

University of Mississippi

eGrove

---

Electronic Theses and Dissertations

Graduate School

---

2019

# A Case Study of the Relationship between Student Motivation Type, Performance, and Task- Based Instruction in a Second Language Classroom

Charlie Winnick  
*University of Mississippi*

Follow this and additional works at: <https://egrove.olemiss.edu/etd>



Part of the [French and Francophone Language and Literature Commons](#)

---

## Recommended Citation

Winnick, Charlie, "A Case Study of the Relationship between Student Motivation Type, Performance, and Task- Based Instruction in a Second Language Classroom" (2019). *Electronic Theses and Dissertations*. 1698.

<https://egrove.olemiss.edu/etd/1698>

This Thesis is brought to you for free and open access by the Graduate School at eGrove. It has been accepted for inclusion in Electronic Theses and Dissertations by an authorized administrator of eGrove. For more information, please contact [egrove@olemiss.edu](mailto:egrove@olemiss.edu).

A Case Study of the Relationship between Student Motivation Type, Performance, and Task-  
Based Instruction in a Second Language Classroom

A Thesis  
Presented for the  
Master of Arts  
Degree  
The University of Mississippi

Charlie Winnick

May 2019

Copyright © 2019 by Charlie Winnick  
All rights reserved

## ABSTRACT

This thesis investigates the level, and type, of motivation that students at the University of Mississippi have for their foreign language classes. The study for this thesis will also investigate the participants' feelings towards the methodology being used in that foreign language classroom, which will be Task-Based Learning. The 20 participants, who were all enrolled in the same French 111, intensive language program, for the 5-month fall semester of 2018 were asked to complete two questionnaires, one at the beginning of the semester and one at the end. The participants would also complete a short quiz of fundamental knowledge at the end of the semester, to test the success of their learning during the semester. Within the questionnaires, there are some qualitative and some quantitative based questions which allows us to see a more 'fact-based' set of data with numerical information, and get some insight from the participants' own words.

## ACKNOWLEDGMENTS

I would like to thank all of the participants who chose to be a part of this study, without whom there would be no study to discuss. I would also like to thank everyone who aided, in any way, this project through their support, help and time. Notably, I would like to thank my advisor, whose support, time, encouragement and mentoring have made this thesis possible.

## TABLES OF CONTENTS

TABLE	PAGE
ABSTRACT.....	ii
ACKNOWLEDGEMENTS.....	iii
LIST OF TABLES.....	vi
CHAPTER I: INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Statement of Research .....	2
1.3 Research Gaps Being Filled.....	4
1.4 Chapter Outline.....	6
1.5 Limitations of the Study.....	7
CHAPTER II: LITERATURE REVIEW.....	9
2.1 Definition of Terms.....	9
2.1.1 <i>Intrinsic Motivation</i> .....	9
2.1.2 <i>Extrinsic Motivation</i> .....	14
2.2 Why Task-Based Learning.....	16
2.2.1 <i>Present, Practice, Production</i> .....	17
2.2.2 <i>Test, Teach, Test</i> .....	19
2.2.3 <i>Communicative</i> .....	20
2.2.4 <i>Task-Based Learning</i> .....	22
2.3 Related Studies.....	24
CHAPTER III: METHODOLOGY.....	28
3.1 Participants.....	28
3.2 Recruitment Speech.....	29
3.3 Consent.....	30
3.4 Questionnaires.....	33
3.4a <i>Questionnaire 1</i> .....	33
3.4a <i>Questionnaire 2</i> .....	37
3.5 Final Quiz.....	43
CHAPTER IV: RESULTS.....	48
4.1 Introduction.....	48
4.2 Presentation of Data.....	48
4.2.1 <i>Intrinsic Data</i> .....	48
4.2.2 <i>Extrinsic Data</i> .....	50
4.2.3 <i>Reasons for Studying French</i> .....	51
4.2.4 <i>Additive or Subtractive Bilingualism</i> .....	54
4.2.5 <i>Sufficient Bilingual Representation in the class resources</i> .....	55
4.2.6 <i>Learning Style accommodation within course</i> .....	56
4.2.7 <i>Personality Type</i> .....	58

4.2.8 <i>Continuing to 300 level classes with this methodology</i> .....	59
4.2.9 <i>Final Quiz Results</i> .....	61
CHAPTER V: ANALYSIS.....	65
5.1 Introduction.....	65
5.2 Data and analysis of Participants that showed a drop in motivation from Tables 4.2.1 and 4.2.2.....	65
5.3 Data and analysis of Participants that showed an increase in motivation from Tables 4.2.1 and 4.2.2.....	69
5.4 Comparisons of all Participants from Tables 4.2.1 and 4.2.2.....	73
5.5 Comparisons of all Participants from Question B and Table 4.2.4.....	75
5.6 Comparisons of all Participants from Question C and Table 4.2.5.....	76
5.7 Comparisons of all Participants from Question D and Table 4.2.6.....	78
5.8 Comparisons of all Participants from Question E and Table 4.2.7a and b.....	79
5.9 Comparisons of all Participants from Question F and Table 4.2.8.....	80
CHAPTER VI: CONCLUSIONS.....	83
6.1 Data-Focused Conclusions.....	83
6.2 General Conclusions.....	86
6.3 Hypotheses Conclusions.....	88
LIST OF REFERENCES.....	91
VITA.....	97

## LIST OF TABLES

TABLE	PAGE
4.2.1. – Intrinsic Data.....	48
4.2.2. – Extrinsic Data.....	50
4.2.3. – “In your own words, why are you learning French?.....	51
4.2.4. – ‘Additive or subtractive bilingualism’.....	54
4.2.5. – Sufficient Bilingualism.....	55
4.2.6. – Learning Styles.....	56
4.2.7a. – Personality Type.....	58
4.2.7b. – Personality Type.....	58
4.2.8a. – Continue to 300 Level.....	59
4.2.8b. – Continue to 300 Level.....	60
4.2.9a. – Quiz - Possessive Pronouns.....	61
4.2.9b. – Quiz - Adjective Agreements.....	61
4.2.9c. – Quiz - Articles.....	62
4.2.9d. – Quiz – Irregular Verbs.....	62
4.2.9e. – Quiz – Present Verb conjugations.....	63
1. – Analysis and data of Participant 002.....	65
2. – Responses of Participant 002.....	66
3. – Analysis and data of Participant 005.....	67
4. – Responses of Participant 005.....	67
5. – Analysis and data of Participant 008.....	68
6. – Responses of Participant 008.....	68
7. – Analysis and data of Participant 013.....	69
8. – Responses of Participant 013.....	70
9. – Analysis and data of Participant 004.....	71
10. – Analysis and data of Participant 020.....	72
11. – Responses of Participant 020.....	72
12. – Personality Types with Quiz scores.....	79



## CHAPTER I – INTRODUCTION

### **1.1 Background of the Study:**

As someone who would like to go into the teaching profession, with a desire to teach French as a foreign language, I chose to conduct this study to investigate several questions about what motivates students, from students that I have instructed throughout my time as a Graduate Instructor. As I will outline further in the Methodology chapter, I asked my participants to respond to two questionnaires, one at the start and one at the end of the semester. The questionnaires were composed of 20 questions on a 1-5 scale, along with some questions in which the participants could explain their responses or elaborate on the response. The participants were also asked to complete a ‘quiz’ at the end of the semester to test their knowledge of the ‘fundamentals’ of the course, to see if they were able to show some level of mastery in the language. The quiz was included because a student may well be highly motivated for a class because they think it is ‘fun’ but if they are not learning, then having fun is not enough of a benefit for anybody involved.

Firstly, I wanted to simply have some insight into what aspects of Task-Based Learning are successful, and just as importantly, unsuccessful. Task-Based Learning is the methodology used in the Modern Languages program’s beginner level classes at the University of Mississippi where this study takes place. This methodology, which will be discussed in more detail in the Literature Review chapter, has become ‘the’ go-to method for foreign language classes since the early 2000’s and therefore would probably feature heavily in my future classrooms.

Secondly, this study should also offer some insights into what kind of motivation students in lower level language classes have. The two types of motivation I will be studying, Intrinsic and Extrinsic, will also be discussed in more detail during the Literature Review chapter. From this study I aim to discover for future purposes, and also for the University's benefit, the type of motivation our students have, and what, or how, we can impact that motivation in a more positive way. Or at least a way which will allow the students to succeed, and ideally foster some more motivation to learn the language for themselves, rather than only learning the language out of necessity to progress in their education.

Thirdly, from this study, I hope to give the university and myself a better insight into how to increase the numbers of students progressing through French 1 and 2, 100 and 200 level classes, into more 'advanced' classes at the 300 level. I believe students advancing to French 3 level would show a clear sign of enjoyment, engagement, interest and motivation for the language and the program itself. Therefore, knowing or at least having a better understanding of what would make people more willing to take French at that level would be useful to increase numbers which represents a clear sign of success.

## **1.2 Statement of Research**

As shown in the title of this paper, I would like to study "the relationship between student motivation type, performance, and Task-Based instruction in a Second Language classroom". In studying these aspects of the participants, or students, and their performance and opinions within Task-Based Learning, I have some hypotheses, which I expect to be proved either right or wrong throughout the study.

The first hypothesis is that people who are more intrinsically motivated will perform better than their extrinsically motivated counterparts. I believe this will be the case because, as I

will explain in more detail in chapter 2, Intrinsic motivation is the type of motivation which is based on the student making the personal choice of studying the language for their own reasons, rather than out of ‘necessity’ or needing to ‘check a box’ for a graduation or job application. Similarly, I believe that introverted students will perform better than their extrovert counterparts because of the studies which discuss similar data, Rosier (1975) and Dewaele and Furnham (1999), and these studies had findings which suggest that introverts are better at written assessments, such as the final quiz in this study. Those two studies, and the final quiz, will be discussed further in the later chapters.

Secondly, I believe that students will either gain or lose motivation over the course of the semester, so their intrinsic and extrinsic motivation will increase or decrease simultaneously. I am not expecting to see any participants with a significant increase in one motivation and a drop in the other, or a ‘swing’ in their motivation type. I believe this because the students would be more or less motivated for this particular course, but their reasons for doing so would not necessarily change drastically in one direction or another over the length of this study, one semester.

Thirdly, I believe that there will be more students that are intrinsically motivated rather than extrinsically motivated. I believe this because the participants have chosen to take French as their foreign language rather than Spanish. In most nations, for whatever reason, people perceive Spanish as “easier to learn” than most languages. Regardless of perceived difficulty of certain languages, these students have also chosen French over Spanish which is the second most spoken language in the USA. Based on World Atlas’ data, Spanish is spoken by nearly 40 million people in the USA, the next most spoken foreign language (Chinese) has less than 3 million speakers, and French having around 1.2 million speakers in the USA. Choosing to overlook Spanish would

make these participants more interested in taking French for themselves or their own reasons rather than any extrinsic motivating factors.

Finally, Task-Based Learning includes such a wide range of ways that this methodology aims to accommodate several learning styles. It does this through a range of activities which are designed to encompass all aspects of language learning: reading, writing, listening and speaking. I believe that the participants, who will undoubtedly have a diverse preference for their learning style will all, or mostly, feel that their learning style has been sufficiently accommodated during the duration of the study.

### **1.3 Research gaps being filled**

Motivation, though an important factor in any learning, remains a fairly under researched topic which was pointed out by Crookes and Schmidt (1991) and explained by Cook (2008): “Vital as it is to the classroom, SLA research has as yet paid little attention to it” (p. 136). Even in the last 28 years since it was raised by Crookes and Schmidt, there has not been a huge increase in research of this area which I believe leaves a huge gap in particular with second language research. That being said, there are enough existing studies into motivation from which I can draw inspiration to allow me to create this study. For example, Cook (2008) shows the students in their foreign language classes and the average percentage of intrinsic and extrinsic motivation, which allows me to compare the same data for my participants.

I will also use questions from Gardner and Lambert (1972) Attitude and Motivation Test Battery (AMTB) which was created to distinguish the kind, and extent, of motivation that students have. Dornyei has written several studies and papers about motivation of students in second language classrooms which have also been important for me to use as references for the

subject. As mentioned above, Rosier (1975) and Dewaele and Furnham (1999) have studied certain aspects that I have also considered in this study.

Each of the studies which I have discussed, along with other studies which are similar, or relevant, to my study will be discussed in the Literature Review chapter. Some of the studies have inspired me to include certain questions to prove or confirm certain hypotheses. These studies will be discussed and highlighted when discussing the questions in the Methodology chapter.

I believe this study can offer some insight into students and what motivates them to learn 'better' in classes. As I mentioned above, motivation is not a very extensively studied aspect of learning, however there are concepts that do focus on motivation in second language acquisition. The two concepts are Universalists and Differentialists. Universalists consider the mechanisms in the process of language learning, so the 'how' of language learning. Universalists look at the 'how' and 'why' that learners differ within the same type of instruction. Cook (2008) suggested that Universalist and Differentialist approaches have distinct agendas. The aim of this study is to provide some data with no 'agenda' since I do not consider myself either Universalist or Differentialist. The purpose of this study is solely to provide information on what students look for from second language classes, in order to try to incorporate or reinforce the successful habits into my own classrooms.

Ellis and Shintani (2014) suggested that research on learner beliefs and learning strategies has often failed to show clear and convincing relationships between specific beliefs or strategies and learning outcomes. Being able to provide some kind of relationship between these two aspects is the other goal of this study because I believe this could be of benefit to other language instructors and teachers.

## 1.4 Chapter outline

Chapter 2 will be the Literature Review, which will discuss the relevant studies to this one in greater detail, a few of which have been mentioned above. In this chapter I will also explain in much more detail the definitions of the two types of motivation I am studying, intrinsic and extrinsic, with examples of certain aspects of these varieties of motivation to explain them in more relatable, simple terms. Finally, in the Literature Review chapter, I will discuss different methodologies (PPP, TTT, communicative and Task-Based) with explanations, important studies and articles for some of the key teaching methods for language instruction. I will also date each of the methodologies, to highlight the evolution of second language teaching up until where we are currently, which is very much a 'Task-Based era'.

Chapter 3 will be the Methodology chapter. In this chapter, I will give more information about the participants and how they were recruited to be a part of this study. I will show the consent forms which were required to be completed before they could participate, which also explains their rights to withdraw and provides all necessary information to conform to IRB regulations. I will then show the two questionnaires which the participants were asked to complete for this study, with an explanation of why those questions were chosen to be studied. Finally in this chapter, there will be a copy of the final quiz the participants were asked to complete, again with an explanation of why those skills were chosen to be tested in more detail than I have given above, other than those skills being fundamentals of the course.

Chapter 4 is the Results chapter, in which I will present all of the data I collected from the participants throughout the course of the study. The only data that will not be shown is the age and gender and the other biographical information of the participants. This information will

only be discussed in particular moments when it is relevant, otherwise it is kept private to ensure the maximum possibility of anonymity for the participants.

Chapter 5 will be the Analysis chapter where I will offer some analysis and explanation of the data presented in the previous chapter. For the 1-5 scale questions, I will choose individual participants that I believe to have shown a significant change and I will offer some explanation of why I think that this change has occurred. For many of the other questions I will discuss the participants as a whole, unless I believe there is a need to speak about an individual or a couple of participants who show something unexpected or very different to the majority of the people involved in the study. In this chapter, I will also draw some conclusions about specific theories when applicable.

In chapter 6 I will present some more general conclusions about the data collected in this study. I will also discuss in further detail conclusions that I have drawn pertaining to my hypotheses of this study which I have outlined in section 1.2 above. I will also include a full bibliography of sources cited in the final section.

### **1.5 Limitations**

While I have aimed to be as comprehensive as possible with this study, and I have been able to create questionnaires necessary to evaluate the aspects of language learning and instruction that I aimed to evaluate, there are, of course, some limitations with this study which I believe are important to address before continuing.

Firstly, this study only takes place over one semester of a university calendar, a period of 3 and a half months and 69 classes. The short-term nature of the study does mean any changes in motivation over this period could potentially just be short-term effects and may not necessarily be symbolic of their motivation in another 6 months. For example, somebody may not fully

realize that French would be beneficial to their career until a little further into their studies. This realization would probably increase the participant's extrinsic motivation quite significantly. So, ideally, this study would have lasted at least a full academic year to monitor the changes further down the line in the participants' language learning experience.

Secondly, the sample size of the participants in this study is only 20 people, which is a reasonable sample size, but certainly not as significant as I would have liked it to be if possible. However, it is *only* 20 people because that is the number of people from my own class who wished to participate for the full course of the study. I chose to only use my own students because that was the only way to ensure consistency in the teaching methodology. I could have opened this study to other language instructors at the university using the same methodology, however, since I would be unable to observe classes very often, if ever, there would be no certainty of consistency. Because of this necessity to have consistency for all participants in the study, I felt it necessary to only use my own class, and of course, in order to respect IRB regulations, it could not be a requirement to participate, nor could there be any offer of compensation, so some people decided not to take part in the study.

Despite these limitations, I do believe there is sufficient information and data that I can draw conclusions on the methodology and certain factors which can impact, positively or negatively, the motivation of students to learn and engage in the language.



