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THE INFLUENCE OF  
TEACHING STRATEGIES  
AND BEHAVIOURS IN THE  
EFL CLASSROOM ON  
STUDENT MOTIVATION  
AND ANXIETY

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*THESIS SUBMITTED FOR THE AWARD OF DOCTOR OF EDUCATION (EdD)  
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**MA in Education, BA (Comb.Hons), BA**

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27<sup>th</sup> October, 2015

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## Abstract

Although the research area of motivation and anxiety in language learning has experienced a surge in the last two decades, the relationship between teacher use of motivational strategies and behaviours, and student motivation and anxiety from the perspective of both teachers and students is under-researched. This longitudinal study, with two interventions four months apart, investigated the influence of teaching strategies and behaviours in the English as a Foreign Language (EFL) classroom on student motivation and anxiety in senior high schools in Limassol (Cyprus). It aimed to establish (1) which teaching strategies and behaviours students find motivating (2) which teaching strategies and behaviours positively influence student motivation and (3) which teaching strategies and behaviours negatively affect FL classroom anxiety.

Using a case-study approach with both qualitative and quantitative data and a range of analytical and interpretative methods, this study primarily utilised tailor-made questionnaires and bottom-up interpretive methods of qualitative data. Quantitative data from questionnaires were analysed using the statistical software programme SPSS 21 to produce both descriptive and inferential statistics. Thematic analysis was used to analyse further qualitative data from focus groups and interviews. Consulting both learners and teachers using a mixed methods approach, permitted triangulation of data from different perspectives, which together worked to enhance the integrity and credibility of the results.

Results showed that respect, support, awareness of students' needs and validation of progress and achievement were associated with increased motivation throughout the year. Unclear instructions and negative feedback were among factors associated with foreign language anxiety (FLA). The findings provide important resources for teachers and researchers in the field to build on in their own educational settings, and have relevance for other foreign language classrooms in similar cultural settings.

## Acknowledgements

This research is dedicated to my loved ones who have constantly inspired and encouraged me.

I am indebted to my supervisors Dr Stella Hurd and Dr Ursula Lanvers who far exceeded any expectations I had, in every way. Their guidance and Dr Hurd's editing skills were invaluable. I would also like to thank June Ayres for all her assistance.

I would like to extend my gratitude to Dr Martin Lamb and Prof Regine Hampel, my viva examiners, and Dr Inma Alvarez, the chair of the viva panel, for their suggestions for modifications to strengthen my thesis.

I am of course grateful to all the participating schools, teachers and students without whom this research would not have been possible. Finally, my sincere thanks to my colleague and friend Dr Panayiotis Panayides for his advice on statistics and patient proof-reading and to Kathryn Lupson and Damian Loneragan for their support and encouragement throughout this journey.

# Contents

<b>Abstract</b> .....	<b>1</b>
<b>Acknowledgements</b> .....	<b>2</b>
<b>Chapter 1: Introduction</b> .....	<b>11</b>
<b>Chapter 2: Literature Review</b> .....	<b>17</b>
<b>2.1 Introduction</b> _____	<b>17</b>
<b>2.2 Motivation</b> _____	<b>18</b>
2.2.1 Motivational teaching strategies and behaviours _____	20
2.2.2. Theories of motivational teaching strategies and behaviours _____	21
2.2.3. Teacher and learner perceptions of motivational teaching strategies and behaviours _____	23
2.2.4. Motivational teaching strategies and behaviours in practice _____	25
<b>2.3 Foreign language anxiety</b> _____	<b>28</b>
2.3.1 Factors associated with foreign language anxiety _____	31
2.3.2 Test anxiety _____	33
2.3.3 Impact of foreign language anxiety on learning _____	34
2.3.4. Motivating teaching strategies to reduce foreign language anxiety _____	34
2.3.5 Summary of foreign language anxiety _____	35
<b>2.4 Interrelationships of motivation and anxiety</b> _____	<b>36</b>
<b>2.5 Motivational teaching strategies, motivation and foreign language anxiety</b>	<b>37</b>
<b>2.6 Methods in motivation and FLA research</b> _____	<b>38</b>
<b>Research questions</b> _____	<b>41</b>
<b>2.7 Chapter summary</b> _____	<b>42</b>
<b>Chapter 3: Research methodology and methods</b> .....	<b>44</b>
<b>3.1 Introduction</b> _____	<b>44</b>
<b>3.2 Case study within a mixed methods approach</b> _____	<b>45</b>
<b>3.3 Bias</b> _____	<b>46</b>
<b>3.4 The Initial Study</b> _____	<b>49</b>
3.4.1 Construction of the motivational strategies and behaviours questionnaire (MSBQ) during the initial study _____	52
3.4.2 Piloting of methods in the initial study _____	57
3.4.3 Results of Initial Study _____	61
3.4.4 Decisions made based on the initial study _____	67
<b>3.5 The Main Study</b> _____	<b>67</b>
3.5.1 Ethical issues _____	67
3.5.2 Setting _____	68
3.5.3 Methods of data collection _____	69
3.5.4 Instruments _____	70

3.5.5 Sample	71
3.5.6 Qualitative data collection	73
3.5.7 Quantitative data collection	77
3.5.8 Mini-case studies	80
<b>3.6 Methods of data analysis</b>	<b>80</b>
3.6.1 Analyses of qualitative data	80
3.6.2 Statistical analyses of quantitative data	81
<b>3.7 Chapter summary</b>	<b>81</b>
<b>Chapter 4: Data analysis and findings</b>	<b>85</b>
4.1 Introduction	85
<b>4.2 Research Question 1: According to students and teachers, which teaching strategies and behaviours motivate EFL classroom learners?</b>	<b>86</b>
4.2.1 Student accounts	87
4.2.2 Follow-up teacher interviews	88
4.2.3 Results of mixed methods of data collection – (teacher data)	90
4.2.4 Follow-up student interviews	92
4.2.5 Results of mixed methods of data collection (student data)	95
4.2.6 Final thoughts on comparisons between teacher and student perspectives	96
4.2.7 Student and teacher perceptions of the teacher’s use of motivational strategies and behaviours	97
4.2.8 Differences in student and teacher perceptions	98
4.2.9 The perceived nature and frequency of use of strategies and behaviours	102
<b>4.3 Research question 2: Is there an association between the reported nature and frequency of use of teaching strategies and behaviours in the EFL classroom and student motivation at two different points of the academic year and, if so, to what extent?</b>	<b>106</b>
4.3.1 Correlation analyses	106
4.3.2 Follow-up teacher interviews	112
4.3.3 Follow-up student interviews	114
4.3.4 Research question 2 summary	116
<b>4.4 Research question 3: Is there an association between the reported nature and frequency of use of teaching strategies and behaviours in the EFL classroom and FL anxiety at two different points of the academic year and, if so, to what extent?</b>	<b>117</b>
4.4.1 Correlation analyses	117
4.4.2 Analysis of students’ ratings of the importance of MTSB in reducing their anxiety	123
4.4.3 Follow-up teacher interviews	126
4.4.4 Follow-up student interviews	130
4.4.5 Student mini-case studies	134
4.4.6 Concluding comments on mini-case studies	142
<b>4.5 Additional findings of relevance to the study</b>	<b>143</b>
<b>Chapter 5: Discussion of findings and conclusions</b>	<b>146</b>



<b>5.1 Introduction</b>	<b>146</b>
<b>5.2 Discussion of each research question</b>	<b>147</b>
5.2.1 According to students and teachers, which teaching strategies and behaviours motivate EFL classroom learners?	147
5.2.2 Is there an association between the reported nature and frequency of use of teaching strategies in the EFL classroom and student motivation at two different points of the academic year and, if so, to what extent?	148
5.2.3 Is there an association between the reported nature and frequency of use of teaching strategies and behaviours in the EFL classroom and FL anxiety at two different points of the academic year and, if so, to what extent?	151
5.2.4 Additional findings related to motivation and anxiety arising from the investigation	154
<b>5.3 Effectiveness of the methods used in this study</b>	<b>155</b>
5.3.1 Measures to limit bias	156
<b>5.4 Pedagogical implications for practitioners</b>	<b>157</b>
<b>5.5 Opportunities which have arisen as a result of this study</b>	<b>159</b>
<b>5.6 Further directions</b>	<b>161</b>
<b>5.7 Conclusions</b>	<b>162</b>
<b>5.8 Limitations of the present study</b>	<b>165</b>
<b>5.9 Concluding remarks</b>	<b>168</b>
<b>References</b>	<b>169</b>
<b>Appendices</b>	<b>189</b>
<b>Appendix A: Instruments used in this study</b>	<b>189</b>
A1 Motivational Strategies and Behaviours Questionnaires (Greek)	189
Motivational Strategies and Behaviours Questionnaire (translation)	191
A2 Personal Level of Motivation Questionnaire	193
A3 The Foreign Language Classroom Anxiety Inventory	194
Translation	195
A4 The Foreign Language Classroom Scale (FLCAS)	196
A5 Original Motivational Strategies Scale (Cheng and Dörnyei, 2007)	201
A6 Test Anxiety Scale (Panayides, 2009, adapted for EFL)	204
A7 Modified Motivational Strategies and Behaviours Questionnaire	206
<b>Appendix B: 3 Student accounts – from the main study</b>	<b>208</b>
Translation	209
<b>Appendix C: Student account and teacher focus group data – initial study</b>	<b>210</b>
<b>Appendix D: Focus group data on MTSB (21st and 22nd Jan, 2013)</b>	<b>212</b>
<b>Appendix E: Consent forms for participation</b>	<b>213</b>
E1 Letter of consent from the Ministry of Education.	213
E2 Consent form signed by headmaster - All five signed a similar document	216
E3 Consent form (in Greek) – for all participants	217

Consent form for all participants _____	218
Parental consent form _____	219
E4: Consent for the use of instruments from their authors _____	221
<b>Appendix F: _____</b>	<b>222</b>
F1 Student interview schedule – in Greek _____	222
F2 Teacher interview schedule _____	224
<b>Appendix G: Interview comments in original language _____</b>	<b>227</b>
G1 Teacher interview comments _____	227
G2 Student interview comments (in alphabetical order) _____	228
<b>Appendix H: Interview data _____</b>	<b>232</b>
H1: Teacher interview _____	232
H2: Student Interview #13 5401 _____	234
<b>Appendix I: One-sample t-tests for the students' ratings of their teacher's use of the MSBQ items, and the teacher's self-rating, for seven classes _____</b>	<b>236</b>

## **Figures**

Figure 1: Concepts and interrelations investigated in this study

Figure 2: Processes in designing the methods and relationships between them

Figure 3: The development of the Motivational Strategies and Behaviours Questionnaire (MSBQ)

Figure 4: Results of the MSBQ in the initial study

Figure 5: The 20 most popular teaching strategies and behaviours in motivating EFL classroom learners, according to teachers

Figure 6: The average student personal level of motivation scores (PLM) per teacher group

Figure 7: The distribution of the FLCAI scores at the two stages

Figure 8: The average student scores for FLCAI per teacher group

Figure 9: The mean student perception of the importance of MTSB in reducing anxiety

Figure 10: Mean perceived nature and frequency of use of MTSB at Stage 1 and Stage 2

## **Tables**

**Table 1: Summary of piloting of instruments**

**Table 2: Results of the pilot administration of the MSBQ**

**Table 3: The results of the piloting of the FLCAS**

**Table 4: The relationship between research questions, data collection methods and data analysis methods for the main study**

**Table 5: According to students, these teaching strategies and behaviours motivate EFL classroom learners**

**Table 6: Advice given by teachers to a new colleague on how to motivate EFL students**

**Table 7: Comparisons between two types of teacher generated data results**

**Table 8: What strategies and behaviours do students find the most motivating? – Student responses**

**Table 9: Comparison of the three types of student generated data results**

**Table 10: One-sample t-tests for teacher and student perceptions of the use of the first MTSB on the MSBQ for seven classes**

**Table 11: Teacher and student perceptions of the nature and frequency of use of the MTSB (T52)**

**Table 12: Teacher and student perceptions of the nature and frequency of use of the MTSB (T31)**

**Table 13: The rank order of MTSB use**

**Table 14: ANOVA test for student personal motivation scores (PLM) by teacher groups**

**Table 15: Correlations between the students' perception of the nature and frequency of use of MTSB and students' personal motivation (PLM) scores**

**Table 16: The MTSB which are most strongly associated with student motivation**

**Table 17: Correlations between students' perception of the nature and frequency of use of MTSB and students' FLCAI scores**

**Table 18: ANOVA test for differences between class scores on FLCAI**

Table 19: The MTSB with the most significant negative correlations with anxiety

Table 20: A comparison of results from the correlation analyses and follow-up student and teacher interviews regarding anxiety

Table 21: Mini-case study student details

## **List of acronyms**

<b>EFL</b>	<b>English as a foreign language</b>
<b>FLA</b>	<b>Foreign language anxiety</b>
<b>FLCAI</b>	<b>Foreign Language Classroom Anxiety Inventory</b>
<b>FLCAS</b>	<b>Foreign Language Classroom Anxiety Scale</b>
<b>MSBQ</b>	<b>Motivational Strategies and Behaviours Questionnaire</b>
<b>MTSB</b>	<b>Motivational teaching strategies and behaviours</b>
<b>PLM</b>	<b>Personal level of motivation</b>
<b>SLA</b>	<b>Second language acquisition</b>
<b>TAS</b>	<b>Test Anxiety Scale</b>

## Chapter 1: Introduction

Most educators strive to consider the needs of their students so as to provide them with the most effective education achievable. According to Yashima et al. (2009), two of the most widely investigated psychological constructs in language learning are motivation and anxiety. Motivation has been shown to have a positive impact on successful learning (Deniz, 2010). Anxiety, on the other hand, has been shown to negatively affect performance (Eum and Rice, 2011). As ‘teenagers are the most insecure people in the world, their lives vulnerable to a host of different pressures’ (Scheidecker and Freeman, 1999 cited in Dörnyei, 2001, p. 87), it is of particular significance for high school teachers to explore ways to reduce their students’ classroom anxiety.

This study was conducted in senior high schools in Limassol, Cyprus. As it is a commonwealth country, which gained independence from Britain in 1960, EFL is a compulsory subject. The Cypriot educational system is centralised and thus the curriculum is decided on by the Ministry of Education. All classes are mixed-abilities. The students in this study began learning English at the age of eight, i.e. before 2012 when the starting age for English language study was lowered to six. After the age of 16 students have the choice to continue EFL lessons for either two or six periods a week, or to substitute it with a different foreign language. Those who choose to continue studying English have various motives. For some, it is simply the case that since they have already gained their International General Certificate of Secondary Education in English (IGCSE) from private tuition, which is more challenging than what is required at school, they consider it is a subject in which they can easily get a good grade. For others who have also already obtained their IGCSE, it is seen as an opportunity to maintain a working knowledge of English before studying at an English-speaking university.

There is no official assessment for EFL until secondary school. In the first four years of secondary school, assessment is through class tests and class participation.

Students receive a grade at the end of each semester (January and May). There are no negative consequences for low performance. In the final two years of senior school, assessment continues in the same manner for the two-hour core course, and for the six-hour advanced course there is a final exam at the end of the year. The exam contributes to 30% of the final mark.

On recruitment, state school teachers are not given any teacher training and they may or may not have prior teaching experience. Formal teacher training is only provided before a teacher gains a permanent post, which can be after as many as 10 years teaching in state schools. Teachers only learn how to motivate their students through personal experience or from studying motivation theories.

Over the last decade the Cypriot educational system has made the transition from a more authoritative and teacher-centred pedagogy towards more student-centred learning, although the degree of autonomy granted to the students is still limited. This reflects changes in local society and also within the family. The teacher, or father in the case of family life, is no longer the sole decision maker. Cyprus is, perhaps, an unusual case in that teachers are not permitted to stay in the same school for more than eight years in succession, five in the case of deputy heads. All teachers have to complete a minimum of two years in rural schools. These are usually at the beginning of a teacher's career and again on promotion to deputy head. This results in there being little, if any, variation in teaching practice between rural and urban schools. Notwithstanding, differences in teaching practices do of course occur on a more personal level, based on teachers' individual preferences. Furthermore, while the Ministry of Education lays down guidelines and requirements, not everyone adheres to these unless they are being observed. Some feel that they know best through years of personal experience; others that they are too old to change. Inspectors deliver two compulsory seminars a year on teaching methods, and their preferences are well-known to teachers. Consequently, when under observation, teachers generally adapt their lesson to the known preferences of that inspector. Moreover, visits



only apply to permanent staff and take place biannually. The uneven and sporadic nature of inspection means that teachers as a body are in reality not strictly regulated.

In my role as a foreign language teacher, I suspected, based on classroom experience in the language classroom and observation of students that both motivation and anxiety relate to how teachers teach. As I began investigating this topic I found plenty of literature on both motivation and anxiety, but very little which related these concepts to teacher behaviour in the classroom. Furthermore, to date, no research has been carried out on teaching strategies in this specific setting. It was concluded by Wong (2014) that motivational strategies are culturally dependent, a finding which strengthens the impetus for studying motivational teaching strategies and behaviours (MTSB) in Cypriot senior high schools. It was also anticipated that the findings from the present study would generate indicative advice for EFL teachers.

The growing interest in motivation and anxiety in the foreign language classroom reflects the important role these variables are considered to play in the learning process. Previous motivation studies in the FL setting have included investigations into factors which affect the level of teacher motivation, as well as motivational strategies and students' perceptions of motivation (Gokce, 2010; Bernaus and Gardner, 2008; Cheng and Dörnyei, 2007; Gheralis-Roussos, 2003; Williams et al., 2002; Dörnyei, 2001; Dörnyei and Csizér, 1998). Few studies have looked into how teaching strategies affect students. My study supports Guilloteaux's notion that research is needed into 'the mechanisms by which teachers influence student motivation and into the kinds of instrumental practices and interpersonal relationships that support it' (2007, p. 214). As Moskovsky et al. state: 'In light of the undeniable importance that motivation has for learning outcomes, the need to find effective means of reinforcing and sustaining learners' motivation does not seem to require justification' (2013, p. 35). Thus, the main aim of my study is to determine how teaching strategies and behaviours interact with student motivation and anxiety and how

this knowledge can help teachers develop motivational strategies and behaviours that will help their students achieve successful outcomes.

In recent years there have been a number of investigations into the association between motivation and anxiety in the FL setting (Bernaus and Gardner, 2008; Wei, 2007; Gardner et al., 2004). Keskin (2007), for example, found that motivation is significantly influenced by students' levels of stimulation and anxiety (cited in Kocabaş, 2009), and Hurd advocates that 'language anxiety and motivation are both considered to be highly influential in facilitating or inhibiting SLA, and have become central to any examination of factors contributing to the learning process and learner achievement' (Hurd, 2008, p. 10). Of greater significance for the rationale of this study is the notion that motivation and anxiety can 'be changed and shaped through teacher intervention in learning' (Robinson, 2002, p. 8). Bernaus et al. (2009) support this view and suggest that student motivation can be increased and language anxiety reduced through the use of effective teaching strategies.

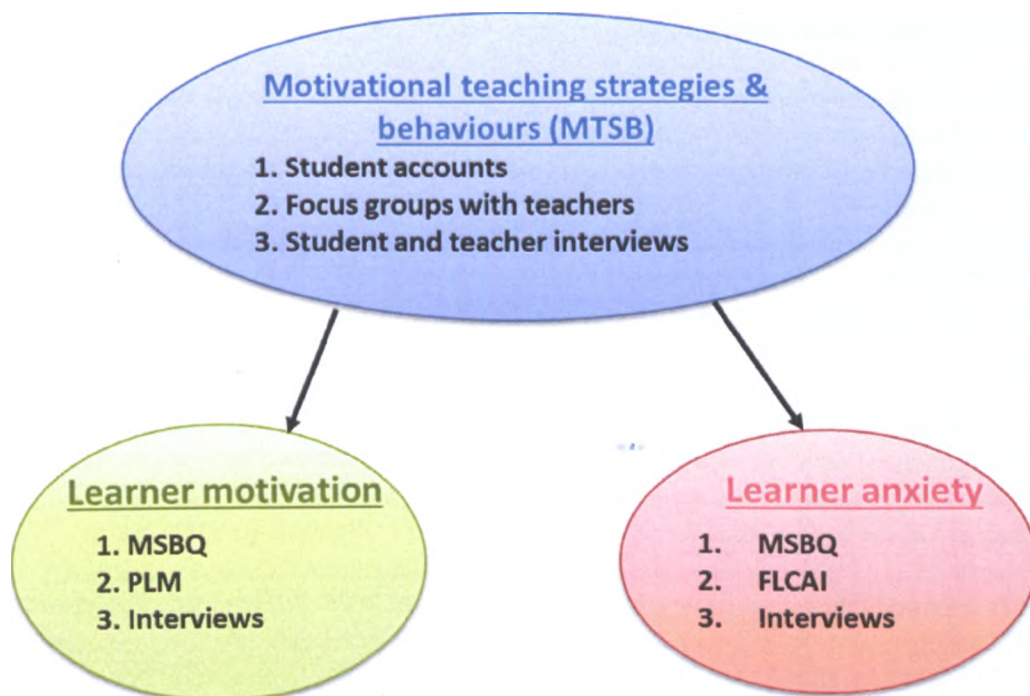
Anxiety has been found to arise from personal and interpersonal anxieties; learner beliefs about language learning; instructor beliefs about language teaching; instructor-learner interactions; classroom procedures; and language testing (Young, 1991, p. 428). Several studies have sought to define and measure foreign language anxiety (FLA) and others have explored the impact of learner difference as well as other factors affecting anxiety (including Hurd, 2003; Horwitz et al., 1986).

Test anxiety has been researched both as a component of FLA (Zheng, 2008; Onwuegbuzie et al., 1999; Oxford, 1999; Price, 1991; Horwitz et al., 1986) and also as an independent variable (Birjandi and Alemi, 2010; Yousefi et al., 2010) and has been found to negatively affect performance. In the increasingly competitive work climate, optimal performance is vital and thus an exploration of test anxiety was warranted.

In the classroom both teachers and learners are key players. Consequently, both parties were consulted in a variety of ways and at all stages of the research process, beginning with data collection in the initial study through to personal interviews as a follow-up to

quantitative data collection in the main study. Accordingly, during the course of this study mixed methods of data collection and data analyses were employed. Figure 1 below shows the concepts and interrelationships investigated in this study as well as the methods used. The arrows show the direction of relationships examined.

**Figure 1: Concepts and interrelations investigated in this study (see key below)**



**KEY:** MSBQ – Motivational Strategies and Behaviours Questionnaire; PLM – Personal Level of Motivation; FLCAI – Foreign Language Classroom Anxiety Inventory

As shown in Figure 1, teacher focus groups, student accounts, student and teacher interviews were used to investigate teaching strategies and behaviours believed to motivate students in the EFL classroom. The Motivational Strategies and Behaviours Questionnaire (MSBQ, see Appendix A1, pp. 189-192) was designed using qualitative data produced during the initial study from student accounts, interviews and a teacher focus group. It was then used to measure the frequency with which the strategies were used by teachers. Learner motivation was measured using the Personal Level of Motivation (PLM, see Appendix A2, p. 193) questionnaire and student interviews to obtain deeper insights. Foreign language classroom anxiety was measured using the Foreign Language Classroom Anxiety Inventory (FLCAI, Walker and Panayides, 2014, see Appendix A3, pp. 194-195)

the Motivational Strategies and Behaviours Questionnaire (MSBQ) and student interviews. Finally, the association between motivational teaching strategies and behaviours (MTSB) with PLM and FLA was determined using correlation analyses.

The results of this study respond to a pedagogical gap in the field of educational research by examining the influence of MTSB use on student motivation and FLA within the same population, simultaneously. Most of the literature, so far, has examined motivational strategies and behaviours, motivation and FLA independently rather than the association between these concepts. Some have examined the relationship between motivation and anxiety but few, if any, have examined the relation between these concepts and teacher activity. Furthermore, previous research has not examined the influence of MTSB on student motivation and anxiety through both quantitative and qualitative methods in a sequential process. The findings presented in this thesis offer insight into the MTSB which are associated with lower anxiety and higher motivation in the language classroom. It is hoped that this will be of significant value to language teachers in Cypriot schools as well as wider afield. The results could also be transferable to similar linguistic and cultural contexts, although further research will be needed to confirm this.

# Chapter 2: Literature Review

## 2.1 Introduction

As stated by Boote and Beile: 'A substantive, thorough, sophisticated literature review is a pre-condition for doing substantive, thorough, sophisticated research' (2005, p. 3). A key issue in achieving this is relevance. According to Maxwell 'relevant works are those that have important implications for the design, conduct, or interpretation of the study, not simply those that deal with the topic' (2006, p. 28). To this end, this chapter discusses and critically analyses literature pertinent to this study. The literature review sets the backdrop for the study, as it reveals which ideas and concepts can be aligned with this investigation and wherein which areas the study offers new perspectives. It thus provides an opportunity to reveal the specific gaps in the literature addressed by this research, which incorporates both the student and the teacher voice. The conceptual approach of this study is grounded in research conducted in the fields of motivational teaching strategies and behaviours (MTSB), language classroom motivation and foreign language anxiety (FLA).

Motivation is one of the many variables at play in the language classroom and is vital to successful learning. It can fluctuate for many reasons, including student interactions, especially with the teacher (Sugita McEown and Takeuchi, 2014). According to Dörnyei and Csizér: 'Motivating students should be seen as central to teaching effectiveness' (1998, p. 207). This point has been underlined in previous studies which have also discussed the importance of motivational teaching strategies (Deniz, 2010; Kim, 2009; Zhu, 2007; Rost, 2006). Gokce (2010) adds that if teachers lack sufficient knowledge in the subject of motivation or are not motivated themselves, they are likely to find it difficult to motivate their students to learn. Likewise, if teachers do not understand FLA and fail to recognise it in their students, they may not realise that their students are experiencing it and perceive students' behaviour as lack of motivation, ability and / or poor

attitude. The literature relating to each of these constructs is discussed in detail in the sections which follow.

## **2.2 Motivation**

Motivation is, in the words of Scheidecker and Freeman, ‘without question, the most complex and challenging issue facing teachers today’ (cited in Dörnyei, 2001, p. 1). The complexity of motivation is illustrated by Gardner who states that ‘the teacher, the class atmosphere, the course content, materials and facilities, as well as personal characteristics of the student’ (2007, p. 11) all influence students’ classroom learning motivation.

‘Motivation is ... a highly complex term’ (Dörnyei, Csizér and Németh, 2006, p.9). Ünal-Karagüven contends that: ‘All researchers agree to the one generic definition of motivation, which is a mental state that stimulates the behavior and arouses goal-oriented desire in human mind’ (2015, p.2).

As a multifaceted concept, ‘motivation’ is open to various interpretations. The definition with which this investigation is most closely aligned with is that of Igoudin (2013) who suggests that:

In the classroom context, motivation is a cyclical, interactive process between the learner and the learning environment. Motivation initiates the student’s actions in the class and is influenced by the feedback and behaviours of others in the classroom. (Igoudin, 2013, p.194)

In Greek, ‘motivation’ can be translated in numerous ways, each with a slightly different meaning. It was therefore necessary to provide a translation in Greek for the participants that carried the most relevant meaning for this research and restricted the participants from interpreting the notion in any other way. The Greek translation ‘*παρακινώ*’ was used. Within the context of the present research, this can be interpreted as a desire along with the enthusiasm to engage in the learning of English as a foreign language.

Motivation research in second language acquisition has developed greatly since the early days of Gardner who, from his work in the French-Canadian context, identified desire and satisfaction as key elements in language learning. The research now considers a range of psychological and scientific frameworks, such as 'the class atmosphere, the course content, materials and facilities, as well as personal characteristics of the student' (Gardner, 2007, p. 11). Over the past two decades Dörnyei and Ushioda, among others building on Gardner, have carried out extensive investigations into multiple traits of L2 motivation. Dörnyei's work provides a rich source of knowledge, aspects of which are drawn upon in this study. One such aspect is the commandment to 'set a personal example with your own behaviour' (Dörnyei and Csizér, 1998, p. 215). This is interpreted in the present study to mean that if we want our students to be motivated, then we as educators must also be (or act) motivated.

When talking about motivation, researchers often refer to intrinsic, or academic, and extrinsic, or social, motivation (Mathew et al., 2013). Foreign language motivation is more frequently associated with intrinsic motivation. Deniz (2010), among others, highlighted the importance of motivation for effective foreign language teaching. He suggests that 'motivation in L2 is directly connected to how much effort the learner and teacher are willing to contribute' (Deniz, 2010, p. 1270). He further states:

As leaders ... teachers have the power to affect students at every level of education. A teacher who is a good model and shows that he/she takes great pleasure in teaching has a positive role in encouraging students to learn. Students who see that their teacher is really enthusiastic may feel more motivated to learn. (Deniz, 2010, p. 1271)

Furthermore, as Moskovosky et al. (2013) contend, motivation influences students' attitudes towards foreign language learning, their self-confidence, anxiety, learning strategies and communication strategies. It could be argued that attitude and motivation reinforce each other, as well as the other affective dimensions discussed below. The scope

of the present study does not permit a bidirectional investigation, but this could be the subject of a follow-up study.

Empirical evidence shows that that the teacher's motivational practice plays a positive role in student motivation (Kim, 2009; Guilloteaux and Dörnyei, 2008; Cheng and Dörnyei, 2007; Zhu, 2007). Motivation does not appear to remain constant over time (Dörnyei, 2001). Dörnyei suggests that, in the action stage, motivation can be influenced by the 'quality of the learning experience, (pleasantness, need significance, coping potential, self and social image)' (2001, p. 22). Similarly, according to Sugita McEown and Takeuchi (2014), the effectiveness of motivational teaching strategies on student motivation also changes over time. These observations indicate a need for motivation to be investigated over a relatively long period. This study therefore measured motivational dimensions at two points in the academic year.

Mart suggests: 'If school leaders expect students to become motivated to learn, they must first sustain their own motivation to create schools where students discover that learning is an exciting and rewarding activity' (2011, p. 11). A teacher whose focal interest is in facilitating the students' learning by teaching them how to learn, by being open to the students' interests and needs, and by caring for their students, is likely to have a more positive effect on student learning and outcomes than one whose main concern is just to cover the curriculum.

### **2.2.1 Motivational teaching strategies and behaviours**

Before discussing motivational teaching strategies (MTSB), it may be helpful to provide a working definition of them. Guilloteaux and Dörnyei describe them as 'instructional interventions applied by the teacher to elicit and stimulate students' motivation' (2008, p. 57) and Sugita McEown and Takeuchi as: 'techniques consciously used by EFL teachers as ways to promote language-learning motivation' (2010, p. 24). In this study motivational teaching strategies are defined as motivational techniques used consciously or *instinctively* by EFL teachers in their teaching practice. The word



*instinctively* is adopted, loosely based on the fact that it is likely that experienced teachers act without consciously considering the techniques they use whilst in the classroom. This instinctive or impromptu use of strategies may have developed as a result of professional training and / or experience. For the purpose of this study, behaviour relates to the ways in which the teacher acts and communicates with others in the classroom. An example of this is being friendly or showing they care.

### **2.2.2. Theories of motivational teaching strategies and behaviours**

Dörnyei and Csizér (1998) investigated teachers' beliefs concerning 51 MTSB. This resulted in the 'Ten commandments for motivating language learners'. These are:

1 Set a personal example with your own behaviour.

2 Create a pleasant, relaxed atmosphere in the classroom.

3 Present the tasks properly.

4 Develop a good relationship with the learners.

5 Increase the learners' linguistic self-confidence.

6 Make the language classes interesting.

7 Promote learner autonomy.

8 Personalize the learning process.

9 Increase the learners' goal-orientedness.

10 Familiarize learners with the target language culture. (Dörnyei and Csizér, 1998, p. 215)

Dörnyei and Csizér's (1998) 'commandments' have been widely referred to and also used as the framework for research (Wong, 2014; Scott and Butler; 2008; Cheng and Dörnyei, 2007). Dörnyei has continued exploring and exemplifying the 'commandments' and in his 2001 book raised several points related to MTSB, including the following: (a) facilitation is more motivating than control; (b) 'a pleasant and supportive classroom atmosphere and a cohesive learner group with appropriate group norms' are indispensable (2001, p. 31); (c) a teacher's enthusiasm could be passed off on to his/her students, as

'commitment towards the subject material can be infectious'; (d) however, if the students perceive a lack of interest on the part of their teacher, they quickly lose interest themselves (Dörnyei, 2001, p. 32). Ning and Hornby (2014) endorsed the view that the building up of group cohesiveness enhances motivation.

The teaching strategies a teacher uses may not be sufficient to motivate her students. Teacher behaviour also influences student motivation, as Matsuda and Gobel (2004) found in their empirical research. In their study, one student commented: 'The teacher was very relaxed, so we too were able to relax and study' (Matsuda and Gobel, 2004, p. 32). The findings from their study led them to conclude that the students' emotional state is also important and it can be influenced by that of their teacher. Teachers therefore need to continually assess the classroom climate and if necessary try to improve it.

As students are individuals, they have preferences and react differently to teaching strategies. For example, Matsuda and Gobel (2004) conclude that some respond best to group work and others to pair work. The ability of teachers to adapt to the needs of each group of students is therefore of paramount importance. More recently, Wagner and Urios-Aparisi (2011) have shown that the use of humour in the classroom positively influences motivation. According to Dörnyei (2001), humour is a tool against boredom which not only makes learning more interesting, and it has also been found to lower anxiety (Golchi and Jamali, 2011; Yan and Horwitz, 2008). Humour is generally considered to be a behaviour rather than as a teaching strategy, supporting the value of researching behaviours and not just strategies.

Other factors that influence student motivation have been identified by experienced practising teachers. In their book on teaching, which is based on their long personal history and success in the profession, Freeman and Scheidecker (2012, p. 185) suggest that students want a challenging learning environment that is safe from failure and ridicule. They further claim that students favour teachers who are patient and encouraging, and

make several recommendations to teachers, mainly related to interpersonal relationships, such as being fair and caring, being enthusiastic and harder working than the students and never using sarcasm. Dörnyei (2001, p. 41) also warns against sarcasm, or put-downs, and the value of mutual trust and respect. Being fair is a behaviour also cited by Taylor (2008, in Taylor, 2013, p. 45).

In order to find out more about the link between motivational teaching strategies and behaviours (MTSB), perceptions of motivational strategy use and behaviours in the classroom were investigated. It is important to recognise that although motivated teachers may use MTSB, there is no necessary link between the two, and one does not imply the other. Gheralis-Roussos (2003), for example, suggests that it is possible for a teacher to feel motivated but for their classroom behaviour to fail to motivate students, due to students and teachers not sharing the same beliefs on what constitutes motivational behaviour. The focus in this study, therefore was MTSB and not teacher motivation. Although motivational practices in EFL classes have already been investigated by Alrabai (2014a), he sought teacher beliefs concerning the use of strategies and learners' self-rating of their motivation, rather than ascertaining students' perceptions of use. There is a lack of evidence for alignment between students' perceptions of the use of teaching strategies and their motivation and anxiety. Differing perceptions are explored briefly in the next section.

### **2.2.3. Teacher and learner perceptions of motivational teaching strategies and behaviours**

Bernaus and Gardner (2008) report discrepancies between teacher and students' perceptions of classroom practices. They state that in order for teaching strategies to successfully motivate students they must be considered of value by their students. They therefore recommend that teachers 'assess their students' perceptions of any strategies they employ' (Bernaus and Gardner, 2008, p. 399). Yan and Horwitz (2008), and later Xiao (2012), found that the most motivating characteristics are being approachable, patient, supportive, encouraging and good-tempered. This belief was held by far more students

than tutors in both studies, reminding us that while beliefs may be shared they may not be felt to the same degree. In the findings and discussion chapters of this study, these behaviours as well as differences between student and teacher perceptions are presented and discussed. The interaction between teachers and learners also plays an important role in students' anxiety levels (Koch and Terrell, 1991; Young, 1990). Nguyen (2014) concluded from his study that the teacher, the mood of the class, the lesson content, classroom activity and classmates are all sources of motivation in the FL classroom.

Brophy (1983) advocates that a lack of success in schools is most commonly a result of low motivation among teachers and pupils. Of significance to this study is the fact that teachers who are not motivated themselves will have difficulty motivating their students to learn (Gokce, 2010). This creates a problem because, as Rost points out, 'without student motivation there is no pulse, there is no life in the class' (2006, p. 1). He further advocates that teachers have to focus on language development as well as generating motivation for further learning. He proposes that teachers use themselves as a model for enthusiasm, thus reinforcing Dörnyei and Csizér's commandment: 'set a personal example with your own behaviour' (1998, p. 215), as mentioned earlier. Moreover, research suggests that motivation levels have a greater impact on student learning than teachers' professional competence (Glynn et al., 2005; Atkinson 2000).

In teacher training, in Cyprus at least, emphasis is placed on general teaching methodology and not on MTSB. The literature suggests that this is not necessarily enough. Haycraft (1978) observed 'classes where the teacher's techniques were superb, but where the students were reluctant to learn because the teacher was not interested in them as people' (cited in You, 2004, p. 7).

Several issues have been found to negatively impact student motivation in the literature. Sakui and Cowie (2012) found incompatibilities between the teacher and his or her students, and that a teacher who was not able to understand the students or predict their response to an activity might demotivate learners. The aforementioned studies indicate the

importance of the first research question: According to students and teachers, which teaching strategies and behaviours motivate EFL classroom learners?

