oh, that's from 2 months ago and that worked...it's the only way I can instantly gauge and I know when something is boring and when something seems pointless to them and I know when something seems interesting.

K: Do you change if you notice that they're being bored?

T: Oh, yeah...if it's something where you've completely misjudged the situation, you've just gotta throw it away, I mean you've gotta move on as soon as possible. Don't make it too obvious, but sometimes you do make it obvious, sometimes you just have to, uh, you kinda have that connection with them where you silently acknowledge, "Yeah, sorry guys this is a bit rubbish..."

K: And they might respect you more that...

T: Yeah, well they kind of go like "aww, yeah" so I think as much as you kind of lose face a little bit, yeah, you gain their respect, at least they empathize with you, they're more likely to go "aww, thank God okay" rather goinh "oh, he's so out of touch" (*laughs*).

K: And I guess number 10 might not apply to you, but um, did you try to motivate the unmotivated students?

T: Yeah, I guess I didn't really have any, um, I didn't notice it anywhere, there were a couple times where student X and whoever he was working with switched off a bit or

you know, they just sat there and generally that doesn't happen in this class, but they were kind of hard to get going at times, but it was okay I mean, um because everyone was on such a different level, I kind of just had to let them go a little bit; had they been with other students, like if--had they talked to each other more, they weren't the best partners I guess...yeah...

K: You might change that in the future?

T: Yeah, had it been student X and student X, something they would have just crapped on about something and it wouldn't have been an issue having a nice conversation in English and enjoying themselves while doing something else. Yeah, you know, it wasn't awkward like this elephant in the room or anything, which sometimes it can be and it didn't disrupt the lesson.

Interviewer and interviewee watch a 10-minute clip from the observation video and continue to discuss it in the interview.

K: Well, good. Okay, so continuing with question number 11 and thinking about the clip, which motivational strategy did you use most often?

T: Okay, definitely just encouragement I think from seeing that. Every uh- I encourage them a lot every time they asked a question, I said it was a good question, it was I mean like there are no flies on these guys, I mean what student name* and student name* came up with were good and then the one time where I didn't get the answer I was looking for when student name* missed the whole point of the article, I wasn't—I made sure he didn't think he had messed up and I just got another student to subtly push him in the right direction...um, yeah so it was mainly encouragement. I don't think we really or there was much else that I saw, I mean I had already told them why they were doing it, so it wasn't that motivational strategy anymore. Yeah, I mainly encouraged them.

K: Great. Why do you choose encouragement as the motivational strategy?

T: Well, because I often feel that I think this is a lot harder than it might look for them, I mean it's not easy they are doing, yeah, I mean I think director's name* said it was really advance what I put them through yesterday and um, they need to know that they can do it, especially like you can see him there (refers to a student), he needs encouragement, if he doesn't get encouraged, if he thinks that he's rubbish at it, then he'll just switch off and he will live in that bloody translator on his iPad and that, normally that just sits up like this like a computer and he's just constantly typing stuff in, so if you give him the confidence to read through and to see what they can do, if they think they are likely to get it right by guessing, then they are more likely to guess and give it a go.

K: And that's what you would like.

T: Oh yeah, of course I--yeah, if they keep having a go on their own and getting it wrong and thinking "oh ok", and naturally they aren't going to want to do it as much, but if they have a go and I go, "well, yeah, yeah you got it right and actually that was quite difficult", then they are going to be more likely to give it a try.

K: And how do you think your students perceived your encouragement?

T: Like uh, as in reacted to it?

K: Yeah.

T: Okay well I think they—yeah, no one seemed particularly bemused or annoyed, so I would say they reacted quite well, they perceived it quite well.

K: Do you think it changes how they might behave in the lesson itself?

T: Yeah, of course, I mean like there might be a couple of students where I'll jokingly say their answer was rubbish or something, like if I ask a question and occasionally--very often I'll get this really vague answer and I'll be really sarcastic with them, unless it's a student who is a bit more fragile or I think they were genuinely trying to give the right answer, but if it's someone that I know who can do better, then yeah I'll go, "Well, yeah that wasn't vague at all" um—"could you be slightly more specific?", so yeah, I am quite sarcastic with them sometimes, but other than that, yeah, that tends to be, that's the way it works, they know that any answer's okay, they can always have a go and I'm not going to embarrass in front of people or make them feel stupid about it, and I know that's what's important.

K: Great. So thinking about encouraging your students, what evidence do you have that they are perceiving it positively or negatively?

T: Well okay, well the fact that they are always smiling um, and that they get straight back into it afterwards and yeah, I mean they do it diligently um, and they wouldn't if they were reacting poorly and if they were perceiving it as condescending or patronizing, I mean I'm 90% sure that they don't, so...

K: And do you think it's just your particular group of students you are working with now or in general?

T: No, I mean all classes. I'm pretty much the same in all classes, I'm a bit more lax with these guys only because we have a particular personality fit, but I mean I'm 'me' and the 'me' that you see in the classroom is pretty much the 'me' you'd see out, way outside the classroom except that I don't swear (*laughs*) and say inappropriate things, ah, definitely a lot less inappropriate and that's how I am in every class. I'm probably more naturally myself with these guys, but yeah, I'm always pretty much the same.

K: Uh huh, good. And the last question, number fifteen: would you change anything about the lesson that was observed if you could do it again and if yes, what would you change and why?

T: Okay, well I would have chosen different partners. These were the same partners that they had from the beginning of the lesson and about half way through, oh maybe even about 20 minutes in, I thought wow, you know if these two, if student X and student X, if the camera wasn't here, I would totally mix up these partners or these pairs right now and like cause we were doing the story, like the fiction first when you started filming and there were two pairs that were doing the same thing, but one of

them didn't want to be on camera and the other two were quite happy, so I couldn't have them at the same table (*laughs*) and so, they couldn't work with each other and check with two other people, which I thought was a real shame, that's the kind of think that I like to do um, so, it's things like that, I think everything was fine really, it was a good lesson except that like as you saw with student X and student X they got a bit quiet, I would have liked to mix up the pairs.

K: Okay, thank you very much for your time.

T: No worries, cool, wow!

Teacher Interview Transcript
Teacher #5: Emma
October 16, 2013
Pre-Observation Interview

K: Alright, um, so I'll just ask what class are you currently teaching at the moment?

E: It's a X class, so X course number 15. And uh, so, the X 15 course and I've got class 19.

K: And is it like a preparation course for university or--?

E: Yeah, so the direct entry course is a long course. The longest is 36 weeks. The students get a conditional offer and then they do a certain number of weeks with us depending on their IELTS score. I've got a mix of students in my class who have been here since X 36 or have been here since X 35 or who have just come in X 15. It's probably about one third each.

K: Uh huh. And do you have students from all over the world or is it pretty much--?

E: No, I have mostly students from China, although there's quite a good spread geographically across the East of China and one student from Brazil and one student from Japan.

K: One student from Japan, okay. So I would just like to ask you some questions about the strategies you use in the classroom. Um, number one: which strategies do you usually use in the classroom to motivate your learners? Are there any particular ones?

E: Um, usually I, um, I'm quite motivated myself and interested myself and that helps the students to be motivated. Um, I realise I should have looked at these questions, I remember them from before.

K: That's alright.

E: Um, so, I get them working in pairs or groups. Um, and I change around the pairs and groups so they are working with people and they've got a task in a group that tends to help motivation. I show them what we have been doing in the past, what we've been doing recently helps them to be able to do the new task or the new skill. Um...I sometimes get group discussion going. That's something I quite enjoy because my background is in small group teaching, so um I try and get class discussion going where we have an interest in a question as a class and people are able to contribute to different aspects of that interest. I try and get students involved by getting students to write on the board or write on the overhead. It's not always possible because the DEC 15 course is really intensive and so there's often not very much time for each activity, which means that if I let the students do a lot of writing, it takes a lot of time. Um, yeah, I mean I guess to get them active and speaking and active in other ways, usually by speaking or writing with their partner, but sometimes in front of the whole class.