## CHAPTER II – LITERATURE REVIEW

### **2.1 Definition of Terms**

#### **2.1.1, Intrinsic Motivation**

Intrinsic motivation is one of the key motivation factors of language learners as outlined by the Attitude Motivation Test Battery created by Gardner and Lambert (1972). Though the term they use is Integrative motivation, the definition applies equally well to Intrinsic. Both can be defined as an eagerness to participate in language learning with a future ideal of integrating, or at least participating, in another culture. This notion of eagerness is further explored and supported by Ryan and Deci (2000), who were the initial developers of ‘Self-Determination Theory’; this is a theory of motivation that is based on our intrinsic tendencies. They define intrinsic motivation as “doing something because it is inherently interesting or enjoyable” (p. 55), which they argue leads to a positive impact in our mentality towards learning, and therefore higher quality learning and greater creativity towards the task. In terms of Second Language acquisition, this would mean extra attention during classes and extra desire towards seeking out opportunities to improve and expand our language skills, both inside and outside of a classroom. Ryan and Deci’s argument that people would be more willing or even better learners if they enjoy the task or are interested by it is supported by Asher and Garcia (1969), who argued that, “adults learn better from ‘childish’ activities” cited by Cook (2008) (p. 149). What could be considered as ‘childish’ activities having a better effect on adults learning implies a strong

correlation between finding something ‘fun’ and enjoyable and it being conducive to creating a second language environment where skills are successfully developed. When learning is done through lectures or other similar techniques, the learner is almost ‘passive’ in terms of their output: they aren’t required to produce anything on their own, which could hinder retention of the content. The childish activity would, according to this theory of motivation, reinforce learning and lead to the learning goal of that activity being better remembered by the adult than if it were taught in a more explicit, lecture-style fashion. This idea is supported by Densmore’s (2018) collection of interviews of university students in Oxford. In this study, people interviewed stated that learning would be improved in “comfortable, fun environments”. This would suggest an emphasis on task-based learning, which I will discuss in more detail later on, would be not only popular but also beneficial to students. I’m sure that any language learner has a story of *why* they remember a particular aspect of their second language. Personally, I still struggle to recite the alphabet in French without doing it to the melody of the song of which I had learnt it.

Dornyei (1997) identified four criteria that could affect a student’s level of intrinsic motivation based on 4 aspects of group dynamics: a) classroom structure, b) group cohesion, c) goal-orientedness, and d) the reward system. Classroom structure (a) could refer to the organization of the class, whether or not the class follows the same routine every time they meet, if there is enough time to finish activities, or if class time is fully utilized or if there is often spare time. In language instruction, the variation of activities and types of activities between oral and written work would also be considered in the organization. Group cohesion (b) is defined as the relationship between the students as well as their relationship with the teacher or instructor. Goal-orientedness (c) refers to the aims of the learners and teachers, and finally the reward system (d) encompasses the potential tangible (prizes, candy, better grades) or intangible (praise from peers, school recognition) gains that a student may receive for their work. Dornyei designed

these criteria to allow students and teachers alike to discover the ideal learning environment that would make a more enjoyable, and therefore more effective, educational experience. He did this particularly discussing Cooperative Learning, or simply ‘group work’, which is one of the key components to Task-Based Learning that I will discuss later. He believed that by discussing and allowing all people directly involved in the learning process to outline their ‘ideal’ for each of those 4 criteria, a classroom setting could then be tailored, to an extent, to each person. Dornyei states that, “an understanding of [these criteria and] preferences can help us understand some of the fundamental processes and concepts underlying modern language teaching methodology” (p. 74). In relation to the ‘reward system’ suggested by Dornyei, we can see from Preston (2009) that although motivation can be a short-term variable, any variation in motivation could have long-lasting ramifications. Preston found, in a study of French classes in the UK, that even seemingly small rewards contributed to motivation. He found that, “rewarding a student who raises their hand with the opportunity to speak, making them ‘rewarded bidders’ could contribute greatly to their short-term motivation. This spike in motivation could then contribute to the development of it over a longer term.” As cited by Ellis and Shintani (2014) (p. 308-309) this increase in motivation could be put down to an increased desire to have the confirmation that you are succeeding within the class, and this would, normally, encourage a repeat of this behavior. Even such a small reward system could have a positive, lasting effect on a student’s intrinsic motivation in the class. This could be a pedagogical comparison of Pavlov’s dogs, in which one behavior was directly caused by another event.

However, in some cases intrinsic motivation does not always create a positive environment for learning as Richard Peters (1973) argued, “What interests the students isn’t necessarily in the students’ interests” (p. 27). An argument supported by Cook (2008) in more real-world terms states, “people probably prefer ice cream to eating carrots, but the long-term

benefits of one greatly outweighs the other” (p. 136). An example of this in more language-based terms would be the recent phenomenon of Korean-pop. Korean-pop has become very popular and many people would enjoy, and possibly expect to be, listening to this music for hours in a Korean class. However, in terms of language learning, only listening to music over the course of the semester would have no real-world benefit to anybody in the class. Perhaps memorizing some lyrics would make a learner feel good about their language, but it would have no real benefit if they tried to communicate in that language. It is because of this idea that it can be argued that motivation in this sense is a short-term variable which can change from moment to moment, class to class or even activity to activity.

Although I have chosen not to concentrate my research using Integrative motivation, I feel it is important to discuss, as it is very similar to intrinsic. Cook (2008) defined it as “learning a language in order to take part in the culture of its people” (p. 136). Gardner and Lambert (1959) concluded that when a language is learned for integrative purposes, the success in language learning is much higher than when it is learned for any other reason. However, like most other varieties of motivations, there are arguments against this variety being the ‘perfect’ type for SL learning. Ushioda (2006) made perhaps the most compelling counterargument against integrative motivation by stating that there is a flaw in learning a language and culture specifically for integration. Although it should be mentioned that Ushioda wrote in terms of a European political dimension, it can apply to this study equally as well with a “rapidly changing and expanding Europe” (p. 148), though it also applies to an expanding world, where communication with speakers of other languages is possible through the internet. Ushioda’s counterargument is best shown through English, which has become a global lingua franca so, we must ask, which model of English should be followed for those who wish to learn it? If a learner wanted to learn British English to integrate into the UK, for example, they would learn ‘British

English' or 'Queen's English'; however, this variety of language would only help them be understood, not understand. British English is made up of several, very different regional dialects that have 'strayed' from a universal standard. Ushioda states, "Crucially, these processes of engagement do not just involve the individual L2 learner/user but directly implicate those with whom the L2 learner/user endeavours to interact." (p. 158) Thus, while we must consider the L2 learner, we must also consider their goal of with whom they wish to use their language.

Considering the infinite reasons a learner may have to learn a new language, it could be argued that learning a language with the intention to go and integrate into a community would not always be successful, as the learner would have to integrate into a community to learn the dialectical variations. Wright (2000) pushed people to pose the question, if a language learner would need "to learn and maintain regional and minority languages which give 'access to roots, tradition, identity and community'"? (pp. 190-191). This question highlights an issue for language learners: would they need to learn a regional language to fully integrate into that community and, if that is the case, would full integration be realistically achievable since regional languages are not even necessarily learned by people from that region?

It is for the reasons described above that I will not be researching the 'Integrative' variety of motivation. Based on my interactions with students in a 100 level class at the university level, I believe the likelihood of the students wanting to learn French to fully integrate into a certain French community would be low. Especially after many of the participating students had expressed little knowledge of France as a whole and only a desire to visit, but not to stay for any extended period of time. And even with a desire to integrate into a French community, from my experience with the participants of this study I would anticipate a vast majority of them would wish to spend time in Paris. Paris, like many big cities, comes with its own numerous variations of dialects depending on the '*arrondissement*' that you are in. While discussing what had created

an interest in French, many students replied “*I went to Paris and loved it so want to go back*” or “*I have always wanted to go to France*”, which suggests a strong Paris-centric emphasis on any idea of integration to a French-speaking world.

### **2.1.2, Extrinsic Motivation:**

Extrinsic motivation could be more beneficial for a learner, especially considering the issue raised by Peters, “What interests the students isn’t necessarily in the students’ interests” (p. 18). This variety of motivation is also defined by Ryan and Deci (2000) as, “doing something because it leads to a separable outcome” (p. 55) which would be an example of learning a language to ‘check a box’ on a university application, for example. Many students around the world seek to study in English speaking nations such as the USA or the UK, which leads some learners to be motivated to be able to pass a test, rather than become fluent in English or continue learning the language due to a passion or love of the language. It is simply a ‘means to an end’. However, this variety of motivation is not necessarily *only* to serve this kind of purpose. As Hall (2011) found that learners can be intrinsically motivated by extrinsic reasons, thus, a learner can enjoy their learning environment, or even the language classes, despite their reasoning for taking that class originally being extrinsic. This argument was supported, from a teacher’s perspective, by William and Burden’s (1997) research that demonstrates that many teachers have found their students’ motivations to expand as they become engaged in the learning. This expansion is important, as teachers can gain their motivation from students and vice-versa.

Another factor contributing to the study of motivation of language learners is the native languages of the researchers themselves. The majority of the research done to determine what variety of motivation would help students succeed was conducted in bilingual nations, such as Canada, or nations within Europe that would be exposed to a huge number of people with

different native languages. This created a need to learn the language to assimilate and live a day-to-day life, and therefore lead to a multicultural and multilingual society within those nations. Dornyei (1990) was one of the first to study motivation of language learners in the monolingual society of Hungary, which did not see the same volume of tourism or 'ex-pat' communities as France or Germany, for example. In his study of Hungarian adult learners he found that extrinsic motivation, particularly because of future careers, was very high as many students saw learning a new language, in this case English, as a route to broaden their horizons and open doors into a higher paying career with the possibility of travel. Interestingly, he noted that intrinsic motivation became more important as students progressed through the levels of their classes. The main factors of their intrinsic motivation were: a) not wanting to fail, and b) a desire to 'improve' themselves, which became more prevalent after a period of time.

Although much of the above mentioned research discusses nations, Densmore (2018) showed that in Oxford, as very small town in the Southern United States and the community around the University of Mississippi, there does exist a desire for multiple foreign languages to be available from k-12 rather than just 9-12, particularly amongst the parents of younger children, whom they wish could learn these languages from a younger age. She also noted a fairly strong desire for bilingualism amongst residents and within the community, and an acknowledgement that bilingualism can be very useful. This is not necessarily always expected from a monolingual nation, such as the United States, and particularly more surprising when considering Southern states of the nation. The South does not see the same volume of bilinguals and overseas visitors compared to New York or California, for example, states where bilingualism is very high and, almost, expected. In Oxford, the key factors for wanting more access to languages are based around a desire to travel or at least an increased desire to travel, which is a clear example of extrinsic motivation on their part, the extrinsic feelings within the

community could have an impact on the student population which is very much a part of the local community.

Brown (1994) stated that, “attitudes, like all aspects of the development of cognition, develop early in childhood and are the result of parents and peers attitudes” (p. 168) which suggests our attitudes are developed early on in life and will be difficult to change, regardless of the scenario. This idea would suggest that motivation would also be difficult to garner because the learners attitude would be positive or negative and close to impossible to change. For example, if a learner came to class with a constant, pre-defined negative mindset, it would take a lot of work, probably in vain, to get that student excited to learn the subject matter. Contrary to Brown, Gardner (1985) argues, “attitude is an evaluative reaction to some referent inferred on the basis of the individual’s beliefs or opinions about the referent” (p. 10) so he believes that a learner’s attitude can vary based on small factors. Gardner suggests, more correctly based on my personal experience as a student, that a learner could change their interest levels and motivation of the work based on certain content that is being covered at that moment. In effect, if the content has little or no relevance to your life, then it would be expected that you would have a less motivated mindset and less desire to learn the content. Of course, as Brown stated, parent or peer attitudes could also play a factor in this; however, it really comes down the personal interests of each person, which is a notion that is present in most aspects of life, not just in education.

## **2.2, Why Task-Based Learning:**

In roughly the past decade, Second Language learning and teaching has seen a huge shift towards Task-Based Learning as the most widely used style of instruction. Before outlining the positives of this method and therefore, the reasons behind it becoming so popular, I will briefly



explain other methodologies which have been used and issues pertaining to why they have become increasingly overlooked in recent years.

### ***2.2.1, Present, Practice, Production***

Firstly, there is the Presentation, Practice, Production (PPP) method which is very well summarized by Criado (2013) who mentions that, “the origins of PPP can be traced back to the mid 20th century” (p. 99) and highlights Brumfit (1979) as the first real study that discusses this ‘pedagogical strategy’. In this paper which was amongst the first to discuss PPP, it explained the need for, and importance of, a structure to follow for teachers in foreign language classrooms to focus on all aspects of language learning. It is stated by Maftoon and Najafi Sarem (2012) that this methodology lost popularity in the 1990’s “due to ignoring the communication as a main goal of language learning” (p. 31). The instructor presents an item of the language, the students would then practice the new item through repetition or fill in the blanks or some other fairly simple activity to reinforce and familiarize the new part of the language. Finally, the student would ‘produce’ the language themselves through some sort of role-play or spoken presentation or a paragraph or some other written task, depending on the type of language which is being worked on, oral or written. One part of the great appeal of this methodology is outlined by Thornbury’s (1999) view, that ‘PPP’ is appealing to teachers and learners in that it reflects a notion of ‘practice makes perfect’, which is a common view in many aspects of life, not just in education, which creates a certain familiarity with this method for any and all ages of students. This idea of ‘practice makes perfect’ is well described by Criado (2013) talking about the *Production* stage which means “increasing fluency in linguistic use, precisely through autonomous and more creative activities”, the idea that fluency is being ‘increased’ through the

repeated practice is the key idea behind this methodology, though it is the debated topic, as memory does not necessarily equate to fluency.

While this type of instruction was popular for a long time, there are some clear issues with it which led to it being widely modified and rebranded to Task-Based Learning, which I will discuss later. Firstly, this methodology has been described as too “rigid” and only really applicable in a classroom setting with no real-world applications or uses. For example, a student may be able to show some mastery of this aspect of the language when they know that it is all that is being tested for, however they are unable to use it accurately and naturally in the Production phase when it is not the sole aspect being asked of them. This argument is supported by Lewis (1993) who argued that this method reflects neither the nature of language or of learning. Secondly, this type of instruction could become superfluous for students, for example, the students may be expected to learn and implement a certain phrase or new vocabulary, however, they may already be able to convey the same message with the vocabulary they already possess. This could lead the activities to become what Wong and Van Patten (2003) described, and as cited by Maftoon and Najafi Sarem (2012) as, “decontextualized and meaningless drills”(p. 33). An example in French would be requiring a student to learn “*date de naissance*” (date of birth), when they already have the vocabulary “*anniversaire*” (birthday), this would be an example of a phrase which could be expected to be taught which would be superfluous to the students necessary skills to convey the same message. Although these two expressions do have different registers, at the level of knowledge and understanding in a 100 level class, their differences would not be required knowledge. This methodology can, therefore, become very unnatural or just not useful for students when they would want to produce their own language, without prompts.

### **2.2.2, *Test, Teach, Test.***

The Test, Teach, Test (TTT) methodology summarized in Rudman (2004) has been popular in language instruction from the 1980's as it allows for creativity of students to be present in the classroom without the instruction needing to be 'new' and 'engaging'. Allowing the students to use their own language skills and their own interests inherently makes the class more interesting and engaging for all students, and simpler for the instructor since there is no need to tailor the content to makes it more relatable for some. This methodology begins with the students using the target language in a certain task or activity, this task would then be 'tested' by the teacher to see what mistakes and errors occur. The 'Teach' section of this methodology is based entirely around the issues which arose from the student created activity. For example, if the original Test is a role-play, and there is a common issue of mispronunciation in the target language, then the Teach section should be based around correcting the pronunciation problems, through tongue-twisters or other pronunciation production activities. The final 'test' would be a similar activity to the first one to ensure that the original issues have been sufficiently rectified during the Teach section. The original, and even final Test, can be useful for the teacher as discussed by Rudman (2004) who suggested "Testing can help the teacher determine the pace of instruction" (p. 9) so if both Tests show similar issues are common amongst the students, it allows the teacher or instructor to adjust the pace, slow down, and further 'Teach' the problems.

In my opinion, which is shared amongst other instructors and researchers such as Cook (2008), there are two main issues with this methodology. Firstly, the Teach section can be a difficult thing to tailor, there may be numerous different issues which arise, with no clear issue which requires more work than others. Thus, creating a very divided class to work on these

various issues, or choosing to focus on one or two of those issues which would leave other things needing to be taught that may fall through the cracks and be left unresolved before the final Testing. Secondly, the most important reason this methodology would not be best served in a 100 level, beginner class, is that it has a certain level of language skills as a prerequisite since each unit of the language class would *begin* with the students using the target language. Therefore, in a class which is supposed to act as a beginners class, where students may or may not already have some language skills, there would be too high demands, and low level of production for this to be worthwhile. It would probably be counter-productive as it highlights the lack of knowledge before building any new knowledge. As Woodward (2010) argues; “In terms of opportunities for learning, the first 'test' stage offers students a chance to try to remember and use what they have remembered. The 'teach' stage may offer exposure to new language and some chances to notice features of language and the second 'test' could give the chance for use and refine level.” (p. 123). In a beginner class, this first stage of testing would not be possible because the students would not have much to ‘remember’ before they begin the test, particularly since it would be a new section of the language which would mean a whole new section of vocabulary, and other language tools required to complete a Test. While the Teach stage would still offer “exposure”, it would, in a 100 level class, probably be the first exposure which would have rendered the original Test as more of a hindrance than help for any students.