Lamb consulted a large sample of students for their view on inspiring teachers. He found ‘commonalities’ in teacher behaviour and style that which could be of value to both ‘novice and experienced language teachers’ (2014, p. 8). This study is similar in that it too consulted students in its aim to provide useful insight for teachers to take into account in their teaching. It differed, however, in that it used student perceptions in order to draw inferences concerning the influence of MTSB on student classroom motivation and anxiety by correlating the nature and frequency of the use of 21 MTSB with student motivation and anxiety scores. In other words, the present research investigated associations between the use of MTSB and students’ motivation and anxiety levels.

#### **2.2.4. Motivational teaching strategies and behaviours in practice**

Dörnyei suggests that teachers should continually adapt and find innovative ways to teach the curriculum, as even the best course books ‘fail to reach the person who reads them’ (2001, p. 64). Being a motivating teacher requires continued effort and it can be easy for teachers to fall into a routine, which can become monotonous and demotivating (Dörnyei, 2001). Teaching an imposed curriculum year after year can have a profound effect on teacher motivation, which in turn may negatively impact student motivation.

Dörnyei (2001) suggests that confidence is gained when the aspect of language being taught is demonstrated to students, as this facilitates greater understanding. This echoes the words of Confucius: ‘Tell me and I forget. Teach me and I remember. Involve me and I learn’ (cited in You, 2004, p. 2). Novak (2004) advocates that confidence is likely to be enhanced through teaching pupils *how* to learn and *how to be motivated to learn*. The literature, in the words of Wu and Marek, ‘holds that motivation, confidence, and ability are directly related and influence each other, and that if one of the factors increases or decreases, the other two will follow in a direct relationship’ (2010, p. 102). Evidence to

support this is still lacking, especially in relation to teacher behaviour. It must also not be forgotten that even the most able students need to be motivated.

Dörnyei advises that strategies should not be chosen or applied in our classrooms without thought since 'almost everything a teacher does in the classroom has a motivational influence on learners, which makes teacher behaviour the most powerful motivational tool' (2001, p. 120). Guilloteaux and Dörnyei (2008) later found a strong correlation between teachers' motivational practice and students' motivated behaviour observed during class activities. They further highlight the responsibility involved in decision-making regarding the use of teaching strategies in the classroom. McCroskey et al. (2006) advocate that the ways in which the teacher communicates are powerful predictors of instructional outcomes. When, for example, teachers convey information clearly, engage in nonverbal immediacy behaviours such as proximity through friendliness and showing understand (Xiao, 2012; Anderman et al., 2011; Den Brok et al., 2005), and respond decisively and responsively, students become more motivated to study.

Several other empirical studies (Moskovsky et al., 2013; Papi and Abdollahzadeh, 2012; Huong, 2011) also argue that teachers' motivational behaviours have the power to enhance student motivation in second language learners. However, not all actually include and juxtapose both teacher and student data. For instance, Moskovsky et al. (2013, p.41) exposed an experimental group of students to 10 preselected motivational strategies, including 'Showing students that you care about their progress' and 'Consistently encouraging students by drawing their attention to the fact that you believe in their effort to learn and their capabilities to succeed' in order to determine the effects they have on student motivation. Papi and Abdollahzadeh (2012), on the other hand, measured teachers' actual use of motivational strategies, through observation, and students completed situation-specific and general-motivational questionnaires. They found that teacher motivational practice is significantly related to student motivated behaviour. Neither study asked the students to rate their perceptions of their teacher's use of motivational strategies,

an approach employed in the present study. It further built on previous findings by investigating the extent of the association between perceived use of MTSB and self-reported motivation and anxiety levels.

Cheng and Dörnyei (2007) replicated aspects of Dörnyei and Csizér (1998) and found that 'strategies in motivating learners should be seen as an important aspect of the study of L2 motivation' (Cheng and Dörnyei, 2007, p. 153). In neither studies were students consulted. Students are, however, key stakeholders in the classroom, a persuasive factor in the decision to include them in this study and at the same time address an important gap in the research. Cheng and Dörnyei's (2007) findings partially overlap with those of Dörnyei and Csizér (1998), as can be seen from their conclusion that 'at least some motivational strategies are transferable across diverse cultural and ethnolinguistic contexts' (Cheng and Dörnyei, 2007, p. 153). The universality of motivational strategies cannot be absolute, as cultural practices and expectations of teacher behaviour also play a role in the language classroom.

Using a framework adapted from Dörnyei and Csizér's (1998) Hungarian study, Wong (2014) investigated motivational strategies in the Chinese EFL classroom and found that only six out of twenty-five were perceived to be effective by the teachers, students and EFL researcher. These were: (1) offering rewards; (2) making sure that the students received sufficient preparation and assistance; (3) reminding students of the instrumental value of the L2; (4) bringing in and encouraging humour; (5) whetting the students' appetites for the content of the task; and (6) avoiding face-threatening acts.

A few studies have examined the association between teaching strategies and student motivation in a number of ways. Perhaps the most relevant, in terms of methodology, is the study conducted by Sugita McEown and Takeuchi (2010) who investigated this association with a sample of 190 lower secondary school students and five teachers. The teachers self-reported their use of motivational strategies and students ranked the influence these strategies had on their motivation. Correlation analyses were then

performed to determine the relationship between the use of the strategies and student motivation. They found that there were just four strategies which showed a significant correlation with student motivation: 'Apply continuous assessment that relies on measurement tools other than pencil-and-paper tests'; 'Share your own personal interest in the L2 learning'; 'Help learners accept the fact that they will make mistakes as part of the learning process'; 'Provide regular feedback about the areas on which they should particularly concentrate' (Sugita McEown and Takeuchi, 2010, p. 25). Findings also revealed that the effectiveness of some motivational strategies varied according to students' English proficiency level. This indicates that specific situational contexts influence the relationship between teacher behaviours and student motivation. The present study differed from theirs in that the students, rather than the teachers, ranked their perceptions of teachers' strategy and behaviour use and completed a separate questionnaire which assessed their level of motivation. The two were then correlated to give a more detailed picture of the relationship between teacher strategy use and behaviour and student motivation.

As mentioned earlier, motivation is one of the many variables at play in the language classroom. Another 'complex, multi-faceted construct' (Campell, 1999, p. 194) is foreign language anxiety which can have a major negative impact on language learning (Mahmood and Iqbal, 2010; Horwitz, 2001; Horwitz et al., 1986).

### **2.3 Foreign language anxiety**

Foreign language anxiety (FLA) has been shown in the research to be potentially the most inhibitive factor in the learning experience, and the FL setting is perhaps the most vulnerable to anxiety due to, for example, communication problems and identity issues (Arnold and Brown, cited in Hurd, 2007, p. 488; Horwitz, et al., 1986). Spielberger defines anxiety as 'subjective, consciously perceived feelings of apprehension and tension, accompanied by or associated with activation or arousal of the autonomic nervous system' (Spielberger, 1966, p. 17).



Many subcategories of anxiety exist including trait, state and situation-specific anxiety. Trait anxiety is considered to be an aspect of personality. State anxiety is experienced at a particular moment in time as a response to a definite situation (MacIntyre and Gardner, 1991b, p. 90). Situation-specific anxiety, according to Ellis (1994), is an apprehension aroused at specific situations and events. This study supports the notion that trait and state anxiety may be a part of FLA, but that FLA is most closely allied to situation-specific anxiety. According to MacIntyre and Gardner (1991b, p. 90), 'situation-specific anxiety can be considered as trait anxiety, which is limited to a specific context'. They suggest that a foreign language class could be considered to be such a specific setting.

The difficulties inherent in aligning FLA with pre-defined types of anxiety led Horwitz et al. to provide the following definition: FLA is 'a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning which arise from the uniqueness of the language learning process' (1986, p. 128). They draw parallels between L2-related anxiety and three related performance anxieties: (1) communication apprehension, (2) test anxiety, and (3) fear of negative evaluation, and suggest a model containing these three components. MacIntyre and Gardner (1989) tested Horwitz et al.'s model of FLA and concluded that all three dimensions of anxiety indeed play an important role in FLA. However, the results of their study revealed that test anxiety did not emerge as an important factor. Later Aydin (2007) offered his support for the model and described communicative apprehension as a fear of real communication with others. Fear of negative evaluation is, in the opinion of Watson and Friend 'apprehension about others' evaluations, distress over their negative evaluations, and the expectation that others would evaluate oneself negatively' (cited in Aida, 1994, p. 157). This differs from test anxiety in that it extends beyond the test-taking situation.

In 1986 Horwitz et al. also developed the Foreign Language Classroom Anxiety Scale (FLCAS, see Appendix A4, pp. 196-200) to measure FLA. In line with their

definition of FLA, they designed an instrument which drew on measures of test anxiety (Sarason, 1978), speech anxiety (Paul, 1966), and communication apprehension (McCroskey, 1970), as well as including five items from the French Class Anxiety Scale (Gardner et al., 1979).

In her first study using the FLCAS, Horwitz (2001) reports that there was a moderate but significant negative correlation between FLA and the grades students expected in their first semester language class as well as their actual final grades. Others also found significant negative relationships between FLCAS scores and final grades (Mahmood and Iqbal, 2010; Yan and Horwitz, 2008; MacIntyre and Gardner, 1991a; Price, 1991; Horwitz, 1986). While it is widely accepted that FLA negatively affects learning *performance*, there is a question as to where anxiety occurs in the learning *process*.

In 1991 Sparks and Ganschow debated the important question of whether anxiety is a cause or the result of poor achievement in language learning, and proposed subtle first language learning deficits as the primary cause of poor achievement, a view which has been fiercely opposed by Horwitz and MacIntyre (Horwitz, 2000; MacIntyre, 1995; Sparks and Ganschow, 1995). The relationship between anxiety and achievement is certainly complex and not one-directional and uni-causal, as both depend on and change with a multitude of additional factors both internal (student) and external (such as the environment and teacher). It does not necessary follow that if a student is anxious in one setting, they are in another. In keeping with MacIntyre (1999), a student may experience considerable anxiety in a non-language subject but not feel nervous in the language classroom.

Learner beliefs are also significant: a perceived inability to learn a language may lead to increased anxiety. Horwitz et al. (1986, p. 127) state that some students believe they should avoid speaking in the foreign language until they can make correct utterances. Such beliefs may lead to anxiety as students are expected to communicate in the second language before fluency is achieved 'and even excellent language students make mistakes

or forget words and need to guess more than occasionally'. Communication may be more popular with some students than others. Skehan (cited in MacIntyre, 1999) suggests that extroverts are more likely to enjoy the communicative part of language learning, while MacIntyre contends that fears about 'communicating and social evaluation are likely to be based on a student's relationship with their teacher and peers' (1999, p. 31). The diversity of factors associated with FLA provides a strong rationale for follow-up interviews with students and mini-case studies in the present study in order to probe further into the potential causes and alleviators of FLA.

### **2.3.1 Factors associated with foreign language anxiety**

An aspect of the language classroom which has repeatedly been documented as provoking anxiety is the necessity to verbally produce the language in front of others (Javid, 2014; Koch and Terrell, 1991; Price, 1991; Horwitz et al., 1986). Nahavandi and Mukundan (2013) and Tianjian (2010) found moderate to high levels of speaking anxiety in their studies. Horwitz (1996, p. 369) suggests that a teacher must appear comfortable speaking in the foreign language in order to encourage the students to believe that they too can do so. She points out that, 'if the teacher is not willing to take risks when speaking the target language, how can we expect students to get the message that they don't have to be perfect'? Listening comprehension can also be implicated in FLA. Xu (2011) contends that this aspect of FLA is easily ignored. He further suggests that listening comprehension anxiety can affect speech production, as one must first understand what is being said.

Other factors associated with anxiety include teachers using harsh methods of correction and showing intolerance of mistakes and imperfections in speaking and writing (Young, 1991; Horwitz, 1988; Horwitz et al., 1986). A specific example comes from a student in Xu's (2011) study who talked about hostility generated by personality clashes between students and the teacher. Xu explains that 'instructors that put students on the spot, press for answers, and openly demonstrate frustration when the correct answer is not forthcoming create anxiety' (2011, p. 1714). Teachers may not recognise the hostility and

intolerance that students perceive. Several studies have shown that teaching strategies are usually influenced by personal learning style preferences (Zheng, 2008; Oxford, 1999). These may conflict with students' favoured approaches to learning, which, (Oxford 1999), can give rise to anxiety. Findings such as these in the literature led to the inclusion in the present study of both teacher and student perspectives.

Young (1991) and Oxford and Shearin (1994) focus on confidence and self-esteem in language learning. Young (1991), for example, cites Krashen in suggesting that people with low self-esteem worry about what their peers think, and believes that this can give rise to anxiety. Confidence and security can be achieved in a number of ways. Oxford and Shearin posit that

Teachers can reduce anxiety and promote greater emotional security by noticing signs of anxiety, developing a non-threatening classroom climate, helping students relax through music and laughter ... avoiding sarcasm and sharp criticism, using praise well and developing peer support networks. (1994, p. 17)

A lack of time for personal attention has also been identified as a relevant factor (Trang et al., 2013). Moreover, Williams and Andrade (2008) suggest that confusion and embarrassment may arise from the inability to comprehend verbal and written input. The students in their study considered the teacher more responsible for their anxiety than themselves, again indicating a need to examine both teacher and student views.

Ely (1986) and Horwitz et al. (1986) postulate that anxious learners have a tendency to forget previously learned material, to freeze up in oral activities, and less frequently volunteer their participation than those less anxious (in MacIntyre and Gregersen, 2012). Moreover, Gregersen (2003) finds that anxious students respond less effectively to their own errors.

According to Mahmood and Iqbal (2010), anxious EFL learners feel uncomfortable about their abilities even if their competence levels are good, and may avoid the learning situation if they experience too much anxiety. They recommend that students should

therefore be encouraged to feel successful in using English, and teachers should avoid setting up activities that increase the chances of failure. Finally, Dewaele and Al-Saraj (2013) state that knowledge of more languages has been associated with lower anxiety levels in all languages, which implies that avoidance is not the solution.

### **2.3.2 Test anxiety**

Taking tests is an unavoidable part of language learning (Aida, 1994; Julkunen, 1992) and is widely acknowledged as anxiety-provoking. Test anxiety is 'the tendency to view with alarm the consequences of inadequate performance in an evaluative situation' (Sarason, 1984, p. 214). For some, such as Aydin (2009), it is more simply a fear of failing tests. Test, or performance, anxiety has been documented as a highly disruptive factor at all levels of education; it can interfere with students' ability to concentrate on the test and even to learn the required material (Wolf and Smith, 1995). It was identified by Horwitz et al. (1986) as part of the FLA construct, and this was confirmed in the Cypriot setting by Panayides and Walker (2013).

Test anxiety can cause physical and psychological problems as well as negatively affecting motivation (Aydin et al., 2006). It affects concentration and achievement and increases errors in the learning process (Aydin et al., 2006), and can also lead to physical signs such as perspiration, sweaty palms, headache, upset stomach, rapid heartbeat, and tense muscles (Birjandi and Alemi, 2010). However, not all researchers agree on the factors associated with FLA.

Variables found to increase test anxiety include a lack of state validity in the test, students being faced with questions which are unfamiliar to them (Horwitz and Young, 1991) and student perceptions of the clarity of test instructions (Young, 1999). Raffini (1993) suggested that if a student is allowed to fail at tasks before having a reasonable chance of success, they will attribute their failure to lack of ability and stop trying (cited in Dörnyei, 2001). Student anxiety may also be misinterpreted by teachers as a lack of

motivation and poor attitude (Gregersen, 2003). This could potentially lead to the teacher having a negative impression of a student, which could in turn increase her or his anxiety.

### **2.3.3 Impact of foreign language anxiety on learning**

As stated previously, researchers have signalled the necessity for teachers to have studied the theory of FLA. Four decades ago, Scovel in his review of the anxiety literature, argued that a degree of anxiety is required 'to arouse the neuromuscular system to optimal levels of performance' (1978, p. 138), but too much anxiety can have a negative impact on learning. He further proposed that

facilitating anxiety motivates the learner to "fight" the new learning task; it gears the learner emotionally for approach behaviour. Debilitating anxiety, in contrast, motivates the learner to "flee" the new learning task; it stimulates the individual emotionally to adopt avoidance behaviour. (Scovel, 1978, p. 138)

A number of researchers have suggested that FLA is a debilitating phenomenon that must be overcome by students in order for them to take full advantage of foreign language instruction (Horwitz et al., 1986). In fact, Daly (1991, p. 33) warns that 'the importance of language learning in the global economy may make language anxiety a barrier to a successful career'. Moreover, FLA has been negatively associated with student motivation (Liu, 2012; Liu and Huang, 2011). Lack of anxiety may not, however, imply a high level of motivation.

### **2.3.4. Motivating teaching strategies to reduce foreign language anxiety**

A relaxed classroom environment has been documented by many as anxiety-reducing (Hashemi and Abbasi, 2013; Golchi and Jamali, 2011; Noormohandi, 2009; Yan and Horwitz, 2008; Von Wörde, 2003; Dörnyei, 2001; Aida, 1994). Careful classroom management could also lessen the anxiety felt by students, as Sammy and Rardin in Von Wörde (2003) affirmed from the findings of their study: group cohesion helped reduce anxiety and also had the ability to strengthen language learning. A further successful

strategy identified by Saito et al. (1999) was the use of authentic texts in the language classroom.

### **2.3.5 Summary of foreign language anxiety**

As can be seen from the research, anxiety plays a significant role in language learning and performance (Aida, 1994; MacIntyre and Gardner, 1991a; Price, 1991), and it is essential for anxious students to realise that they are not alone (Von Wörde, 2003). Research further indicates that teaching strategies are usually influenced by personal learning style preferences (Zheng, 2008; Oxford, 1999). These may conflict with students' favoured approaches to learning, which, as stated by Oxford (1999), can give rise to anxiety. There is currently no literature available for teachers which gives them insight into the learning approaches, in terms of the classroom strategies and behaviours which students themselves believe to be effective in reducing their FLA. As teachers' perception of students' anxiety can differ from that of their students (Levine, 2003) the present study addressed this issue.

It is possible that not all teachers, particularly those who have not experienced it themselves, understand how anxiety in the FL classroom can affect the learning experience and learning outcomes. For this reason, Horwitz (2001) recommends that teachers familiarise themselves with the sources of language anxiety so as to organise classes in such a way as to minimise students' anxiety reactions. This is important as anxiety contributes to what Krashen (1981) coined as an affective filter making the learner unreceptive to language input (Horwitz et al., 1986): they fail to absorb the target language and consequently language acquisition does not advance.

Zheng warns that language anxiety is a 'pervasive phenomenon' and 'instead of assuming its generic property as one type of anxiety, it is vital to approach this conceptually complex psychological emotion from diverse angles' (2008, p. 8). This could be addressed in the manner Horwitz et al. (1986) advise, with teachers either helping anxious students learn to cope with the existing anxiety-provoking situation or making the

learning milieu less stressful for them. Friendliness, support and encouragement are recommended in both the motivation and anxiety literature. The relationships between the two, are explored in the next section.

## **2.4 Interrelationships of motivation and anxiety**

Although many studies have concluded that anxiety and motivation are intertwined, few provide empirical evidence of this relationship, and their findings are often contradictory. Matsuzaki (2006), for example, found only a weak association between student motivation and anxiety whereas Liu and Huang (2011) and Khodadady and Khajavy (2013) found a significant negative correlation. More specifically, the study by Khodadady and Khajavy (2013) showed that ‘amotivation and less self-determined types of external motivation are positively related to language anxiety’ (2013, p. 269). Thus they advocate that language teachers should motivate their students in order to decrease their anxiety in the EFL. Earlier Noels et al. had also found that ‘greater amotivation is associated with lower anxiety’ (1999, p. 28). Liu’s (2012) recent study into the relationships between foreign language anxiety, learning motivation, autonomy, and language proficiency also found learning motivation to be highly significantly and negatively correlated with anxiety. Conversely, five years earlier, Wei (2007) found anxiety and motivation not to be significantly correlated, although integrative motivation was found to be a predictor of low anxiety. Liu and Huang (2011) investigated motivation and anxiety in relation to performance rather than to each other. They found foreign language anxiety and motivation to be significantly negatively correlated with student performance.

Despite variations in the findings, there is enough evidence in the literature to warrant investigating the nature and frequency of use of motivational teaching strategies in association with both EFL student motivation and classroom anxiety. Since embarking on this research, Alrabai has conducted extensive research which overlaps with my work and supports the interest in these research areas. His research approach has however been



different. He investigated the effectiveness of using motivational strategies on students' motivation (Alrabai, 2011a) by consulting EFL teachers before using an experimental approach to test the effectiveness of motivational strategies. He also researched motivational instruction in practice (Alrababi, 2011b) with a sample of teachers only. Later he studied teacher beliefs and learner perceptions concerning motivational practices (Alrabai, 2014a) by consulting teachers on the frequency with which they used strategies and students on their motivation. Students were not questioned about their perceptions of teachers' use of strategies and behaviours which was done in the present study. Finally in his study on the influence of teachers' anxiety-reducing strategies on learners' foreign language anxiety (Alrabai, 2015) he used a quasi-experimental approach.

## **2.5 Motivational teaching strategies, motivation and foreign language anxiety**

Certain teaching strategies and characteristics of teaching and classroom situations found to have a desirable influence have been documented in both motivation and anxiety studies. In his work on motivational teaching strategies, Dörnyei (2001) emphasised the importance of a supportive classroom atmosphere with a sense of trust, and reminded teachers to control their temper. A relaxed and friendly classroom, for example, has been found to increase motivation as well as to reduce anxiety (Taylor, 2008, in Taylor, 2013; Noormohandi, 2009; You, 2004; Dörnyei, 2001; Aida, 1994).

Humour has been listed by students as an essential quality of a good teacher in that it can help to create a more relaxed atmosphere which in turn may reduce anxiety (Golchi and Jamali, 2011; Yan and Horwitz, 2008). Indeed, as Bonjour maintains: 'laughter is the best tranquiliser with no side effects' (2011, p. 152). Encouragement, which comes in many forms including promises and rewards such as grades or prizes, can reduce anxiety and increase confidence. While rewards can motivate those with low motivation,

MacIntyre (2002) warns of the possibility that those with high intrinsic motivation, who are interested in the language for its own sake, may become discouraged.

Burden (2004) believes that learners' level of motivation and effort can be raised when teachers use communicative teaching methodology and adopt a language facilitating role by encouraging students to assess their performance in a positive light. This can be achieved through positive feedback which is not only fruitful in motivating students but can also ease their anxiety. Hurd (2003) also advocates that good quality feedback can improve motivation, as can giving clear explanations.

Previous studies, including the aforementioned, have provided valuable insights and knowledge to the field as well as crucial background information and direction for the present study. Of equal importance, they have suggested methods, and used valuable measuring instruments for their work as well as words of caution regarding methods and techniques.

## **2.6 Methods in motivation and FLA research**

Research into teaching strategies, motivation and anxiety has employed qualitative, quantitative and mixed-methods approaches. Each has its strengths, and potential drawbacks, and this is discussed at greater length in the methods and methodology chapter which follows on from the literature review.

Price (1991), for example, conducted interviews to gain detailed descriptions of what it is like to be an anxious student in a foreign language class, and chose to use student insights as a source of information on questions of potential interest to the FL educator. Analysing such qualitative data can be problematic. In studying the meaning of teacher influence, Zhu (2007) interviewed 46 participants who described how their current and former English teachers affected their motivation. Although the data produced provided more insight into student perceptions, it was also described as scattered and difficult to manage. However, there is strong support for qualitative research in motivation

2014). In fact, although quantitative methods have been dominant for many years (MacIntyre and Gardner, 1989), qualitative research methods in addressing modern language learning motivation and anxiety have enjoyed increasing prominence recently (Lamb, 2014; Ushioda, 2009). The quantitative approach requires valid and reliable instruments in order to generate valuable data. It can be criticised for being impersonal and not adding depth to data. However, a considerable advantage is that it facilitates large samples and is generalizable.

Existing questionnaires or scales devised by other researchers, with few or no changes, are a popular research method and are sometimes used after merely calculating the alpha score as an index of reliability (internal consistency) of the scale. However, Cronbach's alpha on its own by no means supports the validity of the scale. Furthermore, as Panayides (2013) explains, high alpha does not always guarantee high reliability for the right reasons and suggests caution when interpreting its values. That is to say that if many questions are parallel, essentially asking the same thing, for example, then the alpha will be high but unfortunately the concept under investigation may not be covered well. In other words, the focus is too narrow. This supports the need for careful piloting and validation of instruments prior to use.

Reusch et al. (2012), for example, followed a similar procedure to that of the highly respected studies of Dörnyei and Csizér (1998) and Cheng and Dörnyei (2007) with some modifications to the instrument. Dörnyei and Csizér (1998) conducted an empirical investigation of Hungarian teachers of English who evaluated 51 motivational strategies. This led to the 'Ten commandments for motivating learners', the list set out on page 21 of the 10 most important motivational macrostrategies emerging from Dörnyei (2001). The initial item pool contained over 100 strategies, which was reduced by piloting the instrument. Cheng and Dörnyei (2007) later consulted 387 teachers of EFL in Taiwan from elementary schools to universities, using a 49-item questionnaire.

Dewaele and Al-Saraj (2013) developed their questionnaire after gathering information from Saudi Arabian students on their perspectives and anxiety-related experiences while learning a foreign language. Students were asked to answer a single, open-ended question in an anonymous written questionnaire. The initial plan for the present study was to use the FLCAS (Horwitz et al., 1986, see Appendix A4, pp. 196-200) in assessing the students' anxiety, but Panayides and Walker (2013) found it to have limitations, and it needed improving in order to become a strong and appropriate instrument from which reliable findings could be derived. This led to the creation of the Foreign Language Classroom Anxiety Inventory (FLCAI, Walker and Panayides, 2014, see Appendix A3, pp. 194-195). It should be noted that the original scale, which has been extensively used with success, was devised almost three decades ago for use with university students in America. It is therefore not surprising that 27 years later it was not found to be appropriate in its entirety for Cypriot senior high school students. In creating the FLCAI, Walker and Panayides (2014) generated new items through consultation with students, EFL teachers and recently retired veterans in the field. The 18-item FLCAI contains only seven items from Horwitz et al.'s (1986) FLCAS.

Sugita McEown and Takeuchi (2010) examined the impact of motivational teaching strategies on student motivation in EFL lower high school students by looking into the teachers' self-report of the frequency with which 15 strategies were used and the strength of student motivation. Perceptions of teachers' strategy use have been found to affect L2 motivation more than the actual use of strategies (Bernaus and Gardner, 2008, p. 388). In the present study, students report their perceptions of the nature and frequency of the teachers' use of MTSB.

Others have preferred observation over questionnaires in investigating the relationship between L2 teachers' instructional practice and their students' English learning motivation. Papi and Abdollahzadeh (2012), for example, used the Motivational Orientation of Language Teaching classroom observation scheme (MOLT, Guilloteaux and

Dörnyei, 2008), whereas Hurd (2007) used a multi-instrument approach with several intervention points to investigate the prevalence of anxiety in the distance learning environment. Wong (2014) on the other hand used three tools, namely lesson observations by an EFL researcher, teacher self-rated questionnaires and student questionnaires at three different points in time, in order to investigate motivational strategies and their effectiveness. Also of relevance to the methods of the study presented here, Torres and Turner (2014) suggest that we should discover which techniques students themselves consider effective in L2 learning.

Lamb stresses the fact that L2 motivation research has traditionally focused on the motivation of learners rather than ‘how they were affected by classroom experiences’ (2014, p. 8). Although existing research includes studies investigating motivational teaching strategies, and a fair amount on pedagogical recommendations, the latter is often not based on research evidence. Moreover, comparisons between teacher and learner perspectives are very much under researched. More needs to be known about how motivation and anxiety are shaped by classroom experiences. The present study, therefore, aimed to enrich educational research by investigating the influence of teaching strategies and behaviours on classroom motivation and anxiety from a new methodological perspective involving both learners and their teachers and using a variety of methods, as described in the following chapter.

The literature discussed here, the gaps which this study aims to fill and a pedagogical desire to learn about student EFL classroom motivation and anxiety led to the design of the following research questions.

### **Research questions:**

1. According to students and teachers, which teaching strategies and behaviours motivate EFL classroom learners?

2. Is there an association between the reported nature and frequency of use of teaching strategies and behaviours in the EFL classroom and student motivation at two different points of the academic year and, if so, to what extent?
3. Is there an association between the reported nature and frequency of use of teaching strategies and behaviours in the EFL classroom and FL anxiety at two different points of the academic year and, if so, to what extent?

## **2.7 Chapter summary**

This chapter has documented the literature on teaching strategies and behaviours, and their influence on student motivation and anxiety. It has revealed a gap, which this study attempts to address by producing research, which ‘advances our collective understanding’ (Boot and Beile, 2005, p.3). The study probes further into the relationship between teacher perceptions of their strategy and behaviour use and that of their students, in order to find out if there are any associations between strategy and behaviour use and student motivation and anxiety in the foreign language classroom. Comparisons between teacher and student perceptions of good motivating strategies and behaviours are also explored further. Although the literature has examples of studies in which both students and teachers are questioned on motivational strategies and behaviours and the association between their use and student motivation, there is not sufficient information concerning the precise relationship between them. Studies in which the voices of students have been documented are rare (Taylor, 2013, p. 86) and there has been very little research into comparisons between student and teacher voices concerning motivation in the language classroom. In addition, the link between the nature and frequency of motivational strategies and behaviours and student foreign language classroom anxiety is also still largely unresearched.

The literature argues that cultural differences exist, and this study provides an original contribution to the field through investigating a specific setting, that of Cypriot

senior high schools. An anticipated practical outcome is that it will facilitate improvements in the teaching practices of the population under examination, as well as being of value to similar settings. The next chapter illustrates how this investigation was conducted in order to address the research questions in an innovative and effective manner.

## **Chapter 3: Research methodology and methods**

### **3.1 Introduction**

The conceptual framework, is at the heart of any research. Like the heart, if it fails to function adequately, then all organs connected with it will surely shut down. Given the methodological difficulties of a) ascertaining data from both students and teachers that are reliable, free of cultural bias and robust and b) drawing meaningful conclusions about their interrelations, great care was taken to design methods of data gathering and analysis that are reliable and context appropriate. The processes in designing the methods and relationships between these are summed up later, in Figure 2 (p. 48) and Table 4 (pp. 83-84). This chapter provides a description of the paradigms which have shaped this research, as well as the methodologies and methods used in the study and a rationale for their selection. The chapter goes on to give details of the sample selection and composition and to discuss ethical considerations.

According to Sharp et al., the ‘complex nature of the social world requires a more fluid understanding and application of the relationship between philosophical paradigms (assumptions about the social world and nature of knowledge), methodology (the logic of inquiry), and methods (techniques of data collection)’ (2012, p. 36). This study adopted a combination of interpretive and socio-cultural research approaches which focus on social interactions with others, how these exchanges affect our thought process and perceptions, and the manner in which we make decisions. A data-driven approach was used to generate items during the construction of the Motivational Strategies and Behaviours Questionnaires (see Appendix A1, pp. 189-192). This is also true for the construction of the extended item pool for the Foreign Language Anxiety Inventory (Walker and Panayides, 2014, see Appendix A3, pp. 194-195) which was developed specifically for the study. The research presented in this thesis produced empirical data. A follow-up study, of an experimental nature, could test the findings.



### 3.2 Case study within a mixed methods approach

The main study adopted a case study approach, as the aim was to analyse findings from individuals in order 'to understand their perceptions of events' (Cohen et al., 2000, p. 182). The focus was on EFL classes within Cypriot senior high schools. The study was not, however, ethnographic (Bell et. al., 1984), as although it involved the study of individuals in their natural setting, importance was not placed on the setting but rather on how individuals reacted to the use of certain strategies and behaviours.

A strength of case studies is that they 'observe effects in real contexts, recognizing that context is a powerful determinant of both causes and effects' (Cohen et al., 2000, p. 181). They have multidimensional characteristics and can provide insight into similar situations and cases. This approach is not without its weaknesses, however. It is vulnerable to bias and, as it is personal, it has subjective elements, with results that may not be generalizable outside the specific context (Nisbet and Watt, 1984).

The research was also, in terms of quantitative data collection, longitudinal, as the questionnaires were administered at two stages, November 2013 and March 2014, for the purpose of investigating possible changes over the academic year. It was considered of value to conduct a longitudinal study as, in the words of Dörnyei and Skehan, 'even within the duration of a single course of instruction, most learners experience a fluctuation of their enthusiasm/commitment, sometimes on a day-to-day basis' (2003, p. 617). The purpose of this research was not to determine which strategies and behaviours (MTSB) the teachers used, but how often students perceived that the named MTSB were being used, as this plays a role in how a student feels in a lesson. In other words the psychological effects on motivation and anxiety were under investigation.

Zhu (2007) and Price (1991) conducted interviews in their studies in order to gather in-depth data, and Cheng and Dörnyei (2007) used an extensive survey approach. In my study, both qualitative and quantitative methods were used to address the research questions. MacIntyre and Gregersen advocate that 'qualitative methods provide

illuminating accounts of personal experience, rich, contextualised descriptions and humanistic data' (2012, p. 107). The qualitative approach takes advantage of the 'insider' perspective and produces in-depth data. While some question the generalisability of qualitative data (The Open University, 2001, p. 243), and criticise its subjectiveness (The Open University, 2001, p. 67), it must not be forgotten that such data can provide depth which cannot be provided through quantitative data. The quantitative approach is more controlled and objective in nature and allows for the possibility of replicable and generalisable data. When combined, the result is a rich source of humanistic data which is supported by numerical data.

Data for the main study was acquired through teacher focus groups, student accounts (see Appendices B and D, pp. 207-208 and p.212 for examples) and three questionnaires with follow-up interviews in an attempt to produce a reliable and detailed account through triangulation of methods. Triangulation merges 'qualitative and quantitative data to understand a research problem' (Venkatesh et al., 2013, p. 24). Each method was intended to expand on and to enhance the results of the previously used method(s). The qualitative follow-up interviews were intended to 'explain in more depth the mechanisms underlying the quantitative results of the questionnaires' (Klassen et al., 2012, p. 379).

### **3.3 Bias**

While emotional engagement with the topic under investigation is likely to cause unavoidable bias, it can also generate enthusiasm which can be shared with participants. For example, far more students showed an interest in being interviewed than had been expected. In educational based research, where the input of others is intended to produce results which will be used to bring about positive change this could possibly counter-balance bias. Based on the content of the interviews, which is presented in chapter 4 and discussed in chapter 5, I speculate that the high level of interest was because these students' had experiences they felt keen to express. The interpretivist paradigm could limit

bias as it does not make predictions prior to data analysis but rather waits for the data to reveal the processes at work. Bias is a concern in all research and perhaps more so when the researcher is an insider.

As a language teacher at the participating schools I was an insider. However, as the participants in the main study were not my own students, I was also an outsider. Bell maintains that it is easier for an insider to know 'how best to approach individuals' (Bell, 1999, p. 43), and insider knowledge aids authenticity. The insider researcher may, however, miss details that someone less familiar with the environment may notice. Hellowell contended 'that ideally the researcher should be both inside and outside the perceptions of the 'researched'' (2006, p. 487). Throughout the research, I made it a priority to reflect on the role I played in order to avoid the potential pitfalls. As an insider I had already built up a rapport with my colleagues and believe they felt comfortable working with me. As Savvides et al. state: 'Successful research activity requires a high level of rapport and trust between researchers and the researched. Such trust and other ethical research processes are more likely to increase its credibility' (2014, p. 414).

Moreover, the mixed methods design worked to combat the bias which could unwittingly occur in research which relies on one approach. Here triangulation was used as 'an attempt to secure an in-depth understanding of the phenomenon in question' rather than for validation purposes, as described by Flick (2007 cited in Riazi and Candlin, 2014, p. 144).

Figure 2 presents the methods employed in the present study, showing the processes involved in designing and developing the methods, as well as their interrelationships. The Figure illustrates the qualitative – quantitative – qualitative design which was an original contribution to data collection methods in this specific field. The direction of the arrows shows the direction of influence of the components.

### **3.4 The Initial Study**

The initial study had a multi-faceted purpose and as such was a stepped process. Qualitative data was collected from student accounts and teacher focus groups for use in constructing two of the three questionnaires to be used in the main study. Wisdom et al. term as ‘development’ (2013, p. 722) the practice of researchers using the results from one method to inform another method in creating a measure. It was also an opportunity to test out the intended data collection methods, instruments and data analyses methods for the main study.

Table 1 shows a summary of the instruments piloted during the initial study, and subsequent changes that were made in the design of the main study.

**Table 1: Summary of piloting of instruments**

Instrument	Date of pilot administration	Participants	Results	Subsequent actions
MSBQ	December, 2012	2 EFL teachers and 25 students (aged 16-18)	No semantic ambiguities.	No changes were made as this was found to be satisfactory.
<b>FLCAS</b> (Horwitz et al., 1986) *independent cooperative validation study by Panayides and Walker, 2013	October, 2012	304 students (ages 16-18)	Very high reliability (0.96), perhaps compromising validity (Panayides and Walker, 2013). Confirmed that, once five misfitting items were removed, test anxiety is a component of FLA. The scale is unidimensional (a single score can be calculated from it for FLA). The 5 point Likert scale was found to be marginally not optimal. New items were generated from two focus groups & written suggestions (Jan, 2013). Walker & Panayides (2014) used these in constructing the FLCAI.	A new instrument was designed – the FLCAI (Walker & Panayides, 2014) (Appendix A3, pp. 194-195)  The Likert scale categories were re-examined.  The 39-item extended FLCAI was piloted in April 2013 and the shortened 22-item version was validated in October 2013. After which, 4 final items were removed.  No need for a separate scale to measure test anxiety in the main study.