K: So usually involving some sort of group work?

E: Yeah, we do a lot of pair work and group work. So, normally it would be small groups of three or two.

K: Great. And have these strategies you just talked about created successful learning outcomes? Have you seen positive results?

E: Yeah, I have. So, I have each group for five weeks and normally I am teaching just half of that, I share the class with another teacher. So, normally it's only about two and a half weeks of contact time over a five-week period. So, um, but even within that time we see a lot of improvement. The students improve very quickly in their writing. So, I've just marked the second essay from them, it's much better, they are really good. So, they are much better at structuring paragraphs and making logical arguments and using sources in an academic way and that comes partly from the group work we have been doing and partly working on writing with the class and with small groups. So we kind of did some class planning and small group writing and I think that helped a lot. But I also found it useful um, when I did some more traditional style, oh, it wasn't so traditional...it was a small group...I had a small group of students who had not done so well in the first essay, about eight students and I found myself talking a lot um, because there wasn't much time, um, so when I say a lot it was probably student, then me, then student, then me.

K: Rather than the students together?

E: Yeah, rather than student-student-student-teacher.

K: So, the success you've seen is through their writing scores—

E: Yeah.

K: --they've improved based on the group work that you've initiated—

E: Yeah, based on the group work and also based on that lesson with the smaller group where I really led them through. So, I--the way I did it was just really basic. I just went around the group and asked them about one sentence each. So, I was asking the question then the student was saying something usually good and then I was reviewing for the group and I was asking the next question, which for me is a lot of talking. Um, but that also worked well.

K: Fantastic. Um, number three: do you plan these strategies in advance or do they derive from spontaneous situations?

E: (Laughs) Um, I try and plan them in advance, um, but I find that sometimes I have forgotten that I need to plan some particular step or that when I get into the room, I realize you know, there's a much better way of doing it, which is this. That happens most lessons, I change my plan. Um, and that comes from my small group teaching background, where listening to what's going on in the group and kind of responding to the students quite a lot. And that's--

K: Changing it in the moment?

E: Yeah, yeah. But, I--

K: Do you find yourself doing that more often than planning or--?

E: I plan each lesson unless I am really rushed. Sometimes with the essays there's not very much time. Usually I go in with two pages of outline of what we are going to do and the notes will say things like, "the aim is" or what kind of groups I'm going to use or how I am going to change the groups. I'm not very good at changing groups, so usually I like to plan it, but then often in the lesson, the flow of the lesson brings up something else.

K: So, are you saying that within the lesson you might have to be spontaneous or change something based on what's going on in the classroom or--?

E: Yeah, so where the students are up to, whether they find it easy or difficult. I might need to add another step or I might need to just go on to the next thing. Um, but I do try and go in with yeah, about two pages of A4 for each four hour lesson.

K: Uh huh. Great. And number four: which teaching strategies do you find to be the most valuable for promoting motivation among your students and what evidence do you have? So, which ones do you find are the most helpful for students in general to be more motivated?

E: Student engagement I think is vital and getting students to actively respond to question or actively contribute to an activity is yeah, for me the most important.

K: And how would you get student engagement?

E: So uh, my preference is to get it through speaking, but sometimes for language learners that's fraught, like it's difficult for them. So, um, there are other ways to do it. Speaking with their partner for instance is less challenging than speaking to a class and most speaking is to their partner, but writing is another way of getting student engagement, so they have to write something and they tend to do quite well at that. That fits the training of most students that we've got. Um, but I also think it's important for them to be contributing that the whole class is doing together. They're not just doing their own thing and move on...but, they are doing their own thing and that matters for what comes out of it for the class at the end. Yeah, so even just, um, kind of checking their understanding with another student or checking with predictions with another student, that kind of getting some input from them and making it consequential for them is really important I think.

K: Uh huh. And when you say consequential, do you mean, what do you mean by this?

E: Well I mean um that it matters for what the class is going to say about um, the answer or um, the writing task or the question or at the very least what the group is going to say about that question or part of the writing task or that sentence or whatever. So they're not just trying to reach some goal that's been pre-set in advance

by the answers, but they are contributing to a discussion where we use everybody's thinking to get to a good set of answers or good essay planning.

K: So, creating more engaging situations for them to speak with each other and be active like you were saying?

E: Yeah.

K: Things like this. Great. All right, that's all the questions that I have for you so far.

E: Okay.

K: Thank you very much.

Teacher Interview Transcript
Teacher #5 Emma
30 October 2013
Post-Observation Interview

K: Okay, this is the post-observation teacher interview on Wednesday, October 30th. Okay, so we're just gonna discuss some questions in general first, the first four questions...um, to talk about motivational strategies in general and then I'd like to discuss the actual lesson from last Wednesday and then we're going to watch the clip. Um, I have a ten-minute clip but we don't have to watch the whole thing, just sections from it. And then at the end, um, I'd like to discuss parts of that clip.

E: Okay, yeah great.

K: Great. Okay, so the first four questions are um, quite general. Okay, so number one: in general what motivational strategies do you believe to be most useful in the second language classroom and why do you consider them useful or effective?

E: So I guess I should um, say, um that I'm talking about a classroom with about eighteen students because that's not my only experience and I think when I spoke to you before, um I talked about small group teaching.

K: Yeah.

E: ...um where the strategies are useful. So um, with eighteen students I think the motivational—um, the—the most useful motivational strategies are to get them talking to each other. So, expressing ideas or answers to each other and sharing their ideas. And also getting them to talk to me, as in to the class.

K: Uh huh.

E: So, um...

K: How might you then um...help them to talk to each other? Um, what types of strategies might you use to promote that student-to-student discussion?

E: So, I find it's helpful when it's clear—the instructions are very clear. If the instructions aren't so clear they sometimes have trouble knowing what to say to each other. Um, I guess because they are so used to it at XXX (name of school), it's not hard for them to talk to each other. Um, yeah, I would set them tasks or questions either on the slides or on the board or if it's simple I just say, 'Okay, do this' or sometimes the task is in the booklet. Um, so yeah then they can talk in pairs or in groups of three or in groups of four.

K: Yeah. Are there certain things you think about when—because you just said to give them 'clear' instructions is really important...

E: Yeah.

K: Is there a specific way you would give them a clear instruction or you would know that you gave them a clear instruction?

E: Um, it's something that I used to think that I had trouble with, but um...I asked for feedback about it in an observation and it was...apparently it was fine even though that day I thought the task was quite complicated. So, um it was nice that things had been clear then.

K: Maybe the more complicated the task, the clearer the instructions?

E: Maybe...

K: (laughs)

E: I mean I was writing all over the board and I had a lot of verbal instructions even though everything was on slides, so um I've just tried to monitor it since then. It seems to have been okay, um, but I try to...I mean its just kind of empathy, like, you imagine that you're the student and you need everything spelled out because you don't really—you can't really trust, well the students feel, whether or not it's true, they feel that they can't really trust their own assumptions about what will happen in the lesson 'cause they're in a kind of slightly powerle—slightly—a position of slightly less power so that they need things set out for them. So try and imagine how I would need it set out for me and be really clear about it.

K: Uh huh.

E: And sometimes that involves simplifications, so these are the two steps when in fact there are more steps or one is more complicated.

K: Uh huh. Yup, good. Um, okay. So, we've just discussed this idea about giving clear instructions is important...having students talk to each other. While those might be useful or effective, which ones do you find you use most often? Would they be those as well or different ones?

E: Oh yeah...I guess they would be those two. So getting students to talk to each other and getting students to talk to me. Probably I get them to talk to each other more often. I, I in this and other...well in these courses, the XXX courses, I talk, I talk a bit so, um especially at the beginning they are kind of chunks of time where I need to talk.

K: I guess you'd have to, to explain what you're going to do, the activity, things like that.