### ***2.2.3, Communicative***

This methodology has been popular for language acquisition since the 1970's when Michael Halliday and Dell Hymes built on Noam Chomsky's theories of focusing on 'performance'. This methodology has become even more popular since the 1990's with the

increase of technology in classrooms. It is now easier than ever before to expose learners to multiple sources in the target language through videos, interviews, and recordings. This methodology summarized well by Cook (2008) is based on the idea of language being learned through communicating real meaning in the target language. By needing to portray a 'real meaning' the students should use their own techniques for conveying a message in language. Cook (2008) outlines the 3 techniques of this methodology. Firstly 'information gap exercises' which allowed the teacher to 'create' a difference in two sets of information (pictures, recordings, articles), thus making two students communicate to find the differences in their information. The second technique is 'guided role-play' where the students are given a certain hypothetical scenario and try to "practice assuming particular roles in varying situations". Finally, the third technique is 'tasks' which is explained by Cook, using Lesson 14 in *Atlas 1* by Nunan (1995) as an example. In this lesson they would listen to a recording of a conversation and listen for 'why' and 'because', they then re-listen for the reasons given following 'because'. The students would then create their own role-plays discussing reasons for their actions. The main goal of this lesson is to practice the structure of giving reasons for actions, this would help students communicate, and allow people to understand each other in the classroom a little better too, since they provide justifications for their thoughts. (pp. 248-249)

This methodology is a contrast from previously held beliefs of language acquisition. The old beliefs are well outlined by Richards (2006) "Earlier views of language learning focused primarily on the mastery of grammatical competence. Language learning was viewed as a process of mechanical habit formation. Good habits are formed by having students produce correct sentences and not through making mistakes." (p. 4) However, the Communicative methodology allows the learners to use their language, body language and signs or pointing to be sure to reinforce certain types of language. This methodology also allows students to work in

pairs or small groups, which encourages them to pick up certain techniques which their fellow classmates have developed for communicating the real meaning. This creates the opportunity for them to develop skills, rather than ‘learn’ them, so language acquisition seems more natural.

However, the key issue with this methodology is that it is *too* oral orientated; there is less focus or opportunity to learn or acquire grammar rules that should be used. This argument is well outlined from Sreehari, (2012) who had one of the conclusions of his study on Communicative methodology to be “Teachers should ensure more variety in their classroom activities and teach language skills in integration.” (p. 92). Similarly, through a more oral fluency-based approach, certain grammatical errors are often overlooked because the meaning is still clearly communicated, while this is common in spoken language, those errors would not be equally ‘forgiven’ in written tests. This is also shown from Sreehari’s conclusions “Teachers should lay great emphasis on skill development rather than subject knowledge and follow more learner centered ways of instruction.” (p. 92). Therefore, it can be argued that this approach can improve spoken fluency, though it can have a hindering effect on grammar, which would make any eventual written skills much slower to progress because of the need to ‘unlearn’ the mistakes, the learner has developed, before learning the correct language.

#### ***2.2.4, Task-Based Learning***

This methodology is best outlined by Bygate *et al* (2001) who stated that, “a ‘task’ is an activity which requires learners to use language, with an emphasis on meaning, to attain a goal” (p. 11). This methodology has become the preferred style for many language instructors since its introduction in the later 1990’s and early 2000’s, particularly in intensive programs. This methodology could be stated to be a combination of the *TTT* approach and the *Communicative* approach outlined above. The students are expected to use the target language to complete

'*meaningful tasks*' which would be everyday activities if you were to live in a country which spoke that language, such as interviews, making appointments and other similar activities. Similarly to the *Communicative* approach, emphasis is on creative use of the language rather than absolute accuracy, although accuracy is held in a much more important role than in the *Communicative* approach. Importantly, in *Task-Based Learning* it is important that "the language must come from the learners themselves, not from the teacher. It is solving the requirements of the task itself that counts" Cook (2008) (p. 257). Similarly to *TTT*, the teaching or instructing is tailored to the students based on the mistakes or 'gaps' that become evident through the task they have completed during class activities. After an aspect of the language is introduced, it is then left to the students to complete a meaningful task that has been assigned. After the completion of this task, there will be a class, or at least class time, set aside for '*post-task*' which is the time that the instructor will consider the issues which has arisen and there would be some other activities to firstly correct, and then reinforce those corrections before moving ahead with an assessment and new topic. Finally, *TBL*, can be shown as a combination of *TTT* and *Communicative* approaches, because, while there is an emphasis on group work of discovering things together and working out issues with fellow classmates. There is also just as much emphasis on independent work, which means a certain level of care for students to work through activities and corrections on their own to improve their language understanding.

One reason for the emphasis on Task-Based Learning could be taken from Rosier's (1975) study that shows evidence of a strong correlation between oral fluency and an extrovert personality. Rosier argues that this finding is because this type of personality would be more open to total immersion into a task, and having more willingness to participate and attempt the task without fear of looking foolish or anything that may deter more introverted personalities. Similarly to Rosier's findings, Dewaele and Furnham (1999) proved that introverted personality

students had more success with written work. These findings suggest that a varied form of testing, including both written and oral forms of assessment, of students is necessary to account for all types of personality. I believe, and have seen in personal experience that instructors using this methodology should be aware that although some students may *seem* to be struggling to understand because they are reluctant or slow to participate, it could simply be down to a personality difference and not a reflection of a lack of learning, but rather a lack of confidence to speak out. Task-Based methodology is in theory, and will be reviewed by my questionnaires in this study, able to accommodate any and all personality types and offer them equal chances to acquire the language through the varied activities that should be used. Therefore, I believe that Task-Based Learning seems to benefit extraverted students more than introverted ones because of the interactive and group-based nature of the tasks which students are expected to complete regularly. However, this methodology can easily become more balanced between personality types through a varied assessment procedure that will test both written and oral competencies.

Despite the positives and the increased emphasis globally moving towards Task-Based Learning, Cook (2008) outlined some concerns that, “Task-Based Learning expressed goal is short-term fluency, it does not appear concerned with overall teaching goals such as personal, local or international goals of the students.” (p.261). While Cook acknowledges that these outcomes could be possible through the practice, he argues “it’s unlikely if they are not explicitly included in the design or the implementation” (p. 261). These criticisms are valid and worth being considered as gaps in this method. However, this is an easy ‘fix’ with extra importance placed on making the content more relatable to the students own nation through comparisons and discussions of whether the same cultural aspects exist between one of the target languages nations and their own. This extra emphasis would be important at the lower level classes when



the students are, possibly, only just being exposed to the new language and culture and these comparisons could be gradually phased out.

Cook (2008) added “Task Based Learning is essentially language practice since it provides no motive for the task to be carried out in the second language” (p.261). The tasks which are set for the Task Based Learning, would obviously be carried out to a higher standard in the student’s first language, so there needs to be more motive behind the tasks, or at least more relatable motives behind the tasks. Willis and Willis (2007) talk about getting over the ‘hurdle’ of the first language, however, for many learners the first language would be seen as an asset to assure understanding or to fully clarify things. Although the first language should be used sparingly to ensure as much immersion as possible, to see the first language as a hurdle rather than an extra resource in the case of a last resort could be jeopardizing understanding in order to try and foster a more immersive environment. Of course, the native language should be discouraged in anything other than a last resort when you have tried to use other vocabulary or even act out the information with exaggerated gestures and used images to further offer an understanding. Only if there are still issues once you have exhausted other ways to ensure understanding should the first language be used, however, it should not be completely out of bounds for an instructor. An argument that is also supported by Cook (2008). This environment could be argued to be less natural than immersive classrooms where people would often find a ‘common’ language to facilitate understanding if it could not be completely fostered in the target language.

### ***2.3, Related Studies:***

Although Motivation has been a factor in language, and any, learning for a long time, it has only really been analyzed with any level of scrutiny since Gardner and Lambert (1972) first

created their Test Battery (which will be discussed in the Methodology chapter) to measure types of motivation amongst students. When creating this Test Battery, in their research they hypothesized that intrinsic motivation would be more prevalent than extrinsic motivation amongst foreign language learners.

Similarly, Osman Engin (2009) found that intrinsic motivation was more prevalent, and more effective in language learning than extrinsic motivation amongst their language learners. We can summarize from Osman Engin's study that this is because intrinsic motivation creates a more pragmatic approach to language than Extrinsic motivation which focuses more on personality types and personal interests. This seems a logical theory but was not proven.

Cook (2008) offers some clear data which can be analyzed in relation to my study, he states that he has "been using the Gardner questionnaire... English schoolchildren learning French score 77% for intrinsic and 70% for extrinsic motivation." (p. 138). Although these results are based on data from English schoolchildren, I expect my data to reflect similar numbers because they are English speaking students still in the world of education, albeit at university rather than high school. However, I believe that the fact that they are both Anglophones learning the same foreign language, French, makes this study very comparable. Cook found that "English adults score 87% for intrinsic and 66% for extrinsic" (p. 138). This shows a much wider gulf in the numbers which I think is to be expected since adults would be learning the foreign language for themselves much more often than doing it out of a necessity for graduation credits, or to move onto the next step of their academic career. The only extrinsic factor which may become a factor would be the possibility of career-based progression, which would be slightly less common, as the numbers show. It is for these reasons that I believe my data will be more reflective of the schoolchildren than the adults.

Despite much of the relevant research suggesting that Intrinsic motivation is more common and yields better results in terms of language learning, Wimolmas (2012) found that, in their participants, extrinsic data is marginally more common and yielded slightly improved results in their language learning. However, based on the other available research which I have outlined, I believe this study's findings are an outlier which I do not expect to be duplicated by my research, however I did feel it was important to show that it is not completely Intrinsic dominated in this field of research.

## CHAPTER III – METHODOLOGY

### 3.1 Participants

The participants of this study will be 20 students from the University of Mississippi during the fall semester of 2018. They are all students in my own class of French 111, an intensive, semester long class that is based around task-based learning and teaching, a teaching method which has been previously discussed. The participants were recruited through a small speech which outlined the expectations on them and what would be asked of them, and any potential ‘sacrifices’ on their part.

The majority of the student’s ages range from 18, the minimum age to participate through the University’s IRB policies, and 24, with 2 students being over 24, which offered a fairly wide range of ages for the participants. I have chosen not to mention the exact ages of the students above the age of 24 because I felt that could jeopardize their right to anonymity, as being above the average age of graduation would make them easier to be recognized. The participants come from various states across the south of the United States, a trend that successfully represents the university’s student body. 55% of the entire student body are Mississippi residents, according to the UM census of 2017-2018, a percentage which is consistent with the participants in my study. Importantly for me in this study, none of the students are native or near-native speakers of any language other than English. I believe this is important as if they are already bilingual then they could have an advantage when it comes to understanding the ‘nuances’ of learning another

language and therefore, would have an advantage which I could not really measure. There are some students who have studied French before this year, however all of the students have had at least one year between their most recent instruction in the language and the start of this semester. The participant group is made up of 14 females and 6 males which is around the expected percentage of males taking a foreign language. According to a study carried out by Coleman (1996) study of UK university undergraduate classes in that field, male participation was around 30% consistently over the period of their research. Unfortunately, I was unable to find a similar study that was more recent, or which discussed the same figures in the USA. However, based on my experience and conversations with people teaching similar levels in various establishments, I believe that the figure of around 30% for males, especially as that has always been around the number in my experience of foreign language classes, as a student and as an instructor. The male participants in this study make up exactly 30% of the participants.

### **3.2 - Recruitment Speech**

What follows is the speech which was given to students to explain the study I wished to conduct:

*As part of my Masters' Thesis, I will be conducting a study based on Students' motivation and the relation between that, performance and the Task-Based Instruction which will be used.*

*If you agree to be a part of the Study, you will be asked to complete a questionnaire about your motivation with both number scales and some space for your own personal answers. This questionnaire will take a maximum of 20 minutes to complete and will be done a couple of times throughout the semester. You will also be asked to complete a short 'quiz' at the end of the semester to test your fundamental knowledge of the language. This 'quiz' will not add any extra stress during exam time, as it will be designed to also be a revision guide of the knowledge you will need for the end of class exam.*

*The study will have no impact on your classroom learning and those of you who choose not to take part will in no way be penalized. Those of you who do participate cannot be offered any reward, financial or grade-based, other than my gratitude for allowing me to gather data for my Thesis.*

*Of course, your names, personal information or data which could be traced to you, of any*

*kind, will NOT be published or released or even seen by any person other than myself and possibly my advisor, who is also CITI trained and certified, therefore aware of all personal data protection protocols.*

*I would like to thank, any and all of you who choose to participate for your time for this study.”*

As shown, the participants were made aware that they would, and could, not be compensated for their participation through any monetary, extra credit or any other form of compensation. Also, the only sacrifice would be their time to complete a short questionnaire, which will be shown shortly. The questionnaire was expected to take around 10-15 minutes, and would be conducted two times throughout the semester to measure how their motivation has changed throughout the semester, while also gathering extra information on their opinion of the course in the final questionnaire.

All of the 20 questions were taken from the AMTB (Attitude and Motivation Test Battery) created by Gardner and Lambert (1972), a test that was created in the 1980's after 20 years of research on motivation for learners, particularly foreign language learners. This test battery had been expanded from the original study by Gardner (1958). Fortunately, like my study, this battery was created to focus mostly on English speaking learners of French so a lot of the questions were very apt for the data that I was looking for. It is for this reason I chose to use this version of the Battery instead of the variation made by Gardner and Glikman (1982). Although this was adapted for university level students, I felt the AMTB questions were better suited to my target participants.

### **3.3 Consent:**

Through the University of Mississippi's IRB procedure, it was also required to provide a Student Consent form, which would be signed and then provided as evidence that the students

were fully informed of the study and their original decision to participate could be recorded. This is a copy of the two-page consent form which I briefly discussed with them and allowed them as long as they wished to complete it. All read and signed it during that class period, or within 24 hours and returned it during the next day of class.

### ***Consent to Participate in Research***

*How does methodology of the instructor and motivation of the student mix to make an 'ideal' learning environment?*

#### ***Investigator***

Charlie Winnick  
Department of Modern Languages  
Bondurant Hall C-007  
University of Mississippi  
University, MS 38677  
[cwinnick@go.olemiss.edu](mailto:cwinnick@go.olemiss.edu)

#### ***Faculty Sponsor***

Sara Wellman, Ph.D.  
Department of Modern Languages  
Bondurant E-203  
University of Mississippi  
University, MS 38677  
[slwellma@olemiss.edu](mailto:slwellma@olemiss.edu)

#### ***The purpose of this study***

*I would like to analyze and evaluate any relationship between a students' motivation, performance and the, Task-Based, methodology in the classroom. My goal is to provide language teachers with something of a framework for how to best engage students of all levels of motivation. Simultaneously, I will be able to provide the University of Mississippi, and possibly others, with information on the students who choose French over other languages offered.*

#### ***What you will do for this study***

- 1. You will be given a short questionnaire of around 20 questions on a 1-5 scale to establish your level of motivation for the current language class in which you are enrolled.*
- 2. Towards the end of the fall semester, you will be asked to complete a short quiz based on the language learning you have undertaken over the semester. This should not interfere with any other exams or tests you are expected to take, in fact, the aim of the quiz would allow it to help as a study guide for any upcoming finals for this class. You will also be asked to complete another questionnaire to evaluate how, if at all, your motivation has changed*

#### ***Time required for this study***

*This study will consist of a short questionnaire, completed twice and a short quiz, both will take around 20 minutes, so a total time of 1-hour participation over the course of the fall semester.*

#### ***Possible risks from participation***

*Possibly an uncomfortable situation if you are not motivated for the class. However, you are encouraged to be completely honest and aware there will be no negative repercussions with any suggestion you are not entirely motivated for this class. There will be **NO** sensitive data which will be asked of you*

**Benefits from participation**

*You should expect no benefits from participating in this study. However, you might experience satisfaction from contributing to scientific knowledge. Also, participating in this research could lead to an improved learning experience in your language, if not entire, learning experience through an increased awareness of what conditions would help you thrive in your learning career.*

**Confidentiality**

*Only research team members will have access to records from this study. We will protect confidentiality by assigning each participant a random number which will only be known by myself, the number may be used for reporting. There will not be any indication of that participants name or any other feature which could hinder your confidentiality.*

**Right to Withdraw**

*You do not have to volunteer for this study and you do not have to participate, and there is no penalty if you refuse. If you start the study and decide that you do not want to finish, just tell the experimenter. Whether or not you participate or withdraw will not affect your current or future relationship with the Department of Modern Languages, or with the University, and it will not cause you to lose any benefits to which you are entitled.*

**Student Participants in Investigators' Classes**

*Special human research subject protections apply where there is any possibility of coercion – such as for students in classes of investigators. Investigators can recruit from their classes but only by providing information on availability of studies. They can encourage you to participate, but they cannot exert any coercive pressure for you to do so. Therefore, if you experience any coercion from your instructor, you should contact the IRB via phone (662-915-7482) or email ([irb@olemiss.edu](mailto:irb@olemiss.edu)) and report the specific form of coercion. You will remain anonymous in an investigation.*

**IRB Approval**

*This study has been reviewed by The University of Mississippi's Institutional Review Board (IRB). If you have any questions or concerns regarding your rights or your child's rights as a research participant, please contact the IRB at (662) 915-7482 or [irb@olemiss.edu](mailto:irb@olemiss.edu).*

*Please ask the researcher if there is anything that is not clear or if you need more information. When all of your questions have been answered, then you can decide if you want to be in the study or not.*

**Statement of Consent**

*I have read the above information. I have been given an unsigned copy of this form. I have had an opportunity to ask questions, and I have received answers. I consent to participate in the study. Furthermore, I also affirm that the experimenter explained the study to me and told me about the study's risks as well as my right to refuse to participate and to withdraw, and that I am the person listed below.*

*By checking this box I confirm that I am over the age of 18 [ ]*



*Signature*

*Date*

*Printed name:* \_\_\_\_\_

This consent form was only completed prior to the first questionnaire as it clearly outlines the rights of the student to withdraw from the study without penalty. Therefore, it could be assumed that, without withdrawal, there is a continued consent to participate. As shown, all the expectations of the participants were clearly outlined and broken down to the IRB standards, including the clearly stated section of their right to withdraw without penalty. I was also sure to reinforce that their anonymity would be secured throughout the process, although this research would not be collecting ‘sensitive’ information. I still feel it is important that they could answer honestly and not be concerned with any judgment if they progressed through the French language, or any language program at the University. I was also sure to include my own, and my advisor’s contact information to ensure that if anything did occur during the study, the participants could contact myself or someone who is related to the work to clarify any issues. I believed this would offer some additional comfort to the participants that it was not only me that could be approached if needed.