<b>TAS</b> (Panayides, 2009)	November, 2012 (prior to the completion of analyses on the FLCAS)	40 students (aged 16-18)	Good reliability (0.92). No ambiguities.	Items from the TAS were added to the item pool for the FLCAI thus facilitating a better coverage of test anxiety (see Appendix A2, p. 193).
<b>Teacher Focus Group Discussions</b>	September 2012	6 teachers	Useful method	Focus groups discussions in the main study were extended in size (to 12 and 37 teachers).  They were not audio recorded.
<b>Student accounts</b>	September 2012	203 students (aged 16-18)	Useful method	No changes were made as this was found to be a satisfactory method.

The Motivational Strategies and Behaviours Questionnaire (MSBQ) and the Foreign Language Classroom Anxiety Inventory (FLCAI) were designed using both teacher and student input with a qualitative – quantitative approach. In order to safe-guard against unreliable results in the main study, a parallel and potentially overlapping sample was consulted in the initial study. By this I mean that the participants in the initial study came from schools which were likely to participate in the main study. The potential overlap refers to the fact that no efforts were made to include or exclude initial study participants in / from the main study. The parallel sample, as well as the original procedure, helped to ensure that items generated for inclusion in the instruments were culturally relevant and appropriate for the population under investigation, and consequently the research was built on solid ground. The student account and teacher focus group data were collected from a large data set in the qualitative part of the process in order to increase reliability. After careful analyses, relevant items were selected from Cheng and Dörnyei's (2007) Motivational Strategies Scale (MSS, see Appendix A5, pp.201-203) for the MSBQ (see Appendix A1, pp. 189-192) and additional items generated to add to Horwitz et al.'s (1986) Foreign Language Classroom Anxiety Scale (FLCAS, see Appendix A4, pp. 196-200) for the creation of an extended item pool during the designing of the FLCAI.

#### **3.4.1 Construction of the motivational strategies and behaviours questionnaire (MSBQ) during the initial study**

Students are the 'clients' in any EFL classroom and their opinion is therefore of key importance. For this reason, finding effective ways to elicit information from students, as well as their teachers, was paramount to this research.

Observation is considered by some researchers to be necessary as 'in an inherently social process such as language acquisition, the learner cannot be meaningfully separated from the social environment within which he/she operates' (Ushioda and Dörnyei, 2012, p. 405). Although it had originally been planned to include observation as one of the data

collections methods in the study, it was dropped for various reasons. Over 40 years ago, the sociolinguist Labov realised the problem of the 'observer's paradox'. He wrote: 'The aim of linguistic research in the community must be to find out how people talk when they are not being systematically observed; yet we can only obtain these data by systematic observation' (Labov, 1972, p. 209). In the case of the present study, I was concerned about observer effects. In other words that my presence in the classroom might influence teacher and student behaviour. Besides, observation is incapable of revealing preferences and offers a snapshot of the situation which may not be realistic, as the observer's presence may unwittingly lead to either positive or negative influences on the behaviour of those being observed (Baker and Lee, 2011). This is further affected by the ethical requirement that the observer disclose the purpose of his/her observation. Without a realistic picture of classroom behaviour, the data is of little use. Moreover, some colleagues who had shown an interest in participating in my research stated that they would withdraw if observed, as they felt that the process would involve them being evaluated and criticised in some way. Despite the decision to abandon this method, valuable information was not lost, as information regarding the use and influence of teaching strategies and behaviours was obtained through questionnaires and interviews. Since observation was not to be used, it became even more important that the questionnaires were well targeted for the population and aims of the study.

In September 2012, 203 EFL students were asked to give a written account of which teaching strategies and teacher behaviours they considered motivating in the EFL classroom. No specific question was asked. This size sample was used in order to gain a fair representation of this student body. The idea of accounts stemmed from Xiao (2012) who used student accounts to learn what positive and negative impact tutors had, if any, on the students' learning motivation, in China. Xiao asked participants to write in their own language so that they could express themselves more easily. The students in this study also wrote in their first language, in this case Greek. All accounts were translated into English



by me as a native English speaker and qualified teacher of Modern Greek. An EFL colleague, whose first language is Greek, confirmed the accuracy of the translations. An example of a student account can be found in Appendix B (p. 208-209).

The accounts were informal and brief and consequently not too inconvenient for the students. I felt that less extrovert students would feel more comfortable with this method than being interviewed or taking part in a focus group because they were not put on the spot. No word limit or guide was imposed, and students were allowed to provide individual accounts or to write in pairs or groups of three. 74 accounts were produced. Although they were not asked to, students also documented activities which motivated them. This data will be used in a future study which will investigate the influence of various activities on student motivation.

In November 2012, six foreign language teachers were asked in an initial focus group discussion to brainstorm the teaching strategies and behaviours they believed motivated students, based on their experience. This was audio recorded, after obtaining the participants' consent. Focus groups are considered today to be a valuable method of data collection in social sciences although they were initially subjected to a high level of criticism with regard to their reliability and validity (Rodriguez et al., 2011). Rodriguez et al. contend that they are 'a powerful qualitative research method which, especially when designed to be culturally responsive, facilitate collection of rich and authentic data' (2011, p. 400). Moreover, focus groups are economical on time, although they generally produce less data than personal interviews and are reliant on the interaction of the group.

Boateng (2012) warns facilitators to be aware of the potential dangers of 'group think' in focus group discussions. 'Group think' is when the opinion of a member, or members, of the group is adopted by others within the group, thus leaving it unclear as to whether they truly hold that opinion. This is most common when there are dominant members in the group. While 'group think' may be a disadvantage, spontaneous brainstorming can be an advantage in that it may inspire and generate thoughts or prompt

ideas which are hidden at the back of a participant's mind. Boateng (2012) advises that focus groups be used in conjunction with other methods so as to form triangulation and thus produce more reliable data. Focus group data collection is most effective, in the opinion of Rodriguez et al. (2011), when participants share similar social identities and experiences and are in a comfortable environment, which was the case here.

These data were analysed thematically and frequencies noted (see Appendix C, pp. 210-211). In accordance with Standard 3.7 of the Standards of Educational and Psychological Testing (AERA et al., 1999, p. 44), the steps taken to select items from the item pool for the construction of the Motivational Strategies and Behaviours Questionnaire (MSBQ, see Appendix A1, pp. 189-192) are documented here.

A bottom-up process was used within which student accounts and teacher focus group data were collected and analysed, and the data used to inform the selection of items to be taken from Cheng and Dörnyei's (2007) Motivational Strategies Scale (MSS, see Appendix A5, pp. 201-203), which is based on extensive research in the field of motivation, to form the MSBQ (Appendix A1, pp. 189-192). The questionnaire was therefore based on both qualitative data from both students and teachers and quantitative data from an existing scale (see Figure 3, p. 57). This innovative technique was adopted as I felt it would generate the most appropriate instrument for assessing perceptions of motivational teaching strategies and behaviour, and would enhance the integrity and credibility of the results. Teacher and student versions were used during the main study.

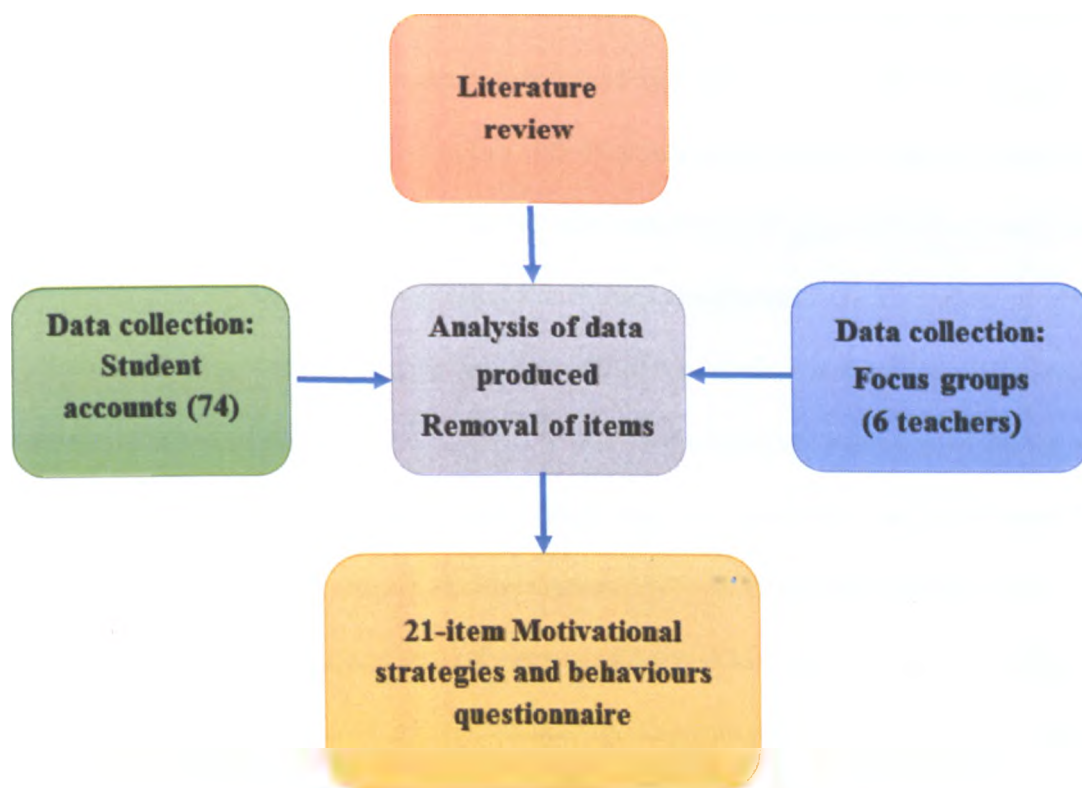
Steps leading to the compiling of the MSBQ:

1. The teaching strategies and behaviours noted in the 74 student accounts and the focus group with six teachers were presented in tabular form and analysed manually. The nature and frequency of use of each strategy and behaviour was also recorded (see Appendix C, pp. 210-211).

2. The data was cross-referenced with Cheng and Dörnyei's (2007) MSS (refer to Appendix A5, pp. 201-203), which served as the item pool, and coinciding strategies were highlighted.
3. Items within the MSS unrelated to the data produced were removed from the item pool in order to create a culturally relevant instrument. Examples of these included:  
*Item 5: Explain the importance of the 'class rules' that you regard as important... and how these rules enhance learning, and then ask for the students' agreement.*  
*Item 19: Invite some English-speaking foreigners as guest speakers to the class.*
4. The selected items were cross-checked against 'The ten commandments for motivating language learners' (Dörnyei and Csizér, 1998, p. 215) as these are not only the result of their very large scale study, but also common concepts throughout the literature.
5. One questionnaire item was shortened to increase its appropriateness for this study sample. *Give clear instructions about how to carry out a task by modelling every step that students will need to do* was shortened to *Give clear instructions*, as the full item would have made it too specific for students to have endorsed.  
Furthermore, at senior high school level clear instructions can be given without needing to model every step.

This procedure resulted in the development of two 21-item questionnaires, one for teachers with two additional questions concerning gender and years of teaching experience; the other for students, with additional questions concerning their gender (for a potential future study) and one of an open nature, asking them to state any teaching strategy or behaviour not mentioned which would increase their motivation. The purpose of the final question was to find any strategies which had been overlooked and to gain further insight into the case study students during the main study. Figure 3 shows the procedure followed in the development of the MSBQ (see Appendix A1, pp. 189-192) for this study.

Figure 3: The development of the MSBQ:



#### 3.4.2 Piloting of methods in the initial study

In September 2012, as documented above, 203 students produced 74 accounts and six teachers took part in a focus group. These served a dual-purpose. Not only did they provide data for the construction of the MSBQ, but they also allowed these methods to be piloted for addressing research question 1.

Piloting of instruments for new settings and new populations is a necessary process as ‘existing validity evidence becomes enhanced (or contravened) by new findings’ (Messick, 1993). Luyt explains that piloting determines whether a test ‘requires revision or a new instrument might better be developed’ (2012, p. 297). The following instruments were piloted between September and December 2012 (please refer to Table 1, p. 50 for a summary of the piloting of instruments):

##### *The Motivational Strategies and Behaviours Questionnaire (MSBQ)*

The teacher version was given to two EFL teachers to read for possible ambiguities. None were found. The student version was administered to 25 final year EFL students.

Again, the students reported no semantic difficulties, although they did have trouble determining the frequency of motivational strategy and behaviour use by their teacher. Guidelines for frequencies were therefore provided in the main study.

*The Test Anxiety Scale (TAS) (Panayides, 2009)*

The TAS, a 10 item, 4-point Likert scale based on Spielberger's (1980) Test Anxiety Inventory (TAI), was administered to 25 final year students and found to have good reliability (Cronbach's alpha of 0.92) and no lexical ambiguities (refer to Appendix A6, p.p. 204-205, for the TAS).

*The Foreign Language Classroom Anxiety Scale (FLCAS)*

The FLCAS (Horwitz et al., 1986) was originally chosen for this study as it is the most commonly used measure of foreign language classroom anxiety and thus can facilitate comparisons with the literature. As populations vary in characteristics however, and the scale had never previously been used with Cypriot senior high school students, a detailed study of the psychometric properties of the scale for this specific population was considered necessary prior to its use in this study. This was particularly important as this study was intended to lead to future research in the field in Cyprus and similar settings. As Panayides (2012) states: 'If a measuring scale is not shown to have at least a satisfactory degree of validity, then all findings of the study based on such an instrument are questionable'. Among other aspects, it was necessary to test the translation as 'many words have different frequency rates or difficulty levels in various languages' (AERA et al., p. 92).

A validation study of the FLCAS fell outside the scope of this study and beyond my abilities. I therefore approached Panayides, an expert in educational and psychological measurement, to work with me in an independent study. Previous work with him, in which we validated a well-known Internet Addiction Test through Rasch methods, led me to understand and appreciate the value of the Rasch Model, and I wanted to use this analysis

approach with the FLCAS. My decision reflected Messick's view that all scales should be validated for use in the specific population in which they are to be used (Messick, 1993).

The sample in this validation study of the FLCAS carried out by Panayides and Walker (2013) consisted of 304 randomly selected senior high school students from three out of the 10 schools in Limassol. Apart from investigating the psychometric properties of the FLCAS for this population, using the Rasch models, the study clarified the discrepancies in the literature concerning the unidimensionality of the scale and whether test anxiety is a component of the FLCAS. It was confirmed that, once five items identified by the Rasch models as being problematic (misfitting) were removed, the scale was unidimensional and test anxiety was indeed a component of FLA. Unidimensionality of a scale means that the scale measures only one construct, as it should, in this case FLA. As a result, a separate scale to measure test anxiety was redundant (since test anxiety was shown to be a component of FLA). Prior to the initial study, it had been intended that test anxiety would be examined independently from FL classroom anxiety using the Test Anxiety Scale (TAS, Panayides, 2009) as a fourth research question.

The decision to conduct a validation study was fortuitous, as Panayides and Walker's (2013) study revealed two flaws in the FLCAS: one with the Likert scale categories; the other concerning the items: 'The items are very homogeneous and do not cover a wide range of the construct of interest' (Panayides and Walker, 2013, p. 506). Since Bond and Fox state that 'interpretation of analyses can only be as good as the quality of the measures' (2001, p. xvi), a new instrument, the Foreign Language Classroom Anxiety Inventory, was devised by Walker and Panayides (2014) stemming from the FLCAS, again independently of this study but for use in it to increase the vigour of results.

Gehlbach and Brinkworth suggest that 'a literature review and focus group-interview data can be synthesized into a comprehensive list to facilitate the development of items' (2011, p. 380). This was one of the techniques employed in generating the item pool for the FLCAI. Items were taken from the FLCAS and the TAS as well as the literature,

teacher focus group discussions and written suggestions made by teachers during the focus group discussions (see Appendix D, p. 212), which took place in January 2013, in order to generate an extended item pool and widen the coverage of classroom anxiety. The focus groups consisted of 12 and 37 teachers and were randomly created based on teacher turn out. The group discussions took part very early on in the main study in order to exploit the opportunities which had arisen through the presentations I gave to EFL teachers as part of their annual two-day professional development. Prior to commencing the presentation and discussion, teachers were asked to note down what they believed caused them anxiety in the classroom, as well as the strategies and behaviours they believed motivated EFL students. They were instructed not to discuss their opinions at this stage, and their notes were collected in before the discussion took place. The motivation part of their written comments was used to address research question one; the anxiety responses were used to construct the inventory.

The Foreign Language Classroom Anxiety Inventory (FLCAI, Walker and Panayides, 2014), which can be found in Appendix A3 (pp. 194-195), was piloted and validated with a sample of 285 students before being used in the main study. The FLCAI, while 'less lengthy, covers the construct of FLA more adequately and maintains the reliability, while at the same time enhances the validity of the instrument' (Walker and Panayides, 2014, p. 616). Cronbach's alpha and inter-items correlations were used to assess the internal consistency of the scale. The alpha was .93 for the validation study. The new scale was shown have better psychometric properties and to be superior to FLCAS, at least for this population, in that it had more convincing evidence of a high degree of validity and it was 55% the length of FLCAS without losing any of its degree of reliability. Typically the larger the scale, the higher the degree of reliability.

### **3.4.3 Results of Initial Study**

***Research question 1: According to students and teachers, which teaching strategies and behaviours motivate EFL classroom learners?***

The piloting of student accounts and the teacher focus group in the initial study showed these methods to be appropriate in addressing the first research question. Although the focus group included just six teachers, and thus was not representative, it nevertheless showed that this method was effective in generating data. It was thus decided that an enlarged sample size would be beneficial in facilitating more representative data. In the case of the student accounts, 74 were produced by 203 students working in pairs or groups. This was representative of the Limassol school population and produced rich data. While such a large sample was not necessary in order to pilot the method, it produced data which were used in the construction of the Motivational Strategies and Behaviours Questionnaire (MSBQ). The initial study data from the focus group and student accounts can be found in Appendix C (pp. 210-211).

***Research question 2: Is there an association between the reported nature and frequency of use of teaching strategies and behaviours in the EFL classroom and student motivation at two different points of the academic year and, if so, to what extent?***

The MSBQ was designed for use in addressing research questions 2 and 3. It was not found to have ambiguities in the pilot administration, thus no changes were made to it. Table 2 below shows the results of the pilot administration. Students were asked to rate the nature and frequency of use of each motivational strategy and behaviour (MTSB) by their teacher on a scale of 1-5 (1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Always).



**Table 2: Results of the pilot administration of the MSBQ**

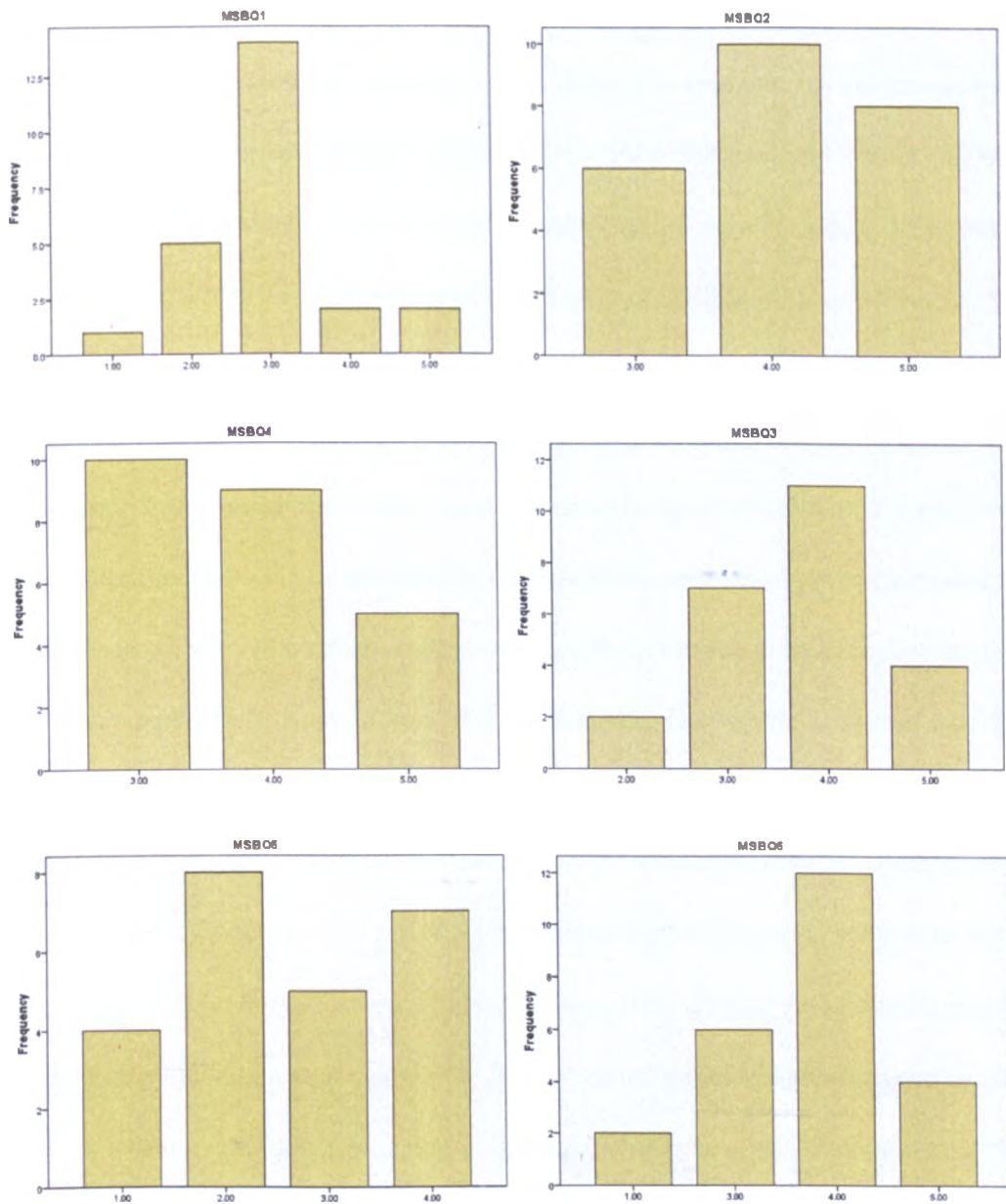
Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
MSBQ1	24	1.00	5.00	3.0833	1.01795
MSBQ2	24	3.00	5.00	4.5000	.65938
MSBQ3	24	1.00	5.00	4.0000	1.10335
MSBQ4	24	3.00	5.00	4.4167	.65386
MSBQ5	24	1.00	5.00	3.0000	1.21584
MSBQ6	24	1.00	5.00	4.0417	1.16018
MSBQ7	24	3.00	5.00	4.2500	.73721
MSBQ8	24	1.00	5.00	2.7391	1.21421
MSBQ9	24	3.00	5.00	4.3333	.63702
MSBQ10	24	1.00	5.00	2.2500	1.35935
MSBQ11	24	1.00	5.00	2.9583	1.12208
MSBQ12	24	1.00	5.00	4.1667	.86811
MSBQ13	24	1.00	3.00	1.9167	.71728
MSBQ14	24	1.00	5.00	3.3750	1.34528
MSBQ15	24	1.00	5.00	3.8333	1.23945
MSBQ16	24	1.00	5.00	2.7500	1.35935
MSBQ17	24	1.00	5.00	3.4583	.97709
MSBQ18	24	1.00	5.00	3.8750	.85019
MSBQ19	24	1.00	5.00	2.833	1.04950
MSBQ20	24	1.00	5.00	2.9167	1.47196
MSBQ21	24	1.00	5.00	3.8333	1.16718
Valid N (listwise)	23				

The mean responses indicate a moderate to frequent use of the motivational teaching strategies (MTSB). The results of the pilot study were not representative of the population as they came from just one class and one teacher. They did however highlight a need for a change in the representation of results from the main study as means simplify the results too much, thus disguising differences in perceptions.

Figure 4 below shows the results for the first six strategies of the MSBQ in bar charts, which give a more detailed representation of the results. The first six MTSB are:

- 1 *Bring in and encourage humour and laughter frequently in your class;*
- 2 *Show students that you respect, accept and care about each of them;*
- 3 *Familiarise the learners with the cultural background of the English language;*
- 4 *Give clear instructions;*
- 5 *Introduce in your lessons interesting content and topics;*
- 6 *Make sure grades reflect not only the students' achievement but also the effort they have put into the task.*

**Figure 4: Results of the MSBQ in the initial study**



In the cases of MSBQ1, 2, 3 and 6 the means statistics provided an accurate representation of results. MSBQ1 (*Bring in and encourage humour and laughter frequently in your class*), was most commonly perceived by students as being used ‘sometimes’. MSBQ2 (*Show students that you respect, accept and care about each of them*), MSBQ3 (*Familiarise the learners with the cultural background of the English language*) and MSBQ6 (*Make sure grades reflect not only the students’ achievement but also the effort they have put into in the task*) were most commonly perceived as being ‘often’ used. MSBQ4 (*Give clear instructions*) had a mean of 4.41, giving the impression that most

students perceived it as being 'often' or 'always' used even though the most common response was 'sometimes'. In the case of MSBQ5 (*Introduce in your lessons interesting content and topics*), the mean score was 'sometimes' whereas the most frequent responses were 'often' or 'rarely'. It is an item which is particularly subjective in nature as we all have different perceptions of what is interesting.

A fundamental part of addressing this research question, was to establish students' level of motivation. Initially students were going to be asked to self-evaluate their motivational level by responding to just one question *How do you rate your motivation level in your English class?* selecting between Non-existent / Low / High / Very high. While this provided a simple solution, further reading led to the realisation that the use of just a one or two-item scale is subject to chance error, whereas longer scales yield a more representative estimate. Mehrens and Lehmann (1984) explain that within longer scales random positive and negative errors have a better chance of cancelling each other out, thus rendering them more reliable. Including a full-length scale would have resulted in students being asked to complete three full-length questionnaires. The ethical implication of this was the danger of overburdening the participants, with the possibility of participant willingness to respond honestly being compromised. Moreover, this would have taken up more lesson time which might have displeased participating teacher colleagues.

After careful reflection, and out of respect for the participants, an additional tool, the Personal Level of Motivation questionnaire (PLM), was designed for measuring students' level of motivation with six items which were deemed appropriate for this purpose in the main study. The first was a generic question asking students to self-evaluate their motivational state, the other five were more specific in nature and were taken from Pintrich and De Groot's (1990) *Motivational Strategies Learning Questionnaire*. These five items, in keeping with Pintrich and De Groot's (1990) categorisation, are related to the control of learning beliefs (item 25), task value (items 4 and 17), critical thinking (item 38), and time and study environment (item 43). The items chosen to address these aspects

of learning motivation were namely item 4. *It's important to me to learn what is being taught in this class*; item 17. *I think that what we are learning in this class is interesting*; item 25. *I ask myself questions to make sure I know the material I have been studying*; item 38. *I find that when the teacher is talking I think of other things and don't really listen to what is being said*; item 43. *I work hard to get a good grade even when I don't like a class*. The resulting personal motivation level questionnaire (PLM) can be found in Appendix A2 (p. 193).

Cohen and Dörnyei's (2001) 'Taking my motivational temperature on a language task' had been considered for the purpose of rating student motivation. It was however rejected as the questions were less appropriate for the context of the present study, which focused on the use of teaching strategies rather than the teachers themselves or peers.

***Research question 3: Is there an association between the reported nature and frequency of use of teaching strategies and behaviours in the EFL classroom and FL anxiety at two different points of the academic year and, if so, to what extent?***

Table 3 shows the results from the piloting of the FLCAS to a sample of 304 students. The FLCAS is a 33 item scale (see Appendix A3, pp. 194-195). Students' self-rated anxiety experienced for each of the items on a scale of 1 – 5. The reason for such a large sample was that the data produced was used to validate the FLCAS for this population. The validation study was conducted in parallel to this study by Panayides and me (Panayides and Walker, 2013).

**Table 3: The results of the piloting of the FLCAS**

Item	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
N	304	304	304	301	304	304	304	304	301	302	303	302	304	304	304	304	303	303	302	303	303	301	301	303	302	303	304	303	303	300	301	303	302
Mean	2.335	2.471	1.929	2.076	2.084	3.511	2.347	2.631	2.257	2.785	2.491	2.054	2.222	2.68	2.524	2.107	2.661	2.402	2.327	2.179	2.005	2.694	2.482	2.241	2.179	1.987	2.2277	2.3767	2.3857	1.4253	2.0991	2.808	2.3857
Std. D	1.242	1.247	1.12	1.226	1.202	1.114	1.248	1.211	1.215	1.372	1.148	1.199	1.234	1.262	1.225	1.22	1.306	1.183	1.172	1.269	1.2	1.303	1.289	1.15	1.224	1.192	1.2445	1.2088	1.2784	1.2359	1.2179	1.2068	1.2354

Table 3 shows the mean and standard deviation per item. For all items, except item 6 '*During language class, I find myself thinking about things that have nothing to do with the course*', the mean anxiety score was below 2.9 out of a possible 5, indicating a general tendency towards low anxiety. Since the validation study showed that the FLCAS required extensive modification, for the population under investigation, a new instrument was designed.

#### **3.4.4 Decisions made based on the initial study**

Student accounts elicited rich and voluminous data and the decision was therefore made to include them in the same manner during the main study. The plan for teacher focus groups was modified so as to include a much larger group of teachers given the unexpected opportunity that arose for this. 12 teachers gathered together for a professional development seminar on one day and 37 on the following day agreed to take part in focus group discussions.

### **3.5 The Main Study**

#### **3.5.1 Ethical issues**

Educational research has ethical dimensions, as does all research involving people (Stutchbury and Fox, 2009, p. 489). Since the Cypriot educational system is centralised, written permission had to be obtained from the Ministry of Education and Culture (see Appendix E1, pp. 205-206), as well as from the Open University Ethics Committee, prior to commencing the research. Permission was then sought from the head teacher in each of the participating schools (see Appendix E2, p. 216). The aforementioned were given regular updates on my progress. Anonymity of the schools and participants was maintained, and their confidentiality protected by the coding of all data. All participants were made aware, both orally and in writing, of the voluntary nature of their participation, and their right to withdraw at any time (see Appendix E3, pp.216-218). This was clearly stated on the teacher and student consent form. Furthermore, permission was obtained from

the relevant authors to use Cheng and Dörnyei's (2007) Motivational Strategies Scale, Panayides' (2009) TAS and Horwitz et al.'s (1986) FLCAS (refer to Appendix E4, p. 221).

Colleagues were reassured that their competence was not being examined, but rather that they were assisting in bringing about future improvements in EFL teaching in Cyprus by providing their thoughts on motivational strategies and behaviours in the EFL classroom and about their use of such strategies. Ethical issues, as Stutchbury and Fox (2009) advocate, include making efficient use of the available resources such as gathering enough data and how to conduct the data collection. On completion of the study, the findings were to be made available to participants and they were given full information on subsequent use of the data. Preserving the integrity of the research is of paramount importance for researchers.

Finally, students need their break-time and teachers are time-poor, thus consideration for the use of their time for interviews and questionnaires was an important ethical consideration. Thus, a colleague examined the content of all questionnaires and the interview schedules (see Appendices F1 and F2, pp. 222-226) in order to check for the possibility of any offending or misleading questions. In keeping with research ethics, respect for all participants was considered throughout.

### **3.5.2 Setting**

In Cyprus, to date, on graduation anyone with a degree in a secondary school subject wishing to become a state school teacher signs themselves onto a waiting list. They then wait their turn. This can take up to thirty years for some subjects. Recruitment is thus not based on qualifications but based on having waited your turn. When state school teachers are recruited they are given no formal teacher training before entering the classroom. They may or may not have taught at a private school or institution prior to entering the state school classroom. Formal teacher training is provided by the Ministry of Education, in collaboration with the University of Cyprus, before a teacher gains a permanent post. Since permanent posts on the island are a set number, a teacher can hold a

temporary post for anything up to ten years before receiving training. It is therefore of particular value in this context for teacher researchers to find ways of providing insight, such as in this case into teaching strategies, for serving teachers.

The study was conducted in five senior high schools in Limassol, Cyprus. Limassol, one of the five districts of Cyprus, has nine urban senior high schools. The students were aged between 15 and 18. Cyprus is a former British colony and the English language is globally the most common second language. The Cypriot educational system is highly centralised meaning curriculum, teaching appointments and postings, promotions, and teaching materials are all dictated by the Cypriot Ministry of Education and Culture. Students begin learning English at the age of six (since 2012), previously eight, and so have reached a stage where continued motivation to learn is important and a level at which anxiety could perhaps be more prominent. They have chosen to continue studying English for a purpose, usually in order to study at a university in the UK.

French is compulsory from the age of 12-16. For the last two years of school, students have to choose two of the following foreign languages: English, French, Spanish, Italian, German, Russian or Turkish. The latter four languages are offered only in the final two years of school and are for complete beginners, reaching level A1 of the Common European Framework. For this reason, the competence level is not compatible with English, and thus it would have been inappropriate to have investigated the foreign language classroom in general, as this would have led to a less useful, and possibly less reliable, representation of the situation.

### **3.5.3 Methods of data collection**

As Gilham points out: ‘Good research cannot be built on poorly collected data’ (Gilham, 2000, p. 1). Thus careful preparation and continual revisions to the methodology were carried out during the initial study, as described earlier. Given the complexity of the current undertaking, in particular the novelty of combining and juxtaposing student and teacher voices, it was considered important to apply a mixed method approach.



Quantitative and qualitative methods were used as ‘the two methods tend to complement each other’ (The Open University, 2001, p. 142). Gilham (2000) also argues that no single type or source of evidence is likely to be sufficient. In fact, consistent with Gorard (2002), most researchers combine approaches in order to ensure that research findings can be regarded as valid and generalisable. Moreover, as Dörnyei contends: ‘Mixed-methodology has great potential for future research as it can bring out the best of both approaches while neutralizing the short-comings and biases inherent in each paradigm’ (2003, p. 30).

Numerically based data, such as that extracted from questionnaires, is able ‘to transcend our subjectivity’ (Bradley and Shaefer, 1998, p.108). However, while such quantitative methods allow ‘researchers to make inferences about larger L2 learning populations’ (Dörnyei and Csizér, 2012, p. 75) and are efficient in terms of researcher time and researcher effort (Dörnyei, 2003), they are ‘unlikely to yield the kind of rich and sensitive description of events and participants perspectives that qualitative interpretations are grounded in’ (Dörnyei, 2003, p.14). Yan and Horwitz (2008) also hold that the use of questionnaires alone is not enough for an examination of how anxiety interacts with other learner factors. Qualitative methods, such as interviews, add depth and facilitate triangulation, which, as Patton (2002) argues, strengthens a study. They are also considered to be ‘more faithful to the social world’ (Gergen and Gergen, 2000, p. 1027).

#### **3.5.4 Instruments**

Research question one involved (1) teacher focus group discussions and teacher notes, written in the first minutes of the focus groups, and (2) informal student accounts.

For research questions two and three, the 21-item, five category Likert scale, Motivational Strategies and Behaviours Questionnaire (MSBQ) was administered in November 2013 (stage 1) and March 2014 (stage 2) (see Appendix A1, pp. 189-192). It was administered twice so as to investigate any changes in strategy use and behaviours adopted. Teachers and their students were asked to mark the frequency with which they perceived each strategy and behaviour to be used in their lessons. This allowed me to

determine whether there was a need for further research into differences between student and teacher perceptions. A second version of the MSBQ, with a modified Likert scale, was administered to students to rank the importance of MTSB in reducing anxiety on a scale of 1-3, with 1 being *not at all* and 3 *very* (see Appendix A7, pp.206-207).

For research question two, students were asked to complete the six-item Personal Level of Motivation questionnaire (PLM) (see Appendix A2, p. 193). They responded to these statements on a four-point scale. The motivational status of each student was calculated as the total score of the six items.

For research question three, the 18-item, five category Likert scale, Foreign Language Classroom Anxiety Inventory (FLCAI, Appendix A3, pp. 194-195) was administered to all student participants at both stages to measure the classroom anxiety they experienced in their EFL lessons. Students' level of anxiety was calculated by adding together the students' score for each item. The possible range of scores was between 18 and 90.

### **3.5.5 Sample**

Few studies have reported on the effectiveness of motivational practices from both teacher and student perspectives (Sugita McEown and Takeuchi, 2014). To address this issue, the sample in the present study consisted of both teachers and students from five schools. This was a multi-step study which was sequential in design. The population used throughout was parallel, meaning that it was selected from within the same population (Onwuegbuzie and Collins, 2007, p. 292). The student interview sample can be described as nested, as it was made up of a sub-sample of the quantitative sample (Onwuegbuzie and Collins, 2007, p. 292). It was selected based on students volunteering to be interviewed and convenience of access.

More specifically, for the student accounts in September 2013, the sample number was 157. The focus groups, which took place in January 2013, comprised 49 teachers. 10 teachers and 13 classes (226 students) took part in the first stage of quantitative data

collection; 10 teachers and 184 students in the second. The reason for a smaller student sample at the second stage was because several students were absent from each class. The ten teachers, aged between 47 and 60, were female. While in other countries this might not be a representative sample of the EFL teaching population, for Cyprus it is. There are no English teachers in state schools under the age of 42 due to the recruitment process and more than 90% are female. In the five schools I taught at during the study, only one was male.

21 students were interviewed, even though the planned number of students had been just nine. This was because when I approached the students asking for volunteers, far more students expressed a keen interest in being given a voice than expected. In fact 29 volunteered but only 21 were also accessible, based on our timetables. Finally, 16 of these students were followed throughout the study as potential mini-case studies. The purpose of these was to track several students of varying performance levels from as many of the participating classes as possible throughout the main study, and to thus increase validity through triangulation of the data.