E: So, I always experiment with um, how much I need to do that, but um...I generally find that the students don't like it when things are too slow and if you kind of elicit everything from students, it takes awhile. So, it's easier and clearer to just explain and they understand and off we go.

K: Yeah, the course here is a bit more academic, isn't it, than say like a general English course.

E: Yeah, yeah...

K: Where you'd really want them to practice speaking all the time and even if they make mistakes, it's okay...

E: Yeah.

K: ...that's part of the learning process. Whereas here it's more about the academic rigour and getting them prepared for university.

E: This course, XXX, is very much about their writing models. Um, and that's why I wasn't doing very much correction. I don't think that's a good solution, but um...I would be doing more correction with general English students. I taught academic and business English at my old workplace, but it wasn't as academic as this. This is really full on and um, so they really need to understand the writing structures and understand how to use their sources.

K: Uh huh.

E: So, yeah there is a bit of content in that that I need to explain.

K: Uh huh. So let's say that you have some unmotivated students in your class, you may or may not, um, but if you did, what techniques might you use to help them get a little bit more interested, become more motivated about what you're teaching them?

E: Ugh, so that's difficult...(laughs)

K: (laughs)

E: So, um...I tend to pick students to answer questions. Sometimes I pick a pair if I think the question is even slightly difficult.

K: Uh huh.

E: I say, okay, these two students and I name them 'what do you think about that question?' Um, and usually the stronger student will answer, but as they get use to me they'll give the weaker student a chance to answer. A pair will decide between them um because I tend to pick students when the question is really simple or when it's a really simple task, like reading something to try and get everyone speaking. I found that once someone has spoken to the class, then they're more likely to speak again.

K: Uh huh.

E: So that would be one strategy. I try and include them by asking them to do something really simple um, and if it's not simple, include them by asking them in their pair to do something and then they have their little discussion and then they decide whose going to do it. Um...

K: I noticed also in the observation, I mean we'll talk about that later, but sometimes you would give them a task or a question to think about and then you would come

back to it later and they had time to think about it and they weren't just asked right away.

E: Yeah—

K: To answer it, it kind of gave them processing time—

E: Yeah.

K: --which for second language learners might be quite necessary.

E: Yeah, I often do that...

K: Uh huh.

E:...and that's, I don't know how much detail you want me to give.

K: Oh no, whatever you like! (laughs)

E: So, I mean still my kind of basic teaching situation it's with five students and we think together. But it's not a language teaching situation 'cause I used to teach literature students...um, and so we'd have a small group and do the thinking together. With language students, um, I like to give them space to do some thinking um, because they need the space and they need to work out what language they're gonna use to, you know, what expressions they're gonna use, what xxx to express all this stuff.

K: Yeah.

E: Um, so that, that model of 'here's a task, think about it with your partner, and then we'll talk about it in some way', maybe I'll choose a pair, maybe um, we'll swap pairs, um we'll have some kind of way of talking about it, is still modelled on a group of about five, so the pairs are units and that means the number of the units in the class are smaller and instead of doing the thinking in conversation, we'll just set aside time for the thinking and then they report on it in some way.

K: And you did this with your XXX class as well?

E: Yeah.

K: Okay, so taking your knowledge from your small group experience?

E: Yeah, yeah.

K: I see. Okay, great. And um, when you were a student, what strategies did your teachers use and did you find them motivating?

E: So, I saw your question and was like, 'oh!' (laughs)

K: (laughs)

E: Um...

K: Whatever you can recall or want to talk about, that's fine.

E: I was not a normal student. I was a very high achieving student and so that can be a difficult in teaching because you don't really know what it's like for a normal student. Um, you don't know understand the like, the difference between different skills. Like why is, you know, it's normal for a student's writing not to be as strong as other skills but um...you don't have as much access to how different learners learn. So, yeah my teachers remembered stuff that I said and came back to it.

K: Uh huh.

E: I mean I try and do that. That's very much apart of my teaching. Um...

K: What do you mean by that? Like for example, a student says something and you repeat their words or...?

E: So in my, the teacher I'm thinking of mine, they had us everyday at school um and they got to know us a bit and I was interested in nerdy stuff like um, this was a German teacher I was interested in, anything to do with language, so she remembered kinds of interests that I had and would say things in the class that I knew were spurred by that but my—

K: So she knew your interests and used them, ah I see. Ah okay.

E: But then my version of that with students is to involve them in conversation as much as possible. I didn't get much of a chance to do that in this XXX course because I was on the second half of the week so the discussion of the topic that we introduce each week is in the first half of the week, so there's not a lot of discussion. Um, but when a student gives an answer I really try if I can to go back to that answer or to mention it in someway or to make something of it, even if I don't go back to it later. Um, even if it's just responding, I try and put the answer in the context of what we are doing and how it's useful. So, obviously that—it would be too slow to do with that with every answer, but to try and give the students a sense that they're all contributing to um, a kind of collective work that we do that's working towards these goals of being able to write this time...

K: Yeah and I imagine a course like XXX is really important for the students to feel like they're—what they are saying is meaningful and contributing—

E: Yeah...

K: --because some of them are probably quite shy or a little bit nervous about speaking English in front of others.

E: Yeah, and the material is quite hard.

K: Yeah, yeah. Okay, great. So let's just discuss then ugh...from last Wednesday...

E: Yeah.

K: If you can recall back from a week ago, I know it's a bit long. Um, so thinking about the overall lesson, what were your impressions of the lesson? Did you um, like the way that it went? Were you happy with the directions that the students went in?

E: Um, yeah. It was good, but it was a bit short, which is a temporary—um, like a permanent problem for me. I had the same problem today, I ran over by ten minutes. So um, as usual I wasn't so good at time management. But it's very hard in this course cause you could probably see from the lesson that we didn't waste anytime, it's just we didn't cut enough time off what was useful for the exercises. So it would have been good to have a little bit more time for that second um, the um, ah deconstruction of the essay, that was the second discussion genre that they had looked at, so they had looked at one the week before and they had already written a discussion essay so that was kind of um, a more advanced one. It would have been good to have more time to get them to analyse that and—

K: And to label the different parts.

E: Yeah.

K: Yeah. Uh huh. Okay, and what motivational strategies did you implement in that particular lesson and did you plan them in advance or were they spontaneous?

E: So this lesson, despite what I told you before, this lesson was a bit more planned than usual. Um, so I used the motivational strategies of getting the students to talk to each other. Um, put them in groups of four for that so that they could have some discussion about the article and the questions. I thought the question in the article were a bit difficult um, and would need some discussion. It was better to have a few different people to ensure more correctness um cause I didn't actually correct all the answers. I only checked four out of the eight um, so that strategy of getting students to talk to each other I implemented in the reading and then when we swapped um, the students had a role of either presenting or asking questions and then they swap that role. So they were talking to each other in more um, more specific role.

K: Uh huh. And do you find that giving them roles is helpful for them?

E: Uh, yeah, yeah. I would like to do that more. I don't do enough of that.

K: Uh huh. Great. And so you were saying this lesson was more planned than you might have previously done or...?

E: Uh, it would be good to plan all of the lessons that much but sometimes um, there's a lot to get through so it's difficult to work out how much, how much time they'll be for something.

K: Uh huh.

E: Uh, I mean for most, most lessons I write one of those things that I gave to you. Um, a lesson plan and um, it has on it what, what the groups are and what, what the tasks will be. I left out one of the tasks on your copy of your lesson, but...(laughs)

K: Oh, that's okay...(laughs)

E: I'm sure you kind of figured that they needed to match the phases into the essay. They needed to label the parts, so...yeah.

K: No problem! (laughs)

E: Um, so yeah...I mean I guess that's a fairly detailed level of planning. Um, I guess in other activities and if it involved discussion um, there's a bit more freedom for us to work together as a class um, and if that's going well I'll keep going with it and if it's not going well I'll give them thinking time by pairing them up or setting them tasks. So, usually I'm a bit more flexible with um, with that aspect of getting the work done together, but because I already knew the reading would be student focused I could plan all of it and that was okay. Um, so everything is student focused but the reading I didn't even check all the answers 'cause I knew that they would be okay.