### **3.4 Questionnaires:**

#### **3.4a Number 1:**

As outlined by Gardner in his ‘AMTB Technical Report’ (1985), I ensured “the test not be administered during times which could unduly affect responses... such as exams or holidays” (p. 5). The final questionnaire was given at the end of the semester, close to exams, as it was logical to do it at this time because they could give their final opinion of the class. The quiz

which was given was also given during the final couple of classes which were designated to be revision classes and this is what the final quiz was designed to help with while also providing me with final data. I was also sure to “play down any association with the current program they are following” (p. 5) by being sure to explain, as is evident in the speeches and consent forms, this questionnaire was entirely for my own research and, in no way directly affiliated with the lower-level French program at the University.

Here is the original questionnaire which was completed a few weeks into the semester, to establish an original type and level of motivation:

**Personal Information**

<i>Name</i>	<i>Age</i>	<i>Gender</i>
<i>Other languages spoken/learned</i>	<i>Have you studied FR before, how long?</i>	

1. ***Studying French is important because it will allow me to be more at ease with people who speak French.***  

1	2	3	4	5
---	---	---	---	---
2. ***I wish I could speak many foreign languages perfectly***  

1	2	3	4	5
---	---	---	---	---
3. ***Studying French is important because I will need it for my career.***  

1	2	3	4	5
---	---	---	---	---
4. ***I have a strong desire to know all aspects of French.***  

1	2	3	4	5
---	---	---	---	---
5. ***Knowing French is an important goal in my life.***  

1	2	3	4	5
---	---	---	---	---
6. ***I would rather spend more time in my French class and less in other classes.***  

1	2	3	4	5
---	---	---	---	---
7. ***My parents feel that it is very important for me to learn French***  

1	2	3	4	5
---	---	---	---	---
8. ***I wish I could read newspapers and magazines in a foreign language.***  

1	2	3	4	5
---	---	---	---	---

9. ***Studying French is important because it will allow me to meet and converse with more and varied people.***

1                      2                      3                      4                      5

10. ***I really enjoy learning French.***

1                      2                      3                      4                      5

11. ***Studying French is important because it will make me more educated.***

1                      2                      3                      4                      5

12. ***Studying French is important because it will enable me to better understand and appreciate the French way of life.***

1                      2                      3                      4                      5

13. ***Studying French is important because it will be useful in getting a good job.***

1                      2                      3                      4                      5

14. ***It is important for us to learn foreign languages.***

1                      2                      3                      4                      5

15. ***I am studying French because a foreign language is a requirement to graduate.***

1                      2                      3                      4                      5

16. ***I want to be fluent in French***

1                      2                      3                      4                      5

17. ***I am studying French to be able to study abroad in a nation that speaks the language***

1                      2                      3                      4                      5

18. ***I want to watch a TV program in the native language rather than a dubbed version.***

1                      2                      3                      4                      5

19. ***Learning a foreign language will directly benefit my desired career.***

1                      2                      3                      4                      5

20. ***I want to feel comfortable conversing in French if it is necessary in my everyday life.***

1                      2                      3                      4                      5

- *In your own words, what is your reason for studying French?*

---

---

---

---

- *Additional comments:*

---

---

---

This original questionnaire firstly included some personal background information to allow me, if necessary, to use some of that information in lieu of their names which would be more difficult to trace, particularly on a university campus. For example, a 20 year old female would not really narrow down a search if someone did decide to trace the information. This information also allows me to draw some small conclusions based on the gender and the type of motivation which is more associated with them, for example. I then included the questions which, as I have previously outlined, were taken from the 1972 AMTB by Gardner and Lambert. I alternated the questions between odd numbers being extrinsic motivation and even numbers being intrinsic motivation. This way the pattern was less noticeable for the participants, while also keeping it relatively simple for me to tally up the results. The only difference from the original AMTB was that I changed the scale from a qualitative, word-based scale to a, quantitative 1=low to 5=high scale. This was done to facilitate the ability to provide a score out of 50 which is more clear than saying “Participant A is, on average quite motivated” as opposed to “they scored a 30 in terms of extrinsic motivation.”

However, I did decide to include a section for qualitative data, and allowed the students to add some more personalized information about why they chose the language, this course and any other comments which they may want to express. This opportunity for them to express themselves also allows me to compare their written reasons to their score from the scales to examine if there is consistency in their score and their opinions.

For the second, and final questionnaire, I decided to take away the more ‘biographical’ information, because that was already provided. I was also sure to include all the same questions

in the same order, to ensure there was the consistency of what was being asked and answered, and therefore compared.

### **3.4b Questionnaire number 2:**

Name : \_\_\_\_\_

1. ***Studying French is important because it will allow me to be more at ease with people who speak French.***  
1                      2                      3                      4                      5
2. ***I wish I could speak many foreign languages perfectly***  
1                      2                      3                      4                      5
3. ***Studying French is important because I will need it for my career.***  
1                      2                      3                      4                      5
4. ***I have a strong desire to know all aspects of French.***  
1                      2                      3                      4                      5
5. ***Knowing French is an important goal in my life.***  
1                      2                      3                      4                      5
6. ***I would rather spend more time in my French class and less in other classes.***  
1                      2                      3                      4                      5
7. ***My parents feel that it is very important for me to learn French***  
1                      2                      3                      4                      5
8. ***I wish I could read newspapers and magazines in a foreign language.***  
1                      2                      3                      4                      5
9. ***Studying French is important because it will allow me to meet and converse with more and varied people.***  
1                      2                      3                      4                      5
10. ***I really enjoy learning French.***  
1                      2                      3                      4                      5
11. ***Studying French is important because it will make me more educated.***  
1                      2                      3                      4                      5
12. ***Studying French is important because it will enable me to better understand and appreciate the French way of life.***

1                      2                      3                      4                      5

13. ***Studying French is important because it will be useful in getting a good job.***

1                      2                      3                      4                      5

14. ***It is important for us to learn foreign languages.***

1                      2                      3                      4                      5

15. ***I am studying French because a foreign language is a requirement to graduate.***

1                      2                      3                      4                      5

16. ***I want to be fluent in French***

1                      2                      3                      4                      5

17. ***I am studying French to be able to study abroad in a nation that speaks the language***

1                      2                      3                      4                      5

18. ***I want to watch a TV program in the native language rather than a dubbed version.***

1                      2                      3                      4                      5

19. ***Learning a foreign language will directly benefit my desired career.***

1                      2                      3                      4                      5

20. ***I want to feel comfortable conversing in French if it is necessary in my everyday life.***

1                      2                      3                      4                      5

A. *In your own words, what is your reason for studying French?*

---

---

---

---

B. *Do you believe this French class has added or taken away from your academic skills? Explain briefly.*

---

---

---

C. *Do you believe there is sufficient numbers of bilingual people presented in this class? Would more or less bilingual people being shown have changed your interest level?*

---

---

---

D. *How would you describe your learning style? And, do you believe this teaching methodology has benefitted your learning style?*

---

---

---

---

---

*E. How would you describe your personality:*  
**extrovert                      introvert                      balanced**

*F. Based on the teaching method used in this class, and **without considering majors/minors/credits etc.**, would you consider taking a 300 level class in French?*

---

---

---

- *Additional comments:*

---

---

---

This final questionnaire left more space and included more questions for the participants to explain and discuss certain aspects of the course and get their opinion on the teaching method, personality, likelihood of continuing, etc.

Question A was included for continuity of the original questionnaire, which allows me to compare their answers and see whether their justifications have changed, which could also indicate a change in motivation type, or at least level.

Question B was included to see if the participants felt that the class was offering the opportunity for ‘additive bilingualism’, defined by Lambert (1981,1990) across his two studies as ‘adding something to their skills without taking anything away from what they already know and have learned’. This is, of course, the goal of any language class; to highlight the addition to your skills and knowledge that the new language can provide. However, I wanted examine if participants felt that there was any notion of ‘subtractive bilingualism’ which is also defined by Lambert (1981, 1990) as something which ‘threatens what they have already gained for

themselves'. This feeling of learning a new language and 'losing' something is more aimed towards new immigrants to a country where their mother tongue is a part of their identity which they do not want to completely lose. Due to this, I did not expect any participants to feel that this methodology and class would subtract from their knowledge or identity, but I felt it was worthwhile to confirm, or disprove, this theory.

Question C, I believe is an important question to have included based on the argument presented by de Swaan (2001), who was cited by Cook (2016) that "the goals of language teaching... are hardly advanced by showing students either students like themselves or people who are unable to use more than one language." (p. 125). I felt this question would be good feedback to understand if the participants would be more or less motivated if there were more bilingual people shown during the class. By people "shown during class" this would mean people that are presented in the textbook or by myself when showing any videos which are relevant to the subject matter. This is important for the class tools because being able to show a 'realistic' and attainable level of the language could be a positive thing for the class. People presented in foreign language classes are often either students at a similar level or native speakers of that language, both of which would hinder motivation by feeling either that you are at a good level because you are on par with the other students, or negatively by realizing the native level would not be realistically attainable, particularly in a low level class. Therefore, it is argued by de Swaan that in foreign language classrooms it would be beneficial to show students famous non-native speakers of that target language, which shows the students what level can be attained through study of the language. François Grosjean (1982) created a list of well-known bilinguals from throughout history of various languages, which would allow people to have them represent the target foreign language. Of course, this would now be slightly dated and would have to be updated, but with new technologies discovering and presenting bilinguals to a class



has never been easier and, in my opinion, was something that should be considered when looking for resources. During class, when relevant, I would try to use resources of famous non-native French speakers speaking French in order to show the students a more attainable level of French for them. I showed videos of famous people, such as Bradley Cooper and Joseph Gordon-Levitt, speaking French, their non-native language, in interviews at Cannes film festivals. This showed the students more relatable, or recognizable, people using the target language that they are currently learning to demonstrate a fluency level which is attainable for non-native speakers. I believe that showing non-native speakers of French using the language would simultaneously show its appeal, and show them that they too could attain a level to communicate fluently. As a non-native French speaker, I also offered an attainable target for the students. However, as the language is the focus of my study and career, it would be assumed I have a strong interest in the language; whereas showing celebrities who have little overt need or desire to learn the language could increase the students interest, and motivation, level.

Question D was included to allow the participants to discuss their personal learning style and what works for them in an education setting and to discuss if they felt this methodology was beneficial for them to succeed, or whether they had to adapt their learning to the class. I felt this information was important because it allowed me to see what range of learning styles are supported by this method, and, possibly more importantly, it would show which learning styles ‘fall through the cracks’ of Task-Based methods. Being aware of the learning methods of the students is something, in hindsight, which could have been included in the original questionnaire so that I could have tried to accommodate any styles which I did not feel were being included in my classroom. This was considered briefly as Cook (2008) highlighted, “teachers have to deal with students in groups rather than as individuals” (p.135). Since teachers have to deal with students as groups, it would be difficult to focus on individuals so teaching should be a

‘compromise’ to suit the greatest number of students. However, doing so would have changed the landscape of the study because it could have gotten away from the Task-Based Learning, and more to a personalized course, which would not have been as simple to study.

Question E was important to understand what type of personality the participant had, as it has been suggested by Rosier (1975) that more extrovert students have a greater capacity for verbal communication and yield better results in those disciplines. This was supported by Dewaele and Furnham (1999) who found that extroverts tend to find ‘more complex’ tasks simpler than their introverted counterparts. On the other hand, more introverted students tended to succeed more in a written form of communication. As outlined by Cook (2008), introverts may expect a more academic teaching which emphasizes individual learning as opposed to the communicative, group aspects which tend to be more popular, and successful, for extroverts. This is one advantage of Task-Based learning, however, which is more catered for extroverts in the classroom but with a lot of reinforcement work from home, which would be more beneficial to the introverted students.

Finally, question F was very important in my opinion to see and determine how many of the students enjoyed the methods, class and content matter enough to continue with French through to, and possibly beyond, a 300 level class. I feel that this question would give a good insight to their motivation for the language and class material, but also how successful the Task-Based Learning is in engaging the students, to the point that they would continue above and beyond what is required of them. A desire to continue would suggest a huge positive for the methodology and it should be the goal of any department to keep high participation in the program after the minimum level is completed.

All the data will be presented and discussed further, to some extent, in the following *Analysis* chapter. Although it may not all be discussed in the same detail, I felt it was all knowledge that could be beneficial to the University and whomever else may be interested in this aspect of second language instruction to have some access to responses pertaining to various phenomena within the field. Some of the information may seem fairly clear such as responses to question F “*Based on the teaching method used in this class, and **without considering majors/minors/credits etc.**, would you consider taking a 300 level class in French?*” Though the responses to this question will be more of a ‘yes’ or a ‘no’, I will still attempt to offer some insight into possible reasons behind the responses, such as if the participant had struggled with the class or had to work exceptionally hard to ‘keep up’, that would explain a “no”, for example.

### 3.5, Final quiz

This is a copy of the final quiz which was given at the end of the semester to allow me to see the participants understanding and their knowledge from the course. This small quiz also played a part in the revision for the students before their formal final exam for the university course.

#### ***Present conjugation:***

##### ***Avoir:***

*J'* \_\_\_\_\_

*Tu* \_\_\_\_\_

*Il/elle* \_\_\_\_\_

*Nous* \_\_\_\_\_

*Vous* \_\_\_\_\_

*Ils/elles* \_\_\_\_\_

##### ***Etre:***

*Je* \_\_\_\_\_

*Tu* \_\_\_\_\_

*Il/elle* \_\_\_\_\_

*Nous* \_\_\_\_\_

*Vous* \_\_\_\_\_

*ils/elles* \_\_\_\_\_

##### ***Aller:***

*Je* \_\_\_\_\_

*Tu* \_\_\_\_\_

*Il* \_\_\_\_\_

*Nous* \_\_\_\_\_

*Vous* \_\_\_\_\_

*ils/elles* \_\_\_\_\_

**Present conjugation (regular verbs):**

**Fermer:**

J' \_\_\_\_\_  
Tu \_\_\_\_\_  
Il/elle \_\_\_\_\_  
Nous \_\_\_\_\_  
Vous \_\_\_\_\_  
Ils/elles \_\_\_\_\_

**Finir:**

Je \_\_\_\_\_  
Tu \_\_\_\_\_  
Il/elle \_\_\_\_\_  
Nous \_\_\_\_\_  
Vous \_\_\_\_\_  
ils/elles \_\_\_\_\_

**Perdre:**

Je \_\_\_\_\_  
Tu \_\_\_\_\_  
Il \_\_\_\_\_  
Nous \_\_\_\_\_  
Vous \_\_\_\_\_  
ils/elles \_\_\_\_\_

**L'article (le/la/les & de/ de la/ de l'/ des)**

1. Je ne mange pas \_\_\_\_\_ pommes.
2. J'aime \_\_\_\_\_ fromage.
3. J'adore \_\_\_\_\_ thé noir.
4. Elle ne boit pas \_\_\_\_\_ vin rouge.
5. Ils coupent (cut) \_\_\_\_\_ pommes de terre. (some/unspecific)
6. Tu détestes \_\_\_\_\_ salade niçoise!?

**Possessifs (mon, ma, mes.....)**

1. Le frère de ma mère est \_\_\_\_\_.
2. Le père de mon père est \_\_\_\_\_.
3. La femme (wife) de mon oncle est \_\_\_\_\_.
4. La fille de ma mère est \_\_\_\_\_.
5. Louis a deux chats, \_\_\_\_\_ chats s'appellent Teddy et Joey.
6. Marie et Marcel ont trois enfants, \_\_\_\_\_ enfants s'appellent Sophie, Marie-Anne et Jacques.
7. Tu as fini \_\_\_\_\_ devoirs?
8. Elle va chercher \_\_\_\_\_ copain.

Masculin	Feminine
----------	----------



wanted to test their knowledge of rules when the article needs to be matched with a negation which, as they had seen throughout the semester, these selected examples would take 'de' regardless of whether the following is masculine, feminine, or plural.

The possessive pronouns were included to, again, check vocabulary and agreement knowledge because they would have to show knowledge of whether the word is masculine and would therefore take *mon/ton/son* etc, or feminine which would take *ma/ta/sa* etc. After deciding whether the word is masculine or feminine they would then have to choose the possessive based on the subject of the sentence. This activity was included because of the various levels of language comprehension that would have to be shown to have been learned to complete successfully.

The next section was included to check the understanding and knowledge of the various ways in which words can differ between masculine and feminine. It was sure to test their ability to make adjectives agree with the subject, whether that is a male or a female. This, like many of these questions, was also a small test on vocabulary, of course you would have to know the meaning of '*belle*' for example to know what the masculine equivalent would be since this is an example of an irregular adjective agreement. The male equivalent being '*beau*' rather than '*bel*' as would be expected based on similar examples.