The purpose of the study was explained to the EFL teachers in the five senior high schools where I teach. The teachers were asked to allow one or two of their classes to be investigated, and were invited to complete the Motivational Strategies and Behaviours Questionnaire (MSBQ, Appendix A1, pp. 189-192) for each of their participating classes. All were informed that they could withdraw at any time. The interest was greater than foreseen. Having a sample of 10 teachers from all five schools which are spread across Limassol was welcome, as this facilitated the collection of more representative data than could have been obtained from the original three planned. The geographical dispersion of the schools helped to guard against possible socio-economic factors influencing the findings.

My own classes did not participate for two reasons. Firstly, this protected against students providing information, or indeed agreeing to participate just to please me, which

can be an issue with this age group, and would be likely, therefore, to deliver more subjective results. Secondly, for the past 11 years I have been teaching Spanish rather than EFL, due to the need for Spanish teachers. In this respect, I was an ‘outsider’ in the research.

### **3.5.6 Qualitative data collection**

#### *Student accounts*

As in the initial study, student accounts were collected, in line with Price’s contention that ‘students can provide valuable information to the language instructor, not only about anxiety but also about other aspects of the language classroom’ (Price, 1991, p. 108). 157 15-18 year-old EFL students were approached in September 2013 during my lesson time for convenience of access, and asked to make informal notes either individually, in pairs or in groups on the teaching strategies they found motivating in the EFL classroom, in the same way as in the initial study. The main study produced a total of 92 informal accounts. Little guidance was given as to the intended meaning of ‘teaching strategies’ in order not to influence their answers. Examples were, however, given such as: ‘Do you prefer traditional teaching strategies such as doing exercises or would you rather something else was done?’ This method was used to gather data in relation to the first research question: *According to students and teachers, which teaching strategies and behaviours motivate EFL classroom learners?*

#### *Focus groups*

To gain information on the teacher perspective, focus groups were conducted. At the end of January 2013, two focus groups were held with EFL teachers from Cypriot high schools. The first group consisted of 12 teachers (9 female, 3 male) with between 8 and 35 years teaching experience. The second was made up of 37 teachers (3 male) with between 1 and 30 years teaching experience. The reason for the uneven numbers is that the groups were not formed specifically for this purpose, but rather were groups gathered for a professional development seminar. They shared social identities and experiences and were

comfortable in the school amphitheatre which was used for the gathering. The participating teachers were asked to discuss their beliefs concerning which teaching strategies motivated students. The data gathered were also used to answer research question one.

A significant change was made following the initial focus group discussion in which some colleagues had appeared to be almost silenced by the audio recording. It was decided that the group discussion should not be audio recorded, both for this reason and due to the complications created by having a large number of participants. Plans were made for the data to be accurately and effectively gathered and recorded in another way, through note-jotting by the participants themselves in the first minutes of the gathering. In this way, ideas were recorded in the participants' own words which led to potentially more reliable results. During the discussion which followed, colleagues voiced their ideas. Additional thoughts which were expressed may have been prompted by hearing other colleagues' ideas, or perhaps additional ideas came to them.

The focus groups were held during a Ministry of Education endorsed presentation and workshop I gave on the influence of teaching strategies on student motivation and FLA during the annual two-day professional development conference for teachers. The reason for scheduling the focus groups at this time was that a large number of language teachers were gathered together for the event, and, moreover, during work hours, which did not require them to give up their leisure time. The groups were formed randomly. The intention to gather data from those present before the presentation was announced at the start, and welcomed by all those present. As they had not been forewarned, the participants were not able to plan or discuss their ideas with others in advance. This led to fresh, spontaneous and unmediated data. Had the teachers present not been willing to participate on that occasion, their subsequent participation in any focus group would not have been as useful, as it was likely that the data would have been influenced by the presentation.

I made it clear that oral contributions during the focus group discussion would be noted and possibly used in my study. In the case of the smaller group, I made notes immediately after the session. In the larger group a colleague took notes on the oral discussion while it was taking place. In order to ensure accuracy and enhance the reliability of the findings, we discussed and compared our notes for inter-rater reliability. The subsequent data produced were subjected to manual thematic analysis.

Towards the end of the presentation I presented the results from the student accounts and focus group from the initial study (see Appendix C, pp. 210-211). Feedback from the focus group was very positive. It served as a catalyst for comments, including one teacher asking if their data would be used in a similar way. Confirmation of this was met with approval.

### *Interviews*

The initial study produced informative data, but it also became clear that further probing would enhance the findings of the main study. Interviews were therefore set up with a dual purpose: (1) to probe more deeply into aspects concerning the most significantly correlated teaching strategies with personal motivation of students and with FLA (2) to produce data that could be triangulated with findings from the other instruments. Thus, the interviews were designed, as described in Feilzer, 'to follow the survey research sequentially to explore in more detail the survey findings' in 'a sequential mixed methods design' (2010, p. 10).

Interviews are designed to allow for flexibility of response, to support and enrich a study. To complement the large-scale quantitative data from the questionnaires, small-scale interviews were conducted in April 2014 with 21 students and eight of the ten participating teachers. The remaining two were not interviewed due to timetable clashes. The interviews were audio-recorded, since they were held on an individual basis, and then transcribed. Since the research followed a sequential design (Klassen et al., 2012; Feilzer, 2010), the quantitative data from the questionnaires were analysed before the interview schedule was

designed. This allowed me to see where further probing through interview would be helpful in answering the research questions. Furthermore, by keeping the interview questions closely linked to the quantitative results, triangulation of data was facilitated.

The interviews lasted between 10 and 30 minutes depending on the amount of additional information the participant offered. 16 of the 21 students who were interviewed became individual case studies. The data for the case studies came from the interviews and the motivation and anxiety scores generated from self-report questionnaires. The reason for 16 and not 21 is that the pre-requisites for selection were that the student had been present at both stages of quantitative data collection and that parental consent was obtained.

Patton (1990) suggests that each participant's response format should be open-ended, and that the interviewer should not supply predetermined phrases or categories that have to be used by respondents to express themselves. The strategy of open-ended response helps capture the complexities of the respondents' individual perceptions and experiences. For this reason, the follow-up interviews with students were initially intended to be purely of this nature. However, further reading (Cohen et al., 2000) led to the realisation that although this approach would have led to a rich source of potentially interesting information, it would have been difficult to code and, more importantly, difficult to use for comparative analysis. Consequently, semi-structured interviews were conducted.

'Semi-structured' here means that specific questions were asked, following a schedule but not a script, and no guidance was provided regarding the answer. Some believe that not having identical wording can affect responses (Cohen et al., 2000). However, in this study it was not considered to be a limitation, given that by nature Cypriots are informal in their approach. The participating teachers were asked 15 questions, composed after the quantitative data had been analysed. The interview schedules can be found in Appendices F1 and F2 (pp. 222-226). The questions over-lapped slightly so as to allow participants to confirm responses. The yoked subject procedure (White,

1999), which asks interviewees to articulate their thoughts to a hypothetical person, was used in two questions addressed to the teachers: They were asked to imagine they were talking to another colleague advising them on ways to motivate EFL students and reduce anxiety.

The aim of the follow-up teacher interviews was to delve deeper into the teachers' perspective, in order to gain further insight into their teaching practices. They also added a more personal and human aspect to teacher behaviours and use of strategies, and provided information on how teachers consciously try to motivate students and/or ease learners' FL anxiety. Teachers were also asked to state what influenced their choice of strategy. The interviews were all held at the teachers' convenience in a place of their choosing.

Teachers were given a choice of being interviewed in Greek or in English. Two chose to respond in English. The other six interviews were transcribed in Greek and translated into English by myself. The translated transcripts and the originals were shown to the relevant teacher who confirmed the accuracy of the translation. Translated student interview transcripts were given to teachers in different schools to verify accuracy. It can therefore be assumed that the translations were not distorted. Where translations have been provided, links to the original Greek, which can be found in Appendix G (pp. 226-230) are provided in brackets.

The purpose of the student interviews was to reveal additional insights into the strategies they found motivating, what caused them to experience anxiety and what they believed could be done to reduce this. They were also intended to add flesh to the bones of the quantitative data produced through the questionnaires.

### **3.5.7 Quantitative data collection**

#### *Questionnaires*

The quality of instruments in this study was assessed through item review procedures and pilot testing, both of which focus on content quality, clarity and lack of ambiguity (AERA et al., 1999, p. 39). Item review procedures are steps taken to establish



the quality of items for inclusion in a scale. As questionnaire respondents are participants in research and not passive data providers (Cohen et al., 2000), feedback from them on response categories, the appropriateness of questions, time necessary for the administration of the questionnaires and possible problems in the comprehensibility of the items was essential for fine-tuning the questionnaires for the main study. Such changes included providing students with oral explanations of frequency categories. Specifically, students were advised that ‘rarely’ would refer to a strategy, or behaviour, used once a month and ‘frequently’ for ones used perhaps every three lessons whereas ‘always’ would apply to strategies used almost every lesson. Student questionnaires were number coded, to enable the first and second intervention responses to be linked and compared. Students were aware of this and had to keep a note of the code or pseudonym they had chosen at Stage 1 so as to use the same again at Stage 2.

#### *Motivational Strategies and Behaviours Questionnaire – (MSBQ)*

As students are ‘the *raison d’être* of schools and colleges, there is a strong moral case for consulting them’ (Open University, 2009, p. 85), and their perceptions were crucial to this study. The students were asked to mark on the MSBQ (see Appendix A1, pp. 189-192) how frequently their teacher used the 21 motivational strategies and behaviours (MTSB) in their EFL lessons. They were informed of the importance of providing honest responses and reminded that their participation was voluntary.

With self-report, participants may tend to ‘describe their behaviours in a better than real light’ (Cheng and Dörnyei, 2007, p. 156). However, the teachers were also given the MSBQ and asked to mark the frequency with which they used the MTSB in their lessons. The teachers’ input was important for cross-checking results, and also to provide the impetus for comparisons between student and teacher perceptions.

The questionnaires were prepared during the initial study in English and translated into Greek by me as a fluent user of Greek. The wording was subsequently revised by a native Greek speaker in order to ‘produce natural-sounding texts in the target language’

(Dörnyei and Csizér, 2012 p. 79). Lastly, they were translated back into English by an independent bilingual expert in order to confirm that the meaning of the questions had not been altered. It was initially intended that the MSBQ would be administered to the teachers in English but the word 'motivation' has multiple interpretations, each of which has a different word in Greek. In translating questionnaires it is important to maintain 'equivalence in terms of experiences and concepts' (Sechrest et al., 1972, p. 41). If the teachers had not interpreted the word 'motivation' in the same way, it would have affected the reliability of results. It was therefore decided that the questionnaire should be translated for them, thus ensuring a common understanding.

#### *Personal Level of Motivation (PLM)*

Participants' personal levels of motivation were measured using the PLM (see Appendix A2, p. 193). The PLM is a 6-item, instrument with a four-point Likert scale ('not at all' 'a little' 'quite a lot' 'very much').

#### *Foreign Language Classroom Anxiety Inventory (FLCAI)*

Participants' self-reports are the most commonly used method in examining anxiety in educational studies (Zheng, 2008). As previously stated, FL classroom anxiety was measured using the FLCAI (see Appendix A3, pp. 194-195) which was administered to all participating students in the study. As a reminder, the FLCAI is an 18-item instrument with a five-point Likert scale ('never' 'rarely' 'sometimes' 'often' 'always' with no neutral category in the middle). These labels were shown by Panayides and Walker (2013) to function better than the original five used in the FLCAS (Horwitz et al., 1986, see Appendix A4, pp. 196-200) which had included a neutral category. Possible scores on the FLCAI range from 18 to 90. The higher the score, the higher the level of foreign language anxiety experienced.

A second administration of the questionnaires was conducted after the second semester test in March, 2014 after an interval of four months. The questionnaires were identical so as to facilitate comparisons. The purpose of this was to show whether changes

occurred in the use of MTSB, motivation and / or anxiety as the school year progressed. This provided for a more detailed report and served to extend knowledge in the field.

### **3.5.8 Mini-case studies**

Mini-case studies were conducted which drew together elements of both the qualitative and quantitative data collection with the intention to 'portray, analyse and interpret the uniqueness of real individuals and situations' (Cohen et al., 2000, p.79).

## **3.6 Methods of data analysis**

Data produced from the interviews were analysed both qualitatively and quantitatively as it was necessary to document frequencies of certain responses as well as the content. Such practice has been labelled as 'conversion mixed design' (Teddlie and Tashakkori, 2009, p. 151).

### **3.6.1 Analyses of qualitative data**

The student accounts, the focus groups and individual interview data were analysed thematically. Thematic analysis involves 'finding and marking the underlying ideas in the data, grouping similar information together, and relating different ideas and themes to one another' (Rubin and Rubin, 1995, p. 229). The process was purely data-driven as the aim was to learn about the situation in this population and not to determine which features of the literature were present. Comparisons were made between the data produced and the literature, after the former had been analysed.

The data from student accounts and focus group written data were translated at the analysis stage. As they were analysed purely thematically, there was no need for a back translation to be performed however a Greek-speaking EFL teacher did compare the original accounts and focus group data with the translated results. In the case of teacher interviews, teachers were given a copy of the transcription in the original Greek and the English translation to confirm accuracy, or, if necessary, to make modifications. Students were not given the translation of their interviews as their competence level in EFL may have hindered this process. Instead, anonymised copies of the transcripts in Greek and the

translations I had made were given to colleagues, in schools other than that which the relevant student attended, to check for accuracy. The reason for giving the transcripts to colleagues in a different school was to ensure anonymity.

In the case of the interview data, tables were created with the interview questions in one column, transcriptions relating to each of these in another. Three highlighter colours were chosen and used to identify themes related to each research question (refer to Appendices H1 and H2, pp. 232-235 for examples).

### **3.6.2 Statistical analyses of quantitative data**

The quantitative data produced were analysed using the statistical software SPSS 21. Both descriptive and inferential statistics were used. Descriptive statistics included percentages and frequencies. Associations between variables were investigated through correlations. Through correlations between PLM (see Appendix A2, p. 193) scores and the MSBQ (see Appendix A1, pp. 189-192), possible associations between the nature and frequency of strategies and behaviours (MTSB) used, and student motivation was assessed. This process was carried out twice, specifically in November 2013 and March 2014. Possible associations between the nature and frequency of the MTSB used and students' anxiety scores were also examined through correlations, using the FLCAI (Walker and Panayides, 2014) and the MSBQ.

Correlation analysis is useful at showing relationships which exist, or might exist. It is, however, unable to 'demonstrate that the 'cause' precedes the 'effect' while controlling the influence of all other possible causes' (Sugita McEown and Takeuchi, 2014, p. 34). Hence the value of combining this with qualitative research in the form of interviews and mini-case studies.

### **3.7 Chapter summary**

In this chapter, the methodology on which this study was built and the methods used have been explained in detail. The interpretive and socio-cultural research approaches, focusing on social interactions with others and their perceptions were the

dominant paradigms underpinning the investigation. The statistical, objective analyses of the quantitative data could be considered positivist in nature as they produced 'reliable facts' (Burgess et al., 2006, p. 54) related to associations between the use of strategies and behaviours with student motivation and anxiety in the EFL classroom. Table 4 shows the relationship between research questions, data collection and analysis methods.

**Table 4: The relationship between research questions, data collection methods and data analysis methods for the main study**

Research question	Date	Sample	Data collection	Data analysis
1. According to students and teachers, which teaching strategies and behaviours motivate EFL classroom learners?	September 2013	157 students	Student accounts	Content analysis and descriptive statistics
	January 2013	49 Teachers	Teacher focus group and group discussion	
			Student mini-case studies	
2. Is there an association between the reported nature and frequency of use of teaching strategies and behaviours in the EFL classroom and student motivation at two different points of the academic year and, if so, to what extent?	November 2013	10 teachers	Teachers rate their use of motivational strategies & behaviours (through the MSBQ)	Correlation analysis for associations between students' rating of their teacher's use of MTSB and students' PLM.
	March 2014	226 students From 13 classes	Students rate their teachers' use of motivational strategies & behaviours (through the MSBQ)	
	April 2014	8 teachers & 21 students	Students self-rating of their personal level of motivation (PLM: 6 item questionnaire)	The teachers' self-rating of their use of MTSB was used to form comparisons between the students' perception of their MTSB use and their own.
		16 students	Teacher and student interviews a) for a deeper understanding and to avoid misinterpretation of quantitative data b) to investigate correlations	Descriptive statistics and frequency ranking of use of MTSB
			Student mini-case studies	

3. Is there an association between the reported nature and frequency of use of teaching strategies and behaviours in the EFL classroom and FL anxiety at two different points of the academic year and, if so, to what extent?	November 2013	226 students	Students rate their teachers' use of motivational strategies & behaviours (through the MSBQ)	Investigation of association was carried out through correlation analysis between students' rating of their teacher's use of MTSB and their FLCAI score.
	March 2014	From 13 classes	Students self-rate their FLA (FLCAI: 18 item questionnaire)	
	April 2014	8 teachers & 21 students	Teacher and student interviews a) for a deeper understanding and to avoid misinterpretation of quantitative data b) to investigate causal relations	
	April 2014	16 students	Student mini-case studies	
Additional information	February 2014	64 students	MSBQ for importance of strategies in reducing anxiety.	Ranking of importance of MTSB in reducing anxiety

## **Chapter 4: Data analysis and findings**

### **4.1 Introduction**

The findings of the study are presented in this chapter, and discussed in the next, in relation to each of the three research questions. The data which informed these results were collected from both teachers and students in the EFL classroom. Consulting both parties on their perspectives is important, as stipulated by Reusch et al. (2012), who, among others, found significant differences between the two groups in their study.

The research explored the relationship between (1) the nature and frequency of motivational teaching strategies and behaviours (MTSB) and personal student motivation (PLM), and (2) the nature and frequency of MTSB and foreign language anxiety (FLA). These topics were investigated at two points during the academic year (Stage 1 = November, 2013 and Stage 2 = March, 2014). To recap: the MSBQ is a 21-item questionnaire which seeks student perceptions of the nature and frequency of use of motivational strategies and behaviours (see Appendix A1, pp. 189-192); the PLM is a six-item self-rating scale aimed at generating a score for each student's level of motivation (see Appendix A2, p. 193); and the FLCAI is an 18-item self-rating scale aimed at facilitating a score from each student's level of classroom FLA (see Appendix A3, pp. 194-195). The reason for two data gathering interventions as part of a longitudinal study was to facilitate an examination of possible changes in nature and frequency of use and level of influence of MTSB during the year.

The mixed-methods research design provided the opportunity to investigate in depth the influence of MTSB, student motivation and student classroom FLA through different lenses. In accordance with Tashakkori and Teddlie's description: 'The qualitative data and results provided rich explanations of the findings from the quantitative data and analysis' (2008, p. 103). The qualitative-quantitative-qualitative approach led to triangulated results that could be triangulated.

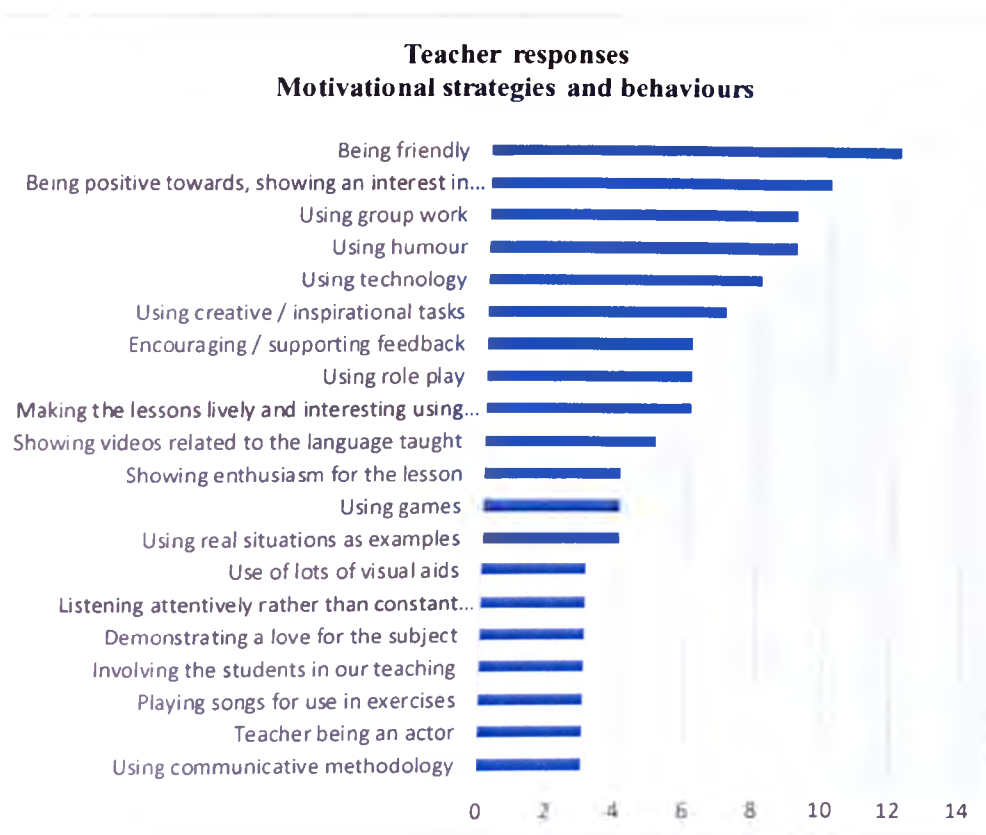


## 4.2 Research Question 1: According to students and teachers, which teaching strategies and behaviours motivate EFL classroom learners?

### Qualitative data results

Figure 5 shows the 20 most popular teacher responses ( $N = 49$ ) during the gatherings in January 2013 (refer to Table 4, pp. 83-84), and the frequencies (see base of the chart) with which they were given. The complete list of strategies and behaviours stated can be found in Appendix D (p. 212).

**Figure 5: The 20 most popular teaching strategies and behaviours in motivating EFL classroom learners, according to teachers**



As can be seen in Figure 5, *Creating a friendly atmosphere* was the most popular answer with teachers noting it. It was also the top answer in the initial study (refer to Appendix C, pp. 210-211). *Being positive towards students*, mentioned 10 teachers, *using group work* and *using humour* were the next most common responses.

#### 4.2.1 Student accounts

Table 5 shows the strategies and behaviours identified as motivational from the student accounts (col. 2) and teacher focus groups (col. 3), so that quick comparisons can be made.

**Table 5: According to students, these teaching strategies and behaviours motivate EFL classroom learners (Sample  $N = 92$ )**

Teaching Strategy - Behaviour	Student results from accounts ( $N = 92$ )	Teacher focus group results for comparison ( $N = 49$ )
Creating a friendly / relaxed / democratic atmosphere / mutual respect	49 (53.3%)	12 (24.5%)
Using group / team work	35 (38%)	9 (18.4%)
Showing films with subtitles	26 (28.3%)	5 (10.2%)
Counting participation in the grade	24 (26.1%)	
Use of student presentations / project work	22 (23.9%)	
Allowing a small break during the 1.5 hour lesson	14 (15.2%)	
Use of pair work	14 (15.2%)	
Presenting mini-videos of cultural sights / presentations by the teacher	14 (15.2%)	5 (10.2%)
Use of games for practice exercises	12 (13%)	4 (8.2%)
Using, encouraging humour	11 (12%)	9 (18.4%)
Holding cultural discussions (in Greek)	9 (9.8%)	
Making the lesson lively	9 (9.8%)	6 (12.2%)
Making the lessons interesting / innovative	9 (9.8%)	7 (14.3%)
Playing English music	8 (8.7%)	3 (6.1%)
Use of songs for learning vocabulary and grammar	8 (8.7%)	3 (6.1%)
Placing emphasis on oral rather than written language	7 (7.6%)	3 (6.1%)

*Creating a friendly atmosphere* was the most popular response here, from both the students and teacher cohorts, as shown in Figure 5. However, more than half of the student accounts (53%) noted this, whereas only 24.5% of the teachers did. In the follow-up teacher and student interviews, with eight teachers and 21 students, it was also the most common response. *Group work* was the second most popular response. Again it was more popular with students (38%) than teachers (18.4%). However, in comparing these results

regarding *Group work* with the correlation analyses which are presented in the section on research question 2 (p. 109), we find that *Group work* has, according to student data, one of the weakest associations with student motivation of the strategies investigated through quantitative questionnaires. At Stage 1 the correlation was 0.263 and at Stage 2 0.365, both highly significant. As a reminder, the items chosen for the Motivational Strategies and Behaviours Questionnaire (MSBQ, see Appendix A1, pp. 189-192) were all generated through qualitative data from 92 student accounts and a teacher focus group of six and so were expected to have a positive association with student motivation. *Humour* attracted the same number of responses from teachers as *Group work*. *Including participation in the grade*; *Student presentations or Project work*; *Allowing a small break*; and *Pair work* were only mentioned by students. The remaining strategies and behaviours recorded by students in their accounts showed similar response patterns to the teachers in the focus groups.

The initial study accounts and main study accounts were compared, not for the purposes of this study, but in order to determine the generalizability of results. This was possible as the instructions to students were the same, but the sample was not. The fact that there were overlaps in responses enhanced the generalizability of results for this setting.

#### **4.2.2 Follow-up teacher interviews**

The data produced from the interviews (see Appendix G1, p. 227) for the original Greek quotes) provided further insight into strategies and behaviours which teachers themselves believed to motivate EFL students. They also facilitated triangulation with the results from the teachers' notes and discussions at the focus groups, thus generating more complete and comprehensive results. The interview data findings are presented below question by question:

1) Do you have particular ways of teaching that you find really motivate students? Could you please give me some examples?

Teacher 11 stated: *Students don't want traditional lessons that is for sure. They like songs and video clips.* The experience of video clips was also put forward by teachers 22,

51, 52 and 53. Songs were acknowledged by teachers 22 and 52. Teacher 31 said that students are motivated by warm up and *attractive lessons*. Teacher 41 found that an opening discussion helps and added *certainly not just from the book* (T41-1) and teacher 51 *A friendly chat* (T51-1).

2) What do you think makes your students (in general) most motivated?

*Students are most motivated by their grades and by the teacher using effective motivational techniques*, in the opinion of teacher 22. I asked her to elaborate on this and she replied: *I mean that if they feel their work will be rewarded, they try harder*. Teacher 41 signalled the importance of interpersonal relationships between the students and between the students and the teacher (T41-2). This coincides with the focus group responses and students' accounts which included friendliness and respect. Both teacher 52 and 53 stated how motivating students find discussing personal experiences.

3) Could you please give me three pieces of advice that would you give to another teacher asking for ways to motivate EFL students?

Colleagues were asked to imagine they were talking to another colleague advising them on ways to motivate EFL students using the 'yoked subject procedure' (White, 1999). Table 6 shows the teachers' responses to this question.

**Table 6: Advice given by teachers to a new colleague on how to motivate EFL students ( $N = 8$ )**

<b>Advice given by teachers on how to motivate EFL students</b>	<b>Frequency</b>
Elicit as much as you can from your students	3
Establish a good relationship with student	3
Don't use just the book	2
Make the students feel cared for / be understanding	2
Encourage the students	2
Show video clips	2
Play a song	2
Use modern technology	1
Know the content of the book	1
Student brainstorm	1
Be yourself/ authentic	1
Bring authentic material	1
Encourage autonomous learning	1
Make lessons attractive	1
Make lessons interesting	1
Show a film in English with no subtitles	1
Communicate with the students	1
Approachable	1
Lively lessons	1
Move around the classroom	1
Have a sense of humour, and use it	1
Explain the value of the language they are learning	1

The results in Table 6 show that the most common suggestions were for eliciting as much as possible from students and establishing a good relationship with them. Participants also advised that rather than just using the book, teachers should include video clips and songs.

**4.2.3 Results of mixed methods of data collection – (teacher data)**

Table 7 shows the results of the focus groups (see Appendix D, p. 212) and teacher follow-up interviews. The order of results is based on the order the data were collected. Seven of the eight teachers interviewed were also at the presentations during which the focus group data were collected.

**Table 7: Comparisons between two types of teacher generated data results.**

	Focus group results (N=49)	Follow-up interviews (N=8)
Friendly / good relationship	12 (24.5%)	3 (37.5%)
Make students feel cared for / understanding	10 (20.4%)	2 (25%)
Humour	9 (18.4%)	1 (12.5%)
Group work	9 (18.4%)	
Use technology	8 (16.3%)	1 (12.5%)
Interesting lessons	7 (14.3%)	1 (12.5%)
Be encouraging	6 (12.2%)	2 (25%)
Lively and interesting lessons	6 (12.2%)	1 (12.5%)
Show videos	5 (10.2%)	2 (25%)
Use authentic material	4 (8.2%)	1 (12.5%)
Show enthusiasm	4 (8.2%)	
Elicit as much as you can from students	3 (6.1%)	3 (37.5%)
Play songs	3 (6.1%)	2 (25%)
Communicative	3 (6.1%)	1 (12.5%)
Include activities other than based on course book		2 (25%)

As can be seen, *Good interpersonal relationships / Friendliness* was the most popular response, regarding what motivates students, with 24.5% of the teachers in the focus group and 37.5% of the teachers in the follow-up interviews mentioning it. *Eliciting as much as you can from students* was believed to be equally motivating in the teacher interviews but was referred to by only 6.1% of the focus group participants. *Making the students feel cared for / Being understanding; Being encouraging; Showing videos; Playing songs* and *Including activities other than based on the course book* were the next most commonly mentioned opinions in the interviews. In the focus groups *Making the students feel cared for / Being understanding* was the second most common response, whereas *Showing videos* (10.2%) and *Playing songs* (6.1%) were less frequently stated. *Including activities other than based on the course book* was not identified at all in the focus groups. Examples of such activities were however suggested, such as *Using technology* (16.3%) and *Showing videos* (10.2). The *Use of humour* was noted by 18% of the focus group participants and by one of the eight (12.5%) interviewees. *Group work* was an equally popular idea in the focus group jottings but was not considered motivating by any of the teachers in the interviews which followed Stage 2 of the quantitative phase of the data collection. This could be because during the personal follow-up interviews

teachers had more time to think about their answers, which led to them suggesting that while students liked *Group work* it did not actually motivate them. These results represent the teacher perspective. In the next section the student perspective is presented.

#### **4.2.4 Follow-up student interviews**

Data produced from student interviews gave further insight into what motivates EFL students, and facilitated the triangulation of results from the 92 student accounts. The plan was to interview them all in Greek and then to translate the transcripts. However, four asked to respond in English or partially in English for practice. This was permitted, as I strongly believe that when a student wishes to practise their language skills, it would not be good pedagogical practice and would also be unfair of a teacher to refuse them the opportunity. Notwithstanding, all questions were repeated in Greek to confirm understanding. The student sample was consulted once the interviews had been transcribed and I went through their responses checking that their feelings had been expressed correctly. Where translations of comments have been provided in text, links to the original Greek are provided in brackets. The interview schedule can be found in Appendix F1 (pp. 222-223).

The 21 students interviewed were asked what motivates them most in the EFL classroom. Their responses are presented below in Table 8.

**Table 8: What strategies and behaviours do students find the most motivating?**

Student interview responses: What motivates you the most?	Frequency (N = 21 students)	Reminder of frequency in teacher data (N = 8 teachers)
Good relationship between the teacher and students / friendly	5 (23.8%)	3 (37.5%)
Group work	5 (23.8%)	
Interesting lessons / variety	4 (19%)	1 (12.5%)
Teacher presentations	4 (19%)	
Films without subtitles	4 (19%)	
Humour	3 (14.3%)	1 (12.5%)
Lessons not just from the book	2 (9.5%)	2 (25%)
Pleasant lesson	2 (9.5%)	
Fun lessons	2 (9.5%)	1 (12.5%)
More in-depth lessons	2 (9.5%)	
Opportunity for student presentations	2 (9.5%)	
Use social media	2 (9.5%)	
Teacher installing the importance of EFL and the lesson	2 (9.5%)	
Video clips to introduce the subject	2 (9.5%)	2 (25%)
Projects	2 (9.5%)	
Interesting topics of discussion	1 (4.8%)	
Speaking	1 (4.8%)	1 (12.5%)
Games for learning	1 (4.8%)	
Modern teacher	1 (4.8%)	
Well prepared lesson	1 (4.8%)	
Lessons at a logical speed – not too fast nor too slow	1 (4.8%)	
When not only tests are included in semester grade	1 (4.8%)	
Teacher showing an interest in the students	1 (4.8%)	2 (25%)
Innovative lessons	1 (4.8%)	1 (12.5%)
Teacher eliciting as much as possible from students		3 (37.5%)
Teaching showing encouragement		2 (25%)
Listening to songs as part of the lesson		2 (25%)
Use of authentic material		1 (12.5%)
Use of technology		1 (12.5%)

*Good relationships* between the teacher and students, and *Friendliness* were top of the list, as can be seen above, together with *Group work* in the student interviews. The importance of *Good relations* was acknowledged by both students (23.8%) and teachers (37.5%) whereas *Group work* was not acknowledged by the teachers, in their interviews, as being an important strategy to use in order to motivate students. In fact many teachers suggested in their interview responses that group work often ends up as an excuse for the students to gossip rather than being a successful learning strategy. It was however very popular in the teacher focus groups oral and written comments. The association between *Group work* and motivation is discussed in the results of both correlation analyses and



student and teacher interviews in the section which follows on research question 2 (pp. 112-113).

*Interesting lessons / variety* was one of the second most frequent responses with 19% of students stating it and 12.5% of teachers. The equal second most popular student answers, *Showing films without subtitles* and *Teacher presentations* were only suggested by students (19%). The use of film was included within one of the motivational teaching strategies (MTSB) that required a student rating in the quantitative aspect of data collection. The results of the correlation analyses between this strategy and student motivation are presented in the next section (p. 109) where it can be seen that the association between the use of film and motivation increases as the academic year progresses.

*Humour* was noted by 14.3% of students and 12.5% of teachers, suggesting a common understanding. *Speaking* was mentioned by one student (4.8%) and one teacher (12.5%). Two students (9.5%) and two teachers (25%) were also in agreement that *Lessons should not be purely book based*. However, this result could be misleading as students referred to many specific examples of non-book based lessons such as *Use of social media* (9.5%); *Projects* (9.5%); *Interesting topics of discussion* (4.8%) and *Games for learning* (4.8%). Teachers also stated non-book related strategies namely *Use of technology* (12.5%); *Use of authentic materials* (12.5%) and *Listening to songs* (25%). These strategies were not mentioned by students.

Differences can be seen between the two constituencies in relation to *Teachers showing an interest in the students*, which was mentioned more frequently by teachers (25%) than students (4.8%). It should be noted that this means by two teachers and just one student. Students further suggested that being asked to *Present work* and to conduct *Projects* is motivating. No teacher mentioned this in their notes or in the group discussions. In their interviews teachers implied that both *Presentations* and *Projects* became more popular with students after experiencing disappointment with their test results. There was

also a suggestion that these were more attractive to students in theory than in practice. Teachers believe that *Eliciting as much information as possible from the students is important*, whereas no student raised this. Teachers also stressed the need for student *Encouragement*.

#### 4.2.5 Results of mixed methods of data collection (student data)

Table 9 below shows the results of the student accounts, correlation analyses between use of motivational teaching strategies and student motivation levels, and student follow-up interviews. The order of results is based on the order in which the data were collected. The interviewees all contributed to both the quantitative data and to the student accounts. The empty cells are those for which there were no data. The purpose of the Table is to show at a glance the relationship between the three types of student data.

**Table 9: Comparison of the three types of student generated data results**

	Account results (N=92)	Correlation analyses between MSBQ and PLM results (N1= 226, N2=184)	Follow-up interviews (N=21)
Friendly / good relationship	49 (53.3%)	.467** .5**	5 (23.8%)
Group work	35 (38%)	.263** .365**	5 (23.8%)
Films / video clips / social media	26 (28.3%)	.282** .354**	4 (19%) / 1 (4.8%) / 2 (9.5%)
Counting participation in the grade	24 (26.1%)	.349** .494**	
Opportunity for student presentations	22 (23.9%)	.376** .427**	2 (9.5%)
Teacher presentations / cultural discussions	14 (15.2%)	.292** .486**	4 (19%)
Use of pair work	14 (15.2%)		
Allowing a small break during the 1.5 hour lesson	14 (15.2%)		
Games for practice	12 (13%)		1 (4.8%)
Humour	11 (12%)	.384** .428**	3 (14.3%)
Interesting lessons	9 (9.8%)		4 (19%)
Lessons not just from the book	9 (9.8%)	.387** .330**	2 (9.5%)
Fun lessons	9 (9.8%)		2 (9.5%)
Interesting topics of discussion	8 (8.7%)	.270** .444**	1 (4.8%)
Songs for vocabulary / grammar	8 (8.7%)		
Placing emphasis on oral rather than written language	7 (7.6%)	.388** .457**	1 (4.8%)
Pleasant lesson		.436** .534**	2 (9.5%)
More in-depth lessons			2 (9.5%)
Teaching installing importance of EFL and the lesson			2 (9.5%)
Projects			2 (9.5%)

As can be seen from the table, *Being friendly* and / or having a *Good relationship* with students was the most common response in the student accounts (53.3%) and student follow-up interviews (23.8%). In the correlation analyses it had the strongest positive association with student motivation levels at Stage 1 (.467) of the data collection and showed the second highest positive association at Stage 2 (.5). *Group work* was noted in 38% of the student accounts and brought up by 23.8% of the students interviewed. Although a highly significant correlation was found between *Group work* and student motivation, it displayed one of the weakest associations of the 21 motivational strategies and behaviours explored. Interestingly, although 26.1% of the student accounts referred to *Counting participation towards the grade* and it was found to have the fifth strongest association with motivation at Stage 1 and the third at Stage 2, no student talked about this in their interview. A *Pleasant lesson* had the second most significant correlation with motivation at Stage 1 (.436) and the highest at Stage 2 (.534). In contrast it was not mentioned in the student accounts. A possible explanation is that *Creating a pleasant classroom atmosphere* was too vague a term for students to identify, although it was talked about by students in the follow-up interviews (9.5%). I speculate that having seen this strategy listed in the MSBQ (see Appendix A1, pp. 189-192) led to the students thinking of this as a separate strategy, whereas they may have previously considered it as a part of *Being friendly* and having a *Good relationship*. A third concept which was popular across the board was *Teacher presentations* or *Cultural discussions*. In the student accounts, 15.2% identified this, in the student interviews 19%, and the association between *Teacher presentations / Cultural discussions* and student motivation was .292 at Stage 1 and .486 at Stage 2.