K: Yeah. And these strategies that you just mentioned in this particular lesson, are they the same they you usually use or do you find based on what you're doing in the lesson, the strategies might change?

E: Uh, I try and get, I try and collect new strategies as much as I can. Um, it might help for your research that I don't have CELTA, I've been teaching for a long time and I teach English literature students and I've been teaching language students for a long time so especially since 2009, but I taught for five years before that, so um...

K: I think I remember on your questionnaire that you had ten, ten years of experience?

E: Oh, yeah, yeah.

K: Yeah, so quite a lot compared to some of the other teachers that I've interviewed. So it's nice to kind of see a contrast between more, more novice and maybe a little bit more expert teachers to see if their strategies are similar or not...so...(laughs)

E: Well, I mean I still feel a kind of chip on my shoulder about it because I don't know, there are—CELTA gives you a lot of strategies, right, and I don't know the strategies you get from CELTA especially because I did a lot of small group teaching and worked a lot in that, so I'm really keen for new strategies and I took that strategy of having um, groups of four and one person from each group swaps with another group and I took that from a staff professional development day where we had to do that.

K: Oh, okay. I was going to ask you about that later because it's in the video clip, that's part of the video where the students swap and I was going to ask you what your inspiration was for that (laughs).

E: Yeah, so I, I really try and collect stuff. Um, but I learn stuff from teachers all the time like about coloured paper or cutting things up or like um, how to do things with like using models. All sorts of stuff I pick up from other teachers. Um, so yeah that one was new and I hadn't really done that one before. Um, I want to try out a new way of doing it. The last time I taught that lesson they did the discussion in pairs and then they moved into groups of four to check their answers. This was better because they could use those rules of presenting and asking questions because they were more focused on a certain part of the article, but they still got a view of the whole article.

K: Uh huh. That sounds great. Okay um...I just have a few more questions before we watch the clip.

E: Yeah, yeah.

K: Um, do you think the strategies um, for example the swapping or having the students have roles, um, do you think that they were successful? Do you think the students um, felt motivated by these strategies?

E: Yeah, I think so for the reading I think that was a quite successful way of doing the reading. I think the students enjoyed it and I think they thought about space exploration. Um, that's the challenge in the XXX course to get time for them to think about the content. Because all they want is, they just want input, but they don't realise that when they get to the assessment, what they need is ideas. They need to have thought about space exploration for themselves 'cause otherwise they just won't be able to find evidence in the reading and to use it to support an argument that they have. They don't realise that they need to have their own argument and just want to copy stuff. So, it's really good to get them um, thinking and talking about it. I thought that was successful. I guess what was less successful about the lesson was that I thought that the writing was quite important, the model that we were doing. We didn't get as much time on that, especially we didn't—um, we had some time to kind of set it up. My brain is a bit foggy on how it starts. Would it be okay if I just have a quick look?

K: Sure!

E: Um, so, at the end, we were a bit, a bit pressed for time just kind of um, get everybody's work up on the board so that they could see it and that's a pity because they really need to know that stuff, you know, they are okay without the essay it's really good for them. So even though the first part of the lesson was really good, I think I thought it was successful and I thought it worked well and I think the students did too...

K: Uh huh.

E: I think the time it took was a problem and I don't see how I could have done it more quickly.

K: To get to the next part where they had to actually look at the text and underline the pieces?

E: Yeah. So the parts I'm forgetting, we had to talk about privatization what that was so that they could understand the question.

K: Uh huh.

E: And then we did the skimming exercise, which I think is really important, they have to be able to do that and they were quite good at it. That was all, that was all fine, they were happily working that—um, yeah, we just didn't get quite enough time and also the essay caught me out because I hadn't taught it before and I forgot that I hadn't and I didn't quite check so I had to work through the conclusion. I think that was okay. I don't think it was a problem for them.

K: And um, how do you assess that they were motivated? So if you felt that they were responding positively, how can you, um, what kind of cues do you have from the students?

E: Yeah, that's a really good question. So this was Wednesday last week um, and on the day um, I thought that they were working well, so every time that I went to a table they were talking about the question that I had set them rather than like, Facebook or whatever.

K: Do they normally, might...?

E: No, not normally but occasionally.

K: Maybe with the observation they felt they had to work really hard (laughs).

E: That may have helped, yeah.

K: There's an effect in research where they say if someone's watching that the students will perhaps act in a way that they normally don't act or—

E: Yeah.

K: --or pretend to be working a little bit harder than they normally would or something like that. It's not always the case, but I think in some classes students tend to do that exhibit different behaviour and such but...(laughs)

E: Yeah, I think that probably helped and that probably helped them to be motivated 'cause I don't think it was, I don't think it was um, fake I just think they decided to focus and then, that that kind of worked for them.

K: Uh huh.

E: So ugh yeah...the cues I got were from the groups seeming to work well and be focused and they were making progress through the—

K: Staying on topic, yeah?

E: And when I made, when I asked people to present, they surprised me by actually presenting off they went, I didn't really expect that to happen. And also I had some questions from people in the rest of the group. I thought that was quite good. We had trained that, I can't remember what we had done to train that, but we had a tutorial discussion the next day and trained it a bit more. So, they are getting better at presenting and asking questions, but I thought that was good. And then for this, that seemed to be just normal. I didn't get any extra cues about it but I don't think there was any problem with it. Um, I think that they—I guess the cue that I got from this was that they all had quite a good idea of the structure after I gave them the two minute skim, which I thought was good 'cause I didn't know whether they would do that. I think it was helpful to have an idea of what it was about, which they wouldn't have done if we hadn't kind of done it together.

K: Uh huh. Yeah.

E: And I guess the other cue was I have been getting good feedback from them. So, on Friday...

K: How often do you get feedback from them?

E: Ugh, well with this class I had a bit of trouble. I was ill at the beginning for a couple of weeks and just before this lesson I thought that they were a bit jaded with me just 'cause they were, they were, ugh, you know they were, they were present, but not always concentrating. They were okay; I didn't think there was any problem. It's just it was probably not as good a level of response as I sometimes get. And then it started to get a lot better after this.

K: Uh huh.

E: So we did the tutorial discussion. That was good, but took a long time but they liked it and then came in and we had a really nice lesson about film reviews on Friday and they came in—they all said goodbye on Friday and then they came in all ears up today so I think, um...probably in fact, the most important motivational strategy has been that I've been eating these burritos from downstairs, which have this chilli sauce and sends me high so I have a lot of energy...

K: (laughs)

E: And I think that that energy, something I find during teaching, is kind of passed energy onto the students. Um, and I think that's been good for them. Um, but the work has to be smooth in order for that to happen. So the feedback has been over a few days.

K: Uh huh. And while it seems that students respond positively during the lesson, let's say you did have a student who maybe got off track or wasn't concentrating, how might you get them to get back on track? What types of strategies might you use?

E: So the trick is identifying the student and there are a few students it could be, but then it could have been anyone 'cause even XXX had a headache um, and then I would work with that group um, as a kind of small group exercise for a little bit and

usually that helps...and that is a problem with that class, there's a real range of not ability, but just ugh, kind of comfort with the course. Some people are finding it really hard so I, as soon as they're working in pairs or small groups, I go around to the groups and just talk to each one on it's own. So I was doing that today with some questions that were a bit difficult um, and I helped the groups, which in a way that I couldn't really do for the class as a whole.

K: Uh huh.

E: Um, and I tried to go to the groups where I knew that there might be people who were having trouble. So that—

K: So you could kind of hone in on those students who needed more help or assistance from you and spend less time with the students who were on track?

E: Yeah, because that's my thing 'cause I'm still a small group teacher so that would be the way I'd do it, but I'm kind of keen to pick up other ways to do it.

K: Do you find being a small group teacher is challenging when you're given a large group or—

E: Yeah.