Finally, another article test that I included to evaluate vocabulary knowledge and their ability to correctly use 'l' when the next word begins with a vowel. This is the only section that included a 'trick' question. Throughout the semester it was repeatedly mentioned that in the majority of situations, a 'h' at the start of a word in French would be silent and would, essentially, function as a semi-vowel. However, with the example of '*Haricots verts*' the 'h' does not function as a vowel which makes it *les haricots verts*. This was included because of the emphasis placed during the semester that this expression is one of the few exceptions to the rule

of 'h' being a semi-vowel. Though it was in the plural form making it easier, it was included to see if they would apply the correct rule, or use their memory that it is an exception to the rule and guess if it is masculine or feminine. Because of this 'trick', I was also sure to include '*hôtel*' which is an example of a word where the H is silent, thus allowing me to see if the participants did remember that rule, while also seeing if they remembered the exception.

## CHAPTER IV – RESULTS

### 4.1 – Introduction

As mentioned previously, the questionnaires were given near the start of the semester and at the end of the semester in order to evaluate any changes in motivation which occurred throughout the semester. In this chapter I will present the findings from the two questionnaires, along with the results from the final quiz which is shown and explained above. In this chapter, I will present the data and I will discuss and analyze this data in the following chapter.

I will start with the quantitative information from the 1-5 scale questions taken from the AMTB. I will firstly show the intrinsic information taken from questionnaires 1 and 2, with the change shown too.

### 4.2 Presentation of data

#### 4.2.1 Intrinsic data

**Table 4.2.1**

<b>Ppt No.</b>	<b>Intrinsic 1</b>	<b>Intrinsic 2</b>	<b>Change</b>
001	35	34	-1
002	33	23	<b>-10</b>
003	44	44	0
004	18	27	<b>+9</b>
005	33	29	<b>-4</b>



006	44	43	-1
007	39	43	<b>+4</b>
008	45	37	<b>-8</b>
009	42	43	+1
010	40	42	+2
011	45	48	<b>+3</b>
012	37	39	+2
013	39	43	<b>+4</b>
014	37	43	<b>+6</b>
015	37	37	0
016	41	43	+2
017	41	36	<b>-5</b>
018	40	33	<b>-7</b>
019	47	49	+2
020	25	37	<b>+12</b>

From this table we can see the original level of intrinsic motivation on the left from the questionnaire completed at the beginning of the semester, on the right column is the level of intrinsic motivation from the end of the semester. In the final column is the change in level between the two questionnaires, with significant changes, either positive or negative, in bold. I have classified a significant change as anything above 2, since 2 either side of 0 could just be a change based on their mood that day, whether it be more positive or negative.

#### 4.2.2 Extrinsic data

**Table 4.2.2**

<b>Ppt No.</b>	<b>Extrinsic 1</b>	<b>Extrinsic 2</b>	<b>Change</b>
001	31.5	32	+0.5
002	33	21	<b>-12</b>
003	44	42	-2
004	14	23	<b>+9</b>
005	33	25	<b>-8</b>
006	40	38	-2
007	36	39	<b>+3</b>
008	40	33	<b>-7</b>
009	30	29	-1
010	33	37	<b>+4</b>
011	40	43	<b>+3</b>
012	25	33	<b>+8</b>
013	23	31	<b>+8</b>
014	33	38	<b>+5</b>
015	35	37	+2
016	39	44	<b>+5</b>
017	40	32	<b>-8</b>
018	32	32	0
019	49	48	-1
020	42	27	<b>-15</b>

From table 4.2.2 we can see the original level of extrinsic motivation on the left from the questionnaire completed at the beginning of the semester, on the right column is the level of

intrinsic motivation from the end of the semester. Same as the intrinsic table above, in the final column is the change in level between the two questionnaires with significant changes, either positive or negative, in bold. Again, I have classified a significant change as anything above 2, since 2 either side of 0 could just be a change based on their mood that day, whether it be more positive or negative but I believed anything more than 2 would suggest more of a change in motivation levels, rather than mood on that day.

#### 4.2.3. Reasoning for studying French

**Table 4.2.3 Question A** “In your own words, what is your reason for studying French”

<b>Ppt No.</b>	<b>Reasons from Questionnaire 1</b>	<b>Reasons from Questionnaire 2</b>	<b>Motivation type</b>
001	“Love learning new things and travel. Feel like I could fall in love with the language”	“Required to graduate, but [I am] also intrigued by language and culture	<b>Intrinsic</b> originally, with a small shift to <b>extrinsic</b>
002	“Required to graduate. But interest in French over all other languages offered.”	“Required to graduate, but most interesting language option”	<b>Extrinsic</b> which remained consistent
003	“Additional skill-set for jobs. I also have a love of French culture and interest in the language”	“I want to work overseas and I loved Paris when I visited”	<b>Balanced</b> throughout, always an interest in Paris/France, but emphasis on career
004	“Grandma pushed the language”	“I would like to study abroad and experience French culture”	<b>Extrinsic</b> originally, with a significant switch to <b>Intrinsic</b>
005	“Language is required to graduate but French seemed more interesting than Spanish.”	“To meet language requirement, and I hated Spanish in High School”	<b>Extrinsic</b> which remained consistent
006	“To fulfil language requirement. But Grandma was French and [French would] allow me to travel.”	“To fulfil language requirement, but I do find it interesting	Mostly <b>extrinsic</b>
007	“I want to be fluent and	“I want to study abroad,	<b>Intrinsic</b> , with a small shift to

	study abroad in France”	and [I] believe it is important to learn languages.”	study abroad, but comes from interest.
008	“It was a requirement but I have continued despite change in Major”	“To fulfil [graduation] requirements and because I enjoy this class”	<b>Extrinsic</b> , but early on change to <b>Intrinsic</b> , with enjoyment.
009	“I enjoy the culture and language. I have spoken French in France and loved experience”	“I have an interest in language and the [French] culture	Highly <b>Intrinsic</b> , which remained consistent
010	“I love the culture and language. My father is fluent so [I] started for that reason”	“I love the language and [my] dad is bilingual in French which motivated me to take it.”	<b>Intrinsic</b> , which remains
011	“I wanted to study an alternative to Spanish. [I] also want to study abroad”	“I wanted to study an alternative to Spanish, but a language which could still be useful for me in the future”	<b>Extrinsic</b>
012	“To fulfil language requirement. But I have been interested in France since [I was] young”	“To fulfil my [graduation] requirement and I had some knowledge of French from High School	<b>Extrinsic</b> ,(Intrinsic interest but for the culture not necessarily for the language)
013	“I have family history [ancestors] so I have heirlooms in French [that I want] to understand	“French plays a part in my family heritage and I have an appreciation for French furniture which made me choose this over other languages”	<b>Intrinsic</b>
014	“[French is a] Skill for the future in business”	“I wanted to learn about a new culture, French could help with my future career and this was a fun class	<b>Extrinsic</b> , which did remain. But there was an <b>Intrinsic</b> factor of <i>wanting</i> to learn about the culture.
015	“I enjoy french cinema and music, so want to understand better. And [to] improved communication.”	“I enjoy French film and entertainment and want to understand it better”	<b>Intrinsic</b>
016	“To be able to speak with Grandma in her language”	“I have a strong family connection to the language and [I] want to work with the UN so wanted to learn another one of their official	<b>Intrinsic</b> which remains, but eventually we see a shift to <b>extrinsic</b> factors such as career progression

		languages.	
017	“Fulfil [language] requirement. I would also like to work abroad”	“To fulfil [language] requirement, I chose French because I don't like how other languages sound”	<b>Extrinsic</b>
018	“Set [myself] apart in [the] job market, and will help to travel”	“I wanted to learn a new skill”	<b>Extrinsic</b> , wanting to learn a new skill would suggest a shift to <b>intrinsic</b> because of wanting to do something to develop yourself not necessarily for ‘gain’
019	“I want to learn multiple languages. Opportunities for travel and career”	“I want to make movies and increase global awareness through using language and culture which highlight nations assets”	<b>Balanced</b> which remains. Extrinsic for the career aspect but Intrinsic to understand cultures.
020	“Requirement to graduate. Do like language, but wouldn't take it otherwise”	“To fulfil my language requirement, but [I] really like the language with some knowledge from High School	<b>Extrinsic</b> . Some appreciation for the language but mostly to fulfil requirements.

From table 4.2.3 we can see the participant’s number, their original response - taken near the beginning of the semester - to the title question “*In your own words, what is your reason for studying French*”. In the third column we can see their response to the same question at the end of the semester. In the final column, I have illustrated if the responses were originally extrinsic or intrinsic and then if the same type of motivation remains consistent across both questionnaires or if we can see any change from one variety towards the other. Some participants’ responses have been classified as ‘balanced’ that shows that they have responded in a way, which contains both intrinsic and extrinsic parts in equal measure. An example of which is participant 003 who shows extrinsic motivation by studying French to “*work overseas*”, whilst also stating their “*love of Paris (or France)*” as a factor for choosing French.

#### 4.2.4 Additive or Subtractive Bilingualism

**Table 4.2.4 - Question B** “Do you believe this French class has added or taken away from your academic skills? Explain briefly.”

Ppt No.	Responses of Participants
001	"added"
002	"added French skills and a new thinking process to other subjects"
003	"added"
004	"added. Learning skills"
005	"added"
006	"added, more global awareness reading some articles that I couldn't understand before."
007	"added, helps me with academics"
008	"added"
009	"added, new way of learning and well rounded Liberal Arts education."
010	"Neither, already did language classes for a long time so no new skills"
011	"added. Bilingualism is always helpful"
012	"added. Helped English language skills too, better understanding of own grammar"
013	"added. Especially culture awareness"
014	"added"
015	"added. Learning and understanding"
016	"added. Application inside and outside of the classroom"
017	"Neither way. Just ability to learn this language so no change."
018	"added. New skill which has helped improve level of English"
019	"added, can understand French podcasts, to an extent"
020	"added. Learning about a new culture and has helped English grammar."

From table 4.2.4 we can see the responses from each participant to the question shown “Do you believe this French class has added or taken away from your academic skills? Explain

*briefly.*” the majority of participants have elaborated by explaining why and how the class has affected their academic skills. While 5 participants simply responded with “*added*” and no elaboration, though that is enough to respond to the question and enough information to discuss my hypothesis pertaining to this question, which is outlined in the methodology chapter. My hypothesis is that ‘subtractive bilingualism’ as summarized by Lambert (1981, 1990), and previously outlined in the methodology chapter, ‘threatens what they have already gained for themselves’ only really applied to new immigrants coming to a nation who would feel they are losing a part of their identity as they integrate. This would not apply to American students, studying a foreign language for 1 hour per day in their own nation, no matter how immersive the class would feel.

4.2.5 *Sufficient Bilingual Representation in the class resources.*

**Table 4.2.5 - Question C** “Do you believe there are sufficient numbers of bilingual people presented in this? Would more or less bilingual people being shown have changed your interest level?”

<b>Ppt No.</b>	<b>Responses of Participants</b>
001	"There should be more"
002	"not a lot but that's fine"
003	"not really, but no change in interest."
004	"not really. but wouldn't have changed."
005	"not a lot but that's fine"
006	"There was enough. No change in interest anyway. "
007	"Not sufficient, would have added interest for me"
008	"No, and no."
009	"Needed more, would add interest"
010	"Could have been more, would inspire me more"

011	"No, but no, as long as the instructor is bilingual"
012	"not enough but I wouldn't have cared either way"
013	"Yes. Wouldn't have changed interest if there were less though"
014	"No, but no change to interest"
015	"no and yes would have added interest"
016	"No. Would have added desire to improve for me"
017	"No, but wouldn't have cared either way"
018	"No and yes! It would have added interest"
019	"no and not at all, was studying for my own reasons anyway."
020	"no and no."

Table 4.2.5 shows the opinion of the students whether they felt that there were sufficient bilingual people shown in the classroom, whether through the textbook materials or the extra resources that I used, such as videos, which is discussed more in the methodology chapter. This question was included because of De Swaan (2001) arguing that ‘goals of language teaching’ would be closer to being achieved if students were not only shown students like themselves or monolinguals who may be recognizable, but offer no motivation, or relevance, for the target language. All students offered their opinions of whether bilinguals, and bilingualism, were sufficiently presented in the class, all but participant 001 made it clear whether an increase in representation would have changed their interest level in the class.

#### 4.2.6 Learning Style accommodation within course

**Table 4.2.6 - Question D** “How would you describe your learning style? And, do you believe this teaching methodology has benefitted your learning style?”

Ppt No.	Learning Style of participant	Class has benefitted/accommodated style
---------	-------------------------------	---



001	Practice and repeated usage	Yes
002	Visual	Yes
003	Remember through enjoying activity	Yes
004	Visual and note-taking	Yes, especially revision classes
005	Visual	Yes
006	Auditory	Yes
007	Practice and repeated usage	Yes, especially revision classes
008	Lists, videos, songs	Yes
009	Visual learner	Book was good, but I would benefit more from 'traditional' grammar instruction
010	Visual, note-taking	Yes, especially revision classes
011	"Immersive environments, so hearing and seeing language regularly"	Yes, but need some more leeway in English when unsure.
012	Auditory	Yes
013	Nothing in particular works more than others	After adapting to the class, yes
014	Examples and repetition	Yes, especially revision classes
015	Nothing in particular works more than others	yes
016	Auditory and visual	YES
017	Auditory, note-taking, formulas	Yes, I think it worked well
018	Repetition	Not entirely, more would have helped
019	Repetition	Definitely worked well, also helps with a lot of group work to reinforce/discuss with others at my level in this class.
020	Practice and doing	Worksheets and some book activities helped a lot

From table 4.2.6 we can see the participants responses to Question D and whether they felt their learning style was accommodated to during the class, through the Task-Based methodology. TBL methodology has many facets and aims to incorporate all learning styles,

which was the aim of this question, to see how well the methodology accommodates all learning styles. As I outlined in the methodology chapter, this knowledge could have been useful to have at the start of the course, to try and make sure that each learning style could benefit at some point. However that knowledge may have interfered with the TBL methodology had I known what kind of learners people were, and catering to certain styles could have made the class more difficult for some learners if their learning style was not the majority.

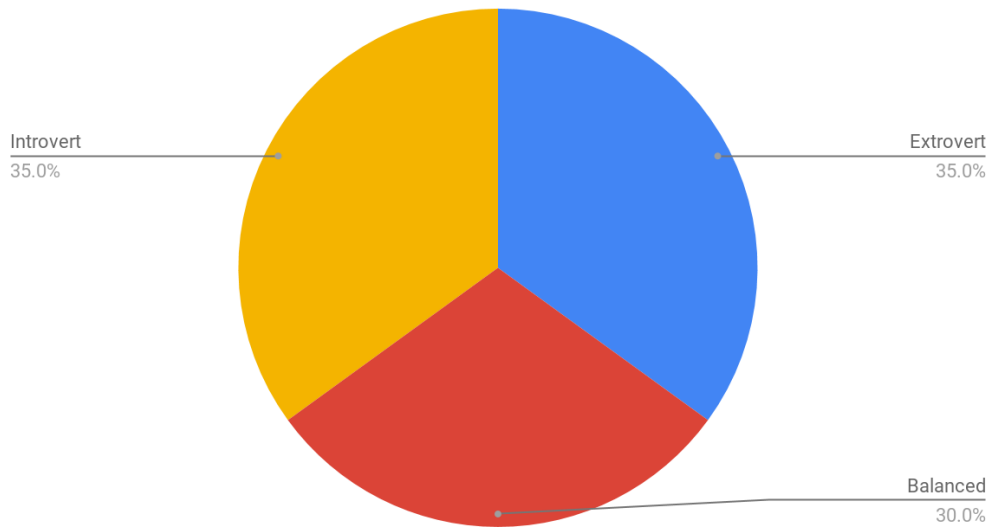
*4.2.7 Personality type*

**Table 4.2.7a - Question E** “How would you describe your personality: *extrovert* / *introvert* / *balanced*”

<b>Personality Type</b>	<b>Participants Number</b>
Balanced	005, 006, 007, 013, 014, 019
Introvert	002, 003, 008, 011, 012, 016, 017
Extrovert	001, 004, 009, 010, 015, 018, 020

**Table 4.2.7b**

## Personality Type



From table 4.2.7a, we can see the participants numbers and which personality type they associate with. Based on my own observations and knowledge of the participants, I believe all of the self-assigned personality types were fair assessments. This personality type may be important when analyzing the ‘quiz’ results, which will be presented in this chapter later. They may be important when considering Cook (2008) theory and Rosier (1975), and Dewaele and Furnham (1999) studies which showed correlation between extrovert and oral abilities. Thus, I hypothesized that a more introverted personality may show more success on the written forms of quizzes, such as the one they completed as part of this study.

Table 4.2.7b shows the same data in a more visual form, which I felt was important to illustrate the true balance of the students in the class with each group being between 30 and 35% which clearly illustrates the diverse personalities which need to be considered in university classes, but particularly in language classes.

### 4.2.8 Continuing to 300 level classes with this methodology

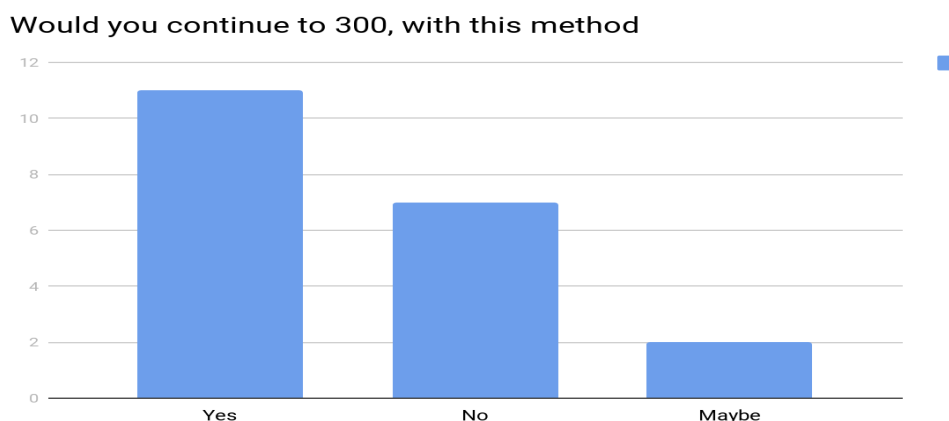
**Table 4.2.8a - Question F** “Based on the teaching method used in this class, and **without considering majors/minors/credits etc.**, would you consider taking a 300 level class in French?”