#### **4.2.6 Final thoughts on comparisons between teacher and student perspectives**

As students are individuals, they have preferences and react differently to teaching strategies and behaviours. As stated by Matsuda and Gobel (2004), some respond best to group work and others to pair work. The value of teachers adapting to the needs of each

group of students is therefore of paramount importance. Insight into student preferences is essential in achieving this. Examining similarities and differences between teacher and student perceptions sheds light on the extent to which teachers understand today's students. Two of the most prominent contrasts in perspectives concerned teachers eliciting as much as possible from students, which 37.5% of teachers suggested in the focus groups and which no student noted, and teacher presentations which were selected by students but not teachers. Although group work was a popular student response and the correlation between the use of group work and student motivation was highly significant, it was not among the strategies with the strongest associations.

#### **4.2.7 Student and teacher perceptions of the teacher's use of motivational strategies and behaviours**

The teachers' self-rating of their use of MTSB was used to form comparisons with their students' perceptions. In order to compare students' perceptions of the nature and frequency of use of the listed MTSB in the MSBQ with their teacher's perception, the class mean student rating was compared with the corresponding teacher's rating for each of the 21 teaching strategies and behaviours with the use of t-tests. Out of the ten participating teachers in the study, only six teachers completed the questionnaire in full. A seventh responded to approximately half the questions, and three failed to complete it. In total 136 one-sample t-tests were performed.

The t-values were calculated in all 136 cases, using -2 and 2 as the cut-off values. All t-values outside this range (-2, 2) are considered significant, indicating differences between the two scores. Table 10 shows the results of the t-tests for MTSB-1 *Bring in and encourage humour and laughter frequently in your class* for all classes. The t-values representing a large difference between student and teacher responses are in red.

**Table 10: One-sample t-tests for teacher and student perceptions of the use of the first MTSB on the MSBQ for seven teachers' classes**

Class	MSBQ item	Class N	Class mean	St.dev	St. error mean	Teacher's score	t-value
11	1	24	2.958	0.908	0.185	3	-0.225
21	1	20	3.200	0.951	0.213	4	-3.760
22	1	35	3.286	0.860	0.145	5	-11.793
41	1	12	3.250	1.055	0.305	4	-2.462
42	1	21	2.667	0.856	0.187	3	-1.784
52	1	25	1.720	0.792	0.158	3	-8.085
53	1	14	2.429	1.016	0.272	4	-5.785

All t-values below -2.0 are significant at the 0.05 level and below -3.0 at the 0.01 level.

Two findings are noteworthy in this table. First, five out of seven tests led to a significant result and all the t-values were negative, indicating that the students' mean rating is lower than the teachers' rating (The full table of results for all 21 MTSB can be found in Appendix I, pp. 236-239).

The vast majority of t-values were negative (92.6% of the values) and below the cut-off values of -2.0 (79.4%). Only three values were above 2.0. The outcome of the tests is evident: teachers tend to rate their use of motivational teaching strategies and behaviours (MTSB) higher than their students perceive their use. Below two teacher groups are presented in order to give more depth to the statistics of two individual cases. These two were chosen out of the nine because these teacher groups exhibited the starkest contrasts between student and teacher perceptions. Furthermore, the most negative comments coming from student follow-up interviews related to these two teachers.

#### 4.2.8 Differences in student and teacher perceptions

Teacher group 52 (T52) exhibited very different responses from the teacher and her students regarding the use of MTSB, warranting a more detailed analysis. Teacher 52 had twenty-five years teaching experience. Table 11 shows the students' and teachers' perceptions of the nature and frequency of use of the 21 teaching strategies and behaviours (MTSB) for each teacher, ranging from 1 ('never') to 5 ('always'). The top figure shows the percentage of students who selected a given response category at Stage 1 (November

2013) of the data collection. The bottom figure shows the percentage of students who selected a given response category at Stage 2 (March 2014) of data collection. The figure in bold in each row is the most common student response.

**Table 11: (T52) Teacher and student perceptions of the nature and frequency of use of the MTSB**

Strategies / behaviours	Students' responses (%)					Teacher's Responses
	Never	Rarely	Sometimes	Often	Always	
1. Bring in and encourage humour and laughter frequently in your class.	<b>44</b> 44	<b>44</b> 8	8 16	4 4	4	Sometimes
2. Show students that you respect, accept and care about each of them.	16 <b>16</b>	24 <b>32</b>	<b>40</b> 8	20 12	4	Always
3. Familiarize the learners with the cultural background of the English language.	20 <b>32</b>	24 12	<b>44</b> 20	12 4	4	Always
4. Give clear instructions	12 12	12 16	<b>48</b> <b>20</b>	16 <b>20</b>	12 4	Always
5. Introduce in your lessons various interesting content and topics which students are likely to find interesting.	<b>56</b> <b>44</b>	20 8	16 16	8 4		Always
6. Make sure grades reflect not only the students' achievement but also the effort they put into in the task.	<b>24</b> 12	<b>24</b> 24	20 16	<b>24</b> 8	4 12	Always
7. Show your enthusiasm for teaching English by being committed and motivating yourself.	<b>36</b> <b>24</b>	28 16	32 20	4 8	4	Always
8. Break the routine of the lessons by varying presentation format.	<b>52</b> <b>36</b>	16 16	24 12	8 8		Always
9. Establish a good relationship with your students.	<b>40</b> <b>28</b>	28 12	20 20	12 12		Always
10. Encourage student participation by assigning activities that require active involvement from each participant.	<b>44</b> <b>36</b>	16 12	24 16	12 4	4 4	Often
11. Try and find out about your students' needs, goals and interests, and then build these into your curriculum as much as possible.	<b>56</b> <b>44</b>	8 8	28 16	4	4	Always
12. Create a supportive and pleasant classroom climate where students are free from embarrassment and ridicule.	<b>44</b> <b>28</b>	16 20	36 12	4 12		Always
13. Bring various authentic cultural products to class as supplementary materials.	<b>76</b> <b>64</b>	12 8	8	4		Often
14. Make clear to students that the important thing in learning a foreign language is to communicate meaning effectively rather than worrying about grammar mistakes.	<b>44</b> 24	24 32	28 8	4 4	4	Often
15. Notice students' contributions and progress, and provide them with positive feedback.	28 <b>20</b>	<b>32</b> <b>20</b>	20 20	16 12		Often
16. Include activities that require students to work in groups towards the same goal in order to promote cooperation.	<b>56</b> <b>24</b>	8 12	16 24	12 8	8 4	Often
17. Adopt the role of a 'facilitator'.	<b>36</b> 16	32 20	24 <b>32</b>	8 4		Sometimes
18. Motivate your students by increasing the amount of English you use in class.	<b>28</b> 12	24 <b>20</b>	20 <b>20</b>	12 8	16 12	Always
19. Make tasks attractive by including novel or fantasy elements so as to raise the learners' curiosity.	<b>68</b> <b>40</b>	16 16	12 4	4 8	4	Always
20. Enrich the channel of communication by presenting various auditory and visual aids such as pictures, realia, tapes and films.	<b>48</b> <b>36</b>	24 24	28	8	4	Sometimes
21. Try to be yourself in front of students without putting on an artificial 'mask', and share with them your hobbies, likes and dislikes.	<b>52</b> <b>40</b>	16	28 12	4 4	16	Sometimes

**KEY:** Teacher responses: teachers ranked their use of 21 strategies and behaviours on a scale of 1 ('never') to 5 ('always'). Students' responses are recorded based on percentage of each response category. Bold figures are the most common responses.

The lack of over-lap between the students' and teacher's perceptions is perhaps the most significant result regarding strategy and behaviour use. Although teacher 52 self-reported that she used the majority of the MTSB 'always' and the rest either 'often' or 'sometimes', her students perceived most of the MTSB were 'never' used. While quantitative data analysis was capable of detecting these differences, it could not suggest any explanation. Triangulation of data through qualitative student interviews gave a more personal and in-depth picture, providing a clearer and more comprehensive picture of the complexity of personal interrelations between teacher and student. When I approached the students asking for volunteers to be interviewed, hoping to find three, seven volunteered. As the quantitative data had raised many questions in my mind, after collecting their consent forms I interviewed all seven. Having analysed the interview data generated, I wanted to extend the sample of students taught by teacher 52 to check that this was representative, as opinions were particularly negative. I therefore sought out two further students to probe further, in an attempt to provide a balanced picture. Antonis' responses, as one of the mini-case studies, are presented in more detail later (p. 136).

Regarding motivation, in her interview, teacher 52 stated that we can enhance student motivation by *direct[ing] our teaching towards students' personal experiences* (52-1). *We talk about their interests and problems* (52-2). Teacher 52's comments suggest that she shows a great interest in the students' well-being; however, the students' comments dispute this. Two of students interviewed claimed that she is aware that the class lacks motivation but does nothing to improve it: *She knows... I tell her* (Penelope 1) and *She knows but does nothing* (Yiota 1).

In response to questions concerning changes in motivation, Antonis remarked: *We have a ridiculous amount of exercises. It is monotonous and dull.* Yiota stated: *I could see that the classes were monotonous and weren't going to change, so I don't care either* (Yiota 2). And Panayiotis said: *I gave up showing an interest* (Panayiotis 1).



All teacher groups were analysed in the same detail as teacher 52's group but only data that specifically addressed the research questions of the present study are presented here. However, teacher group 31 is worth commenting on, as this group displayed increases in the use of motivational strategies and behaviours (MTSB), which appear to have been generated by informal discussions we had throughout the year about MTSB and the teacher's willingness to experiment. Teacher 31 (T31) has been teaching in state schools for ten years and had a further 20 years teaching experience in a private language institute. Table 12 shows the teacher's and students' perceptions of the frequency with which she uses the 21 MTSB from 1 ('never') to 5 ('always').

**Table 12: Teacher and student perceptions of the frequency of use of the MTSB (T31)**

MTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Teacher 31	5	5	5	5	3	5	5	4	5	5	5	5	4	5	5	4	5	5	5	4	5
Students T1	2	4	2	5	2	3	2	2	4	3	1	3	1	3	4	1	3	4	1	2	3
Students T2	3	4	4	5	3	4	3,5	3	3,5	3	4	1	3	4	3	4	3	3	2,3	4	5

As stated above, this group showed, with two exceptions, only increases in perceived frequency of use of the 21 MTSB. Closer investigation however revealed that some strategies were perceived as 'never' or 'rarely' used at the beginning, of this study. Notwithstanding, although students perceived an increase in the frequency of use of most teaching strategies and behaviours during the year, their perceptions still differed greatly from those of their teacher. In his study, Alrabai (2014a) also found that motivational techniques were used occasionally or rarely by participating EFL teachers.

## Quantitative data results

### 4.2.9 The perceived nature and frequency of use of strategies and behaviours

The MSBQ was used, as stated above, to investigate perceptions of MTSB use in the classroom. The most influential motivational teaching strategies and behaviours (MTSB) study for the design of present study was perhaps Cheng and Dörnyei (2007), whose study built on Dörnyei and Csizer (1998). In their discussion, Cheng and Dörnyei (2007) compared the frequency of use of the 10 motivational clusters between the two

studies. Table 13 below shows the rank order of perceived frequency of strategy and behaviour use in Dörnyei and Csizer (1998), Cheng and Dörnyei (2007) and the present study in order to facilitate comparisons in a further cultural setting, that of Cypriot senior high schools. It should be borne in mind that this study investigated the 21 most culturally relevant strategies and behaviours from within Cheng and Dörnyei's (2007) 48 items. Thus results presented here are an indication of similarities and differences rather than direct comparisons. Dörnyei and Csizer (1998) and Cheng and Dörnyei (2007) consulted teachers, whereas this study consulted both students and teachers.

The purpose of the colours in Table 13 below is to facilitate identification of strategies belonging to the same macro category. Below are the categories, with their colour code, for the macro-strategies, in keeping with Dörnyei and Csizer (1998).

Set a personal example with your own behaviour
Create a pleasant, relaxed atmosphere in the classroom
'Proper teacher behaviour'
Promote learners' self-confidence
Make the learning tasks stimulating
Promote learner autonomy
Personal relevance
Increase the learners' goal-orientedness
Recognise students' effort
Present tasks properly
Familiarise learners with L2-related values
Promote group cohesiveness and set group norms

**Table 13: The rank order of MTSB use**

Present study, Cyprus (Stage 1 / Stage 2) <i>Students' rating of MTSB use</i>		Dörnyei and Csizer (1998) Hungary <i>Teacher self-report questionnaire</i>	Cheng and Dörnyei (2007) Taiwan <i>Teacher self-report questionnaire</i>
Proper teacher behaviour: respect, care	Recognise students' effort: grades also reflect effort	Set a personal example with your own behaviour	Set a personal example with your own behaviour
Give clear instructions	Give clear instructions	Create a pleasant, relaxed atmosphere in the classroom	Recognise students' effort and celebrate their success
Recognise students' effort: grades also reflect effort	Proper teacher behaviour: respect, care	Present the tasks properly	Promote learners' self-confidence
Proper teacher behaviour: Establish a good relationship with your students	Proper teacher behaviour: committed	Proper teacher behaviour: good rapport	Create a pleasant and relaxed atmosphere in the classroom
Create a pleasant and relaxed atmosphere in the classroom	Proper teacher behaviour: Establish a good relationship with your students	Promote learners' self-confidence	Present tasks properly
Promote learners' self-confidence: Notice contributions, progress, and provide positive feedback	Proper teacher behaviour: without putting on an artificial 'mask'	Make the learning tasks stimulating	Increase the learners' goal-orientedness
Familiarise learners with L2-related values: increase use of English	Familiarise learners with L2-related values: cultural background	Promote learner autonomy	Make the learning tasks stimulating
Proper teacher behaviour: committed	Promote learners' self-confidence: Notice contributions, progress, and provide positive feedback	Personal relevance	Familiarise learners with L2-related values
Familiarise learners with L2-related values: cultural background	Familiarise learners with L2-related values: increase use of English	Increase the learners' goal-orientedness -	Promote group cohesiveness and set group norms
Proper teacher behaviour: without putting on an artificial 'mask'	Create a pleasant and relaxed atmosphere in the classroom	Familiarise learners with L2-related values	Promote learner autonomy

In comparing the rankings by Dörnyei and Csizer (1998) and Cheng and Dörnyei (2007) with the present study, we can see that there are four macro-strategies which do not feature in the Cypriot list of the most commonly used strategies. These are *Setting a personal example with your own behaviour*; *Making a task stimulating*; *Increasing goal-orientedness* and *Promoting learner autonomy*. This is not only in contrast with the two aforementioned studies but also with the responses of Romanian teenagers in Taylor (2013). Furthermore, although nearly all the same strategies and behaviours feature in the ten most commonly used in both stages of this study, the nature and frequency of use changed over time. It is possible that teachers make less effort to *Create a pleasant and relaxed atmosphere* once the group has learnt to work together. *Giving clear instructions* remains the second most commonly used micro-strategy throughout the year.

In the present study, '*Proper teacher behaviour*' (Cheng and Dörnyei, 2008) was perceived by far as the most commonly used macro-strategy, with four micro-strategies within this category featuring the 10 most commonly used. These were *Showing respect*; *Establishing a good relationship with your students*; *Being committed* and *Not putting on an artificial mask*, consistent with Alrabai (2011b), Dörnyei and Csizer (1998) and Cheng and Dörnyei (2007). This, in Alrabai's words, 'reveals that EFL teachers are aware of their role as the main players in the game of motivating their learners' (2011b, p. 272). The second most commonly used macro-strategy was *Familiarise yourself with L2 related values*, with two micro-strategies featuring in the ten most commonly used, according to student perceptions. These were ranked the seventh and ninth most commonly used at both stages of data collection. Dörnyei and Csizer (1998) found it to be the tenth most frequently used macro-strategy and in Cheng and Dörnyei (2007) it was ranked ninth.

The next research question looks at associations between strategies and behaviours and motivation scores.

### **4.3 Research question 2: Is there an association between the reported nature and frequency of use of teaching strategies and behaviours in the EFL classroom and student motivation at two different points of the academic year and, if so, to what extent?**

In order to address this research question students were asked to complete the 21-item Motivational Strategies and Behaviours Questionnaires (MSBQ, see Appendix A1, pp. 189-192) which sought their perceptions of frequencies of use (refer to Table 4, pp. 82-83) and the six-item self-evaluation Personal Level of Motivation questionnaire (PLM, see Appendix A2, p. 193).

As a reminder, the PLM was administered together with the MSBQ in November, 2013 and March, 2014 (see Table 4, pp. 83-84). Alpha is an index of the internal consistency (reliability) of the scale and values greater than 0.80 indicate a satisfactory degree of internal consistency for a scale of a reasonable length (Panayides, 2014). As Taris states: 'Researchers need to examine and establish measurement reliability and validity at each measurement occasion, rather than just at the beginning of the study as is typically done in longitudinal studies' (2008, cited in Barkaoui, 2014, p. 70). At Stage 1 of the data collection, the sample for the six-item PLM was  $N = 226$  and Cronbach's Alpha was .712, which is a satisfactory index of interval consistency for such a short scale. At Stage 2 the sample was  $N = 184$  and Cronbach's Alpha was .765. The sample size was smaller at the Stage 2, as 47 of the original participants were absent at the time of administration.

#### **Quantitative analyses**

##### **4.3.1 Correlation analyses**

The quantitative data gathered by means of the MSBQ and PLM were correlated to test for associations between students' rating of their teacher's use of MTSB and students' personal level of motivation (PLM). Correlation analysis was chosen as it has the ability to

identify possible associations between two variables, in this case the use of MTSB and student motivation in the EFL classroom.

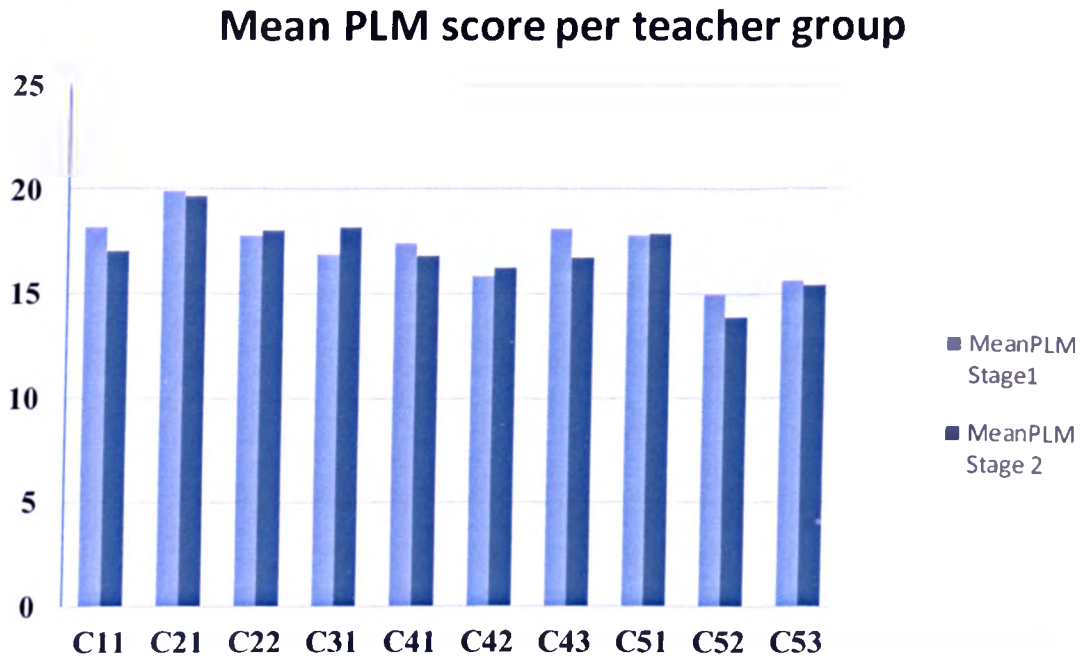
For the statistical analyses the full sample, and not individual classes, was used as this facilitated more reliable and generalisable results as the sample size of individual classes would have been too small. An ANOVA test was performed to check for any differences between the mean scores obtained from each teacher group for students' self-reported personal motivation level (PLM). The results are shown in Table 14 below. PLM1 represents Stage 1, the first intervention (November, 2013) and PLM2 Stage 2 (March, 2014).

**Table 14: ANOVA test for student personal motivation scores (PLM) by teacher groups**

		Sum of Squares	Df	Mean Square	F	Sig.
PLM Stage1	Between Groups	439.792	9	48.866	5.055	< 0.001
	Within Groups	2146.156	222	9.667		
	Total	2585.947	231			
PLM Stage2	Between Groups	472.328	9	52.481	4.593	< 0.001
	Within Groups	1999.424	175	11.425		
	Total	2471.751	184			

The ANOVA test yielded significant results (F = 5.055 with  $p < 0.001$  for the Stage 1 data and F = 4.593 with  $p < 0.001$  for the Stage 2 data). This indicates significant differences between the PLM mean scores of the different teacher groups. Very high scores were observed in group 21 and very low scores in groups 52 and 53 (see mean plots below). Figure 6 shows the mean student personal level of motivation scores. The vertical axis shows the PLM scores, and the horizontal axis shows the group code.

**Figure 6: The average student personal level of motivation scores (PLM) per teacher group**



Classes 52 and 53 belong to the same school. Since teacher group 51, also at the same school, does not have students with such low motivation, it is unlikely that the school location or other school related factors are responsible. It is more likely that the teacher, or the nature and frequency of MTSB used is responsible.

Table 15 shows the correlations between MTSB use and student motivation. The five most significant correlations in each stage of the data collection are in red. The two least significant correlations in each stage are in blue.

**Table 15: Correlations between the students' perception of the nature and frequency of MTSB and students' personal motivation (PLM) scores**

MSBQ ITEMS	PLM November, 2013	PLM March, 2014
1. Bring in and encourage humour and laughter frequently in your class.	.384**	.428**
2. Show that they respect, accept and care about each of their students.	.451**	.592**
3. Familiarize the learners with the cultural background of the English language.	.292**	.486**
4. Give clear instructions.	.223**	.485**
5. Introduce various interesting content and topics which you find interesting.	.270**	.444**
6. Make sure grades reflect not only your achievement but also the effort you put into in the task.	.349**	.494**
7. Show their enthusiasm for teaching English by being committed.	.466**	.427**
8. Break the routine of the lessons by varying presentation format.	.211**	.384**
9. Establish a good relationship with the students.	.467**	.5**
10. Encourage student participation by assigning activities that require active involvement from each participant (e.g. group presentation).	.376**	.427**
11. Try and find out about your needs, goals and interests, and then build these into the curriculum as much as possible.	.414**	.521**
12. Create a supportive and pleasant classroom climate where students are free from embarrassment and ridicule.	.436**	.534**
13. Bring various authentic cultural products to class as supplementary materials.	.243**	.307**
14. Make clear that the important thing in learning a foreign language is to communicate meaning effectively rather than worrying about grammar mistakes.	.388**	.457**
15. Notice students' contributions and progress, and provide them with positive feedback.	.374**	.515**
16. Include activities that require students to work in groups towards the same goal (e.g. plan a drama performance) in order to promote cooperation.	.263**	.365**
17. Adopt the role of a 'facilitator'.	.412**	.523**
18. Motivate you by increasing the amount of English they use in class.	.300**	.403**
19. Make tasks attractive by including novel or fantasy elements so as to raise the learners' curiosity.	.387**	.330**
20. Enrich the channel of communication by presenting various auditory and visual aids such as pictures, realia, tapes and films.	.282**	.354**
21. Try to be themselves in front of the class without putting on an artificial 'mask', and sharing with you their hobbies, likes and dislikes.	.365**	.366**

\*\* Correlation is significant to  $\leq .01$  (2-tailed)

As can be seen in Table 15, all 21 MTSB are significantly and positively associated with student motivation. This enhances the degree of construct validity and thus



the overall validity, of the questionnaire and was expected, since the strategies for inclusion in the MSBQ had been chosen based on 49 EFL teachers' and 157 students' thoughts on MTSB. Table 16 below shows which MTSB are most positively associated with students' personal level of motivation (PLM, Appendix A2, p. 193). The results were generated through correlations between the students' perceptions of nature and frequency of use and their PLM score. The MTSB are listed based on the strength of association with motivation, beginning with the strongest.

**Table 16: The MTSB most positively associated with student motivation.**

The most positively associated MTSB with student motivation.	
Stage 1 (November, 2013)	Stage 2 (March, 2014)
Proper teacher behaviour: good rapport	Proper teacher behaviour: respect
Proper teacher behaviour: enthusiasm for teaching	Create a pleasant and relaxed atmosphere in the classroom
Proper teacher behaviour: respect	Promote learner autonomy: facilitator
Create a pleasant and relaxed atmosphere in the classroom	Increase the learners' goal-orientedness
Increase the learners' goal-orientedness	Promote learners' self-confidence: feedback
Promote learner autonomy: facilitator	Proper teacher behaviour – good rapport
Promote learners' self-confidence: communication vs grammar	Recognise students' effort
Make the learning tasks stimulating	Familiarise learners with L2-related values
Create a pleasant and relaxed atmosphere in the classroom - humour	Present tasks properly
Promote learner autonomy: group work	Promote learners' self-confidence: communication vs grammar

At Stage 1 it is clear that the macro-strategy '*proper teacher behaviour*' is the most strongly associated as the three items related to this *Establish a good relationship with the students, Show enthusiasm for teaching English by being committed, Show respect, accept and care about each of their students*, were the three strategies and behaviours relating to student motivation. *Create a supportive and pleasant classroom climate ... , Try and find out about your needs ...* were the next two most often mentioned strategies relating to student motivation.

There was a change in the order of significance of association between MTSB and student motivation between Stage 1 and Stage 2. *Making the learning stimulating*, *Showing an enthusiasm for teaching*, and *Humour* and *Group work* were no longer among the 10 most highly associated MTSB with student motivation by Stage 2. *Showing respect* and *Creating a pleasant atmosphere* were consistently among the most highly associated MTSB with student motivation however. By March 2014 *Recognising students' effort*, *Familiarising learners with L2 related values* and *Presenting tasks properly* had moved up into the 10 strategies and behaviours found to have the strongest association with student motivation. It could be argued that *Recognising students' effort* plays such an important role in motivating students as grades are highly subjective. Teachers can choose to rely purely on test scores in assigning grades or to include other aspects of classroom learning such as oral contribution and projects.

The five MTSB most associated with student motivation at Stage 2 were *Show that they respect, accept and care about each of their students*; *Create a supportive and pleasant classroom climate ...*; *Adopt the role of a 'facilitator'*; *Try and find out about your needs ...* and *Notice students' contributions and progress, and provide them with positive feedback*. Nevertheless, *Establish a good relationship with the students* and *Show their enthusiasm for teaching English by being committed* remained among the most highly significantly correlated with student motivation.

The increase in association between *Adopting a facilitator role* and motivation suggests that students wish to become more autonomous as the year progresses. The least significantly correlated strategies should not be ignored though, as they too show a highly significant correlation with student motivation.

## Qualitative analyses

### 4.3.2 Follow-up teacher interviews

Teachers were asked two questions related to recognition of student motivation levels: *Are you aware of any particularly motivated or de-motivated students in your class?* and *How do you recognise student motivation?* Teacher 11 said: *'The interested ones participate and generally look more interested. The ones who are not motivated do not take part, do not understand and do not write much down'*. Teacher 22 also suggested that *'motivated students tend to have higher goals and to ask more questions. They are more active in their participation. On the other hand, the ones who aren't motivated seem to switch off or get restless'*. As she says, *'they are the ones we have to try and reach'*. Teacher 52 was of the opinion that *'everything gives it away, from the way they look and what they do, from their books too'* (T52-3).

When asked if they consciously do anything to increase student motivation, all eight teachers stated that they did, which was not unexpected. Teachers 11 and 31 said they tried to interest their students. In her response, teacher 22 stated that she tried to motivate her students because *'it bothers me when they are not motivated. I mean with a class of uninterested students we begin to lose interest... so I try to motivate them. I cannot tell you exactly what I do because it depends on the class. Different people need different things'*. This supports the value of consulting a large student sample. Teacher 43 conducted various discussions with her students, and teacher 52 commented that they talk about the students' interest and problems. Incorporating new technology into the lesson was mentioned by teacher 53.

The quantitative data showed that *Group work* was found to be the 10<sup>th</sup> most highly associated teaching strategy with motivation at Stage 1 and the 13<sup>th</sup> at Stage 2. Two questions were put to the teachers in order to learn more about their experiences of group work: *Irrespective of what we are told by the Ministry, do you believe students are more motivated when they work in groups. In September 2013 157 students were asked to note*

*down what they found motivating in the EFL classroom. They produced 92 sets of data and in these 35 stated that they found group work motivating. Do you find group work to be possible with all your classes?*

Opinions were mixed, although there was a general consensus that group work is not effective, as students often misuse the time available to work with others. The advanced course (six hours per week) generally worked better in groups than the two-hour core course. This could be because the advanced course has a higher competence level and / or that, since the students had chosen this course as one of the four main subjects, they had slightly higher motivation. Teacher 11 pointed out that *'they often just gossip, especially the weak ones'*. This was echoed by teacher 31: *'They like to talk to their friends but maybe not do their work'*. Group work is not simple for the instructor, as teacher 22 commented: *'It requires a lot of hard work and preparation time ... for it to help, you need to prepare carefully. They don't really know how to work properly in groups'*. Teacher 51 responded: *'It's a matter of training... I am not convinced the benefits are ... worth it (T51-2)*. Teacher 52 felt that they worked better in pairs (T52-4).

When asked if she believed group work raised motivation levels, teacher 51 remarked: *'Slightly, but probably because it breaks the routine'* (T51-3). Teacher 41 raised the issue of the need to maintain interest, although this was not the focus of her comment: *'We rarely do group work because it doesn't interest them. Their interest lasts until they see the topic and then they switch off'* (T41-3). Teacher 53's response raised an important point: *'...if a class has students with attention deficiency, group work doesn't always bring about the best results'*. We must know our students, their needs and their abilities. The teachers' responses suggest that group work is not considered to be as valuable to student learning as had been suggested in the teacher focus group discussions.

In 22 student accounts, projects and presentations were cited as motivating to students. Teachers were asked to comment on this by answering the question: *In your experience, is there a genuine interest among students for these? Do you feel there are*

*practical difficulties for the teacher involved in these?* Responses were mixed. Teachers mostly liked the idea (T51- 4) but they *'tend to just copy [projects] which is not acceptable'* (Teacher 22). Teacher 41 also raised this concern. Practical difficulties for the instructor regarding projects can include the fact that it is *'not always easy to know what grade to give'* (Teacher 31).

#### **4.3.3 Follow-up student interviews**

Follow-up interview schedules were designed for students, as with the teachers, after all quantitative data had been collected and analysed (see Appendices F1 and F2, pp. 222-226). The aim was to probe further and to add depth to the quantitative data. Interview comments made in English are quoted here in verbatim, those made in Greek have been translated and the original Greek can be found in Appendix G2 (pp. 228-231). The interview comments from six students have been included in the mini-case study section which follows the results of research question 3. All participants were given pseudonyms.

One student remarked: *'I want to change teacher. We don't laugh in the lesson. We use the book too much and it's boring'* (John); *'I want more than just a lesson. I want her to give attention to everybody'* (Simos). These statements reflect the importance of good interpersonal relations between the teacher and students. Furthermore, Simos' comment regarding negative feelings generated by his feeling view that the teacher does not pay attention to all echoes Trang et al.'s (2013) finding that favouritism can cause anxiety.

When asked if they believed their teacher was aware of any particularly motivated or de-motivated students in their class, Danae stated that her teacher only gave attention to the strongest students (Danae 1). Further student comments from this teacher group remind us of the importance of being careful how we react. When asked what they found the least motivating, students said the *teacher shouting unjustifiably ... I get angry when she insults me and my friends* (John) and Elsie said: *when she insults us* (Elsie 1). Elina also stated: *'I am slow and she shouts and gets others to answer and so I don't raise my hand now'* (Elina 1). Since MTSB-2 *Show students that you respect, accept and care about each of*

*them* was found to be the third most influential MTSB on student motivation during Stage 1, and the most influential at Stage 2, it emerges as a necessary strategy, or set of behaviours, to be included in suggestions to teachers during professional development. These comments echo recent findings by Lamb and Wedell (2015, p. 216) who reported a student perceiving her teacher as inspiring because she was kind and seldom became angry.

In response to questions regarding changes in motivation levels between Stage 1 and Stage 2, Anna put her dip in motivation down to fatigue (Anna 1). Eleni's motivation level dropped as she did not enjoy the fact that all activities were conducted as a whole class (Eleni 1). MTSB-11 *Try and find out about your students' needs, goals and interests, and then build these into the curriculum* was found to be the fifth most influential MTSB on student motivation at Stage 1 and the fourth at Stage 2. Joanna expressed her disappointment that the difficulty level of the course was lower than she had expected and that she was no longer interested in learning grammar (Joanna 1). Panayiotis disappointedly stated: '*When I saw how the course was, I lost interest*' (Panayiotis 2).

Regarding changes students would like to see in order to increase their motivation, Eleni expressed a desire for more freedom, small breaks in the double lessons and also wished her teacher was friendlier with her students (Eleni 2). Leonidas wanted more innovation, learning through more games (Leonidas 1). Although MTSB-19 *Make tasks attractive by including novel or fantasy elements so as to raise the learners' curiosity* was one of the least positively associated MTSB, it nevertheless had a positive association with student motivation, as did all the strategies included in the MSBQ (see Appendix A1, pp. 189-192). As stated previously, this was not unexpected given that the questionnaire was based on information from student accounts and a teacher focus group from within the Cypriot high school setting. Joanna added to her comment that the level was below her expectations by saying that she would like more exercises in preparation for the IELTS

(Joanna 2). Elina stated for her teacher not to shout (Elina 2), again confirming the influence of MTSB-2 *Show students that you respect, accept and care about each of them*.

Students were asked if they found group work motivating. As documented in the previous section on teacher interviews, and as shown in Table 15 (p. 109), *Group work* was found to be the 10<sup>th</sup> most highly associated teaching strategy with motivation at Stage 1 and 13<sup>th</sup> at Stage 2. Interview comments included liking it because *'we can talk'* [laughing] (Simos). This can be linked with teacher 52's negative comment that *'I would say that it is a waste of time. Indeed they like it but they gossip'* (T52-5). More encouraging remarks from a pedagogical perspective included: *'If you have questions you can ask them and get support'* (Leonidas 2) and: *'If you want to ask something you can ask other members if the group and also feel safer working as a group'* (Eleni 3).

Interviewees were asked if they found presentations and projects motivating. Eleni found them *'anxiety-provoking'* (Eleni 4), whereas Joseph said he did not have a problem but would rather not have them. Laughing in response to the question, John said that the feedback was *'enthusiastic and good but she always says "oh good" to everyone'*. The theme of feedback was also taken up by Elsie who remarked: *'We can write rubbish in essays and she puts a ✓ and gives us 19'* (Elsie 2). The students' loss of motivation as a result of such feedback can be linked with Hurd (2003) who stated that good quality feedback can improve motivation. This can also be connected with teacher 11's statement that: *'Students like you to tell them the truth – positive and negative comments'*.

#### **4.3.4 Research question 2 summary**

In this section, results from both quantitative and qualitative data were discussed. The macro strategy / behaviour *Proper teacher behaviour* had the strongest correlation with student motivation throughout the year. More specifically, initially *good rapport* was the strongest correlated teacher behaviour with student motivation. Later the teacher *showing respect* had the highest correlation. While the quantitative data was able to show statistical correlations using a large sample, the qualitative student and teacher interviews

provided more descriptive data. For example, *Group work* was shown to have a significant correlation with student motivation, although it had one of the weakest correlations out of the 21 strategies and behaviours. Qualitative data sources were able to explain, for example, that students often misuse group work time to chat, that teachers feel that group work '*breaks the routine*' (T51 -3), and that student interest often only lasts until '*they see the topic*' (T41-3).

#### **4.4 Research question 3: Is there an association between the reported nature and frequency of use of teaching strategies and behaviours in the EFL classroom and FL anxiety at two different points of the academic year and, if so, to what extent?**

Apart from student motivation, this study also focused on foreign language anxiety in the classroom setting and looked into the strategies and behaviours instructors can adopt to help reduce the anxiety their students may feel.