K: Yeah? You do? Why?

E: Well, it's taken me ages to learn how to do it.

K: Hmm...to switch to kind of strategies that work for a large group?

E: Yeah, yeah.

K: Yeah.

E: Yeah, the strategies, yeah. That's why I've been quite keen to collect strategies from other people, but I feel more comfortable about it now. Um, I guess it's a sense of...sorry tell me if I'm talking too much.

K: No, you're fine! (laughs)

E: Okay, but like knowing what's going to happen next: if I do X, Y is probably going to happen. I didn't have that sense very much with large groups when I started in January whereas with a small group I know, it's kind of, it becomes a bit intuitive and I know how things are going to go.

K: Maybe you know each student a bit better and you know how they might react, or...?

E: Hmm, I wouldn't have needed to know the students and um, in these small groups I had for literature, I had the students for 10 lessons, so I didn't get to know them, but for language students I also had some small groups and quite a few one on ones and

those ones, I just have for one week so I'd be put in with the students for a week and then I'd have a different group the next week. So, more knowing how a strategy can work in the small group.

K: No matter who the students are...

E: Yeah.

K: Yeah. Great. I'm just going to pause this for a second (*referring to recording device*). (*After pause*) Okay, so question number eleven, um, thinking about the segment we just watched, which strategies did you use most often? You can think about that particular clip and if you want to talk about the lesson itself, that's fine as well.

E: So yeah, getting them to talk to each other in groups um, which is what the whole clip has been doing um, with some structured rules for the exchange of information and um, also um, in the lesson I um, elicited some responses from the students for the class but there was probably more time talking to each other.

K: Uh huh. So getting this ugh, student to student discussion really um, going and just leaving them to do their discussion and then it seems you walked around the room and monitored most of the time.

E: Yeah, yeah and I didn't remember there being any problems. I remember the discussion working quite well, which is kind of unusual. Normally when I walk around the room, I'll get stuck with one group and they'll be like what are we doing or they'll be doing it the wrong way and they'll be having trouble. Um, and it was because this was a bit too easy for them um, I wanted them to do this because it was on the timetable, but I wanted them to spend time thinking about ideas because they needed that for the essay, that they didn't realize. But, most of the work we do is a bit harder than this.

K: Then discussing and swapping?

E: Yeah, I mean normally when we work on a reading, I haven't done that for a couple of modules because I'm not doing really this module in the second half. I'm mostly I've mostly been doing writing. But normally when we work on a reading, it's hard. They summarise and they have to read the paragraph and write a little bit about it or they have to write a summary or paraphrase a part of it.

K: Uh huh.

E: It's really difficult, whereas with this, its just discussion and they have to answer a question. It's not as difficult, so they are enjoying that because the work is doable for someone in the XXX course. And it's not the first time that it's not so common in the XXX course that the work is straightforward for everybody.

K: Ugh huh. And thinking about this clip, besides getting students to create discussions, why did you choose those particular strategies of swapping and having students have roles and that kind of thing?

E: Um, because of the work that we had to do, so what was on the timetable was this reading that had one question for each paragraph. I knew we had to, to—their homework had been to read it the night before, but not everybody had read it um, so I knew they had to read it and understand it so they could use it in the assessment question, which I had seen and I knew that would be useful for the assessment question, so um, I had to find a way, um, of getting them to understand it without writing anything. It wasn't, we really didn't have anytime to do any writing based on that. Um, so it had to be discussion and the most interesting discussion, the most interesting way to do discussion was to get some presenting information involved so that they had, they had a bit, a bit of a presentation task.

K: Ugh huh. Yeah. And how do you think your students perceived these strategies and what evidence do you have for these perceptions?

E: Um, I think they had fun because they didn't um, expect to have to have these special tasks when they were doing the reading.

K: Did they think um, they would just have to read it rather than you assigning them roles?

E: Yeah, so normally I would have just gotten them to ugh, work in pairs on some or all of the questions like last time I did it and then swap with another pair and that's okay, they would have liked that. But, um, this was more interesting um, because they had been working on questions and presenting um, and because it distracted them a little bit from the kind of difficulty of the XXX course. It just keeps going and everything is hard for them um—

K: How do you think roles um, how do you think it made them feel as far as learning and what they were doing, having a role, being asked to swap and things like that?

E: Um, I didn't know how it would work when I set it up. Um, but I think it worked well 'cause I think they all had something to say and there were good questions being asked.

K: Do you think it contributed to more speaking and student discussion?

E: Yup, and I think it contributed to um, so I think, you might think otherwise I don't know like—

K: No, I don't think otherwise. I think um...having students feel like they're given roles gives them a sense of ownership and responsibility and that people are depending on them and they kind of have consequences if they don't do what they are suppose to do because others are dependent on that, things like that. I think it's quite a good idea, a good strategy. And it can work and sometimes it doesn't work depending on—

E: Yeah.

K: --the situation but in this case, I think as you were saying your students seem to respond to it positively and they were all staying focused and on topic. I mean I don't know what other evidence there would be besides that so—

E: And the—

K: As long as you thought it was positive as well, that's really important as the teacher. As long as you felt that it worked, then you might use it again in a future class.

E: Oh yeah, definitely—

K: Yeah.

E: Um, so for that exercise, I'll definitely do that again um, I think you explained it really nicely.

K: Oh, I don't know! (laughs)

E: But I mean, as well as staying on task they were talking a lot um, and that's what I want them to do cause it's really hard to get them to do that.

K: Yeah, I mean, if that's your main aim then you should be using strategies that get them to do that and I think in this case you did so...

E: Yeah, um, that seems to work well. I mean I guess too, they've been quite on the ball about things like, ugh, just kind of general discussion and question and answer. So today um, we were just talking about what you could learn from other's presentations. We talked about learning how to present or how not to present and learning about the content of the presentation and okay, there's something else we can learn and somebody said, 'Oh, you can ask questions' and so I said, 'Okay, why— what can we learn from asking questions? 'Critical thinking' from the, from the back of the class from my student whose writing is not strong and it's good because that kind of drilling and asking questions has fed into the work we've been doing on the critical review genre and back out again into how to be a good student. So that, I think that's helpful and I think um, kind of continuous work on, repeated work on that, has been helpful.

K: Well, great. I'd like to just ask you just one more question. Um, thinking about the lesson, would you change anything if you could do it again and if yes, what would you change?

E: Yeah, I have to do the lesson again, so um...I spent a lot of time on admin and that's time I could get back. Um, so I need to learn to be quicker with admin to get more time. I could probably—

K: Time for lesson planning or time for—

E: Time in the lesson so...

K: Time in the lesson.

E: We talked about a couple of events that were on at the beginning.

K: Oh, I see what you mean now by admin, yeah.

E: Yeah, yeah.

K: laughs

E: Yeah, so um if I could do that more quickly, we could get straight onto the work and I think that's a problem with my teaching so I'd probably get about 5 or 10 minutes by being faster with announcing um, stuff at the beginning and probably I'd give them a bit less time to do the first part of the discussion essay ugh, I said, discussion task um, and I'd encourage them to read it the night before, they should have read it. Um and I'd make sure I would finish filling in the phases of the essay. Um, otherwise I wouldn't change anything. Um, I think all of the things that we did were good but I didn't like the fact that it didn't finish.

K: Leaving it hanging is a problem?

E: Yeah I mean we got just enough done that um, they were okay and it was helpful for them. But I would have liked them to kind of have five minutes to feel comfortable with the new discussion questions.

K: Or ask questions.

E: Yeah, ask questions.

K: Or something like this, wrap up.

E: Yeah, actually that's what I would have done if I had more time I would have wrapped up both of the exercises in more detail with more student feedback. Um, and that's something that I'm learning at the moment. Um, it was suggested to me at the end of the last module that I taught that I've really struggled with the amount of material especially 'cause I've been doing writing. I've just struggled to have time to um, wrap up. So, I've looked at the aims at the beginning with them and talked about what we might do to achieve the aims and I didn't have time to go back at the end.