<b>Ppt No.</b>	<b>Responses of Participants</b>
001	“Depending on instructor”
002	“no”
003	“yes”
004	“No, 300 level sounds too difficult”
005	“no”
006	“Yes on interest, no for grades. Maybe to audit and participate?”
007	“YES!!”
008	“Depends on the instructor”
009	“Yes, 3 credit hour class would probably be easier to follow too”
010	“yes”
011	“yes”
012	“Not for the language, maybe French culture/history class though”
013	“No, it would be too difficult, although it would be interesting”
014	“YES!!”
015	“No, not something that I want to pursue”
016	“YES!”
017	“yes”
018	“no”
019	“YES”
020	“YES!!”

Table 4.2.8a shows the responses of the participants on how likely they would be to continue with French into ‘upper’ level classes at the university, based on the methodology that was used, TBL. This question was aimed to show the attitude of the participants towards the class and the methodology. Saying whether they would be willing to go into 300 level classes

would show a clear interest and enjoyment toward the subject matter and the methodology which would be a positive for the department to maintain a high enrollment into upper classes.

**Table 4.2.8b**



This table, 4.2.8b, is included to reaffirm the data from 4.2.8a to show a more visual representation of the numbers of students that would continue, would not continue, and would consider it depending on the instructor. This was done to show in a more clear way, the number differences between each response.

#### 4.2.9 Final quiz results

**Table 4.2.9a Possessive Pronouns**

Ppt No.	Score / 8	Notes / issues
001	7	
002	5	Mes instead of ses
003	6	
004	5	Unsure of msc/fem
005	5	Mes instead of ses
006	7	

**Table 4.2.9b Adjective agreements**

Ppt No.	Score / 11	Notes / issues
001	7	Uncertainty of masculine or feminine vocab (“beau / ?”)
002	10	
003	8	‘irregular’ adjectives ( <i>beau</i> and <i>nouveau</i> )
004	8	‘irregular’ adjectives ( <i>beau</i> and <i>nouveau</i> )

007	8	
008	8	
009	6	'tes' instead of ses
010	8	
011	6	'tes' instead of ses
012	5	No distinction between 'ses' and 'leurs'
013	6	
014	6	
015	5	Unsure of msc/fem
016	8	
017	7	
018	6	Mes instead of ses
019	7	'tes' instead of ses
020	7	

**Table 4.2.9c Articles**

005	10	
006	11	
007	11	
008	8	'irregular' adjectives ( <i>beau</i> and <i>nouveau</i> )
009	10	
010	11	
011	11	
012	11	
013	11	" <i>Vieuse</i> " for ' <i>vieille</i> '
014	10	
015	5	
016	9	'irregular' adjectives
017	7	Unsure of msc/fem
018	9	
019	10	
020	11	

**Table 4.2.9d Common Irregular Verbs**

<b>Ppt No.</b>	<b>Score /18</b>	<b>Notes / issues</b>
001	13	
002	18	
003	15	
004	14	'H' taking apostrophe
005	16	
006	15	
007	15	

<b>Ppt No.</b>	<b>Score / 18</b>	<b>Notes / issues</b>
001	18	
002	18	
003	18	
004	17	
005	18	
006	16	'vous' forms ending in 's' instead of 'z'

008	17	
009	18	
010	17	
011	16	
012	16	
013	15	
014	18	
015	10	Unsure of msc/fem
016	16	
017	10	No use of plural
018	18	
019	18	
020	15	

007	18	
008	18	
009	18	
010	18	
011	18	
012	17	
013	18	
014	18	
015	18	
016	18	
017	18	
018	18	
019	18	
020	18	

**Table 4.2.9e Present re, ir, and er verb endings**

<b>Ppt No.</b>	<b>IR verbs /6</b>	<b>RE verbs /6</b>	<b>ER verbs /6</b>	<b>Notes</b>
001	6	6	6	
002	6	6	5	Vous perdent, possibly just looking ahead to ils
003	6	6	6	
004	6	6	6	
005	6	6	6	
006	6	5	6	
007	6	6	6	
008	6	6	6	

009	6	6	6	
010	4	5	6	'Ez' instead of 'ons'
011	6	6	6	
012	6	6	6	
013	6	6	3	Nous, vous and ils/elles forms of IR
014	6	6	6	
015	6	6	6	
016	6	5	5	3rd person plurals
017	6	6	6	
018	6	6	6	
019	6	6	6	
020	6	6	6	

From all of the tables 4.2.9a-e, I have shown the scores from each of the participants in each of the test categories which have been discussed in the methodology chapter. Each table above shows the participant number, their score out of the possible points for that section, and space for notes to mention the issues which arose for them to drop multiple points. If they only dropped one point I rarely found it to be noteworthy, but more of a mistake which could be expected of students in a 100 level class. Though there are some instances of dropping 1 point being noted, these were more the exceptions rather than the rule.



## CHAPTER V - ANALYSIS

### 5.1 Introduction

In this chapter I will re-present the data from the previous results chapter, while highlighting certain participants and their results, which I will discuss in more detail and analyze. From this data I will draw conclusions based on the data I have presented, and discuss how and why the data may have changed over the course of a semester.

I will begin by analyzing table 4.2.1. In this data set, we see how students' intrinsic motivation either increased, decreased, or stayed largely the same. I will be discussing a few students in particular who saw the largest changes, and analyze what could have led to these changes based on their self-reporting.

### 5.2 Data and analysis of Participants that showed a drop in motivation from Tables 4.2.1 and 4.2.2

In this section, I will present certain participants individually and discuss the change we can see and offer some explanation for that change.

*Table 1*

<b>Ppt No.</b>	<b>Intrinsic 1</b>	<b>Intrinsic 2</b>	<b>Change</b>
002	33	23	<b>-10</b>

<b>Ppt No.</b>	<b>Extrinsic 1</b>	<b>Extrinsic 2</b>	<b>Change</b>
002	33	21	<b>-12</b>

With participant 002 we can see a very significant drop in both intrinsic and extrinsic motivation. This outcome is surprising when we consider their responses to Question A “*In your own words, what is your reason for studying French*”, which were:

**Table 2**

<b>Ppt No.</b>	<b>Reasons from Questionnaire 1</b>	<b>Reasons from Questionnaire 2</b>	<b>Motivation type</b>
002	“Required to graduate. But interest in French over all other languages offered.”	“Required to graduate, but most interesting language option”	<b>Extrinsic</b> which remained consistent

From the answers above, which are shown in *table 4.2.3*, we can see that participant was consistent throughout the study in their reasoning for studying French. Reasons which were heavily extrinsic, despite that not being fully reflected in their intrinsic and extrinsic numbers which were entirely balanced, then very close to being so. From those responses we could expect that this participant may show a strong shift towards extrinsic motivation, but that change was actually more significant than the drop in intrinsic motivation.

Another reason these significant drops in both varieties of motivation are surprising is because of the success this participant had in the final quiz. They only showed any real issues with possessive pronouns, so this participant did have quite a lot of success with the fundamental knowledge expected from this class. However, I believe the reason for the drop in motivation from this participant would be shown from personal knowledge of them as a student, they made it clear several times that the course was very difficult for them and required a lot of work to keep pace with the class. Because of this significant workload, it can have a negative effect on a students’ motivation because they realize it is not their ‘thing’. The necessity to work so hard for this participant may be because they had 0 background with the French language, and had not

studied any language for 3 years, leaving them with none, or very distant knowledge of certain language nuances.

These reasons are very similar for participant 005 who was in the same position as participant 002, of a significant time gap between language classes, and 0 French background from high school.

**Table 3**

<b>Ppt No.</b>	<b>Intrinsic 1</b>	<b>Intrinsic 2</b>	<b>Change</b>
005	33	29	-4

<b>Ppt No.</b>	<b>Extrinsic 1</b>	<b>Extrinsic 2</b>	<b>Change</b>
005	33	25	-8

Again, we can see a fairly significant drop in both varieties of motivation. We can also see from participant 005, like 002, a significant drop which is surprising based on the consistency of their answer in Question A and their success on the end of semester quiz where they demonstrated a lot of understanding across all tested skills.

**Table 4**

<b>Ppt No.</b>	<b>Reasons from Questionnaire 1</b>	<b>Reasons from Questionnaire 2</b>	<b>Motivation type</b>
005	“Language is required to graduate but French seemed more interesting than Spanish.”	“To meet language requirement, and I hated Spanish in High School”	<b>Extrinsic</b> which remained consistent

This participant also found the class difficult to keep up with because “*we move at such a fast pace, when I start to really understand one thing we have moved on to the next, so [I] felt like I was playing catch up a lot.*”

Another similar case that I would like to highlight is participant 008, who again shows a significant drop in both intrinsic and extrinsic motivation throughout the semester.

**Table 5**

<b>Ppt No.</b>	<b>Intrinsic 1</b>	<b>Intrinsic 2</b>	<b>Change</b>
008	45	37	-8

<b>Ppt No.</b>	<b>Extrinsic 1</b>	<b>Extrinsic 2</b>	<b>Change</b>
008	40	33	-7

One important aspect to highlight from this participant is that their original numbers were amongst the highest of the participant group, so any drop would bring them down to a still high number. However to see a drop of 7 and 8 respectively should be discussed. Seeing such a significant drop from both types of motivation is surprising again, if we consider their responses to Question A:

**Table 6**

<b>Ppt No.</b>	<b>Reasons from Questionnaire 1</b>	<b>Reasons from Questionnaire 2</b>	<b>Motivation type</b>
008	“It was a requirement but I have continued despite change in Major”	“To fulfil [graduation] requirements and because I enjoy this class”	<b>Extrinsic</b> , but early on change to <b>Intrinsic</b> , with enjoyment.

This participant showed a fairly significant switch from Extrinsic motivation of “*fulfilling a requirement*” to continuing because “*I enjoy this class*” which is a highly intrinsic reason to continue with the class. This participant remained more Intrinsically oriented, which is consistent with their written answers, however it is interesting to notice that that type of motivation did see a slightly more significant drop than Extrinsic. I believe this participant is not a cause for concern because even with these significant drops in both varieties of motivation, they are still more motivated than other participants for this class and type of methodology. This participant also showed a great level of knowledge on the end of the semester quiz. They only showed any real problem with ‘irregular’ adjectives agreements between masculine and feminine subjects

that do not follow the conventional pattern, e.g. ‘*beau*’ and ‘*nouveau*’ in the masculine form to ‘*belle*’ and ‘*nouvelle*’ in the feminine. However, from my knowledge of this participant, I believe the drop in motivation could be explained by their uncertainty of the subject matter, despite a strong understanding and consistently good work, they always showed signs of uncertainty in their work. I believe this internal doubt, or ‘anxiety’ could have played a factor, which is supported by Arnold and Brown (1999), “There are few, if any, disciplines in the curriculum which lay themselves open to anxiety production more than foreign or second language learning” (p. 9). This factor is something which can play a role for many learners, regardless of their success, they can still doubt a lot of the work that they do, which I believe was the case for this participant. With this level of self assessment and doubt constantly occurring during a class and semester it would certainly have a negative factor on your motivation for that class, despite any success and enjoyment you may also get from that class.

### **5.3 Data and analysis of Participants that showed an increase in motivation from Tables 4.2.1 and 4.2.2**

In this section I will highlight certain participants who showed a significant rise in motivation throughout the semester and offer some explanation for this increase. The first participant that I am going to highlight, as showing a significant overall increase of both intrinsic and extrinsic varieties of motivation, is participant 013.

**Table 7**

<b>Ppt No.</b>	<b>Intrinsic 1</b>	<b>Intrinsic 2</b>	<b>Change</b>
013	39	43	<b>+4</b>

<b>Ppt No.</b>	<b>Extrinsic 1</b>	<b>Extrinsic 2</b>	<b>Change</b>
013	23	31	<b>+8</b>

Here we can see that this participant has shown a significant rise in both varieties of motivation, to a reasonable level of extrinsic motivation and to a very high level of intrinsic motivation. This heavy lean towards intrinsic motivation is consistent with their response to Question A.

**Table 8**

<b>Ppt No.</b>	<b>Reasons from Questionnaire 1</b>	<b>Reasons from Questionnaire 2</b>	<b>Motivation type</b>
013	“I have family history [ancestors] so I have heirlooms in French [that I want] to understand	“French plays a part in my family heritage and I have an appreciation for French furniture which made me choose this over other languages”	<b>Intrinsic</b>

This participant shows that they learn the language mostly for herself or their self interests because of their family connections and personal interests. Despite the obvious intrinsic reasons for their learning and what could be a motivating factor for them, it is interesting to see such a drastic increase in extrinsic motivation for this participant. This participant shows no real reason why their extrinsic motivation would be increased so dramatically since their responses to question A remained consistently intrinsic, and they showed no interest in studying abroad which is the most common reason for extrinsic motivation increasing so much amongst other participants. Another reason that this participant showing such significant increases in both types of motivation is surprising is because of the level of work this participant had to put in to excel in this class. This participant would regularly seek out extra help through tutoring offered by the department, and extra opportunities to improve in French through anything else offered at the university. They had said on multiple occasions “*I need to do so much extra work to do well in this class*”. I believe it is a fair assessment to say that having to do so much extra work would normally be a deterrent, or a demotivating factor for students, as we have already seen from this study with participants 002 and 005. Therefore, I believe this participant's increase is difficult to

explain, other than attributing it to their own personal work ethic, along with their enjoyment of the class and methodology which possibly encouraged her to pursue the extra help to achieve more than they originally thought they could.

The second participant that I would like to discuss in more detail for their significant increases in both varieties of motivation is participant 004.

**Table 9**

<b>Ppt No.</b>	<b>Intrinsic 1</b>	<b>Intrinsic 2</b>	<b>Change</b>
004	18	27	+9

<b>Ppt No.</b>	<b>Extrinsic 1</b>	<b>Extrinsic 2</b>	<b>Change</b>
004	14	23	+9

This participant shows a significant positive change in both extrinsic and intrinsic motivation over the course of the semester in the Task-Based methodology classroom. This student was, according to their original score, the least motivated student in the group which is consistent with their original response to question A ; “[my] grandma pushed the language” which is hugely extrinsic, an external influence “pushing” the student towards this language. However, as we can see above with the +9 change in both types of motivation, this participant became much more interested in the language during the semester, which is also reflected in their final response to question A. “I would like to study abroad and experience French culture”, this is a huge change towards an intrinsic variety of motivation of wanting to experience and participate in the French culture. This, I believe, should be considered a huge success for this class and methodology variety that this participant no longer explains their decision to choose French as being ‘pushed’ by an external person, but instead it has become a deliberate, personal choice by this participant. A choice which they believe they would want to pursue further and to the point where they would want to live in a culture where they would have to use the language

everyday and in daily, real-world tasks which is the main goal of Task-Based Learning, as outlined in the Literature Review chapter.

The final participant that I would like to highlight from their responses to the numerical data questions, and their intrinsic and extrinsic ideas, is participant 020.

**Table 10**

<b>Ppt No.</b>	<b>Intrinsic 1</b>	<b>Intrinsic 2</b>	<b>Change</b>
020	25	37	<b>+12</b>

<b>Ppt No.</b>	<b>Extrinsic 1</b>	<b>Extrinsic 2</b>	<b>Change</b>
020	42	27	<b>-15</b>

This participant presents the most interesting change in motivation amongst all participants. As we can see there are significant changes in both varieties of motivation, however, there is a significant drop from their originally very high extrinsic motivation, and a significant rise in their intrinsic motivation. This participant is the only one to have any significant *switch* in motivation, while most have shown increases or decreases overall, this participant is the only to significantly rise in one variety and significantly drop in the other. Interestingly, this switch to a heavy intrinsic variety of motivation is not entirely consistent with their responses to question A.

**Table 11**

<b>Ppt No.</b>	<b>Reasons from Questionnaire 1</b>	<b>Reasons from Questionnaire 2</b>	<b>Motivation type</b>
020	“Requirement to graduate. Do like language, but wouldn't take it otherwise”	“To fulfil my language requirement, but [I] really like the language with some knowledge from High School	<b>Extrinsic.</b> Some appreciation for the language but mostly to fulfil requirements.



These responses remained consistently extrinsic, despite a little more emphasis on their appreciation of the language in the final response. They remained consistent that their main reason behind taking the language is to meet a graduation requirement and only explained that it is because of some previous knowledge of the language that persuaded them to take French over any other language. It appears that this participant's drastic shift could be subconscious since it is so significant, but not explained when they had the opportunity to offer some explicit answers about their interest. In looking through this participant's final questionnaire, they gave a score of 4 or 5 out of 5 on several statements pertaining to a desire to know about French culture or an increased knowledge and understanding of the language. Such as number 2 "*I wish I could speak many foreign languages perfectly*", number 8 "*I wish I could read newspapers and magazines in a foreign language.*" and number 12 "*Studying French is important because it will enable me to better understand and appreciate the French way of life.*". Scoring each of these statements with such a high score suggests that this participant *does* have a high level of intrinsic motivation despite their responses in question A. Another reason that could be considered for their switch in motivation type could be seen from their score of 5 out of 5 to statement 10 "*I really enjoy learning French.*" Such a high score to this statement suggests that because of Task-Based Learning, this participant really started to *enjoy* the language class, which would inherently make you more motivated for that class because it does not feel like a chore, or 'requirement' which they have expressed in their response.