#### **Quantitative data**

##### **4.4.1 Correlation analyses**

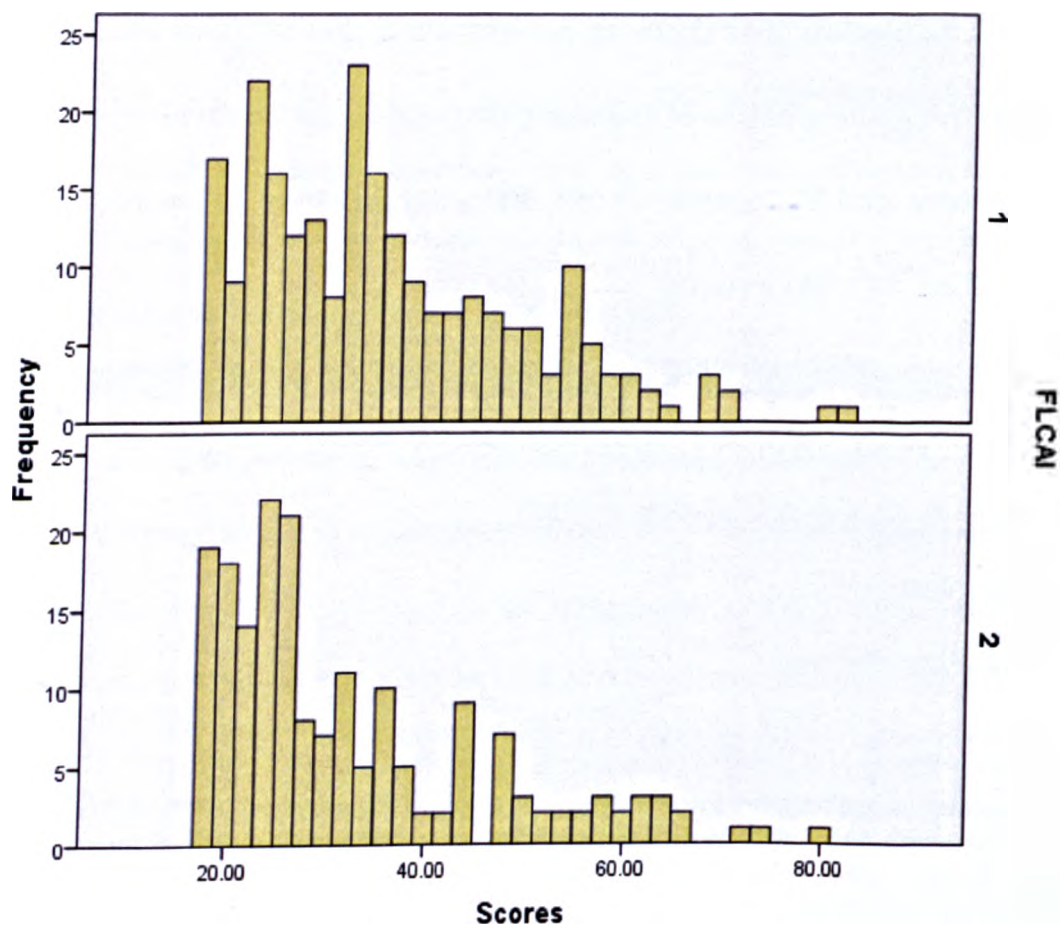
In addressing research question 3, an investigation of association was carried out through correlation analysis between students' ranking of their teacher's use of MTSB (see Appendix A1, pp. 189-192 for the MSBQ) and their own Foreign Language Classroom Anxiety Inventory (FLCAI) score. This was followed up by interviews (refer to Table 4, pp. 83-84). The FLCAI scores range from 18 to 90, with higher scores indicating higher levels of anxiety.

At Stage 1 of the data collection, the sample was  $N = 231$  and Cronbach's Alpha for the FLCAI was .938. At Stage two the sample was  $N = 184$  and Cronbach's Alpha for the FLCAI was 0.952. Since an Alpha value of greater than 0.80 indicates a satisfactory degree of internal consistency, for both administrations of the FLCAI the degree of internal consistency was very high. As stated earlier, the reason for the drop in sample size was that



47 of the original participants were absent at the time of administration at Stage 2. The scores for Stage 1 ranged from 18 to 82 with a mean of 34.80 and a standard deviation of 13.376. The scores at Stage 2 ranged from 18 to 79 with a mean of 30.9 and a standard deviation of 13.727. Figure 7 below shows the distribution of the FLCAI scores (for the FLCAI, refer to Appendix A3, pp. 194-195).

**Figure 7: The distributions of the FLCAI scores at the two stages**



As can be seen, the distribution of scores shifts slightly to the left for Stage 2, indicating a general drop in anxiety.

Table 17 shows the correlation between the students' perception of the nature and frequency of use of MTSB, by their EFL teacher, and the students' FLCAI scores for both stages of data collection. The five most significant correlations in each stage are in red.

**Table 17: Correlations between students' perception of nature and frequency of use of MTSB and students' FLCAI scores**

<b>MSBQ ITEMS</b>	<b>FLCAI November, 2013</b>	<b>FLCAI March, 2014</b>
1. Bring in and encourage humour and laughter frequently in your class.	.013	-.138*
2. Show that they respect, accept and care about each of their students.	-.106	-.172*
3. Familiarize the learners with the cultural background of the English language.	-.070	-.113
4. Give clear instructions	<b>-.174**</b>	<b>-.207**</b>
5. Introduce various interesting content and topics which you find interesting.	-.079	-.089
6. Make sure grades reflect not only your achievement but also the effort you put into in the task.	<b>-.194**</b>	<b>-.166*</b>
7. Show their enthusiasm for teaching English by being committed.	-.058	-.102
8. Break the routine of the lessons by varying presentation format.	-.020	-.099
9. Establish a good relationship with the students.	-.130*	-.155*
10. Encourage student participation by assigning activities that require active involvement from each participant (e.g. group presentation).	<b>-.147*</b>	-.095
11. Try and find out about your needs, goals and interests, and then build these into the curriculum as much as possible.	-.059	-.101
12. Create a supportive and pleasant classroom climate where students are free from embarrassment and ridicule.	<b>-.228**</b>	-.110
13. Bring various authentic cultural products to class as supplementary materials.	-.016	-.123
14. Make clear that the important thing in learning a foreign language is to communicate meaning effectively rather than worrying about grammar mistakes.	-.080	<b>-.159*</b>
15. Notice students' contributions and progress, and provide them with positive feedback.	<b>-.178**</b>	<b>-.158*</b>
16. Include activities that require students to work in groups towards the same goal (e.g. plan a drama performance) in order to promote cooperation.	-.064	-.070
17. Adopt the role of a 'facilitator' (i.e. to help and lead the students to think and learn in their own way, instead of solely giving knowledge to them).	-.107	-.053
18. Motivate you by increasing the amount of English they use in class.	-.080	-.145*
19. Make tasks attractive by including novel or fantasy elements so as to raise the learners' curiosity.	-.142*	-.106
20. Enrich the channel of communication by presenting various auditory and visual aids such as pictures, realia, tapes and films.	-.043	-.090
21. Try to be themselves in front of the class without putting on an artificial 'mask', and sharing with you their hobbies, likes and dislikes.	-.127	.118

**\*\* Correlation is significant to  $\leq .01$ (2-tailed)**

**\* Correlation is significant to  $\leq .05$  (2-tailed)**

As can be seen in Table 17, all of the MTSB, except the humour item, were found to be negatively correlated with anxiety but only some correlations were significant.

Notably, the strategies which were shown in the previous section to have the greatest influence on student motivation, namely MTSB-2 *Show students that you respect, accept and care about each of them*, MTSB-7 *Show their enthusiasm for teaching English by being committed*, MTSB-11 *Try and find out about your needs, goals and interests, and then build these into the curriculum...* did not all have a significant negative association with anxiety, as measured using the FLCAI. Only MTSB-9 *Establish a good relationship with your students* and MTSB-12 *Create a supportive and pleasant classroom climate where students are free from embarrassment and ridicule* were significant in both aspects of the classroom experience. The following strategies were found to have a significant negative association with anxiety: MTSB-4 *Give clear instructions*; MTSB-6 *Make sure grades reflect not only the students' achievement but also the effort they put into in the task*; MTSB-10 *Encourage student participation by assigning activities that require active involvement from each participant*; MTSB-14 *Make clear to students that the important thing ... is to communicate meaning effectively* and MTSB-15 *Notice students' contributions and progress*.

An ANOVA test was performed to see if there were significant differences between mean teacher group scores on FLCAI. The results can be seen in Table 18.

**Table 18: ANOVA test for differences between class scores on FLCAI**

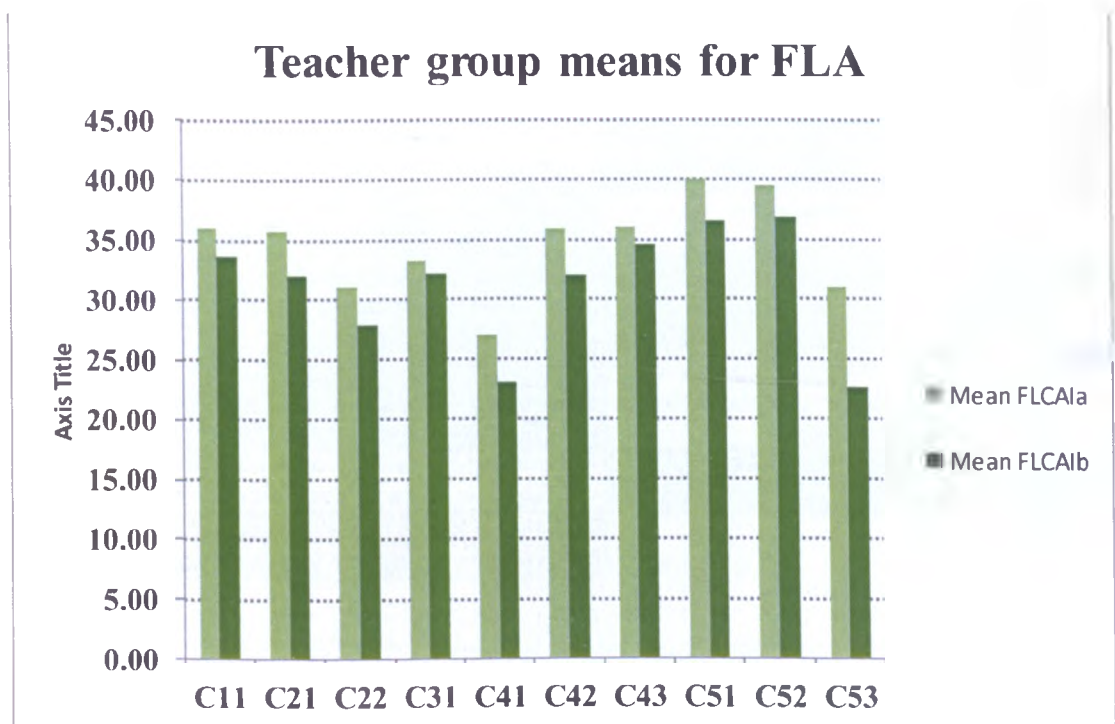
		Sum of Squares	df	Mean Square	F	Sig.
FLCAI Stage 1	Between Groups	2895.875	9	321.764	1.858	.059
	Within Groups	38435.603	222	173.133		
	Total	41331.478	231			
FLCAI Stage 2	Between Groups	3337.548	9	370.839	2.071	.034
	Within Groups	31333.501	175	179.049		
	Total	34671.049	184			

The differences between class FLCAI scores at Stage 1 are not significant. At Stage 2, however, the differences were found to be significant. Teacher group 41 exhibited the

lowest level of anxiety in November and the second lowest at Stage 2. Teachers groups 51 and 52 exhibited the highest levels of anxiety at both stages. Teacher group 53 displayed the second lowest at Stage 1 and the lowest level of anxiety at Stage 2. As Von Wörde points out: ‘No two students are alike ... what may provoke anxiety for some may reduce it for others and vice versa’ (2003, p.12).

The mean student scores on the FLCAI, indicating their level of foreign language classroom anxiety, per teacher group (C11 – 53) for both data collection points are shown in Figure 8. The vertical axis numbers shows the FLCAI scores and the horizontal axis shows the group codes.

**Figure 8: The average student scores for FLCAI per teacher group at Stages 1 (FLCAIa) and 2 (FLCAIb)**



As can be seen in Figure 8, all group mean FLCAI scores have fallen and the pattern remains almost the same. This could be as a result of students becoming familiar with their teacher and her methods and thus feeling more relaxed in the classroom. Conceivably, knowing the teacher’s grading system could also have an influence. Student interview responses, which help to shed more light on this, are presented later in this

chapter and in the mini-case studies. Teacher group C53 had the greatest decrease in anxiety.

All the MTSB investigated, with the exception of using humour at Stage 1, were found to have a negative association with anxiety, but only some significantly. Table 19 below shows the 10 MTSB that were found to have the most significant negative correlations with student anxiety.

**Table 19: The MTSB with the most significant negative correlations with FLCAI scores**

As can be seen in Table 19, *'Creating a supportive and pleasant classroom climate'* is the

The MTSB with the most significant negative correlations with anxiety	
Stage 1 (November, 2013)	Stage 2 (March, 2014)
Create a supportive and pleasant classroom climate where students are free from embarrassment and ridicule	Give clear instructions
Recognise students' effort: grades also reflect effort	'Proper teacher behaviour': respect
Promote learners' self-confidence: Notice contributions, progress, and provide positive feedback	Recognise students' effort: grades also reflect effort
Give clear instructions	Promote learners' self-confidence: communication vs grammar
Promote learner autonomy: group work	Promote learners' self-confidence: Notice contributions, progress, and provide positive feedback
Make tasks attractive by including novel or fantasy elements so as to raise the learners' curiosity	'Proper teacher behaviour': Establish a good relationship with your students
'Proper teacher behaviour': Establish a good relationship with your students	Familiarise learners with L2-related values: increase use of English
	Bring in and encourage humour and laughter frequently in your class

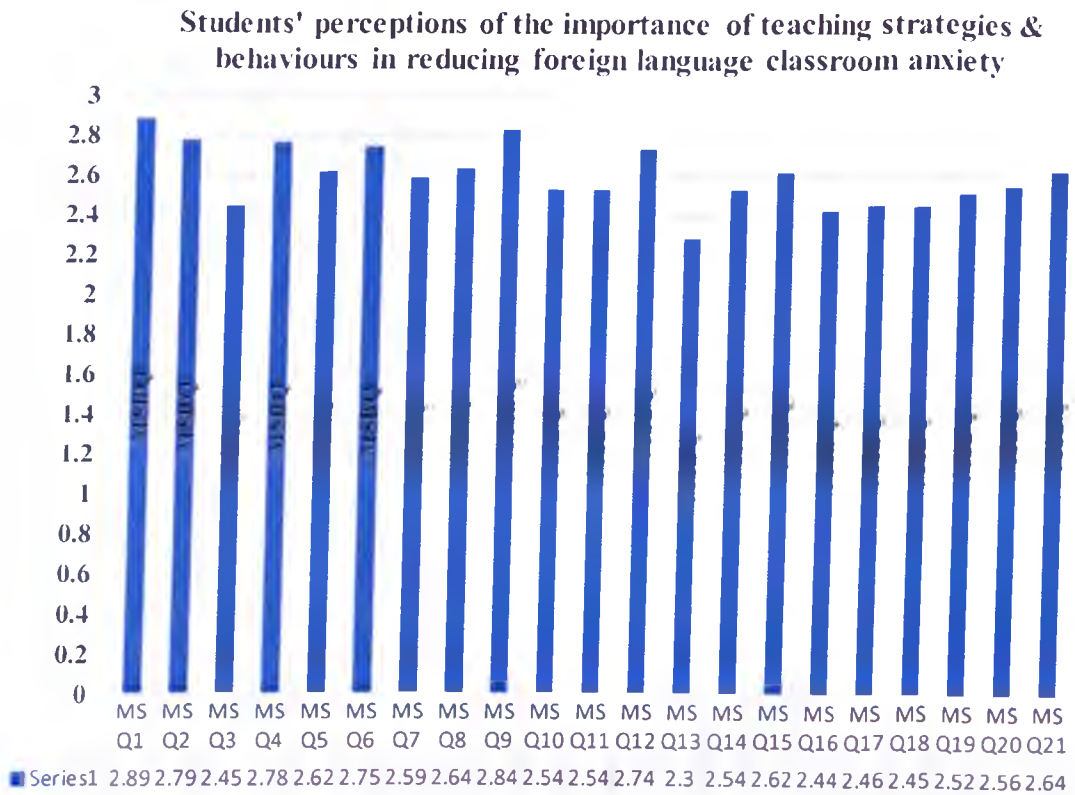
most important MTSB in reducing anxiety at the beginning of the academic year but no longer significant by the end of March. This was probably because group dynamics had taken over by Stage 2. *'Promoting learner autonomy'* and *'Making tasks attractive'* were only significantly correlated with the reduction in anxiety at the beginning of the course. By Stage 2 *'Showing respect'*, *'Promoting learners' self-confidence'* and *'Bringing in and encouraging humour and laughter'* showed significant negative association with anxiety.

#### **4.4.2 Analysis of students' ratings of the importance of MTSB in reducing their anxiety**

Students ( $N = 64$ ) from within the full study sample ranked the importance of MTSB in reducing their anxiety on a scale of 1-3, with 1 being *not at all* and 3 *very*, on a modified version of the MSBQ (see Appendix A7, pp. 206-207). The reason for a reduced sample size was that colleagues were reluctant to lose more teaching time, even though I had explained that it would only take 10 minutes. The 64 participants were students who are also taught Spanish by me, so I had access to them during my lesson time and therefore neither took away any of their free time nor imposed on colleagues' lesson time. It was impressed on them that this was related solely to EFL lessons. The students represented roughly 25% of the total sample and came from all the teacher groups involved in this study.

The mean score for the importance placed by the students on each motivational strategy or behaviour in reducing their anxiety was calculated and the strategies ranked based on their perceived capacity to reduce anxiety. Figure 9 shows the results.

**Figure 9: The mean student perception of the importance of MTSB in reducing anxiety**



Below I discuss the strategies in order of perceived importance by the students in reducing anxiety and connect this with the correlations between the nature and frequency of use of MTSB and the FLCAI score.

MTSB-1 *Bring in and encourage humour and laughter frequently in your class* was perceived by students as the most likely strategy to reduce anxiety. However, analysis of the perceived frequency of use of this strategy with anxiety showed that there was no significant correlation at all at Stage 1 (.013). Furthermore, it did not feature among the strategies which were most negatively associated with anxiety at Stage 2 either (-.138\*). Whereas MTSB-9 *Establish a good relationship with your students* was rated as the second most important and was indeed found to have a significant negative correlation (-.130\* at Stage 1, -.155\* at Stage 2, the sixth highest). MTSB-2 *Show students that you respect, accept and care about each of them* was only found to have a negative correlation at Stage 2 (-.172\*, the second highest).

MTSB-4 *Give clear instructions*, which was suggested here as the fourth most important strategy in reducing anxiety, was found to have the fourth highest negative correlation with anxiety at Stage 1 (-.174\*\*) and the highest at Stage 2 (-.207\*\*). This confirms that students recognise the importance of this strategy. In connecting this with motivation, Hurd (2003) advocates that giving clear explanations can improve motivation. Indeed in this study MTSB-4 *Give clear instructions* was found to be highly significantly correlated with personal motivation (.223\*\* at Stage 1, .485\*\* at Stage 2). MTSB-6 *Make sure grades reflect not only the students' achievement but also the effort they put into in the task* was suggested as the fifth most influential strategy in reducing FLA. In the quantitative data analysis this strategy had the second highest negative association with anxiety at Stage 1 and the third highest at Stage 2 (-.194\*\*, -.166\*).

MTSB-12 *Create a supportive and pleasant classroom climate where students are free from embarrassment and ridicule* was ranked as the sixth most important of the 21 MTSB. In the quantitative data analyses it was found to have the strongest negative association with anxiety at Stage 1 (-.228\*\*). By contrast, at Stage 2 it was not found to have a significant correlation with FLA (-.110). A possible explanation came from a teaching colleague who suggested that '*students feel peer pressure because no one knows them yet at the beginning of the year and they feel that they have to establish themselves in the class. So if an insulting comment is made they feel even more insulted than at any other time*' (teacher 22, 18/5/2014).

A few MTSB were found to have significant negative correlations with anxiety but were not considered among the most important strategies in reducing FLA by the students. For example, MTSB 15 '*Notice students' contributions and progress, and provide them with positive feedback*' was found to have the third most significant negative correlation with FLA at Stage 1 (-.178\*\*) and fifth at Stage 2 (-.158\*). Interestingly, MTSB 14 '*Make clear to students that the important thing in learning a foreign language is to communicate meaning effectively ...*' was found to have the fourth highest negative correlation at Stage 2



(-.159\*), yet at Stage 1 it did not have a significant correlation. The reverse can be seen with MTSB-10 *Encourage student participation by assigning activities that require active involvement from each participant* which had the fifth most significant negative correlation with FLA at Stage 1 (-.147) but not a significant correlation at Stage 2. In other words, it was associated with lower anxiety in November 2013 but not in March 2014. This could be because in the earlier stages of a course students may not yet be ready to volunteer participation as they are still assessing the group dynamics of the class. By being encouraged to participate, students are protected against classmates believing they are too keen and also shy students do not need to find the strength to volunteer. Later in the year students are possibly more confident working together and so have less need to be actively encouraged to participate.

## **Qualitative data**

### **4.4.3 Follow-up teacher interviews**

As with the teacher interview data for research question 2, the data are presented here under each relevant question (see Appendix G, p. 226 for the original quotes in Greek). Two questions were asked which related to student anxiety. In response to the first: *Are you aware of any anxious students in your class?* with the sub-question: *How do you recognise student anxiety?* there were similarities in teacher responses. Teachers 11, 22, 31, 41 and 52 all stated that anxiety shows in the students' faces and body language. Teachers 11, 22 and 31 also noted that anxious students ask more questions and find it harder to take in what is being said. This overlaps with teacher 22's belief, stated earlier, with reference to motivated students. Teacher 43 stated that *'they are ready to have fights and to express their anger and all this stuff'*.

In response to the question: *What do you think makes your students (in general) most anxious?* five teachers stated that they believed students to be most anxious about tests, and five about grades. Teacher 52 said that they get particularly anxious if they have just one test and the teacher uses this as the semester grade. Notably teacher 41 felt that

students feel more anxious after the test if they get a low grade and they have to take their test home to their parents. Teacher 41 also suggested that grammar makes them anxious.

Teachers were shown the five most important motivational strategies and behaviours, which, according to students, were most effective in reducing foreign language anxiety, and asked to comment on these. The only comments made supported the views of the students. Their facial expressions and body language indicated general agreement too.

Finally the 'yoked subjective procedure' (White, 1999) was used in the same way as it had been with motivational strategies and behaviours to elicit the advice teachers would give to new colleagues on how to reduce student classroom anxiety. They were asked: *What two or three pieces of advice would you give on how to reduce student anxiety?*

Teacher 51 recommended focusing on student psychology: *'Be prepared to ask questions they can answer. Don't confuse them. Encourage them and then increase the difficulty. Start low'* (T51-5). Teacher 41 said: *'Be at ease yourself. Know your material. Be flexible. It takes lots of pre-lesson preparation. Be friendly at the beginning and give a topic or play a song to grab their interest'* (T41-4). MTSB-9 *Establishing a good relationship*, which is likely to include being friendly, was also found in the correlation analyses to reduce anxiety. Although it was not among the strategies and behaviours with the strongest associations, it was nevertheless seen to be effective.

Teacher 11 stated: *'Respect is definitely important. Students like you to tell them the truth – positive and negative comments'*. Showing respect was found to have a negative association with classroom anxiety, in other words it helped lower it. In fact at Stage 2 of the quantitative data collection MTSB -2 *Showing respect...* displayed the second highest negative association with anxiety. Giving positive feedback had the third strongest negative association with anxiety at Stage 1 and the fifth at Stage 2.

Teacher 52 highlighted the need to lead by example saying: *'First, they shouldn't be nervous themselves ... because their anxiety is carried over. Tell their students that various things count [towards the grade] ... to have a good relationship with the students'*

(T52-6). And teacher 53 advised: *'Say something even funny to make them feel relaxed ... You must give clear instructions and create a pleasant environment'*.

Table 20 below shows the results of the mixed methods of data collection related to foreign language classroom anxiety. The table shows student interview responses regarding what they find helpful in alleviating foreign language anxiety (FLA), and the results of the correlation analyses. As a reminder, the correlation analyses were carried out between the frequency of use of motivational strategies and behaviours (MTSB) and student anxiety scores, and the result shows the association between the two. The data from the follow-up interviews with teachers is presented in the third column. The purpose of this table is to provide accessible comparison of data results.

**Table 20: A comparison of results from the correlation analyses and follow-up student and teacher interviews regarding anxiety**

	Correlation analyses results between MSBQ use and FLCAI scores (N1= 226, N2= 184)		Follow-up student interviews (N=21)	Follow-up teacher interviews (N=8)
Bring in and encourage humour and laughter	.013	-.138*	4 (19%)	2 (25%)
The teacher showing interest in / caring about (all) students	-.130*	-.155*	4 (19%)	2 (25%)
Teacher acting in a friendly manner			4 (19%)	
Teacher being supportive / encouraging			1 (4.8%)	2 (25%)
Rewards / teacher praise			1 (4.8%)	
Speaking			1 (4.8%)	1 (12.5%)
Clear instructions	-.174**	-.207**	1 (4.8%)	2 (25%)
The teacher communicating with the students			1 (4.8%)	1 (12.5%)
Group work	-.064	-.070	1 (4.8%)	
Video clip related to the lesson			1 (4.8%)	
Gradually increasing the difficulty of the lesson			1 (4.8%)	1 (12.5%)
More than one test			1 (4.8%)	
Projects to be included in the evaluation			1 (4.8%)	
Not being put on the spot			1 (4.8%)	
Raise students self-image			1 (4.8%)	1 (12.5%)
Help relax the students			1 (4.8%)	1 (12.5%)
Give honest feedback	-.178**	-.158*	1 (4.8%)	1 (12.5%)
Make sure grades reflect effort	-.194**	-.166*		1 (12.5%)
Make tasks attractive	-.142*	-.106		
Teachers be themselves	-.127	.118		
Adopt the role of facilitator	-.107	-.053		
Create a pleasant environment	-.228**	-.110		2 (25%)
Teacher establishing a good relationship				1 (12.5%)
Flexible teacher				1 (12.5%)

As can be seen in Table 20 above, the most common student responses, in their follow-up interviews, concerning what they find helpful in reducing their FLA in the classroom setting were *Bringing in / encouraging humour and laughter* (19%); *The teacher showing interest / caring about students* (19%) and *The teacher acting in a friendly manner* (19%). The first two of these strategies and behaviours (MTSB) coincide with the teacher follow-up interviews (25%). In contrast, no teacher mentioned *The teacher acting in a friendly manner*. 25% did, however, suggest that the *Teacher being supportive / encouraging*; *Giving clear instructions* and *Creating a pleasant environment* helped ease anxiety. Out of the 21 students interviewed, only one (4.8%) mentioned *Teacher being*

*supportive/encouraging* and *Giving clear instructions*. None stated that *Creating a pleasant environment* helped them. The results do not contradict one another, but rather encompass personal sentiments from both teachers and students.

The correlation analyses, with a sample of 226 students at Stage 1 and 184 at Stage 2, revealed the association between the MTSB with student classroom FLA, for the sample in general, as opposed to individual thoughts and feelings derived from the interview data. The correlation analyses showed that *Giving clear instructions* had the fourth strongest negative association with FLA at Stage 1 and the strongest negative association at Stage 2. When compared with the interview data, it appears that teachers are more aware of the importance of *Clear instructions* than students are. The same is true for *Creating a pleasant environment* which had the strongest negative association with FLA at Stage 1 but a non-significant negative correlation at Stage 2. *Grades reflecting effort* was stated by students as motivating in their accounts but not cited as an anxiety reducer. Notwithstanding, the correlation analyses revealed that it had the second strongest negative association with FLA at Stage 1 and the third at Stage 2.

In this section (referring to Table 20, p. 129), statistical comparisons of results have been discussed. In the section which follows, the qualitative data from the student interviews is presented.

#### **4.4.4 Follow-up student interviews**

Data produced from student interviews provided further insight into their experiences of foreign language classroom anxiety. 21 students were interviewed in March and April, 2014. The comments made by six of them are included in the mini-case studies at the end of this chapter. As a reminder, all students were given pseudonyms.

Students were asked six questions related to anxiety. The first question was designed to find out if they become anxious in their English lessons, and if so, when and why. Generally speaking, the students interviewed did not express high levels of anxiety. For example, John claimed not to experience FLA as: *It's too easy our lesson*. This can be

supported by the general tendency towards low anxiety found in the quantitative results. Specifically 79% of the 231 quantitative sample had a FLCAI score of less than 45 out of a possible 90 at Stage 1 and 86.2%, of the 184 sample, at Stage 2. The students were, however, able to identify specific aspects of the EFL classroom that caused them anxiety.

When asked which aspects of the language classroom they considered anxiety-provoking, Michaela said that it was the grade she would get following her first test result (Michaela 1). Victoria, on the other hand, said that if there was something, it would have to be grammar (Victoria 1). Anna described the anxiety experienced when entering a new classroom with students you have never met before, or whom you do not know well (Anna 3). This supports the finding of the correlation analyses related to MTSB-12, *Create a supportive and pleasant classroom climate*. This MTSB was found to be the most highly associated with lower anxiety at Stage 1, whereas it was not found to have a significant association at Stage 2. Eleni felt teachers who '*acted all high and mighty*' caused anxiety (Eleni 5). The most anxiety provoking aspect of the EFL classroom for Simos was *having to talk in front of the class*, in line with the literature (Cheng et al., 1999; Horwitz et al., 1986; Young, 1991). Michaela said having to talk about unfamiliar topics (Michaela 2) caused her anxiety. Speaking has frequently been cited as being one of the most anxiety-provoking aspects of the language learning (Javid, 2014; Nahavandi and Mukundan, 2013; Tianjian, 2010; Horwitz et al., 1986).

For Panayiotis, having tests for which they were not forewarned caused anxiety (Panayiotis 4). Hassani and Rajab (2012) found test anxiety to be the most important factor in English language class anxiety. The findings of this study however, suggest that anxiety is not necessarily related to taking the tests but to the results. In her interview, Victoria noted: *I didn't do well in the test and I am afraid what grade I will get* (Victoria 4). This feeling was echoed by teacher 41: *Anxiety sets in after the test* (T41-5). In order to understand why this is the case in Cyprus, it is necessary to be familiar with the system of student assessment. Although student evaluation in the advanced course is based 30% on

exam scores i.e. an end-of-year external examination in the final year and an internal final examination in the penultimate year, the rest of the assessment is based on the semester scores. Teachers are free to decide the percentage that tests scores contribute to semester scores. The subjective element of student evaluation leads to anxiety in those who underachieve in tests, as they have no way of knowing what grade they will receive. Some teachers give very little value to class contribution; others raise grades considerably.

Panayiotis' response raised an unexpected issue. He stated that he felt no anxiety as he simply no longer paid attention (Panayiotis 1), thus connecting anxiety with motivation. When encouraged by my facial expression to expand on this, he added that *'you have just seconds to answer'* (Panayiotis 3). In line with this, Yiota, who has the same teacher, looked upset as she confided in me that *'we don't pay attention. IF we did, we would get anxious because she gets angry with us. You are afraid to put your hand up... IF you are slow in answering she asks another, she doesn't wait'* (Yiota 3). This can be linked to the remark made by a teacher in Wedell and Lamb who remarked in her interview: *'Sometimes I get angry with them, sometimes ... then they don't feel relaxed any more'* (2013, p. 5). Additional support for the adverse consequences of teachers' negative behaviours comes from Hashemi and Abbasi who report that:

Many language learners think that the authoritative, embarrassing and humiliating attitude of the teachers towards students, particularly when they make mistakes, can have severe consequences on learners' cognition and their willingness to communicate in class. (2013, p.644)

The students were also asked to state which strategies they found anxiety-alleviating. Since they had generally expressed a lack of FLA, it was explained that the question could be considered more generically as anything their teacher did, or could do, to alleviate anxiety, or prevent it from developing. Table 20 (p. 129) shows the anxiety-reducing strategies identified by the students in their interviews. The only student ideas which overlapped with their teacher's opinions, as can be seen in Table 20, concerned

encouragement, establishing a good relationship and clear instructions. Victoria said she would like her teacher to understand that she gets anxious and has weaknesses, and also not to make her feel that only she was being asked to contribute to class discussion (Victoria 2). Anna said that it helped when the teacher came closer to them, and that it would help if the teacher approached them alone to explain some things to them in order to become more familiar: *By being friendly towards the students they would feel more comfortable with the teacher and classmates* (Anna 2). Eleni stated *feeling my teacher loves and cares about me and encourages me* (Eleni 6). Victoria also mentioned a teacher behaviour. She said: *If I make a mistake, for the teacher to make light of it* (Victoria 3). Michaela believed that if they had some kind of project to do rather than just a test, it would help (Michaela 3).

Finally, students were asked if they were more or less anxious in their EFL lessons than in October, and to explain this. Although Victoria (Victoria 5) claimed to be more anxious in March than she was in November, this was not supported by her FLCAI score, which showed little change (38 in November and 24 in March, out of a possible 90). I assembled the mini-case study data after the interview and noted this discrepancy. I therefore returned to ask Victoria if she could shed any light on this and she explained that only her grade caused her anxiety, hence her low score. Simos stated being *less stressed because I now know the teacher's style*. His anxiety levels were among the highest of the case study students. His motivation level was comparatively high too and he achieved an average grade of 20/20. His relatively high anxiety score could be as a result of being a good student who wishes to achieve or maintain his grade. Leonidas, who displayed similar anxiety scores but was less motivated and had an average grade of 15/20, said he was more anxious at the beginning until he knew who the teacher was and how the lessons would be. This implies an insecurity generated by fear about the unknown (Leonidas 3).



So far in this chapter, student data sources have been presented largely independently of each other. In the section which follows, student data is drawn together in mini-case studies.

#### 4.4.5 Student mini-case studies

Mini-case studies have research value as they facilitate a better understanding, as well as being capable of suggesting causal links. Ushioda states that learners ‘are not theoretical abstractions but real people’ (2008, p. 30), and advocates that: ‘We need to understand second language learners as people’ (2009, p. 216). This is supported by Noormahamdi: ‘Learners are people. They not only think, but also have feelings’ (2009, p. 39). In educational psychology feelings cannot be ignored. While the quantitative part of this study was able to successfully depict broad trends in the use of teaching strategies and behaviours and the association between these and student motivation and anxiety, it was not able to offer explanations for these tendencies. The mini-case studies provided data which helped to triangulate methods by allowing me to link existing data, and offered a more in-depth understanding of the influence the teacher had on individual students’ feelings and perceptions. They further built on previous studies which focused on either the student perspective or the teacher perspective, but not on their interrelationships.

16 students of varying performance levels from six participating teachers were tracked throughout the main study. Unfortunately, although it had been intended to include equal numbers of students from three achievement levels, since the students were recruited on a voluntary basis, this was not accomplished. The data from all 16 were analysed but only six are discussed here due to limitations of space. These were chosen based on the richness of data in their comments, for example the depth of explanations related to the specific aspects of the EFL lessons that made the students anxious or influenced their motivation.

Table 21, on the next page, shows the mini-case study students’ codes, pseudonyms and demographics. The six students discussed in this section are in red bold. The Table

also contains their FLA and personal level of motivation (PLM) scores (Stages 1 and 2) as well as the number of periods a week students are taught English. Students in Cypriot senior high schools choose to take either 0, 2 or 6 periods of 45 minutes a week for their final two years. Efforts were made to represent students taking both 2 and 6 periods a week in the six selected mini-case studies.

Even though all the mini-case study participants contributed to the student accounts, it did not prove possible to include their comments here as these were not only anonymous but also mainly produced in pairs or groups. The tracking of students started with the three questionnaires and, as stated earlier, it was hoped that this would lead to the identification of any changes in student motivation levels and FLA during the year course. I made no assumptions as to what these changes might have been, but rather waited for the data to disclose this information. The results revealed that motivation and FLA are highly influenced by students' subjective perceptions of the classroom situation such as the teacher's use of strategies and adoption of behaviours.

**Table 21: Mini-case study student details (the six selected cases are in red)**

Pseudonyms	Code	Age	Gender	Periods per week	Grade	FLA	PLM	Date of interview	Lang. of interview responses
<b>Danae</b>	<b>2112</b>	<b>17-18</b>	<b>F</b>	<b>6</b>	<b>18</b>	<b>21</b> <b>20</b>	<b>18</b> <b>21</b>	<b>28/3/2014</b>	<b>Greek</b>
<b>Elsie</b>	<b>3102</b>	<b>16-17</b>	<b>F</b>	<b>2</b>	<b>20</b> <b>19</b>	<b>48</b> <b>57</b>	<b>12</b> <b>11</b>	<b>24/3/2014</b>	<b>Mixed</b>
Simos	3109	16-17	M	2	20	58 47	18 17	24/3/2014	Eng.
John	3116	16-17	M	2	20	18 18	17 7	24/3/2014	Eng.
Victoria	5117	16-17	F	6	15	38 24	18 19	8/4/2014	Greek
Anna	5127	16-17	F	6	19 20	38 31	16 16	9/4/2014	Greek
Penelope	5218	16-17	F	2	15	50 29	13 9	19/3/2014	Greek
Leonidas	5219	16-17	M	2	15	55 48	14 15	19/3/2014	Greek
Yiota	5220	16-17	F	2	17	63 47	14 13	19/3/2014	Greek
Panayiotis	5221	16-17	M	2		34 26	17 12	19/3/2014	Greek
<b>Elina</b>	<b>5223</b>	<b>16-17</b>	<b>F</b>	<b>2</b>	<b>14</b>	<b>54</b> <b>63</b>	<b>17</b> <b>14</b>	<b>19/3/2014</b>	<b>Greek</b>
<b>Alexandros</b>	<b>5304</b>	<b>17-18</b>	<b>M</b>	<b>6</b>	<b>20</b>	<b>18</b> <b>21</b>	<b>18</b> <b>18</b>	<b>27/3/2014</b>	<b>Greek</b>
Joanna	5311	17-18	F	6	20	34 -	17 -	27/3/2014	Greek
<b>Michaela</b>	<b>5317</b>	<b>17-18</b>	<b>F</b>	<b>2</b>	<b>19</b>	<b>44</b> <b>20</b>	<b>11</b> <b>14</b>	<b>2/4/2014</b>	<b>Greek</b>
<b>Antonis</b>	<b>5401</b> <b>(52)</b>	<b>17-18</b>	<b>M</b>	<b>6</b>	<b>20</b>	<b>18</b> <b>18</b>	<b>22</b> <b>22</b>	<b>27/3/2014</b>	<b>Eng.</b>
Eleni	5402 (52)	17-18	F	6	18	29 29	20 20	27/3/2014	Greek

In the data, I also looked for correlations between FLA and motivation. As the sample of mini-case studies was too small to produce statistically reliable results, the correlations were analysed for the full sample and compared with the 16 students. At Stage 1 the correlation between FLA and motivation was -0.047 ( $N = 232$ ) and at Stage 2 -0.143 ( $N = 185$ ). The results show a non-significant association between the two variants. Grades were obtained only for the mini-case studies, and did not appear to be associated with FLA or motivation either. For example both Elsie with 20/20 and Elina with 14/20 had high FLA. Victoria, Penelope and Leonidas all had 15/20 as their grade on both semesters but their anxiety scores ranged between 24 and 55. John and Antonis both achieved 20/20 but

had motivation scores of 7 and 22 respectively at Stage 2. Elsie and Michaela were both high achievers but had among the lowest motivation levels (Elsie 12 and 11, Michaela 11 and 14). Below six cases are discussed in more detail.