K: And do you do that for every lesson write the aims on the board?

E: Yeah, and since my review—since my review and observation by XXX in June or around then, I've asked them what we might do to achieve the aims and why we might want to achieve them. That's been good, but I need to do the kind of, 'what did you learn this lesson?' When I have managed to do that, it's been really helpful and really good, it really focuses their idea of what the lesson is about, but it's really hard to get time to do. Once I managed that at the end, I'll probably work on the change between the two exercises, but I really felt that I was running out of time so I didn't wrap up on the first exercise properly until after we had started the second one and

then I think it wrapped up okay, there was kind of minimal wrap-up, but it could have included more student feedback so yeah, that's what yeah—

K: I think time is definitely an issue many teachers face...so, you're not alone.
(laughs)

E: (laughs) But—

K: As long as you're conscious about it and you make effort to do something about it, then I think that's a good plan, a good strategy in itself. (laughs)

E: I guess that's somewhere where I would make a different decision okay, like in terms of other things about the lesson, there are some limitations to time and most things I would do pretty much the same, but that wrapping up I, if I had another chance, I would decide differently how to split up the time so that I would have some time. It wasn't at all because you were there. There was five minutes it wasn't that um, it was just that stuff takes a long time so that's, that's something I would definitely try and do differently.

K: Well, great. Thank you very much for your time.

E: That's okay!

K: I appreciate it. *(Turns audio recorder off and back on to continue)*.

K: Continued...(laughs)

E: I forgot to tell you about the burrito and it sounds silly, but actually like I think the most important strategy I've ever used is to bring energy to a lesson. When I was doing language teaching in the UK in 2009, I learnt that the most important preparation you can do is to eat lunch because the more energetic you are, the better you teach. Um, and I think a lot of the way that the students' response to me has changed a bit over this particular XXX course, um, it's not unusual for me to have you know, for the students to like the teaching that happens but, um, the change in this course is a bit unusual. So, I started off unwell with a virus, I told them I was unwell, but I stayed unwell for a bit and then I started eating these burritos with chilli sauce and as you can hear from me now it's still, I have a lot of energy um, and I think that makes more difference than anything I've ever done in terms of preparation.

K: So maybe the energy you bring to the class kind of more of a is a...is a better approach than actually creating the lesson plans or um, doing any other research ahead of time.

E: Yeah, absolutely.

K: Just coming to the classroom with lots of energy and good spirit.

E: Yeah.

K: Yeah, that's good advice. I think a lot of teachers over plan and then maybe get so bogged down in that, that they forget to come with a smile and good, happy, happy feelings and all that (laughs).

E: Yeah, it was really important for me especially when I was teaching in Cambridge yeah, from 2009, I was teaching literature and language students and it really, that was the thing that would make the lesson better if I was worried about the lesson, so and they—

K: They could sense your energy probably?

E: Yeah, yeah and by whether the lesson was good or not. I mean whether the students benefitted from it and I guess that I have quite variations in, quite big variations in energy level but um, yeah, in terms of motivational strategies that's the big one (laughs)

K: That's a good one!

E: Yeah...that's the—

K: I think I'll add that to the list—

E: --a big strategy!

K: --eat burritos!

E: Yeah! (laughs)

K: (laughs) Great, thanks.

Student Interview Transcript
Student #2: Lucida from Colombia
September 4, 2013

K: Ok, today is September 4th, and I am interviewing student #2. Okay...so the first question: number 1: in general, what motivates you to study English?

L: Ok, um...I am from a country, which is Spanish language, they...natural...how do you say, I don't know. I am from Colombia where everywhere speaks...

K: The native--native language?

L: Where everybody speaks just Spanish. It's a, it's a plus that you have second language. Some of them, some of the Colombians have...ugh...French, but they think that English is very important, especially if you want to travel around the world, if you want to...communicate with other people, ugh...if you want to make international friends, if you have to...want to get another experience, its very important...and um, especially I study law and I think that...um...commercial law and civil law is very important if you have a second language, and it's better if the language is English.

K: So, for you to study English your job is the most important motivation?

L: Yeah, yeah.

K: Okay.

L: More than travel!

K: More than travel?

L: Yeah.

K: Ok, great. Number 2: thinking back on past learning experiences, in which situations were you the most motivated?

L: Ok, I did the EAP, and I had to do a presentation for my classmates and I think that it was one of the most motivated experiences that I had. It was so nice, I had to speak about 10 minutes or 15 minutes about Australia and aboriginal art and it was quire interesting because...it was ugh...a good experience to explain about the serious topic and do serious work, so it was...it made me...it motivated me.

K: Did you find it challenging to talk for 15 minutes?

L: Yes, it was very hard.

K: Ok, number three: please describe your version of the perfect teaching method. How do you learn best?

L: Um...depending on which skill do I want to improve....ugh...I think that for me the most important one for me is speaking...ugh...and I think that the perfect teaching method for speaking is um...yeah, having a chat every time that you have the chance to do it, even if tis in the bus stop or even if its in the classroom. Everywhere just look for the chance to do it.

K: Uh huh.

L: And...listening is very important too, I think that watching movies and watching videos is very good to--to confirm that if the thing that you are listening to is the same that you are watching too and make a relation between both of them and you can prove if you are understanding what you are listening to.

K: And what about the teaching method of your teacher, what kind of things do you like that your teacher might do to help you learn English? What types of teaching strategies do you prefer?

L: I like—I really like the songs...when they put in songs...I think that they help us too much because you are having fun at the same time you are being very focused on the miss word that you have to fill in.

K: Uh huh.

L: See, I think that this is a very good method.

K: Great. Number 4: do you like when teachers provide feedback, why or why not?

L: I do like that. I really like this because they are generally here, they are native speakers and they can hear every mistake that you are saying when you are speaking and....and...I really like when they correct me, like when I said something wrong and they correct me immediately, I think that this is a big help for me and I try to not do it again.

K: Uh huh. Good. Number 5: do you prefer one motivational teaching strategy to another? Please give a specific example.

L: Hmm...do you mean with the feedbacks?

K: That's one example of a strategy...feedback, um there are other types of strategies that a teacher can use to motivate students. Can you think of any that you particularly like?

L: Hm, but can you give me an example?

K: Sure, so for example, one teaching strategy can be giving encouragement to students, where teachers will really encourage students to try, or a teacher will um, help students set goals in their class at the beginning of the semester and they will work on them together, that's another type of strategy. Um, so you are now thinking in the perspective of the teacher...um, these types of strategies they can use for you as the student, do you prefer one way to another?

L: Yeah, I do. For example, when I have a question and the teacher just say to me that I have to think about the answer, and try to think what is the answer and he just let me...one minute to thin about it and I can do it for my own...I can retain this information...and I can use it after. But when the teacher just correct me and don't make me think about what I am saying...I think that this is the difference and I cannot retain the information...and I forget.

K: So you need time?

L: Yea, I need time and I need to do it by my own. So I need to think about and try to guess what is the answer and confirm with the teacher if it's wrong or if it's good.

K: In what situations do you feel least motivated? Please explain. So, very low motivation, very small, least.

L: when the work is sometimes easy, I don't feel motivated. For example, some exercises I have done many times and I know how to do it, so it it--

K: Repetitive.

L: Yeah, when it's repetitive, I don't feel motivated and I do it just quickly and then I take my telephone just to spend the time.

K: Why do you think that these repetitive activities are not very motivating for you?

L: If for some people, they need to do it different time, not just once or twice sometimes four or five times, yeah it's depending on the people. I think that twice, when I do it twice, I can do it.

K: The same exercise?

L: Yeah, the same exercise. But some of them can't because it's difficult, like sometimes it's difficult for me too, but when I do it many times, it doesn't make me feel very motivated.

K: So you would prefer to do the exercise maybe only twice and then something different?

L: Yeah, correct.