#### **5.4 Comparisons of all Participants from Tables 4.2.1 and 4.2.2**

As mentioned in the Introduction chapter of this paper, there was one particular study that I was eager to compare my results with, the data discussed by Cook (2008) about their findings

of their “English schoolchildren learning French” (p. 138). Of course my participants are not ‘schoolchildren’, but I believe the situation is similar enough to be comparable. Cook states that their scores are on average “77% for integrative [intrinsic here] and 70% instrumental [extrinsic here]” (p. 138). In analyzing my data I found that from questionnaire 1 the average for the 20 participants was 76.2% for intrinsic and 69.25% for extrinsic. Both of these averages are within 1% of the data presented by Cook which is a positive that the motivation for learners of French, in an education setting, are very consistent. Similarly, from questionnaire 2, I found the average was 77.3% for intrinsic and 68.4% for extrinsic. Although there is a slightly bigger than 1% difference in the extrinsic variety here, I believe it is still significant to note that the data is very close from this and Cook’s students. I believe this is significant in showing the consistency from this study to the existing data which was also, like this study, taken by a French teacher using questions from the AMTB of Gardner and Lambert.

I also decided to find the average score of each type of motivation for Males and Females in this class to see if there were any important differences. From questionnaire 1 Males had an average score of 41/50 for intrinsic motivation and 35/50 for extrinsic motivation, whereas the Females had 36.9/50 for intrinsic motivation and 34.5/50 for extrinsic motivation. From this we can see that Females were far more balanced in terms of their motivation for taking the class. However, the Male group was significantly more intrinsically motivated to learn the language which suggest that Male students may take classes that interest them more, whereas Female students may take classes which would be beneficial, even if they are not entirely interested in the subject. Similarly, from questionnaire 2, Males had an average score of 41/50 for intrinsic motivation and 35.3/50 for extrinsic motivation, whereas the Females had 37.6/50 for intrinsic motivation and 33.7/50 for extrinsic motivation. From the final questionnaire, we can see that there was not much change in either group, although there was a small shift from the Females

group towards an intrinsic variety of motivation which suggests that Female students may enjoy classes once they have chosen them, even if it did not start as being something they believed they would enjoy. Unfortunately I was unable to find any similar studies which discuss Male and Female students in this capacity so any conclusions or theories I have suggested cannot be supported with other research, but I felt it was interesting to highlight such a difference between the two groups. I also feel that the results shown above cannot be generalized because of the number of participants in each group: 6 males and 14 females, a 30% to 70% difference which I believe is too significant, and one-sided, to make any generalizations.

### **5.5 Comparisons of all Participants from Question B and Table 4.2.4**

I believe we can take positives from all of the responses to this question “*Do you believe this French class has added or taken away from your academic skills? Explain briefly.*” 18 out of the 20 participants stated that they believe that this class has added to their skills for a range of reasons. Some of these reasons are “*new learning skills*” (participants 004 and 009), “*helped English grammar and language skills*” (participants 012, 018 and 020), “*global awareness from a new culture*” (participants 006, 013, 019, 020) and “*being able to understand some French articles to get a different perspective on news*” (participants 006 and 019). All of these reasons are positives of the class and the methodology which encompasses a range of learning skills whilst also introducing a range of cultural aspects for the students that they may not have been made aware of without the class.

The 2 participants, 010 and 017, that said that the class did not add to their academic skills importantly did not believe that this class had taken away from their skills either. They both replied “*neither way*” for 010 “*because I have already had language classes for a long time*” so they have already added these skills prior to taking this class. For participant 017 “*only*

*ability to learn language*” which is not something they wish to pursue so they do not believe that that skill would be valuable to them.

As I previously mentioned in the methodology chapter, explaining my reasoning for including this question, I did not believe any participant would feel that the skills used through Task-Based Learning would ‘take away’ from their knowledge since that would apply more to immigrants who could feel they are losing their identity. I believe the results from these participants confirms that ‘subtractive bilingualism’ does not occur when people are able to leave a classroom, no matter how immersive, and continue their life in their own society and native language.

### **5.6 Comparisons of all Participants from Question C and Table 4.2.5**

The responses to Question C “*Do you believe there are sufficient numbers of bilingual people presented in this? Would more or less bilingual people being shown have changed your interest level?*” were much more diverse than to question B. Only 2 students believed there were enough bilingual people presented in the class, through the activities, the book itself or things that I tried to incorporate through additional resources such as videos, interviews and other external resources. Despite these two participants believing there was sufficient bilingual representation in the class, they both felt that if there had been less then it would have had no impact on their interest level anyway. Out of the 18 participants that believed there was insufficient bilingual presentation within the class, only 6 of them believed that having ‘sufficient’ presentation would have changed their interest level for the class.

4 of those 6 participants, 007, 009, 015, and 018 all stated that having more bilingual presentation within the class would have “*added interest for me*”. The other 2 participants believe that having an increased presence of bilingualism throughout the class would have “*inspired me more*” according to participant 010, and “*added desire for me to improve*” for participant 016.

A conclusion that I believe can, and should, be drawn from this data is that we should aspire to include more well-known bilingual people into our classes, through videos, interviews, texts, any resource we can. Because there were 14 participants who really showed indifference to the amount of bilingualism that was presented in the class, they would not be hindered by seeing more bilingualism. However, the 6 participants which believe they would have been more interested, engaged, or even inspired to work harder in the class by having exposure to this, would make it a worthwhile endeavor to include for instructors. As Ur (1996) stated “Any attempt to vary the instruction to suit different learners will need to consider the degree of teacher work that needs to be invested” (p.235). Essentially, Ur argues that it could not be reasonably expected of an instructor to always peak every student’s interest in a large, diverse group. However, doing something to engage some students can be done if it is not an unreasonable amount of additional work for instructors. In the case of this study, something as simple as finding some resources of well-known people using the target language and using these resources in class, or even just making the students aware of them to access in their own time. Doing this would not cost much effort for an instructor and could engage a reasonably high number of students, 33% based on this data, in a very positive way.

## 5.7 Comparisons of all Participants from Question D and Table 4.2.6

From Table 4.2.6 in the Results chapter, we can see all 20 participants responses to question D “*How would you describe your learning style? And, do you believe this teaching methodology has benefitted your learning style?*” From these responses, we can see that from the 20 participants, there are 6 recurring learning styles: ‘repetition’ ‘visual’ ‘activities or practice’ ‘note-taking’ ‘auditory’ and ‘immersion’. Despite this wide range of self-assessed learning styles from the participants, 19 of the 20 participants confirmed that they believe that their learning style had been accommodated within the course and through the Task-Based Learning methodology. This success rate is undoubtedly a huge success for Task-Based Learning that it accounts for and successfully accommodates so many and such a wide range of learning styles does make it a methodology for all students. The only participant that did not believe that this methodology had fully accommodated their learning style was participant 018, who said, “*Not entirely, more would have helped*” when talking about their learning style of ‘repetition’. This participant was one of 4 that said their learning would occur best through repetition and was the only person that suggested there was insufficient amount of that type of work so I believe it would be best to consider the majority of that variety that there was a good amount of repetition. Of course, this participant should not be overlooked, however being the only participant that suggested there was insufficient amount of repetition, we must again consider the argument of Ur (1996) as shown above, that an instructor cannot be reasonably expected to fully accommodate all students, but should work for the majority, which has been achieved with this group.

## 5.8 Comparisons of all Participants from Question E and Table 4.2.7a and b

As shown in the results chapter, this class was a very diverse class when considering their personality type from question E “*How would you describe your personality: extrovert/introvert/ balanced*”. We can see from the results chapter that the class was 35% introvert, 35% extrovert and 30% balanced. This question, as explained in the methodology chapter, was included to evaluate if the methodology favors any particular personality type, a theory which has been discussed earlier from Rosier (1975) and Dewaele and Furnham (1999) who both found that extrovert personalities did better in spoken assessments and introverts did better in written assessments. Because the final quiz used in this study was only a written one, it was my theory that there would be some difference in the average scores, with the introvert and balanced personalities having more success than their extroverted counterparts.

Below I will present the data from question E and table 4.2.7a with an additional column to show the average score of those participants from each personality type, to show any differences.

**Table 12 - Table 4.2.7a with additional column to show quiz scores.**

<b>Personality Type</b>	<b>Participants Number</b>	<b>Average Quiz Score</b>
Balanced	005, 006, 007, 013, 014, 019	<b>68.2</b>
Introvert	002, 003, 008, 011, 012, 016, 017	<b>66.4</b>
Extrovert	001, 004, 009, 010, 015, 018, 020	<b>65.4</b>

From Table 12 we can see each of the participants and which, self-assigned, personality group they would place themselves along with the average score out of 73 from the final quiz for each group. We can see that there is consistency with the theories of Rosier and Dewaele and

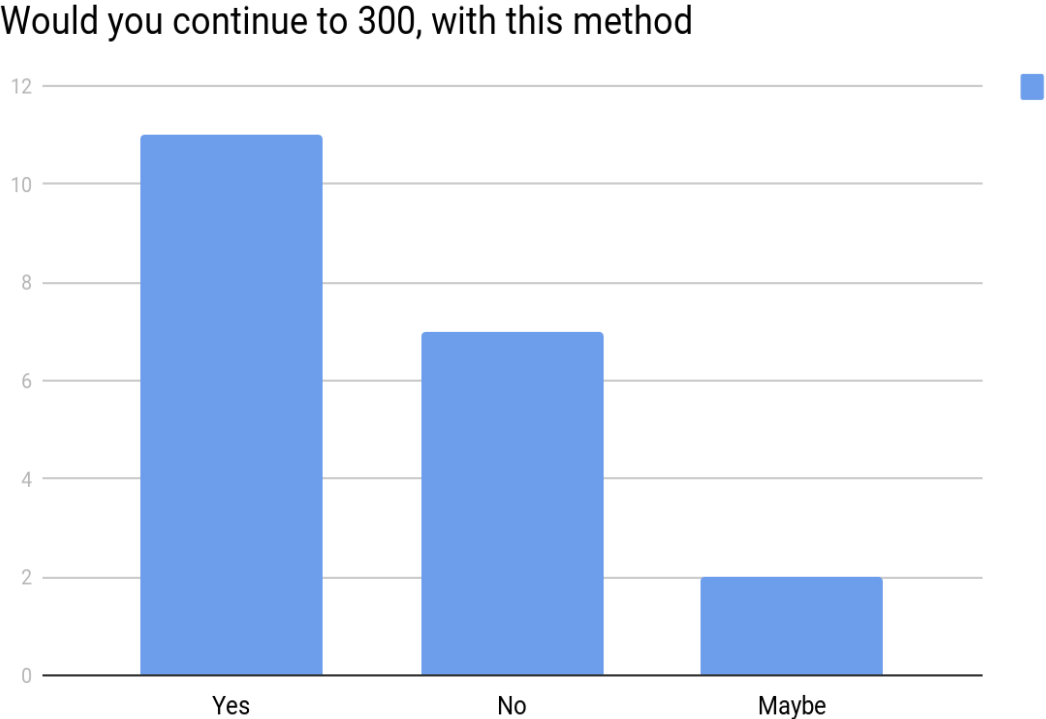
Furnham, that extroverts would perform less well than introverted, or in this study balanced, counterparts on written tests. Though there is only a slight difference between all three groups I do not believe there is sufficient data here to ‘prove’ those studies, but we can say there is certainly some credence to them. What I believe is interesting from this data and is something that could be studied further, is considering a ‘balanced’ personality, a person who is introverted and extroverted depending on the situation, and other factors. In theory, this type of personality could be the best equipped to succeed in language classes because they have extroverted tendencies which would allow them to succeed in oral-oriented activities, and are introverted enough that they could also succeed in written-based activities.

### **5.9 Comparisons of all Participants from Question F and Table 4.2.8**

The final set of data for which I will offer an analysis is from question F “*Based on the teaching method used in this class, and **without considering majors/minors/credits etc.**, would you consider taking a 300 level class in French?*”. I believe this to be one of the most important questions posed, to find out how many of the students would want to continue with the language to a more advanced level. I will re-present table 4.2.8b to show the numbers of all the participants and then highlight some of the responses of individual participants to discuss further.



**Table 4.2.8b**



From this table we can see that a majority of the participants would already want to continue into advanced, 300 level classes. Out of the 7 participants that said they would not want to pursue the language there were 3, 002, 005, and 018 who simply replied “no” and 015 who said “it is not something I want to pursue.” I would consider these 4 responses as ‘hard no’s’ which could not be converted to yes’s. However, participant 004 stated “300 level sounds too difficult”, I believe this could be converted to a yes after this participant progressed through a 200 level class. It is fair that this participant saw jumping 2 levels as too much of a leap. However, if I was able to follow up at the end of their time in a 200 level class, this participant may have changed their mind and they could see the 300 level as the next logical step, rather than 2 steps up which makes it a far less intimidating class to consider. This response is similar to that of participant 013 who said “No, it would be too difficult, although it would be

*interesting*". Again, if this participant could 'survive' a 200 level class, that may eliminate some of the fear that it would be too difficult for them to succeed.

Participant 012 stated "*Not for the language, maybe French culture/history class though*", I believe this participant could be encouraged to continue to a 300 level if they were more aware of the kind of classes which are offered at that level, since they cover more historical and cultural aspects of France. Similarly to participant 004, this participant could be more confident in taking on the language aspect of those 300 level classes after completing a 200 level course.

The final participants that I will discuss are participants 001 and 008 who both stated "*depends on the instructor*". After reading this answer, I was unsure what they meant so sought further clarification from these two participants who both replied [sic] "*if I know who the person teaching the class was then I would take it, but if it someone I don't know then I'd probably not*". This was an interesting response to me and is something that I will discuss further later in the conclusions section.

## CHAPTER VI – CONCLUSIONS

### **6.1 Data-focused Conclusions:**

Firstly I will discuss some conclusions that can be drawn from the numerical data provided to the 1-5 scale questions, and to the data discussed in section 5.2 and 5.3. If we consider participant 004, as a student who had never taken French before this semester, to have some reservations originally would be understandable. However, to show such a drastic increase in motivation and a huge change in reasons to study the language, to the point that they intend to immerse themselves further into the language and culture should be seen as a huge success for this methodology. With the knowledge that studying abroad, and cultural interest can have such a huge impact, this is something which could be highlighted further by the department to try and engage more students. However, we must also consider participants 002 and 005 who were both impacted negatively by being a beginner and did feel overwhelmed to the point that they lost motivation for the class. With this possible sharp contrast in motivation in mind, I believe we must ensure that when encouraging people to take this course they are made aware that it is a demanding class, and can be difficult but through application and effort, it can be broken down into a very manageable workload, which can allow the students to succeed.

020 shows that a huge shift in motivation for the class can happen even if they are not necessarily completely aware of it themselves. For this reason I believe some kind of questionnaire should be completed at the start and end of the semester for all classes in order to allow us to see if the activities completed throughout the semester continue to engage and

interest students. It would also be possible to see what kind of students enjoy these types of activities, which could allow us to advertise the classes with more information for the students to know what to expect, with evidence from previous students.

From section 5.6 above, which discusses question C about the participant's opinions of the amount of bilingualism which is presented in the class. I believe the conclusion that we should draw from this data is that we should seek to increase the amount of bilingual people being shown in the class, using the target language of the classroom as their foreign language. This could be done through showing videos or interviews of Anglophone celebrities speaking in French at Cannes film festival with many actors and directors, the French Open of tennis notably with Serena Williams, Paris Fashion Week with many models and designers amongst many other international events which take place in France. The goal of showing these well known English speaking people speaking in French is to show students that a second language can be an asset, used in everyday life, even if it is not a major part of your career. It can also be important to show that even these well-known people, who may make some mistakes, are willing to speak that language even when it is not perfect which may make the students more willing to try even if it means making mistakes.

Similarly, to make the use of a second-language more relatable to the students in 100 level classes, could be showing students from the University of Mississippi speaking in the target language after completing a study abroad semester, or even just completing a 300 level class. I believe this would make the class very relatable to the students by seeing students who were in their position of just starting to learn a language a few years earlier, who have not completed an advanced level class, or lived in a Francophone culture for a semester. This would show that they can make quick progress in the language to the point that they could 'thrive'.

From section 5.7 above, which discusses question D and participants learning styles, I believe there are some conclusions that can be drawn and generalized across language classes that use Task-Based Learning. This data shows a huge success for the methodology because 19 of the 20 participants believe their learning style was accommodated, and accommodated sufficiently that they could do well in the class. As shown above, the 1 participant that felt they would have benefitted from more emphasis on their learning style had the same learning style as others that did feel it was sufficient. But to be able to offer a 95% success rate of a students learning style being accommodated is a huge selling point that can be used to encourage students to enroll in language classes.

As mentioned in section 5.9, the responses to Question F about whether the participants would continue with the class, with Task-Based Learning, to a 300 level French class raised an interesting response. One of the conclusions that we can take from the participants was that this methodology does engage a majority of students, and that we can encourage students, particularly when they are in 200 level classes, that the next level is a logical step, not an intimidating one. Since there were 2 participants who said they would not continue due to perceived fear of the difficulty level, which would be reduced naturally in progressing through 200 level classes.