### **Antonis**

Antonis was approached to participate in the mini-case study, as my insider knowledge told me that his abilities and self-confidence in EFL meant he might be more objective than some other participants who were very emotional in their interview responses. Antonis was a 17-18 year-old student on the advanced English course. He felt comfortable using English and asked to be interviewed in English. I obliged, but insisted on repeating the questions in Greek in order to ensure his understanding. Antonis has low classroom anxiety (18) and a high PLM (22). These remained constant throughout the period of the investigation.

In response to interview questions regarding motivation, as stated earlier (p. 101), he exclaimed: *We have a ridiculous amount of exercises. It is monotonous and dull ... I would have higher morale if the teacher covered more in-depth when it comes to the subject.* It is noteworthy that he used the word 'morale' and not motivation. This seems to imply that his motivation stems from his love for the English language. Regarding motivation he said: *Friendliness of course plays a major role as first of all it attracts the audience of the students ... it boosts morale also.*

Antonis achieved the maximum grade of 20 for both semesters and achieved the highest external final examination score in the school. Interestingly, he was a weak student in most of his other subjects. Antonis was taught by teacher 52. Teacher group 52 was discussed earlier (pp. 98-100), as there was a mismatch between the teacher's interview data and her students' perceptions. Although Antonis did not express a positive opinion regarding his teacher's classroom practices, his level of motivation, FLA and results were not affected by his perceptions.

## **Elina**

Elina is a 16-17 year-old student on the core English course. She displayed an above moderately high level of FLA with 54 at Stage 1 of the data collection. This went up to 63 (an average of over 3.5 per item) at Stage 2. Her motivation scores were 17 and 14 with a maximum score of 24.

Elina suggested that to raise motivation her teacher *should tell a joke, not always be moody... and not shout* (Elina 2), and blamed her teacher for her drop in motivation as she disliked her (Elina 3). As documented earlier, in the findings related to aspects of the classroom experience that cause anxiety, Elina stated: *I am slow and she shouts and gets others to answer and so I don't raise my hand now* (Elina 1). This supports previous findings in the research literature, namely that FLA can be caused by teachers correcting errors harshly (Horwitz et al., 1986; Koch and Terrell, 1991) and showing intolerance (Aida, 1994; Bekleyen, 2004; Trang et al., 2013). Elina's feelings also compare with Taylor (2008 in Taylor, 2013) who found that students disliked teachers who mocked them and who seemed not to care about them. Taking in to account Elsie's classroom experience and the finding that *Making sure grades reflect not only the students' achievement but also the effort they put into in the task* was one of the motivational teaching strategies and behaviours (MTSB) which was found to be the most strongly associated with lowering foreign language classroom anxiety at Stage 1, intolerance emerges as a behaviour teachers should seek to avoid.

With regard to what might help ease her anxiety, Elina believed that working in a group and more encouragement from the teacher would be beneficial (Elina 4). There is a contradiction between Elina's declaration that her anxiety was lower by March, and her FLCAI scores. More specifically, she stated that her anxiety level was lower as she had given up caring (Elina 5). It could be argued that this inconsistency arose because there is a difference between being asked a general question about your feelings of anxiety and being asked to rate specific aspects of the EFL classroom. Hence the need for different

instruments/methods of data collection which can help to explain apparent contradictions in the data.

Elina achieved 14 in both semesters. She was taught by teacher 52, who was discussed earlier, and became notably upset as she spoke of her classroom experience. Her high anxiety level, therefore, is not surprising, nor is the drop in her motivation.

### **Michaela**

Michaela is a 17-18 year-old student on the advanced English course. She was interviewed in Greek. Michaela's FLCAI score was 44 in November and it dropped to 20 by March. 44 suggests an average response of 'rarely' experiencing various aspects of anxiety, and 20 an average of 'never'. Her PLM was 11 in November and 14 in March which can be characterised as fairly low throughout.

Regarding experiencing foreign language anxiety in the classroom, Michaela said: *Not at all, apart from my grade after the first test* (Michaela 1). She found *oral when it is something unfamiliar* (Michaela 2) to be the most anxiety-provoking aspect of the classroom experience. She also stated that she would have liked *some kind of project and not just a test* (Michaela 3). In response to how many tests they take per semester, she responded: *Two the first semester and one the second* (Michaela 4). Notably she would find it reassuring if *told it's ok [not to worry]* (Michaela 5). Contradictory to the quantitative data, Michaela claimed to be more anxious in April *because I don't know what grade I'll get* (Michaela 6). The apparent discrepancy does not render the quantitative data unreliable, but rather provides support for the value of qualitative interviews in which students were able to provide details of how they really feel. In Michaela's case, it would seem that the anxiety she experiences in relation to her grade was so intense that she felt it to be higher in April than in November. The FLCAI required her to rate her anxiety level for 18 aspects of the language classroom, and consequently the overall score was low.

With regard to motivation, Michaela found *watching a trailer or something* (Michaela 7) to be motivating and *just talking* (Michaela 8) to be off-putting. She said she

was less motivated as the year progressed as *I don't need the subject* [for university entrance] (Michaela 9), but this again mildly contradicted her quantitative responses. At Stage 1, her PLM score was 11 out of a possible 24, and at Stage 2, it was 14. Neither score was high, with an average of 2 out of 4 for each aspect of personal motivation for EFL. It could be that what Michaela perceived as the meaning of 'being motivated' was goal-oriented motivation, whereas the questions in the Personal Level of Motivation questionnaire (Appendix A2, p. 193) also concerned specific aspects of classroom engagement.

Michaela achieved 19 on both semesters and opted not to take the external final examination as she did not need it for university entrance. She was a strong student and is now reading Law. Michaela, like Alexandros, was taught by teacher 53.

### **Alexandros**

Alexandros is a 17-18 year-old student on the advanced English course.

Alexandros' FLA was low throughout the year (18 and 21) and his PLM remained 18 out of a possible 24 throughout the year.

Alexandros also said he wanted *the teacher to talk to us as if we are peers and to use the technology that young people use... [for the teacher] not to consider herself superior* (Alexandros 2). He found *the teacher dictating to the class, acting superior and not taking into account the students' opinions* (Alexandros 3) to be demotivating. This corresponds with Taylor who advocates that 'teacher's apparent indifference can even engender aversion for the subject' (2013, p. 42). When asked about changes in his PLM he said: *I generally like it because English is a nice language, it's motivating but it's not nice with this particular teacher* (Alexandros 4). His motivation remained unchanged, as reflected in his comment: *I like English* (Alexandros 5). Alexandros believed a change in *approach* (Alexandros 6) could improve motivation, as would *if we used our own computers in class* (Alexandros 7). Finally, he found working in groups to be motivating. He was in favour of student presentations but not projects.

Alexandros achieved the maximum grade of 20 on both semesters and achieved 17 in his external final examination. He was generally a good student, but English was his strongest subject. He was taught by teacher 53.

### **Danae**

Danae is a 17-18 year-old student also on the advanced English course. She displayed a particularly low level of anxiety, with 21 at Stage 1 and 20 at Stage 2. This meant that her average response to experiencing FLA in various situations was 'never'. Her motivation scores of 18 and 21 suggest that she was highly motivated.

Danae provided some food for thought when she reported that she would prefer it *if the lesson was more in-depth* (Danae 2). She further stated: *The teacher should also be friendly* (Danae 3). The issue of friendliness is not necessarily as simple as one might believe. In the opinion of teacher 31, *children, they try to take advantage if you are too friendly*. Danae commented that if she had to make a presentation in class: *Of course I would be nervous, I get nervous easily but I'll definitely have to make presentations at university in front of people* (Danae 4), implying that it would be good practice for the future. Regarding group work, she stated a preference for working alone or in pairs (Danae 5). At the end of the Motivational Strategies and Behaviours Questionnaire (MSBQ, see Appendix A1, pp. 189-192) students were given the opportunity to add any other strategy or behaviour they felt would motivate them. Here Danae said she would like more films because they really help in learning the English language and improving accent (Danae 6).

She achieved 18 in both semesters and opted not to take the final examination as she did not need it in order to study Music. Danae therefore had low goal-orientated motivation and her motivation was likely to have been largely associated with a love of English and / or the teaching strategies and behaviours employed by her teacher. Danae was taught by teacher 21. Overall, most students in Group 21 were found to be highly motivated. As an advanced group of final year students this was not unexpected.



## **Elsie**

Elsie is a 16-17 year-old student on the core English course. She displayed a medium level of anxiety with 48 at Stage 1. This went up to 57 (scoring an average of over 3 per item) at Stage 2. Her motivation scores of 12 and 11 suggest that her motivation level was fairly low.

Elsie claimed to have a clash of character with her teacher which she admitted made it hard for her to make any positive comments. She said: *She insulted me, and she was unfair to me* (Elsie 4). When asked about her anxiety, Elsie said, in reference to her teacher: *She doesn't care so we don't get stressed* (Elsie 3). This is not however reflected in her FLA with an average of between 'sometimes' and 'frequently' on the 18 items. In response to the optional final question on the MSBQ, Elsie wrote that she wanted to change teacher and that *if not, she could make us interested by letting us watch some movies etc.*

Elsie achieved 20 in the first semester and 19 in the second and was taught by teacher 31.

### **4.4.6 Concluding comments on mini-case studies**

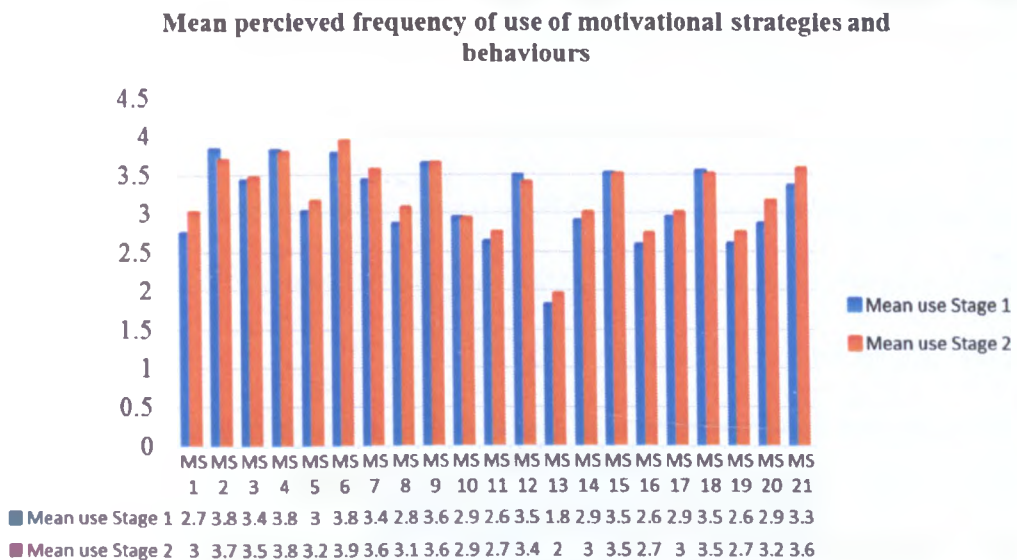
The mini-case studies provided diverse insights through investigating individual thoughts and feelings, which added depth to the results and provided illustrative examples of how learner achievement, motivation, attitude and anxiety are interrelated. They also served as evidence that mixed methods have a unique ability to allow generalisation based on specific experiences. The clearest examples of this are the apparent contradictions between general perceptions that students expressed in their interviews, and the data produced through the questionnaires. For example, Elina said that she felt less anxious by March whereas her responses to the FLCAI showed an increase. Victoria on the other hand reported feeling more anxious by March. Her FLCAI scores showed a drop in anxiety. Victoria explained she was very anxious about her grade, but only her grade. The combination of quantitative (the three questionnaires, see Appendices A1-A3, pp. 189-

195) and qualitative (personal interviews) methods, coupled with individual case-studies, yielded data that enhanced the robustness of the findings and provided a fuller picture than would have been possible with fewer methods of data collection.

#### 4.5 Additional findings of relevance to the study

The mean rating of the nature and frequency of the use of motivational teaching strategies and behaviours (MTSB) was calculated for the full sample so that strategy and behaviour use in Cypriot senior high schools could be ranked. This was carried out for both Stage 1 and Stage 2 of the data collection in order to facilitate comparisons between the nature and frequency of MTSB use over the school year. Figure 10 shows these scores.

**Figure 10: Mean perceived frequency of use of MTSB at Stage 1 and Stage 2**



As shown in Figure 10 above, the majority of strategies were perceived as being used more often in March 2014 than in November 2013. The strategies students considered to be used the most frequently were MTSB-2 *Show students that you respect, accept and care about each of them*; MTSB-4 *Give clear instructions*; MTSB-6 *Make sure grades reflect not only the students' achievement but also the effort they put into in the task*; MTSB-9 *Establish a good relationship with your students*. This remained the case throughout the year. MTSB-8 *Break the routine of the lessons by varying presentation format* and MTSB-21 *Try to be yourself in front of the class without putting on an artificial*

*'mask'*, and *Sharing with you their hobbies, likes and dislikes* showed the greatest increase in use. *Breaking the routine* was rated in Alrabai (2011a) as one of the 10 most important of 53 motivational strategies 117 Saudi EFL teachers. In the case of MTSB-21, I would argue that this is likely to be because as the course progresses, the teacher becomes more familiar with her students and is therefore more willing to open up. MTSB-13 *Bring various authentic cultural products* is perceived throughout the year as the least used strategy.

Cross-referencing the most frequently used strategies and behaviours, as perceived by the students, with the most strongly associated strategies and behaviours with student motivation, as shown through correlation analysis, revealed that MTSB-9 *Establish a good relationship with your students* and MTSB-2 *Show students that you respect, accept and care about each of them* were the most frequently used strategies and also among the most significantly correlated with student motivation. MTSB-7 *Show their enthusiasm for teaching English by being committed*, MTSB-12 *Create a supportive and pleasant classroom climate where students are free from embarrassment and ridicule* were both effective and among the more frequently used.

However, while MTSB-11 *Try and find out about your needs, goals and interests, and then build these into the curriculum* was also found to have an equally significant association with the students' personal motivation level it was one of the least frequently used strategies. At Stage 2, which is roughly two-thirds of the way through the academic year, MTSB-17 *Adopt the role of a 'facilitator'* and MTSB-15 *Notice students' contributions and progress, and provide them with positive feedback* were also found to have a significant correlation with student motivation. In Alrabai (2011a) teachers rated this as one of the 10 most important strategies. MTSB-15 was among the more frequently used strategies, whereas MTSB-17 *Adopt the role of a 'facilitator'* was among the least frequently used. MTSB-4 *Give clear instructions* and MTSB-6 *Make sure grades reflect*

*not only the students' achievement* were among the most frequently used, but not among the most highly associated with student motivation.

When shown the results of this study, teacher 22 recalled a student of hers from the past who said that *a student is like a mirror. It reflects back whatever you show it* (T22-1, 17/5/2014). The student data indicated that perceptions of teacher motivation greatly affect student motivation. In other words: If we are motivated, so are they. If we are relaxed, so are they. If we are willing, so are they.

## **Chapter 5: Discussion of findings and conclusions**

### **5.1 Introduction**

In this chapter, the findings of the study are discussed in relation to each of the research questions and compared with the findings from other studies in order to draw similarities and to highlight where gaps have been filled. The methodology and research instruments are evaluated in terms of effectiveness in addressing the research questions. Limitations in the study are also explored. Finally, pedagogical implications for EFL and other foreign language teachers are presented, along with suggestions for further investigations.

This study was inspired by a desire, as a language teacher, to learn more about language students' needs and preferences in order to improve their motivation and to reduce their foreign language classroom anxiety (FLA). My students over the years have criticised the way some of their teachers teach them English, indicating that they perceive a lack of motivation on the part of the teachers as being associated with a loss of student motivation. My experience of student anxiety has been related to tests, listening assignments and speaking in class. I believe teacher researchers, with their insider knowledge, are the most appropriate people to investigate classroom motivation and anxiety. This is in agreement with Ushioda who advocates that 'teachers are ideally positioned to undertake research... that can contribute to teachers' own professional development as well as to professional knowledge at large' (2008, p. 29). In researching and learning about the influence of teaching strategies and behaviours on student motivation and anxiety in the EFL classroom student, the main stake-holders in the classroom were given a voice.

## **5.2 Discussion of each research question**

### **5.2.1 According to students and teachers, which teaching strategies and behaviours motivate EFL classroom learners?**

Since 'motivation is a very complex phenomenon with many facets' (Gardner, 2007, p.10) it was necessary and appropriate to begin this investigation by consulting students and teachers in the teaching and learning setting about which strategies they believed to be motivational for EFL classroom learners. It cannot be taken for granted that teachers know what motivates their students. In Brown (2000), for example, students preferred a grammar-based approach as opposed to the teachers who favoured communication.

In this study, teachers and students both expressed a belief that teacher friendliness was the most influential motivational teaching behaviour, consistent with Taylor (2008, cited in 2013, p. 45). Being positive was also considered extremely important by teachers. Students and teachers both expressed the value of group work, although this was not supported by the quantitative results generated in addressing the second research question. A popular concept across the board was teacher presentations or cultural discussions. Student discussions were also popular. Students also stated that when their participation is taken into account for the final grade they felt motivated. This was not however mentioned by the teachers.

While there was some agreement and overlap in perceptions of the motivational influence of strategies and behaviours, which is encouraging, there was not such strong agreement between perceptions of the nature and frequency of use of the strategies (pp. 96-99 and Appendix I, pp. 236-239). The divergence in perceptions found in this study supports Bernaus and Gardner's (2008) finding. Student ratings of their teachers' use of strategies and behaviours were lower than those of their teachers. The implications of this are that teachers are aware, to a greater or lesser extent, of what motivates students, but there is a need for teachers to reflect on their actual use of strategies and behaviours. As

teachers, we are likely to act instinctively rather than make conscious decisions during our lessons, as the speed of interpersonal interactions can be so fast and we always have to bear in mind the requirements of the curriculum.

### **5.2.2 Is there an association between the reported nature and frequency of use of teaching strategies in the EFL classroom and student motivation at two different points of the academic year and, if so, to what extent?**

According to Ushioda, 'being motivated (or not) can make all the difference to how willingly and successfully people learn other languages later in life' (2013, p. 1).

Consequently, the use of appropriate strategies and behaviours (MTSB) is considered a valuable part of good teaching practice in terms of raising levels of student motivation (Moskovsky et al., 2013; Papi and Abdollahzadeh, 2012; Huong, 2011), and improving performance (Trong Tuan, 2011). The association between motivation and achievement is so powerful that Trong Tuan sees it as analogous to 'the heart to a body' (2011, p. 1257).

The Motivational Strategies and Behaviours Questionnaire (MSBQ) allowed for an examination of students' perceptions of actual use of MTSB, which were then correlated with their motivation levels. All the strategies for inclusion in the MSBQ had been chosen based on 49 EFL teachers' and 203 students' thoughts on MTSB. This led to a culturally relevant questionnaire, and as a result all the strategies and behaviours included in it were found to have a positive correlation with motivation. By contrast, Sugita McEown and Takeuchi (2010) focused on tutor perspectives only: four English teachers and the first author chose 65 of the suggested motivational strategies and then 124 EFL teachers rated these. The top 15 were then used in the 2010 study and 'there were only a few motivational strategies which showed a significant correlation with students' motivation' (Sugita McEown and Takeuchi, 2010, p.21). Alrabai (2014a) asked teachers to self-evaluate their use of strategies, and students to self-rate their motivation levels. While Alrabai's (2014a) research involved both teachers and students, the present study has shown that teacher and student perspectives regarding the nature and frequency of use of the strategies do not

always coincide, and students' feelings of motivation may be based on their perceptions of the classroom reality. This can be aligned with Bernaus and Gardner's finding that:

although the teachers' reported use of motivational and traditional strategies was not related to the students' English achievement, attitudes, motivation, or language anxiety, the students' perceptions of these strategies tended to be related to their attitudes and motivation at both the individual and class levels. (Bernaus and Gardner, 2008, p. 387)

In their book based on teaching experience in high school, Freeman and Scheidecker (2012) suggested that students favour teachers who are encouraging, fair and caring. These behaviours also emerged in this study. During Stage 1 (November, 2013) of this investigation the five most positively associated MTSB with student motivation were found to be *Establishing a good relationship with students; Showing enthusiasm for teaching English by being committed and motivating; Showing students that you respect, accept and care about each of them; Creating a supportive and pleasant classroom climate where students are free from embarrassment and ridicule and trying and find out about students' needs and building them into the curriculum.* Since these were shown to be the most important in motivating students during the first part of the course, it would be reasonable to suggest that they should be adopted as much as possible during teaching time. All five MTSB are related to interpersonal relationships, require no special training, and are thus easily achievable. Reusch et al. (2012) also found, in accordance with Cheng and Dörnyei (2007), that teacher - student relationships and the classroom climate strongly influence learners' motivations. Participating teachers in Alrabai (2014b) considered 'the development of positive relationships with students to be the most important strategy for increasing learner motivation' (Alrabai, 2014b, p. 20).

*Good rapport with students* was found to be the most strongly associated behaviour with motivation at Stage 1 and the sixth most at Stage 2. This coincides with Taylor's (2013, p. 42) finding that 'if the teacher is genuinely interested in the students, this



increases the students' interest and engagement too'. Interpersonal relationships have been documented in the literature and found in this study to influence perceptions. Sugita McEown and Takeuchi, who examined changes in the effectiveness of motivational changing strategies with a sample of one instructor and 222 university students, suggest that 'frequency sometimes could be a meaningful or meaningless variable, and such findings also raise the question of whether it is the teachers' use of specific strategies or simply whether the students like the teacher' (2014, pp. 33-34). The results from the student interviews for John and Simos, in which they express dislike for their teacher, presented in chapter 4, support this suggestion.

By Stage 2 (April, 2014) the association between the MTSB and student personal motivation (PLM) had changed, in some cases marginally and in others more significantly. While *Showing respect; Trying to find out about student needs* and *Creating a supportive and pleasant classroom* were still among the most strongly associated with student motivation, *Showing enthusiasm for teaching* and *Breaking the routine of the lessons* were not. During this period, the latter part of the course, *Adopting the role of a facilitator* and *Noticing students' contribution and progress and providing them with positive feedback* became two of the most strongly associated MTSB with student motivation. Thus the current data suggest that developing relations between students and their teacher, and among students, although critical in the early stages, is not of paramount importance in motivating students once the course is well underway. However, the results of this study suggest that giving students opportunities to develop autonomy, coupled with frequent acknowledgement of their efforts and achievement, is a promising way for teachers to foster sustained motivation.

Group work was among the most commonly noted strategies by both teachers in the focus groups and students in their accounts, and yet not only was it not one of five most highly associated teaching strategies with motivation at Stage 1 of the study, but it did not feature in the top 10 at Stage 2 either. A possible explanation for this is that students like

the idea of group work, as documented earlier, thinking of it is an excuse to talk (Simos) or 'gossip' (T52-5). In the student accounts students had been asked what they found motivating, whereas the Personal Level of Motivation questionnaire addressed feelings of motivation specifically related to EFL. Contrasts can be drawn with Brown (2000) who stated that students were less keen on group or pair work than their teachers.

Moskovsky et al. (2013) produced the first empirical investigation to confirm a positive causal relationship between motivational strategies and student motivation (Alrabai, 2014b). Alrabai (2014b, p. 20) states that 'effective teacher behaviour regarding motivation should be viewed as the starting point to improve student motivation'. The research presented here supports his statement and Moskovsky et al.'s (2013) finding, and provides insight into which specific teaching strategies and behaviours have the strongest positive correlation with motivation in 16 – 18 year old EFL students in Cyprus. Further research is needed to investigate the extent to which the results overlap with similar settings.

### **5.2.3 Is there an association between the reported nature and frequency of use of teaching strategies and behaviours in the EFL classroom and FL anxiety at two different points of the academic year and, if so, to what extent?**

As mentioned previously, the students had all been learning English for at least 8 years before participating in this study, and they have exposure to English in their everyday lives through the internet and TV. They generally exhibited low to moderate levels of anxiety. However, given the complexity of the FLA construct, the study aimed to find out more, through follow-up interviews, about how it affected learners and what other factors in the classroom, apart from the motivational strategies and behaviours, might be associated with it. It is hoped that by informing the professional teaching body of foreign language teachers of the findings of this research, they will be in a better position to address FLA in terms of offering targeted support to their students.

The five motivational teaching strategies and behaviours (MTSB) which were found to be the most strongly associated with lowering foreign language classroom anxiety at Stage 1 were *Creating a supportive and pleasant classroom climate where students are free from embarrassment and ridicule; Making sure grades reflect not only the students' achievement but also the effort they put into in the task; Noticing students' contribution and progress and providing them with positive feedback; Giving clear instructions and Encouraging student participation by assigning activities that require active involvement from each participant.* This finding suggests that it is of value to foreign language teachers to actively use these strategies in their lessons from the beginning of the academic year. The classroom climate can be created from the first lesson. The teacher could inform the students that (s)he will grade them in accordance with their effort and contribution and not only on their level of achievement, in order to encourage the students to participate from the beginning of the year.

At Stage 2 (March, 2014) *Giving clear instructions; Showing students that you respect, accept and care about each of them; Making sure grades reflect not only the students'; Making clear to students that the important thing in learning a foreign language is to communicate meaning effectively rather than worrying about grammar mistakes and Noticing students' contribution and progress and providing them with positive feedback* were the most highly associated with reducing foreign language classroom anxiety. This implies that anxiety could be addressed by the teacher through patience, encouragement and understanding. The value of these MTSB is underlined by Young who found that anxiety arises 'from personal and interpersonal anxieties' and 'instructor-learner interactions' (1991, p. 428), among other factors.

*Creating a supportive and pleasant classroom climate where students are free from embarrassment and ridicule and Noticing students' contribution and progress and providing them with positive feedback* featured in the five most highly associated MTSB with both higher student motivation and lower anxiety. From this we can reasonably

conclude that these are vital strategies and behaviours for teachers to include in their lessons.

The negative comments made by Panayiotis and Yiota, in their interviews, about their teacher lacking patience and getting angry (see p. 131) serve as reminders of the importance of a pleasant and supportive atmosphere, although quantitative results showed this to be generally less important at Stage 2. Panayiotis claimed that he no longer gets anxious as he has given up caring. The potential effect of inappropriate teacher behaviour, such as illustrated here, should alarm us as teachers. Panayiotis' reported lack of interest is supported by his motivation (PLM) score which fell from 17 at Stage 1, out of a possible 24, to 12 at Stage 2. His anxiety level was just 26 out of a possible maximum of 90. Comments cannot be made as to how this affected his performance as I was unable to obtain grades for him. Besides, in order to reflect upon the influence on his performance, it would be necessary to have his grades, motivation and anxiety scores from previous years for comparison.

For the mini-case study students in this study there was no correlation between grades and anxiety, nor grades and motivation. The association between anxiety and grade scores could usefully be followed up on in a longitudinal study following a set of students through high school. Victoria for example stated that only her grade caused her anxiety and Simos, a student with 20/20 for his performance, had high anxiety (see p. 133). Simos further commented a fear of the unknown, regarding teacher style, made him anxious. This was also the case for Leonidas, who also displayed high anxiety scores and had an average grade of 15/20. This suggests that it is not only useful for the teacher to have insight into his / her students learning preferences, but also for the students to aware of how the teacher plans to teach and evaluate.

Although the strategies and behaviours here do not coincide with those that Alrabai (2015) used in his experimental study into the influence of motivational strategies on anxiety in his population, which included *reducing learner communication apprehension*

and increasing students' self-confidence, the findings showed a significant decline in learner anxiety. This supports the need for teachers to incorporate in their teaching practice strategies and behaviours which have been shown in their own population, or similar populations, to reduce anxiety.

#### **5.24 Additional findings related to motivation and anxiety arising from the investigation**

In chapter 4 the results of ANOVA tests checking for any differences between the mean scores obtained from each teacher group for students' self-reported personal motivation level (PLM) and FLCAI scores were presented (see Table 14, p.107 and Table 18, p. 121). Significant differences were found between mean teacher group PLM scores at both Stages (November 2013 and March 2014), whereas significant differences were found between mean teacher group FLCAI scores only at Stage 2. This result suggests that the use of motivational strategies and behaviours influences student classroom motivation more than it affects student classroom anxiety.

The aim of this study, as shown in Figure 1 (p. 15), was to investigate the relationship between (a) the use of teaching strategies and behaviours and student motivation and (b) the use of teaching strategies and behaviours and student FLA. The literature has established that there is a potential link between FLA and motivation, although findings relating to the significance of this association between them is contradictory (eg. Khodadady and Khajavy, 2013; Liu and Huang, 2011; Wei, 2007; Matsuzaki, 2006; Noels et al., 1999). A detailed investigation into this link would have gone beyond the scope of the present study. However, during the data analysis phase of my investigation, I looked for correlations between FLA and motivation in the quantitative data, and discovered that at Stage 1 the correlation between FLA and motivation was -0.047 ( $N = 232$ ) and at Stage 2 -0.143 ( $N = 185$ ), showing a non-significant association between the two variants. Further mixed-method research would be necessary to probe

further into the possible relationship between motivation and anxiety and enhance understanding of this relationship in this particular cultural setting.

### **5.3 Effectiveness of the methods used in this study**

A thorough review of the existing literature and the identification of gaps led to the design of the research questions. Once they had been chosen, it was necessary to find the most effective ways to investigate the issues raised. While methods used in studies to date have produced valuable data, I felt that none were appropriate in their entirety for this study. Two of the research methods – student accounts and an original type of focus group i.e. that included participants making notes before the discussion began – had not been used before in studies exploring the topics of my investigation. To this extent, the instruments I used could be seen as an innovative contribution to existing data collection methods in the field. I wanted to be sure that the tools I used were the most appropriate, not just for the type of questions I planned to address, but also for the population I wished to investigate. Triangulation of the findings elicited from a variety of different methods helped to enhance the robustness of results.

Student accounts gave students the chance to express their views without being put on the spot. They were successful in gathering data, and also proved so popular with students and useful to me as a teacher, that I have incorporated them into my curriculum. Consulting students, as was done through the use of student accounts, has been documented in the literature as having positive consequences. Patall, for example, says that ‘students may feel more competent, more in control, more motivated, and perform better when they are able to express their preferences’ (2013, p. 522).

The focus groups which, as described earlier, included a pre-stage in which teachers were invited to make written notes of their thoughts prior to the oral discussion, proved more useful than anticipated. The logic behind the plan originated from a concern that it would be difficult, if not impossible, to distinguish between so many voices in an audio recording with the size of the groups (12 and 37). It also meant that it was possible to

count the frequency with which certain ideas were raised more reliably, as colleagues did not have an opportunity to hear the ideas of others before handing in their written notes.

The semi-structured interviews were effective in facilitating a deeper and more personal understanding of the students' motivation and FLA, as well as the teachers' perceptions of student motivation and FLA. The questions were designed after analysis of the quantitative data in order to specifically target areas that needed probing further. Structured interviews would undoubtedly have led to the simplest analysis, but it is also possible that teenage students would have felt uncomfortable and imagined that there was a right or wrong answer. In the same way, my colleagues might have felt they were being examined. Such insider knowledge is invaluable for the collection of qualitative data. Insiders are also aware of where best to conduct interviews so as to generate the most appropriate ambience for productive data collection.

As Savvides et al. state: 'The role of reflexivity as an approach for ensuring methodological rigour is widely recognised' (2014, p. 416). Being an insider-outsider researcher I was obliged to keep this in mind throughout the different phases of the research. While I consider myself an outsider as far as the quantitative data collection was concerned, as a member of the school and thus a familiar face to all student participants, and a friend and colleague to the teacher participants, I felt very much an insider during the interviews.

To sum up, the almost cyclical use of qualitative and quantitative methods allowed for data collection in which methods complemented each other and helped compensate for potential weaknesses in any of them.

### **5.3.1 Measures to limit bias**

In order to produce data that were reliable, and in turn analyses, measures were taken to limit unwanted or unnecessary bias. This included constant reflection on data collection methods and data analyses. All necessary modifications were made following the initial study. My role as facilitator was kept to a minimum in the focus group

discussions so as to diminish potential influence on the groups. Furthermore, a colleague also kept notes in the larger group which we compared straight after the discussion. Interviews were audio-recorded, transcribed and then checked by the teacher interviewees to limit bias by ensuring an accurate record. In the case of the students, I felt that they might not have the necessary linguistic ability to check the translated transcripts and so these were checked by colleagues in other schools. Lastly, regarding interviews, as stated earlier, the risk of bias should also have been reduced by the semi-structured question format.

#### **5.4 Pedagogical implications for practitioners**

Having completed this study, I am treating it as a priority to disseminate the results as widely and carefully as possible, in order to encourage practitioners to incorporate relevant findings into their ongoing professional development. Teacher 31 seemed keen to learn what the literature suggested, and to learn about the results of the study. This encouraged me to believe that both teachers and students have gained from this study, even if only to a minor extent. I am therefore optimistic that through a well-planned dissemination of the results, positive change can be achieved.

Since ‘practitioners do not, on the whole, read the research’ (Ur, 2013, p. 53), dissemination of results from relevant studies is particularly important. Colleagues will not, therefore, merely be presented with the results but will be encouraged to discuss the issues of motivation and anxiety with their students, following Yashima et al. who maintain that ‘psychology mirrors the effectiveness of teaching’ (2009, p. 42). Teachers need to consult their students and to become familiar with their students’ learning styles and/or preferences. They should embrace this knowledge when preparing lessons, in order to include a variety of activities to suit different preferences and needs. In addition, they should also take steps to find out what motivates their students and what could help alleviate their anxiety. This could be done in a combination of ways which are discussed below.



For the motivational aspect, teachers could ask their students to write accounts, as was done in this study. Since beginning my investigation three years ago, I have built this into my curriculum and have found that students appreciate it and enjoy being consulted. This is supported by Taylor (2013) who reported on a girl who admired her teacher for asking them on the first lesson about their personal likes and dislikes so as to incorporate them in her lessons. Since the MSBQ (see Appendix A1, pp. 189-192) is a simple and reliable instrument, it could usefully be administered to students by their teachers. An improvement might be a slight modification i.e. to ask the students on a scale of 1 – 5 how motivating they perceive the strategies and behaviours to be. Additionally, or alternatively, teachers could hold a group discussion on the subject. This is likely to be well received by the students, as teacher presentations or cultural discussions were common responses in all student data sources related to the motivation of students. Student discussions were also popular. This suggests that discussions of different kinds should be built into the curriculum.

It might also be of value to the teacher to access their students' personal level of motivation, using the small and easy to analyse PLM, in the early stages of the course and to follow this up later on. This would be a quick method of assessing how well student motivation is being maintained or enhanced. Adjustments in teaching practices could be conducted accordingly.

Similarly, to assess foreign language classroom anxiety, teachers could administer the FLCAI in the early stages of the course so as to assess the level of anxiety and areas of anxiety their students' experience. It is simple to administer and to analyse. Following this, they could hold a class discussion on anxiety. This could be of an impromptu nature or the teacher could tell the students to think about the topic for the next lesson. Javid (2014) also recommends discussing anxiety with students at the beginning of the course. By allowing students to discuss their thoughts and feelings regarding anxiety in groups, and then to relate the group's thoughts to the class as a whole, oral practice is encouraged, and at the

same time the teacher learns about her students. This study demonstrated that by asking students what caused their anxiety and what helped alleviate it, as well as measuring their anxiety with the FLCAI, a more complete assessment of the realities of the classroom could be made.

All the motivational teaching strategies and behaviours (MTSB) included in the Motivational Strategies and Behaviours Questionnaire (MSBQ) were found to be significantly correlated with student motivation, but this is not unexpected since 203 students and six teachers had contributed to the generation of items used in the creation of the MSBQ. The FLCAI (Walker and Panayides, 2014) was also developed using items generated from data provided by students and teachers in this study. Since both instruments have been shown to have a high degree of validity and reliability, they could prove useful to teachers wishing to generate student profiles in order to make decisions regarding how to adjust the curriculum to the needs of the students. In my experience, the content of a curriculum may be rigid, while still allowing for flexibility in the ways in which it is delivered. Consistent with Rosenholtz (1991), while less certain teachers tend to stick to routine practices, more confident ones experiment and are flexible.