K: Okay, good. And the last question please. Number 7: if you were the teacher, what motivational strategies would you use and why? How would you teach you English learners?

L: (chuckles) that's a very difficult question. What motivational strategies would you use and why? Um...I think that I would be very strict and I would try to correct everybody because sometimes they prefer to make us feel confident here and they are not correcting just because they want us to be free at the moment when you are

speaking and thinking, but if I were a teacher, I would correct and be a little bit strict, more strict.

K: And you said you would provide feedback?

L: Yeah, feedback. Every time, everyday.

K: Would you do the feedback right after you hear the mistake or would you wait?

L: Right after.

K: And why? Why would you do it right after?

L: Because then I can forget it or that's not going to have the same importance that it had at that moment.

K: Is there anything else you would like to add before we finish?

L: No, that's all.

K: Thank you very much.

L: Thank you.

Student Interview Transcript
Student #7: Oscar from Turkey
September 17, 2013

K: Okay, today is Tuesday, September 17th and this is the student interview. Okay, number 1: in general, what motivates you to study English?

O: For me?

K: Uh huh.

O: Important for me is to study English. Maybe real feel for me is teacher smile and sometimes ugh, teacher's good examples and good mood and happy and sometimes yeah, people I know, but because it's in the class, feel, maybe real feel I need for me, a smile and maybe a speak, and talking about another person and lesson, and real feel I want.

K: And what does 'real feel' mean?

O: Real feel—maybe my life is important.

K: Ah, okay.

O: Eyes and brain and heart, maybe a balance. Yeah, I like this teacher's maybe real feel, maybe smile, because it's important a smile because sometimes student don't understand and sometimes they don't care, but real feel and smile and uh speak to, important for me.

K: And do you want to learn English also for a future job or work or for what reason do you learn English, why? Is it for pleasure or for work? Why did you come to Australia to learn English?

O: Ah! Not just come to Australia is a learn English, not to earn the money because my lover is here, same country because she is family just brother come in the Sydney, live in Sydney yeah, she say me, she might, O* come to please, okay, I try. All my life is past, (*laughs*) behind, I come to, came to Sydney, but I need English, I know important this life, Sydney. I say before I don't know English, really because my country education system bad—ah, small. Real bad. All the time English lessons college or before system, language, ah, education is empty, not teacher, just I know A-B-C-D-E-F-G and hello—how are you? Just this—

K: Simple?

O: Yeah, simple. Very hard job for me, it hits education system, learn a new language, because even in school, mix all the lessons, mix, one year maybe not enough because left side works, right side language, yeah.

K: Very good. Ugh, number 2: so think about the past, maybe when you started learning English. In which situations were you the most motivated? What were you doing in class when you felt very motivated?

O: Me? Teachers important, this job maybe I think. Teachers is good mood I say before, is the real mood, the real feel, because “how was your day Omer?” Ask something maybe...I am happy, because all the time serious work and then I come to school maybe a smile face, “How was your day Omer?” is a very good question for me and motivation start. For our lesson and happening teachers sometimes understand, a lot, not understand, every time again, again, again teach me all the teachers maybe three teachers I met at S* College. All the time we met happy...

K: So they are asking you how you are and making you feel good?

O: Yeah.

K: Oh good, okay.

O: Making you feel good and learn English cause yeah.

K: Good and number three: please describe, or talk about, your version of the perfect teaching method. How do you learn best? What activities do you like to do in the classroom?

O: Maybe other students all the time game and watch the movie, I yeah, it's quite movie or another short movie, video, is important. I know, but it's perfect teaching method maybe sometimes before past, again, other lessons...again.

K: Talk about the past again? Okay.

O: Yeah and sometimes you know ugh, English, very easy forget because not practice, not enough practice, and forget all the words, letters, sometimes verbs...

K: So it's important to review?

O: Important to review.

K: Ah, yes.

O: Yeah, all the sentences, all the teachers and present perfect or other sentences again maybe, it's good method I think.

K: Good. And number four: do you like when your teachers provide feedback and offer help when they give you feedback on your grammar or your speaking? Do you like this?

O: Yes, I like maybe a lot of speaking. Grammar I like because very, very slowly I learn for me grammar cause ugh, but ugh, all the time, give the feedback and provide and ugh, [*student says own name*] please correct answer, please [*student says own name*] maybe push every time...the pressure...

K: You like the pressure?

O: Yeah, I like because exciting, yeah, important for me yes. Provides...important for me, yeah. I like listening and reading, listening because I wonder sometimes difficult words I wonder and check the, the—dictionary. It's good for me.

K: Good. And number 5: do you prefer one motivational teaching strategy to another? Please give a specific example. So, do you like when the teacher does more speaking or more reading or more writing or more vocabulary practice? What strategy or methods do you like the best?

O: Hmm, I believe this school's teacher strategy methods is good. Sometimes I saw, I check looking...hmm. All the students is tired because all day is work and ugh, sleepy (*laughs*) and not speaking. Sometimes Asian people you know, character: grammar good, write good, reading good, but don't speak. Ugh, I am every time eh, good mood and speaking I want, but all the students...but another one, teacher's methods sometimes listening boring is class—not long time, but listening, listening and reading.

K: Not as interesting for you?

O: Yeah, but ugh, change hey my friends maybe for example, maybe write on the board any one sentence and which one is tense, maybe about this topic, maybe it's a little bit joking—it's wake-up all the smile.

K: So you like a variety, a mix of different activities to make you interested?

O: Yeah.

K: Uh huh. So not only reading or only writing or only listening?

O: Yeah, sometimes I saw half hour maybe, twenty minutes, just listening and reading, all the questions is answered—boring. But, understand this teachers all the time and then its change the weather, yes...

K: Change to a different topic?

O: Yeah, different topic, maybe it's good.

K: Uh huh good. Um, number six: in which situations or experiences do you feel low motivation? When do you feel not interested to learn English? So when you are in your classroom, when do you feel very bored or not interested? Can you think of a specific time?

O: Uh...

K: Think about this week. Was there a time when you were not interested in the activity or--?

O: Uh, no because all the time is good motivation, you hear it, yeah, cause all the time there are good sounds in this class in this elementary class, good class and teachers, cause every time he is ugh, all the students and teachers is a ugh, team, I think. Sometimes laughing, sometimes very serious is answering the questions, this class. I don't know which one, which situation is least motivated—ugh, sometimes grammar because again, again.

K: Uh huh. Repetition?

O: Repetition is grammar, grammar, sometimes one grammar is a topic and then, finish and another grammar topic—sometimes boring, but I don't know.

K: But it's good for review like you said earlier--

O: Uh huh.

K: --to review again and again is important.

O: Yeah, again and again is important.

K: Okay, if you were the teacher, so if you were teacher X or teacher X, what motivational strategies would you use and why? How would you motivate your students if you were the teacher?

O: J or A? (*Referring to teachers*)

K: So you are the teacher, like X and X, for example, they are also teachers, but now you pretend to be the teacher. How do you teach your students? What is the most important or what activity would you do?

O: All the topics on article maybe--

K: Newspaper article or--?

O: Article, no ugh...articles is my book, elementary book.

K: Ah, your textbook.

O: Textbook or different newspaper maybe sometimes. Eh, for example, maybe important I think, maybe sometimes I a quickly examples, quickly, I ask every time, please for example, again because for example maybe talking about this topic another story is finished, another story for example, maybe ugh, World War and Hitler, and Egypt, (inaudible word) pyramid, America, Europe—

K: History?

O: History maybe. Another story is for example, yeah, examples maybe is ugh little but important learning for learning is examples.

K: From real life?

O: Real life, yeah, yeah. Maybe all the time students, ah sorry teachers, they know all the students and Sydney life, Australian life, little bit real life is for example all the topics and articles is good idea I think maybe not a lot of students classroom, ten maybe twelve but every day Monday and between Friday, face to face maybe Korean guy cleaner, I am truck driver, other one bakery maker, other one waiters maybe. For example: "Hey [*student's own name*], truck drivers, you are going to Newcastle, what did you see another places, trees, what means trees, oh I don't know, gumtree [*student's own name*]" maybe....yeah...