However, I believe the biggest conclusion that can be drawn is from the two participants, 001 and 008 and their responses “if I know who the person teaching the class was then I would take it, but if it is someone I don’t know then I’d probably not”. From their responses, I believe that we can see that it is important to have engagement all the way through the department. Something as simple as putting a name to a face could make 300 level classes far less intimidating for students and increase their likelihood of continuing into those advanced classes. Of course, there will always be students who reach 200 level classes and stop the language if it is

not their strong point, something they do not enjoy or if there is a need to prioritize other classes for their credits towards certain majors. However, based on the responses from this questionnaire, there could be some students who would be interested by 300 level classes that are reluctant because of the ‘unknown’. Therefore, simply by reaching out and sending an email to students enrolled in 200 level classes, there could be an increase in enrollment of 300 level classes and more students minoring, or more, in a foreign language.

## **6.2 General conclusions**

While this study has been aimed at determining a set of students’ motivation for a beginner level French class and the Task-Based methodology, which is used within that class, I believe it is important to discuss factors which *could* have influenced the motivation of those students throughout the semester.

One key factor, which could have influenced the participants’ motivation throughout the semester, is the motivation of the instructor. This factor began being discussed and studied in the late 1990’s. Ellis and Shintani (2014) mention that there was an increase in interest of how teachers can “enhance those factors that are mutable - such as motivation” (p. 21) and cited Dornyei and Cziser (1998)’s study as an example of this work.

Ellis and Shintani (2014) also paraphrased Dornyei’s 2001 study “They should accept that it is *their* responsibility to foster motivation and not just blame a students’ lack [of motivation] on them. Although, there is probably very little they can do to improve extrinsic motivation, there is a lot they can do to influence students’ intrinsic motivation” (p. 26). I believe that this argument is true to an extent. There is a lot an instructor can do to influence a student’s intrinsic motivation, which I have discussed previously, making activities more relatable to them, showing a realistic level of bilingualism that they can achieve through the language classes. This

is similarly argued by Hall (2011) “A teacher is not wholly responsible but can play an important role by selecting ‘motivating activities’” (p.136). Instructors can even increase motivation by using their own experiences to make students aware of opportunities to live and study or work in countries that speak the target language. However, I believe that through highlighting these possibilities, which could promote intrinsic motivation, we can also impact extrinsic motivation by showing the positive impact that bilingualism can have on your career within your own nation. Showing students that having another language in any workplace would make you a valuable asset and can set you apart, thus showing that the language can be as beneficial to them ‘on paper’, which is at its core, the extrinsic mentality as it can be in ‘reality’.

Guilloteaux and Dornyei (2008) believe that their study on teacher’s motivating strategies and students’ motivation proved that the teacher has a direct impact on the classes’ motivation. However, as Ellis and Shintani (2014) suggest, it could be argued that this proves that this relationship is an ‘interactive one’; meaning that both the students and the teachers feed off of each other in a classroom setting. As a student, if the teachers show little interest in their own subject matter, then why would you? Also, as a teacher, if students are universally disengaged that would lower your motivation because it would increase your need to drag answers from students, rather than have them actively engaging and participating. This would not be a “relaxed atmosphere, or promoting learner autonomy”, two criteria outline by Dornyei and Csizer (1998)’s ‘ten commandments for motivating language learners’ that make a motivating environment for language learners.

Despite the interest of this study looking at students’ motivation and discussing how that can be explained and eventually increased, it is important to also note the role of instructors. While they can have a huge impact on the motivation of their students and can, of course, have a large impact on their students’ success in a class, they cannot be seen as the only, or even main,

factor in a student's success or failure. The importance of motivation for students has been 'proven', notably by Carroll (1981) and Skehan (1989), that 'high motivation yields high results'. These two studies *did* also consider aptitude, which I have not, but their conclusions were that motivation has a huge impact on results and there is a correlation between high motivation and positive results. Ellis and Shintani (2014) further outlined this argument "without motivation, an aptitude for learning an L2 [second language] is of little value" (p. 303). A notion which was proved by Hatch (1978b) who showed that learning a language is "hard work" and therefore no matter how much aptitude, or potential, the learner has if they are not willing to work hard to reinforce the learning, the aptitude is irrelevant.

### **6.3 Hypotheses conclusions**

As stated in the section 1.2 of the Introduction chapter, I had 4 hypotheses for this study on which I can now conclude. I have discussed the information for some of these hypotheses already in this chapter, or the previous analysis chapter, however I will discuss all 4 in this section too. The first hypothesis was that people who are intrinsically motivated will outperform the extrinsic participants in this study's final quiz. However, this is not possible to analyze because the number of extrinsically motivated participants at the time of the final quiz was only 3, which is not a sufficient number of participants to draw any conclusions on their average score. However there was another hypothesis that was similar, I believed, based on other studies which I have discussed that the introverts would outperform the extroverts, since that personality type tends to have more success in written tests. This data is shown in Table 5.8.1 of the analysis chapter, we can see that the introvert students outperformed the extrovert group by an average of 1 point out of 73. I believe that this is not a significant 'outperformance' but there is an indication that introverts have slightly more success in written tests. The result that I did not



foresee or expect from this study was to see the balanced group average 68.2 out of 73, 2 or 3 points higher respectively. As I discussed in the analysis chapter, this does make some sense since they would be introverted 'enough' to succeed in written tasks. From this data, we could hypothesize that the balanced group may also be 'extroverted enough' to succeed in oral-based tests which are typically the strong point for extroverts.

The second hypothesis was that students would gain or lose motivation overall but we would not see any students that switch from intrinsically to extrinsically motivated, or vice versa. I believed we would not see such a significant 'switch' of motivation because the length of the study was quite short. However, we do see a few participants where there is a change but mostly because they were fairly balanced anyway and a shift of one or two points in either direction would change their motivation type. An example of this is participant 016, who was originally 39 extrinsic and 41 intrinsic, so a slight intrinsic lean. However, in the final questionnaire this participant had 'switched' to 44 extrinsic and 43 intrinsic so a slight extrinsically lean. Since both times the two types of motivation were within 2 points of each other, I do not believe this really constitutes a shift in their motivation type, they remain more or less balanced. However, the participant that proved my hypothesis to be wrong was participant 020, who I discussed in detail in the analysis chapter, as showing a huge change in their motivation type from being heavily extrinsic to heavily intrinsic over the course of the study.

My third hypothesis was that we would have more students that are intrinsically motivated than students that are extrinsically motivated. As I discussed in the Introduction chapter, I believed there would be more intrinsically motivated students in French classes because of the prevalence of Spanish in America, so to choose French there must be an intrinsic factor more than an extrinsic career 'benefit'. I have already mentioned this in this chapter

discussing my first hypothesis; there were only 3 participants that were extrinsically motivated, which leaves the other 17 to be intrinsically motivated.

My final hypothesis of this study, which I believe was proved to be correct, was that I would discover that Task-Based learning satisfies and accommodates all learning styles because of the varying nature of the activities which this methodology encourages instructors to use. As shown in the analysis chapter, section 5.7, this methodology had a 95% success rate in the participants being satisfied that their learning style was accommodated. This is undoubtedly a success for the methodology to satisfy such a wide-range of learning styles and a diverse group.

## LIST OF REFERENCES

## LIST OF REFERENCES

- Arnold, J. and Brown, H.D. (1999). A map of the Terrain in J. Arnold (ed.) *Affect in Language Learning*. Cambridge: Cambridge University Press.
- Birdsong, D (1992) *Ultimate Attainment in Second Language Acquisition*. Linguistic Society of America
- Brown, H. Douglas. (1994) *Principles of language learning and teaching: a course in second language acquisition*. Pearson Education
- Bygate, M. Skehan, P. and Swain, M. (2001). *Researching Pedagogic Tasks, Second Language Learning, Teaching and Testing*. Harlow: Longman
- Carroll, J. (1981) cited in Ellis, R. and Shintani, N. (2014). *Exploring Language Pedagogy through Second Language Acquisition Research*. Routledge
- Carroll, JB. Glaser, R. (1962) 'The prediction of success in intensive foreign language training' *Training Research and Education*, Pittsburgh. University of Pittsburgh Press
- Carroll, JB. Sapon, S. (1959). *Modern Language Aptitude Test (MLAT)*. New York, NY The Psychological Corporation
- Chambers, G. N. (1999) *Motivation Language Matters*. Multilingual Matters ltd.
- Coleman, J.A. (1996). *Studying Languages: A Survey of British and European Students*. London: CILT (Centre for Information in Language Teaching)
- Cook, V. (2008). *Second Language Learning and Language Teaching*. (4th ed.). London. Hodder Education
- Cook, V. (2016). *Second Language Learning and Language Teaching: Fifth Edition*. New York. Routledge
- Criado, R. (2013). A critical review of the Presentation-Practice-Production Model(PPP) in Foreign Language Teaching. In R. Monroy (Ed.), *Homenaje a Francisco Gutiérrez Díez* (pp. 97-115). Murcia: Edit.um.
- Crookes, G. and Schmidt, R.W. (1991). *Motivation: reopening the research agenda*. *Language Learning*

- de Swaan, A. (2001). *Word of the World: The Global Language System*. Cambridge. Polity
- Dewaele, J.M. and Furnham, A. (1999) *Extraversion: the unloved variable*. *Language Learning*.
- Dörnyei, Z. (1990). *Conceptualising motivation in foreign-language learning*. *Language Learning*
- Dörnyei, Z. (1997) *Psychological processes in cooperative language learning: group dynamics and motivation*. *The Modern Language Journal*.
- Dörnyei, Z. (2001) *Motivation and Second Language Acquisition*. *Second Language Teaching & Curriculum Centre, University of Hawaii at Manoa*
- Dörnyei, Z. and Csizér, K. (1998). *Ten Commandments for motivating language learners: results of an empirical study*. *Language Teaching Research*.
- Dörnyei, Z. Skehan, P. Doughty, C. Long, M. (2003) 'Individual differences in second language learning' in *The Handbook of Second Language Acquisition*, Oxford. Blackwell
- Ellis, R. (2008) *The Study of Second Language Acquisition*. 2nd ed. Oxford: Oxford University Press.
- Ellis, R. and Shintani, N. (2014). *Exploring Language Pedagogy through Second Language Acquisition Research*. Routledge
- Gardner, R. & Smythe, P. (1979) *Second Language Acquisition: A Social Psychological Approach*. University of Western Ontario, London.
- Gardner, R. C., & Gliksmann, L. (1982). On "Gardner on affect": A discussion of validity as it relates to the attitude/motivation test battery:
- Gardner, R.C. (1958). *Social factors in second-language acquisition*. Unpublished master's thesis, McGill University, Montreal.
- Gardner, R.C. (1960). *Motivational variables in second-language acquisition*. Unpublished doctoral dissertation, McGill University, Montreal.
- Gardner, R.C. (1985) *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*. London. Edward. Arnold
- Gardner, R.C. (1985). *The Attitude/Motivation Test Battery: Technical Report*. University of Western Ontario
- Gardner, R.C. (2007). *The socio-educational model of second language acquisition*. *Eurosla Yearbook* 6.

- Gardner, R.C. and Lambert, W (1972) *Attitudes and Motivation in Second-language Learning*. Rowley, MA: Newbury House
- Gordon, E. (1980). *Developmental Music Aptitudes Among Inner-City Primary Children*. Bulletin, Council for Research in Music Education
- Grosjean, F. (1982). *Life with two Languages. An Introduction to Bilingualism*. Cambridge, MA: Harvard University Press.
- Guilloteaux, M., and Dornyei, Z,. (2008). *Motivating language learners: a classroom-oriented investigation of the effects of motivational strategies on student motivation*. *TESOL quarterly* 42
- Hall, G. (2011) *Exploring English Language Teaching Language in Action*. London: Routledge.
- Hatch, E. (1978b). *Second Language Acquisition*. Rowley, MA: Newbury House
- Hedge, T. (2000) *Teaching and Learning in the Language Classroom*. Oxford University Press.
- Krashen, S. (1981a) *Second Language Acquisition and Second Language Learning*. Oxford: Pergamon.
- Lambert, W.E. (1981). *Bilingualism and Language Acquisition*. In Winitz. H. *Native Language and Foreign Language Acquisition*, Annals of the New York Academy of Sciences. NY Academy of Sciences
- Lambert, W.E. (1990). *Persistent Issues in Bilingualism*. In Harley et al *The development of Second Language Proficiency*. Cambridge: Cambridge University Press
- Lewis, M. (1993) *The Lexical Approach: The state of ELT and the way forward*. Hove: Language Teaching Publications.
- Maftoon, Parviz & Najafi Sarem, Saeid. (2012). *A Critical Look at the Presentation, Practice, Production (PPP) Approach: Challenges and Promises for ELT*. *Brain : Broad Research in Artificial Intelligence and Neuroscience*. 3
- Major, R. (1998) *Interlanguage Phonetics and Phonology: An Introduction*. *Studies in Second Language Acquisition*.
- McCarthy et al. (2005) cited in Cook, V. (2008). *Second Language Learning and Language Teaching*. (4th ed.). London. Hodder Education
- Osman Engin, A. (2009). *Second language learning success and motivation*. *Social Behavior and Personality: An international journal*, 37
- Pennycook, A. (1994) *The cultural politics of English as an international language*. Longman

- Peters, R.S (1973) *The Philosophy of Education*. Oxford: Oxford University Press.
- Phillipson, R. (1992). *Linguistic imperialism*. Oxford: Oxford University Press.
- Preston, A. (2009). *The contribution of interaction to learner motivation in the modern foreign languages classroom*. Unpublished PhD Thesis. University of Southampton
- Richards, J. (2006). *Communicative Language Teaching Today*. Cambridge. Cambridge University Press.
- Rossier, J. (1975). *Extroversion-Introversion as a significant variable in the learning of English as a Second Language*. PhD thesis. University of Southern California.
- Rudman, H. C. (2004). *Integrating testing with teaching*. *Practical Assessment, Research and Evaluation*. A Peer Reviewed Electronic Journal.
- Ryan, R. M. and Deci, E. L. (2000) *The “What” and “Why” of Goal Pursuits: Human Needs and the Self Determination of Behaviour*. *Psychological Inquiry*, 11
- Skehan, P. (1989) *Individual differences in second-language learning*. London: Edward Arnold
- Skehan, P. (1998). *A Cognitive Approach to Language Learning*. Oxford: Oxford University Press
- Spolsky, B. (1989) *Conditions for Second Language Learning*. Oxford: Oxford University Press
- Sreehari, P. (2012). *Communicative Language Teaching: Possibilities and Problems*. Canadian Center of Science and Education
- Thornbury, S. (1999). *How to teach grammar*. Harlow: Longman.
- Tsukada, K., Birdsong, D., Bialystok, M., Mack, M., Sung, H., & Flege, J. (2005) *A Study of English Vowel Production and Perception by Native Korean Adults and Children*. *Journal of Phonetics*
- Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press
- Ushioda, E. (2006) *Language Motivation in a Reconfigured Europe: Access, Identity, Autonomy*. Centre for English Language Teacher Education, University of Warwick, Coventry, UK
- Walker, C.J. & Symons, C. (1997). *The meaning of human motivation*. In *The role of Motivation as a Single Factor in Second Language Learning*.

William, M. and Burden, R. L. (1997) *Psychology for Language Teachers*. Cambridge: Cambridge University Press.

Willis, D. and Willis, J. (2007). *Doing Task-based Teaching*. Oxford. Oxford University Press.

Wilmolmas, R. (2012). *A Survey of Motivation in English Language Learning of First Year Undergraduate Students at SIIT*.

Wong, H., & Van Patten, B. (2003). *The best English: A claim for the superiority of received standard English*. Society for Pure English.

Woodward, T. (2010). *Planning Lessons and Courses - Designing Sequences of Work for the Language Classroom*. Cambridge University Press

<https://www.worldatlas.com/articles/the-most-spoken-languages-in-america.html> (last accessed 4/3/2019)

<https://irep.olemiss.edu/fall-2017-2018-enrollment/> (last accessed 4/3/2019)



## VITA

**Charlie Winnick**

### **EDUCATION**

Master of Arts student in Modern Languages, French, at the University of Mississippi, August 2017 – May 2019. Thesis Title “A Case Study of the Relationship between Student Motivation Type, Performance, and Task-Based Instruction in a Second Language Classroom”

Bachelor of Arts (July 2015) in Modern Language Studies specializing in French, from the University of Salford, UK.

### **ACADEMIC EMPLOYMENT**

Graduate Teaching Assistant, Department of Modern Languages, University of Mississippi, August 2018 – present. Responsibilities include teaching one 6 credit-hour lower-level French (Fr 111) class five times per week, lesson planning, administering and grading exams, and assigning homework.

Research Assistant to Dr. Stephen Fafulas, Department of Modern Languages, University of Mississippi, August 2017 – May 2018. Research activities include using *Praat* to break down spoken Spanish interviews. Also, coding subject usage, verb tenses amongst other linguistic information for Spanish and English narrations.

Research Assistant to Dr. Christopher Sapp, Department of Modern Languages, University of Mississippi, January 2018 – May 2018. Research activities include administrative duties and assisting in research of Norse to English rune translations and French tutoring.

English Language Assistant October 2013 - May 2014 and October 2015 – May 2016, French Ministry of Education. Activities included teaching and lesson planning for groups of 5 to 25 students, with a heavy focus on improving oral competency in the English language for non-native speakers.

### **ACADEMIC AWARDS**

Outstanding Student in Master’s Level French by the Department of Modern Languages at the University of Mississippi, April 2019

### **PROFESSIONAL MEMBERSHIP**

Member of the Pi Delta Phi, French Honor’s Society