K: So talking about personal experiences?

O: Yeah, important because minimum I say three months study minimum, three months not short time I think.

K: Well very good. Thank you very much for your time.

O: Thank you very much.

Interview Transcript
Student #12: Farah from Saudi Arabia
September 25, 2013

K: Okay, today is Wednesday and this is the student interview. Okay, so what's your name?

F: F*

K: And where are you from?

F: Saudi Arabia.

K: Uh huh. And how long have you already been in Sydney for?

F: Uh, two months and maybe one week.

K: How long do you want to stay?

F: For me, forever! (*Laughs*)

K: (*Laughs*) Forever? How long do you think maybe you will stay?

F: Uh, it depends because I came here with my husband and he has a master degree at the University of New South Wales. His master, two years. But he want continue to study with the PhD.

K: PhD? Uh huh. So that could be for many years?

F: Yeah, maybe two years, maybe six years. It depends yeah.

K: You would be happy to stay for longer than two years?

F: Yeah, uh it's maybe if we would stay more longer, I will maybe able to study university.

K: Oh, fantastic. So, I'll just ask number one: um, in general, why are you learning English? What motivates you to study English?

F: It's an important language in the world.

K: That's true. But why are you enrolled in this class?

F: This class?

K: Yeah.

F: Um, I want to study at university, with that I have to learn English before.

K: And pass a test to get in?

F: Pass a test, yeah.

K: The IELTS or Cambridge exam? What test do you need to pass?

F: IELTS.

K: IELTS.

F: IELTS, yeah.

K: And when do you want to start university? In one year, two years from now?

F: Maybe one years, yeah.

K: One year. So now you practice and study for the test?

F: Practice and study, yeah.

K: Okay, good. Um, number two: so think about the past, uh, when were you the most interested or motivated to learn English? Was it in your home country, was it here?

F: Learn English?

K: When were you the most excited to learn English? In what situation?

F: I never have exciting with learning.

K: ever exited?

F: But, I love English. But, I think in my country the way they teach us, it's not, not good.

K: Why not?

F: I don't know.

K: Do they teach differently in your country?

F: Yeah, yeah.

K: And how is it different?

F: It's boring.

K: It's boring. So, what type of activities do they do in Saudi Arabia?

F: Nothing actually.

K: Nothing. So are you reading or writing or speaking?

F: Yeah, we have a reading and writing and speaking, but we study at school. But, it boring yeah...

K: Is this school more interesting?

F: Yeah.

K: Why is it more interesting? What does the teacher do to make it more interesting?

F: Yeah, the games and her character.

K: Personality?

F: It's different.

K: How does she make you feel?

F: Comfortable.

K: comfortable. Okay, good.

F: In first week, I have stress because this is first time I will be in with different country, with uh—

K: Different nationalities?

F: But, after one week I am relaxed and feel confidence. I speak, before I afraid to say sentence because I don't know if it's right or wrong and I scare to say anything. But now, if it's wrong, okay...

K: No problem?

F: No, problem. Every one have a mistake at grammar.

K: Yeah, uh huh good. Okay number three: um, please talk about your perfect teaching method. What types of teaching methods do you like in the classroom?

F: In her?

K: Yeah, so what do you like your teacher to do? What types of activities?

F: I like when she mix the activity. There is a part time for game, part time for real study, part time to do yeah, like that she make the class enjoyable.

K: Enjoyable. With a mix of activities?

F: A mix, yeah or we...not all the class we just play. We don't learn. We have change it.

K: Change of activities, yeah. Do you think in the games you are learning? Are the games good for learning?

F: Um, yeah. It's a learn, but—

K: But different from serious study?

F: Yeah, different.

K: But, you like--?

F: It's the broke, break the boring...

K: It breaks the boring?

F: Yeah. If you stay and focus all the day—

K: Ah yes.

F: You'll bored.

K: You'll feel bored?

F: Yeah, and however the information is important and you are want to learn it, but day every day every day, you feel bored, unpleasant. Not every ten minutes, fourteen minutes like that, she change, change, change.

K: To keep your attention? To keep you active?

F: Yeah, like that.

K: Good, okay. Um, number four: do you like when your teacher gives you feedback and gives you help? Like, for example, if you make a speaking mistake and she corrects you in the moment, do you prefer this or something different?

F: No, I prefer this.

K: And why? Why do you like this?

F: To teach me at moment, yeah. I know my mistake when I say it to repeat it again, yeah.

K: So it's important for you to hear the correct way in the moment?

F: Yeah.

K: This is the best way for you?

F: Yeah, I think for me, yeah.

K: Good. Okay. Number five: do you like a specific teaching method the best? What type of teaching ways do you like? So for example, think about your teacher. What do you like that she does the best?

F: I don't understand.

K: That's okay. Um, so think about your English class and A* gives you different activities and maybe you have a speaking activity, a listening, a game, different things. Which one is your favourite? What's your favourite type of activity that she does for you? What do you think is the most useful for learning English? What's the most important?

F: Useful? Listening.

K: Listening. Why is listening for you the most important type of activity?

F: Um, I think that's the important thing I will use it here in the country, when I live here.

K: When you live in Australia?

F: Yeah.

K: Listening?

F: Yeah, listening. Because--

K: So, listening to other people?

F: Yeah, if I don't hear, I don't hear it clearly, I can't understand. I have practiced for listening because in your language you eat the—

K: The words?

F: *(laughs)* I can't understand what they say! I need more, more, more listening, yeah.

K: And do you do any listening in your class here?

F: Yeah.

K: Is it enough for you or do you want more?

F: Actually, it's good. I improve.

K: You're improving?

F: Yeah.

K: Good. Okay, number six: can you give me an example when you felt very unmotivated or bored? Can you give me an example in class when you did not like the activity? Was there a time?

F: Actually, there is no time I don't like.

K: There is not time you don't like? So, every type of activity you are happy to try, you are happy to do?

F: Yeah.

K: Do you think there is one activity that is a little less interesting than—you told me you like listening. But is there something maybe not as interesting as listening, a little less?

F: Uh, maybe writing. I hate it.

K: Maybe writing? And why do you not find it so interesting?

F: It's hard. I can't, I make a mistake every time for writing, yeah.

K: And does your teacher offer you feedback for your writing?

F: Yeah, when we make a writing, she get it back with the right, right way.

K: With the corrections?

F: Yeah, corrections.

K: Are they helpful for you? The corrections?

F: I read it, I try understand. But, every time I make the same mistake. I don't know...*(laughs)*

K: Yeah. Making the same writing mistake?

F: Yeah.

K: Well, hopefully in the future, you can no longer make than mistake and learn from it.

F: I hope.

K: It takes time. Okay, and the last question, number seven: if you were the teacher, now you are the teacher, how would you teach your class of students? What types of activities or strategies would you use?

F: I think I would choose what A* doing.

K: And what does she do?

F: In her class, you don't feel she a teacher. She--it's one of our group. Yeah, I think that's...

K: Part of the group?

F: Make...yeah.

K: And how does she make you feel like this? What does she do to give you this idea?

F: I don't know. Her personality.

K: Personality, uh huh. Do you think it's a mix of her personality and activities or only personality that makes the classroom very enjoyable?

F: Not her activity because there is a different teacher and they are doing the same activity, but—

K: But it's a different...?

F: But, their class is boring. (*laughs*)

K: Why is it boring?

F: I, I, I think the personality is important here. I don't know, I feel like that.

K: Yeah, that can be very important, the personality of the teacher. The students can feel very comfortable or happy because of the teacher's personality and then it doesn't matter what activities that teacher does because the students really like the teacher.

F: Yeah.

K: So, that's good. Do you have anything else you would like to say or--?

F: Uh, no.

K: Okay, thank you very much.