Variables found to increase test anxiety included a lack of state validity in the test or students being faced with questions which were unfamiliar to them (Horwitz and Young, 1991). Young (1999) additionally states that student perceptions of the clarity of test instructions have an influence on their reactions to language tests. Thus, teachers should ensure that they provide clear instructions and test what is taught, as well as informing their students of the aims and content of the test before administering it. Objective scoring could also help. Personal experience has shown that a gentle tone of voice and a friendly smile can also ease test-anxiety.

### **5.5 Opportunities which have arisen as a result of this study**

In 2013, during the annual two day professional development for teachers in Cyprus, I conducted two presentations and workshops on motivation and anxiety in the

EFL classroom, which gave me the opportunity to disseminate the results of the initial study. This not only made it possible to conduct the focus group discussions, but also to discover that language teacher colleagues are interested to learn more about the subject. The success of these presentations have led head-teachers to ask me to conduct further workshops and presentations for my colleagues during the annual two-day professional training sessions. These have been on teacher burn-out and an internal evaluation of the leadership model of three of the schools from the teachers' perspective.

Two published articles have resulted from parallel studies. The first was the validation of the FLCAS (Panayides and Walker, 2013), and the second, a follow-up study, in which we designed and validated the Foreign Language Classroom Anxiety Inventory (Walker and Panayides, 2014). These studies were presented at the Annual UK Rasch User's Group Meeting, held at The University of York in 2014.

In an endeavour to expand on the findings of this study and make comparisons with other European settings, I have designed an Erasmus+ project proposal which entails a replica study in five senior high schools located in Cyprus, Spain, Italy, Croatia and Finland. The findings of such a study could enhance professional training in these countries by providing up-to-date insights into the EFL classroom. Moreover, it will give us the opportunity to investigate whether the construct of FLA is invariable, that is, whether the construct has the same meaning across different populations. While this would be the main objective of the project, it would also provide an opportunity for me to disseminate the results of the present study in four other European schools. Furthermore, the proposal includes plans to help students learn how to conduct research and how to analyse their data. Moreover, the students will be required to design questionnaires based on the data they obtain from interviews conducted with peers in their own school, and which they will administer to other local schools. The proposed two-year study will concentrate on the EFL classroom in the first year and the Science classroom in the second.

## **5.6 Further directions**

Aspects of the results have led me to compile a list of areas I, as a researcher-practitioner, believe worthy of future investigation. Since two students stated that the curriculum is not challenging enough, there is reason to investigate student satisfaction with the curriculum and to consult students on suggestions for change. The role of positive and negative feedback on motivation, anxiety and performance are worth further investigation. Furthermore, since there were significant differences between mean male and female FLCAI scores, with females displaying slightly higher anxiety levels in both administrations, this could also be a topic for a more detailed examination. It could be further enlightened by conducting comparative studies in different cultural settings where gender equality has reached different levels.

Another area which would be of particular interest is that of humour. Students in their interviews referred to it in the context of motivation and anxiety-reduction. As it is a broad area, the concept of humour could feasibly be broken up and researched independently. Finally, I would like to investigate the role of student learner autonomy in motivating students and its effect on anxiety.

In terms of dissemination, I want to get the message across to colleagues how important it is not to show dislike for our job or for our students. I also want to find a way to explain to them that snapping or shouting when students do not understand or give the wrong answer is not only demotivating, anxiety-provoking and unkind, but it negatively affects the teacher's enjoyment too. As my study evolved, I found myself agitated that there were colleagues who displayed a general disregard for their students' feelings and needs. I will therefore endeavour to convince them of the value of consulting their students through presenting the results of my research, although there could be opposition from some quarters such as the Ministry of Education's Inspector for English or colleagues.

Nevertheless, I feel that I have an obligation and responsibility to students to make their voices heard as far as is possible.

## **5.7 Conclusions**

This thesis is located within the fields of Second Language Acquisition specifically EFL, and psycholinguistics. It filled a perceived gap in the research by exploring the influence of specific teaching strategies on student motivation and anxiety in the EFL classroom. The strategies and behaviours under investigation were identified by the teachers and students from within the cultural setting during the initial study. The qualitative – quantitative – qualitative design and inclusion of both teacher and student perspectives from within the same population led to the identification of pedagogical implications based on empirical research within a carefully constructed methodological framework. It is hoped that the results will be of value to foreign language teachers, as well as to educational researchers who wish to conduct similar research in other disciplines.

The literature review reported on cultural differences regarding the use of strategies which were found to be motivating, including differences concerning their effectiveness. The results of my study were further confirmation of these differences. For example, none of the six motivational strategies found to be effective by Wong (2014) in the Chinese EFL classroom coincided with the motivational strategies and behaviours identified in my investigation. In addition, four of the macro-strategies found by Dörnyei and Csizer (1998) and Cheng and Dörnyei (2007) to motivate students, and a further four identified by Sugita McEown and Takeuchi (2010) were not noted by the student or teacher participants in my study. The importance of identifying motivational strategies and behaviours that are effective in specific cultural context, both in relation to motivation as well as anxiety, is clear.

It is intended that the insight provided through this thesis into the extent to which the use of certain teaching strategies and behaviours influences student motivation and anxiety will be of value to teachers in Cyprus, and similar settings, in addressing their

students' needs. The results revealed which MTSB have the strongest association with higher motivation (Table 15, p. 109) and which MTSB with lower FLA (Table 17, p. 119). Having insight into associations between MTSB and motivation, and MTSB and anxiety could be of value to language teachers in planning and conducting their lessons.

This study aimed to improve the learner experience of future students by giving the participating students a platform on which to be heard. Through their participation in the qualitative and quantitative components of the investigation, students were made aware of the fact that efforts were being made to bring about improvement in the classroom experience in the future, and that they were the starting point. Students were reassured that they were not alone in any anxieties they might experience in the language classroom, and that their opinion was considered important.

Throughout this study I constantly reflected not just upon the methodological decisions I needed to make and the effectiveness of these choices, but also on my own teaching practices and how I might adapt them. Although my classes did not participate in my study, I have administered all of my instruments to them each year since designing them, and have made changes to my teaching practices based on their responses. Furthermore, as they too have written accounts each year on what they consider to be motivating I have also aimed to incorporate these preferences, where possible, into my lessons. It became apparent to me how much students valued and appreciated being consulted about their feelings and preferences in language learning, and their perceptions of the realities of their language lessons. In this respect, I found the study of value not just to me from a research and pedagogical perspective, but also on a personal level, as I have been able to test out all my tools on my own students and adapt my teaching according to each class's preferences and needs. This has led to a more enjoyable working relationship which I feel has been of mutual benefit. This, coupled with the fact that there was a small positive change in teacher group 31 during the course of the study, encourages me to believe that both teachers and students have also gained from this study, and this has

confirmed to me the importance of disseminating the findings of this study to other language colleagues.

I began dissemination when I presented the results of the initial study to 49 colleagues in the second half of the first year of my study. I am optimistic that a continued thorough and well-organised dissemination plan will help achieve positive change. I am aware that my results can only be interpreted as fuzzy generalizations. Fuzzy generalizations are 'neither likely to be true in every case, nor likely to be untrue in every case' (Bassey, 2001, p. 10). The reason for this is that motivation and anxiety, as psychological constructs, are personal and subjective. I consider, nonetheless, that the findings are of value, as the sample was large enough to produce reliable patterns and to suggest useful pedagogical implications. Investing time in learning about your students is rewarding, and for me, it was that which 'broke the ice' in the first lessons, helping to create a pleasant and supportive atmosphere, which this study has shown to be of great importance in the early stages of an academic course.

Since it is not the classroom environment as such which may provoke anxiety but rather aspects related to speaking, listening and / or tests in the EFL classroom, consulting the students is of considerable importance. Teachers are advised to measure FLA, as students learn more effectively when their FLA is identified and the teacher takes the necessary measures to help them overcome it (Aida, 1994). The present study aimed to provide information for use by foreign language teachers in Cyprus, and similar populations from an insider position. This responds to Park and French who advocate that in-service teachers should 'investigate current teaching methods and techniques in this environment' (2013, p.469).

The findings of the present study indicate that as teachers we should invest time in consulting our students, reflect and re-evaluate our teaching methods and behaviours if, upon reflection, it is seen to be necessary. We should try new approaches, and assess their motivational value and their potential to help reduce classroom anxiety. Students in this

study indicated a desire to be challenged. This supports Dörnyei (2001) who suggests that students like to be challenged. Not only could we push the level to the highest degree possible within student limits and needs, but students could even design a lesson based on the topic we will be teaching or have just taught. This would give us as teachers a chance to see the approach they enjoy, as well as giving students the chance to share responsibility for their own learning.

Through an interpretivist and socio-cultural investigation, this research built on previous studies in order to extend our understanding of student EFL motivation and classroom anxiety through responding to voids in the research. The findings provide important resources for teachers of senior high school EFL.

## **5.8 Limitations of the present study**

As Vialleton remarks: 'It is in the nature of scientific knowledge that any research project has limitations, as any evidence is only valid for the particular context in which it was collected, and as generalisations can only ever be made with the utmost caution' (2013, p. 208). With the benefit of hindsight, several limitations can be identified in this study. Firstly, it could be reasonably asked if the teacher population in the study was truly representative. In terms of numbers, it was acceptable, but questions might arise in relation to the teachers who chose not to participate. It is possible that they were just not interested in the study, but perhaps there is another more serious reason. It is feasible that these colleagues were concerned that they do not include enough motivational teaching strategies and behaviours in their teaching and were reluctant to be put under the microscope. If this is indeed the case, then data which would have been produced in their classes could have been very informative and it could have contributed to a more complete picture.

It is recognised that some may question whether the validity of student responses could be compromised by their possible immaturity and lack of (or limited) knowledge of teaching methods. However, as previously noted, this study aimed to examine the students'



perceptions and not to obtain an accurate measure of the actual use of motivational strategies and behaviours.

As far as the focus groups are concerned, I had no plan B if my colleagues had refused to participate. They were not forewarned of my intentions. It was therefore fortunate that 100% agreed to participate. This could be considered by some as a limitation in terms of replication of this study, however I believe the situation was unique. During the discussions, a colleague with whom I have conducted research, took notes which I compared with mine soon after the meeting. It is reasonable to assume that he was free from bias as he had no personal interest in this and, moreover, as a researcher he understands the value of accurate unbiased data.

Concerning the use of correlation analysis, it could be suggested that since numbers in rating scales do not have precise meaning, as the difference between categories 2 and 3 may well not have been equal to the difference between 4 and 5, correlations cannot be used with rating scales. However, in this study, the intention was to provide indications of associations between perceptions of use and two subjective psychological constructs of the language classroom, motivation and FLA, and not to provide a numerical relationship in terms of a mathematical model. Through triangulation of methods, it is believed that any potential shortcomings were overcome. A further limitation related to the correlation analyses is that I did not include the data produced at Stage 2 by students who had forgotten / lost their codes. This oversight was caused by a desire to be able to compare sets of data for all students in the sample at both stages. However, with hindsight, there was no reason not to include this data in the correlation analysis which would have led to a larger sample at Stage 2, as individual codes were not necessary.

One possible criticism of the study could be that students taught by only five teachers (eight classes) were interviewed and not from all the participating classes. This was unavoidable due to timetable clashes which prevented accessibility. The sample does, however, provide representation for 62% of the participating classes.

The study could have been enriched by including student proficiency in the variables, by exploring possible associations between motivation and proficiency and performance and anxiety. Also, having seen that students' perceptions of the nature and frequency of use of motivational teaching strategies and behaviours (MTSB) changed during the year, it is perhaps a shortcoming of the study not to have asked the teachers to have rated their use twice to match the experience of the students.

While some may question why observation was not used, believing that this could have offered a more objective picture, the purpose of the study was not to determine actual use but the use of frequencies *as perceived by the students*, as this plays a role in how a student feels during lessons. The focus of this study was the psychological, not scientific, effects of student perceptions on motivation and anxiety.

Having realised that it would be beneficial to obtain student perceptions on the importance of MTSB in reducing their anxiety, I decided to administer a fourth questionnaire. I had gained the consent of participating teachers for the administration of the three questionnaires during their teaching time. When I approached them about the prospect of a fourth I felt they were, understandably, reluctant to lose more teaching time. I therefore decided to administer the questionnaire to the 64 students who had participated in the study and who were also taught Spanish by me. These students represented roughly 25% of the total sample and came from all the teacher groups involved in this study.

During the teacher interviews, participants were asked to comment on student opinions related to reduction of anxiety. The only comments were in agreement with the students. On reflection, it is not possible to know if this was due to genuine agreement or through reluctance to disagree with the student data.

Triangulation of results led to apparent discrepancies between the quantitative and qualitative results. This does not invalidate the results, but rather highlights how sample sizes can affect results. It is also a consequence of using different data eliciting methods.

As LeCompte and Preissle state: 'Discrepant cases are not so much exceptions to the rule

... as variants of the rule' (1993, cited in Cohen et al., 2000, p. 150). It should be remembered that the FLCAI and PLM, as a rating scales, and the MSBQ as a Likert scale questionnaire asked structured, closed questions (see Appendices A1-A3 for these questionnaires, pp. 189-195). In the semi-structured interviews, fewer ideas were suggested, but the opportunity arose to expand on emotional states, rather than respond to a rating scale. This led to students providing far more detail related to their feelings.

## **5.9 Concluding remarks**

This research was conducted in the EFL classroom setting in Limassol, Cyprus. While the results, as mentioned in the limitations, can only be considered valid for this specific context, they are certainly relevant to other foreign language classrooms in similar cultural settings. However, one can only speculate at this stage about their application to other contexts. Further research is needed to see whether student preferences may be transferable to other subjects in parallel cultural locations too.

The finding that students valued being given a voice can be considered a generic pedagogical insight. Thus, even if specific findings of this study are found in later research not to carry over into other settings, the inclusion of the student voice could usefully be embraced. The outcomes of this study demonstrated the effectiveness and appropriateness of the methodological choices. The qualitative – quantitative – qualitative mixed-method research design helped to ensure the integrity of the project and led to results that were reliable and credible. Finally, the findings from this study should offer an invaluable resource for other researcher-practitioners wishing to improve the learning experience of their students.

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# Appendices

## Appendix A: Instruments used in this study

### A1 Motivational Strategies and Behaviours Questionnaires (Greek)

(Adapted from Cheng and Dörnyei, 2007)

Παρακάτω υπάρχει ένας κατάλογος πιθανών στρατηγικών που χρησιμοποιούν κάποιοι εκπαιδευτικοί για να παρακινήσουν τους μαθητές τους. Πόσο συχνά χρησιμοποιεί κάθε στρατηγική ο/η καθηγητής/καθηγήτρια των Αγγλικών σας στη τάξη σας. Παρακαλώ κυκλώστε ανάλογα με το τι πιστεύετε εσείς προσωπικά.

1 = Ποτέ    2 = Σπάνια    3 = Μερικές φορές    4 = Συχνά    5 = Πάντα

1. Εισάγει και ενθαρρύνει το χιούμορ και το γέλιο στο μάθημα σας.	1	2	3	4	5
2. Δείχνει στους μαθητές ότι τους σέβεται, τους αποδέχεται και νοιάζεται για το καθένα από αυτούς.	1	2	3	4	5
3. Προσπαθεί να εξοικειώνει τους μαθητές με το πολιτισμικό υπόβαθρο της αγγλικής γλώσσας	1	2	3	4	5
4. Δίνει σαφείς οδηγίες	1	2	3	4	5
5. Εισάγει στο μάθημα διάφορα θέματα που πιθανό να κινούν το ενδιαφέρον σας (π.χ. για τηλεοπτικά προγράμματα, αστέρια της ποπ ή ταξίδια).	1	2	3	4	5
6. Βεβαιώνεται πως οι βαθμοί αντικατοπτρίζουν όχι μόνο την επίδοση σας, αλλά και την προσπάθεια που καταβάλετε στις εργασίες σας.	1	2	3	4	5
7. Δείχνει τον ενθουσιασμό του/της για τη διδασκαλία της Αγγλικής γλώσσας δείχνοντας αφοσίωση και έμπνευση.	1	2	3	4	5
8. Σπάζει τη ρουτίνα του μαθήματος με διάφορους τρόπους παρουσίασης (π.χ. ένα έργο γραμματικής μπορεί να ακολουθηθεί από εξάσκηση προφοράς, μια διάλεξη μπορεί να ακολουθείται από ομαδική εργασία).	1	2	3	4	5
9. Καθιερώνει καλή σχέση με τους μαθητές.	1	2	3	4	5
10. Ενθαρρύνει τη συμμετοχή των μαθητών με την ανάθεση δραστηριοτήτων που απαιτούν την ενεργό συμμετοχή όλων (π.χ. παρουσίαση της ομάδας).	1	2	3	4	5
11. Προσπαθεί να μάθει τα ενδιαφέροντα, τις ανάγκες και στόχους των μαθητών και στη συνέχεια τα συμπεριλαμβάνει αυτά στο πρόγραμμα όσο το δυνατόν περισσότερο.	1	2	3	4	5
12. Δημιουργεί ένα υποστηρικτικό και ευχάριστο κλίμα στην τάξη, όπου οι μαθητές δεν νιώθουν αμηχανία και γελοιοποίηση.	1	2	3	4	5
13. Φέρνει διάφορα αυθεντικά πολιτιστικά αντικείμενα (π.χ. περιοδικά, εφημερίδες ή στίχους τραγουδιών) στην τάξη ως συμπληρωματικό υλικό.	1	2	3	4	5
14. Κάνει σαφές στους μαθητές ότι το πιο σημαντικό για την εκμάθηση μιας ξένης γλώσσας είναι η αποτελεσματική επικοινωνία και όχι τα λάθη γραμματικής.	1	2	3	4	5
15. Παρατηρεί τη συμμετοχή και την πρόοδο των μαθητών, και τους παρέχει θετική ανατροφοδότηση.	1	2	3	4	5



16. Συμπεριλαμβάνει δραστηριότητες που απαιτούν από τους μαθητές να εργαστούν σε ομάδες με σκοπό να προωθήσει τη συνεργασία.	1	2	3	4	5
17. Υιοθετεί το ρόλο του «διαμεσολαβητή» (δηλαδή ο σκοπός είναι να βοηθήσει και να οδηγήσει τους μαθητές να σκεφτούν και να μάθουν με το δικό τους τρόπο, αντί να δίνει μόνο γνώσεις).	1	2	3	4	5
18. Παρακινεί τους μαθητές με την αύξηση της χρήσης της αγγλικής γλώσσας στην τάξη	1	2	3	4	5
19. Κάνει τις εργασίες ελκυστικές με τη συμπερίληψη νέων και ευφάνταστων στοιχείων ώστε να αυξηθεί η περιέργεια σας.	1	2	3	4	5
20. Εμπλουτίζει το διάλογο επικοινωνίας με την παρουσίαση διαφόρων ακουστικών και οπτικών βοηθημάτων όπως φωτογραφίες, περιοδικά και ταινίες.	1	2	3	4	5
21. Είναι ο εαυτός του μπροστά στους μαθητές χωρίς «μάσκα», και μοιράζεται με αυτούς τα χόμπι του, και αυτά που τους αρέσουν και δεν τους αρέσουν.	1	2	3	4	5

22. Φύλο: Άρρεν \_\_\_ Θήλυ \_\_\_

23. Κατεύθυνση \_\_\_\_\_ Κοινού κορμού \_\_\_\_\_

**Σας ευχαριστώ για τη συνεργασία 😊**

**Η συμμετοχή σας είναι εθελοντική**

## Motivational Strategies and Behaviours Questionnaire (translation)

Adapted from Cheng & Dörnyei (2007)

Below is a list of possible motivational strategies and behaviours that some teachers use to motivate their learners.

Please circle the frequency with which your teacher uses them in your class, according to your personal perception.

1 = Never    2 = Rarely    3 = Sometimes    4 = Often    5 = Always

<b>1. Bring in and encourage humour and laughter frequently in your class.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>2. Show that they respect, accept and care about each of their students.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>3. Familiarize the learners with the cultural background of the English language.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>4. Give clear instructions</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>5. Introduce interesting content and topics which you find interesting (e.g. about TV programmes, pop stars or travelling).</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>6. Make sure grades reflect not only your achievement but also the effort you put into the task.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>7. Show their enthusiasm for teaching English by being committed.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>8. Break the routine of the lessons by varying presentation format (e.g. a grammar task can be followed by one focusing on pronunciation; a whole-class lecture can be followed by group work).</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>9. Establish a good relationship with the students.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>10. Encourage student participation by assigning activities that require active involvement from each participant (e.g. group presentation).</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>11. Try and find out about your needs, goals and interests, and then build these into the curriculum as much as possible.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>12. Create a supportive and pleasant classroom climate where students are free from embarrassment and ridicule.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>13. Bring various authentic cultural products (e.g. magazines, newspapers or song lyrics) to class as supplementary materials.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>14. Make clear that the important thing in learning a foreign language is to communicate meaning effectively rather than worrying about grammar mistakes.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>15. Notice students' contributions and progress, and provide them with positive feedback.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>16. Include activities that require students to work in groups towards the same goal (e.g. plan a drama performance) in order to promote cooperation.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

<b>17. Adopt the role of a 'facilitator' (i.e. to help and lead the students to think and learn in their own way, instead of solely giving knowledge to them).</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>18. Motivate you by increasing the amount of English they use in class.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>19. Make tasks attractive by including novel or fantasy elements so as to raise the learners' curiosity.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>20. Enrich the channel of communication by presenting various auditory and visual aids such as pictures, realia, tapes and films.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>21. Try to be themselves in front of the class without putting on an artificial 'mask', and sharing with you their hobbies, likes and dislikes.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**22. Gender: Male \_\_\_\_ Female \_\_\_\_**

**23. Do you do the core or extended course? \_\_\_\_\_**

Thank you for your co-operation, I really appreciate it 😊

Please note: All information is anonymous. Participation is voluntary.

## A2 Personal Level of Motivation Questionnaire

1 = ΚΑΘΟΛΟΥ      2 = ΛΙΓΟ      3 = ΠΟΛΥ      4 = ΠΑΡΑ ΠΟΛΥ

1. Πόσο ενθουσιασμό δείχνεις στο μάθημα των Αγγλικών;	1	2	3	4
2. Είναι σημαντικό για μένα να μάθω όσα διδάσκονται στο μάθημα των Αγγλικών μου.	1	2	3	4
3. Ρωτώ τον εαυτό μου διάφορες ερωτήσεις στα Αγγλικά για να βεβαιωθώ ότι μαθαίνω όλη την ύλη που διδάσκομαι στο μάθημα.	1	2	3	4
4. Εργάζομαι σκληρά στο μάθημα των Αγγλικών για να πάρω ένα καλό βαθμό.	1	2	3	4
5. Πιστεύω ότι όσα μαθαίνουμε στην τάξη των Αγγλικών είναι ενδιαφέροντα.	1	2	3	4
6. Όταν η καθηγήτρια των Αγγλικών μου παραδίδει το μάθημα σκέφτομαι άλλα πράγματα και δεν την παρακολουθώ πραγματικά.	1	2	3	4

Ευχαριστώ πολύ για την συνεργασία σας 😊

## Personal Motivation Questionnaire - translation

To what extent do you agree with these statements?

1 = Not at all      2 = A little      3 = quite a lot      4 = Very much

1. I am very enthusiastic about English lessons.	1	2	3	4
2. It's important to me to learn what is being taught in this class	1	2	3	4
3. I ask myself questions to make sure I know the material I have been studying	1	2	3	4
4. I work hard to get a good grade even when I don't like a class	1	2	3	4
5. I think that what we are learning in this class is interesting	1	2	3	4
6. I find that when the teacher is talking I think of other things and don't really listen to what is being said	1	2	3	4

Thank you for your cooperation 😊

N.B.: Items 2 – 6 are taken from Pintrich and De Groot's (1990) *Motivational Strategies*

*Learning Questionnaire*

### A3 The Foreign Language Classroom Anxiety Inventory

#### Κλίμακα Μέτρησης Άγχους στο Μάθημα Αγγλικών ως Ξένη Γλώσσα

Οδηγίες: Πιο κάτω δίνονται κάποιες δηλώσεις οι οποίες περιγράφουν πως μπορεί να νιώθει ένας μαθητής ή μια μαθήτρια στο μάθημα των Αγγλικών στο σχολείο.

Παρακαλείστε όπως σημειώσετε ✓ ή X στη συχνότητα που αντιστοιχεί στο πόσο συχνά νιώθετε εσείς στο καθένα από τα πιο κάτω.

Πιθανές απαντήσεις είναι: Ποτέ, Σπάνια, Μερικές φορές, Συχνά, Πάντα.

Δεν υπάρχουν σωστές ή λανθασμένες απαντήσεις γι' αυτό παρακαλώ απαντήστε σε όλα τα ερωτήματα ελεύθερα.

	Ποτέ	Σπάνια	Μερικές φορές	Συχνά	Πάντα
1. Στα διαγωνίσματα των Αγγλικών ανησυχώ μήπως δεν καταλαβαίνω το λεξιλόγιο στα κείμενα.					
2. Στο μάθημα των Αγγλικών αγχώνομαι όταν οι ασκήσεις μου είναι άγνωστες.					
3. Ανησυχώ ότι η καθηγήτρια των Αγγλικών μου μπορεί να με ρωτήσει κάτι που να μην καταλαβαίνω.					
4. Νιώθω άνετα με τα διάφορα τεστ που γίνονται στην τάξη των Αγγλικών.					
5. Αγχώνομαι όταν το διαγώνισμα των Αγγλικών περιέχει και κομμάτι listening.					
6. Πανικοβάλλομαι όταν πρέπει να μιλήσω στην τάξη στα Αγγλικά χωρίς να έχω προετοιμαστεί.					
7. Φοβάμαι ότι μπορεί να μην προφέρω σωστά κάποια λέξη στην τάξη των Αγγλικών.					
8. Σκέψεις ότι μπορεί να αποτύχω επηρεάζουν τη συγκέντρωση μου κατά τη διάρκεια του διαγωνίσματος.					
9. Οι εκθέσεις στα Αγγλικά με αγχώνουν.					
10. Ντρέπομαι να προθυμοποιηθώ ν' απαντήσω ερωτήσεις κατά τη διάρκεια του μαθήματος των Αγγλικών.					
11. Κατά τη διάρκεια σημαντικών διαγωνισμάτων στα Αγγλικά είμαι τόσο αγχωμένος/ος που ανακατεύεται το στομάχι μου.					
12. Ανησυχώ για το βαθμό μου στα Αγγλικά.					
13. Όταν κάνουμε προφορικούς διάλογους στα Αγγλικά ανησυχώ μήπως δεν καταλάβω τι μου λέει ο άλλος.					
14. Όσο περισσότερο διαβάζω στο μάθημα των Αγγλικών τόσο περισσότερο μπερδεύομαι.					
15. Πάντα νιώθω ότι οι συμμαθητές μου μιλούν τα Αγγλικά καλύτερα από μένα.					
16. Κατά τη διάρκεια των διαγωνισμάτων στα Αγγλικά πιάνω τον εαυτό μου να ανησυχεί για τις συνέπειες πιθανής αποτυχίας.					
17. Το μάθημα των Αγγλικών προχωρεί τόσο γρήγορα που ανησυχώ ότι θα μείνω πίσω.					
18. Αγχώνομαι όταν δεν καταλαβαίνω ό,τι λέει ο καθηγητής στο μάθημα των Αγγλικών.					

# Translation: The Foreign Language Classroom Anxiety Inventory

(Walker & Panayides, 2014)

N.B.: Items in **BOLD** are those taken from the FLCAS (Horwitz et al., 1986), items in *italics* are those taken from the TAS (Panayides, 2009).

**Instructions:** Below is a list of statements used to describe the feeling of a student in the EFL classroom at senior high school. Please respond with  $\checkmark$  or X in the boxes provided according to the frequency with which you experience such feelings. Possible responses are: Never, Rarely, Sometimes, Frequently, Always

There are no correct or incorrect responses, so please respond freely to each item.

Thank you for your cooperation 😊

	Never	Rarely	Sometimes	Often	Always
1. In tests, I worry that I won't understand the vocabulary in the texts.					
2. I get nervous when the tasks are unfamiliar to me.					
3. I worry that my English teacher might ask me something that I won't understand.					
4. <b>I am usually at ease during tests in my language class.</b>					
5. I get anxious when the test has a listening component.					
6. <b>I start to panic when I have to speak without preparation in language class.</b>					
7. I am afraid I may mispronounce a word in front of the class.					
8. <i>Thoughts of doing poorly interfere with my concentration in tests.</i>					
9. Essays make me nervous.					
10. <b>It embarrasses me to volunteer answers in my language class.</b>					
11. <i>During important tests I am so tense that it upsets my stomach.</i>					
12. I worry about my grade.					
13. When we have an oral dialogue, I worry that I might not be able to understand what the other person is saying.					
14. <b>The more I study for a language test, the more confused I get.</b>					
15. <b>I always feel that the other students speak the foreign language better than I do.</b>					
16. <i>During tests I find myself worrying about the consequences of failing.</i>					
17. <b>Language class moves so quickly I worry about getting left behind.</b>					
18. <b>I get nervous when I don't understand every word the language teacher says.</b>					

## A4 The Foreign Language Classroom Scale (FLCAS)

### Κλίμακα Μέτρησης Άγχους στο Μάθημα Αγγλικών ως Ξένη Γλώσσα

**Οδηγίες:** Πιο κάτω θα βρείτε μια λίστα από δηλώσεις που χρησιμοποιούνται για να περιγράψουν συναισθήματα ενός μαθητή ή μιας μαθήτριας στην τάξη στο ΜΑΘΗΜΑ ΤΩΝ ΑΓΓΛΙΚΩΝ στο σχολείο. Παρακαλώ σημειώστε ✓ ή X στο κουτάκι που αντιστοιχεί στο βαθμό συμφωνίας σας με αυτές τις δηλώσεις. Οι επιλογές για κάθε δήλωση είναι:

Διαφωνώ απόλυτα, Διαφωνώ, Ούτε συμφωνώ ούτε διαφωνώ, Συμφωνώ και Συμφωνώ απόλυτα.

Δεν υπάρχουν σωστές ή λάθος απαντήσεις γι' αυτό παρακαλώ απαντήστε σε όλα τα ερωτήματα ελεύθερα. Σας ευχαριστώ για τη συνεργασία.

	Διαφωνώ Κάθετα	Διαφωνώ	Ούτε Συμφωνώ ούτε Διαφωνώ	Συμφωνώ	Συμφωνώ απόλυτα
1. Δεν νιώθω ποτέ σίγουρος για τον εαυτό μου όσον αφορά το να μιλήσω στην τάξη.					
2. Το να κάνω λάθη στην τάξη δε με ανησυχεί.					
3. Τρέμω όταν ξέρω ότι θα πρέπει να μιλήσω στην τάξη.					
4. Με φοβίζει το ότι δεν καταλαβαίνω τι λέει ο καθηγητής στα Αγγλικά.					
5. Δεν θα μ' ενοχλούσε καθόλου να μάθω κι άλλες ξένες γλώσσες.					
6. Κατά τη διάρκεια του μαθήματος των Αγγλικών σκέφτομαι πράγματα που δεν έχουν να κάνουν με το μάθημα.					
7. Σκέφτομαι διαρκώς ότι οι άλλοι μαθητές είναι καλύτεροι από μένα στα Αγγλικά.					
8. Νιώθω άνετα με τα διάφορα τεστ που γίνονται στην τάξη των Αγγλικών.					
9. Πανικοβάλλομαι όταν πρέπει να μιλήσω στην τάξη στα Αγγλικά χωρίς να έχω προετοιμαστεί.					
10. Ανησυχώ για τις συνέπειες που θα έχει η αποτυχία μου στο μάθημα των Αγγλικών.					
11. Δεν καταλαβαίνω γιατί κάποιοι αγχώνονται τόσο για τα μαθήματα των Αγγλικών.					
12. Στο μάθημα των Αγγλικών αγχώνομαι τόσο που ξεχνώ ό,τι ξέρω.					
13. Ντρέπομαι να προθυμοποιηθώ ν' απαντήσω ερωτήσεις κατά τη διάρκεια του μαθήματος των Αγγλικών.					
14. Δεν θα αγχωνόμουν να μιλήσω Αγγλικά με Αγγλόφωνους ανθρώπους .					
15. Στενοχωριέμαι όταν δεν καταλαβαίνω τι λέει ο καθηγητής για να με διορθώσει στο μάθημα των Αγγλικών.					
16. Αγχώνομαι ακόμη κι αν είμαι καλά προετοιμασμένος/η στο μάθημα των Αγγλικών.					

	Διαφωνώ Κάθετα	Διαφωνώ	Ούτε Συμφωνώ ούτε Διαφωνώ	Συμφωνώ	Συμφωνώ απόλυτα
17. Πολλές φορές δε θέλω να πηγαίνω στο μάθημα των Αγγλικών.					
18. Νιώθω άνετα να μιλώ στο μάθημα των Αγγλικών.					
19. Φοβάμαι ότι ο καθηγητής μου θα με διορθώνει συνεχώς .					
20. Νιώθω την καρδιά μου να χτυπά γρήγορα όταν με φωνάζουν να βγω στον πίνακα στο μάθημα των Αγγλικών.					
21. Όσο περισσότερο διαβάζω στο μάθημα των Αγγλικών τόσο περισσότερο μπερδεύομαι.					
22. Δε νιώθω καθόλου πεισμένος/η να προετοιμαστώ καλά για το μάθημα των Αγγλικών.					
23. Πάντα νιώθω ότι οι συμμαθητές μου μιλούν τα Αγγλικά καλύτερα από μένα.					
24. Δεν έχω κανένα πρόβλημα να μιλήσω στα Αγγλικά μπροστά από τους συμμαθητές μου.					
25. Το μάθημα των Αγγλικών προχωρεί τόσο γρήγορα που ανησυχώ ότι θα μείνω πίσω.					
26. Αγχώνομαι και πανικοβάλλομαι περισσότερο στο μάθημα των Αγγλικών παρά στα υπόλοιπα μαθήματα.					
27. Αγχώνομαι και συγχύζομαι όταν μιλώ στο μάθημα των Αγγλικών.					
28. Όταν είμαι καθοδόν για το μάθημα των Αγγλικών νιώθω πολύ άνετα.					
29. Αγχώνομαι όταν δεν καταλαβαίνω ό,τι λέει ο καθηγητής στο μάθημα των Αγγλικών.					
30. Αισθάνομαι δυσφορία για τον αριθμό των κανόνων που πρέπει να μάθω για τα Αγγλικά.					
31. Φοβάμαι ότι οι άλλοι μαθητές θα με κοροϊδεύουν όταν μιλήσω στα Αγγλικά.					
32. Πιθανόν να ένιωθα άνετα ανάμεσα σε Αγγλόφωνους ανθρώπους.					
33. Αγχώνομαι όταν ο καθηγητής των Αγγλικών μου κάνει ερωτήσεις για τις οποίες δεν έχω προετοιμαστεί από πριν.					



**Foreign Language Classroom Anxiety Scale (Horwitz, Horwitz & Cope, 1986)**

1. I never feel quite sure of myself when I am speaking in my foreign language class.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

2. I don't worry about making mistakes in language class.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

3. I tremble when I know that I'm going to be called on in language class.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

4. It frightens me when I don't understand what the teacher is saying in the foreign language.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

5. It wouldn't bother me at all to take more foreign language classes.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

6. During language class, I find myself thinking about things that have nothing to do with the course.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

7. I keep thinking that the other students are better at languages than I am.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

8. I am usually at ease during tests in my language class.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

9. I start to panic when I have to speak without preparation in language class.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

10. I worry about the consequences of failing my foreign language class.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

11. I don't understand why some people get so upset over foreign language classes.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

12. In language class, I can get so nervous I forget things I know.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

13. It embarrasses me to volunteer answers in my language class.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

14. I would not be nervous speaking the foreign language with native speakers.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

15. I get upset when I don't understand what the teacher is correcting.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

16. Even if I am well prepared for language class, I feel anxious about it.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

17. I often feel like not going to my language class.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

18. I feel confident when I speak in foreign language class.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

19. I am afraid that my language teacher is ready to correct every mistake I make.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

20. I can feel my heart pounding when I'm going to be called on in language class.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

21. The more I study for a language test, the more confused I get.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

22. I don't feel pressure to prepare very well for language class.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

23. I always feel that the other students speak the foreign language better than I do.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

24. I feel very self-conscious about speaking the foreign language in front of other students.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

25. Language class moves so quickly I worry about getting left behind.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

26. I feel more tense and nervous in my language class than in my other classes.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

27. I get nervous and confused when I am speaking in my language class.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

28. When I'm on my way to language class, I feel very sure and relaxed.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

29. I get nervous when I don't understand every word the language teacher says.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

31. I am afraid that the other students will laugh at me when I speak the foreign language.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

32. I would probably feel comfortable around native speakers of the foreign language.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

33. I get nervous when the language teacher asks questions which I haven't prepared in advance.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

## A5 Original Motivational Strategies Scale (Cheng and Dörnyei, 2007)

Items in **BOLD** are those which were retained for the MSBQ in my study.

1. **Bring in and encourage humour and laughter frequently in your class.**
2. **Show students that you respect, accept and care about each of them.**
3. Create opportunities so that students can mix and get to know each other better (e.g. group work, game-like competition).
4. **Familiarise the learners with the cultural background of the English language.**
5. Explain the importance of the 'class rules' that you regard as important (e.g. let's not make fun of each other's mistakes) and how these rules enhance learning, and then ask for the students' agreement.
6. **Give clear instructions** about how to carry out a task by modelling every step that students will need to do.
7. Invite senior students who are enthusiastic about learning English to talk to your class about their positive English learning experiences/successes.
8. Monitor students' accomplishments, and take time to celebrate any success or victory.
9. Regularly remind students that the successful mastery of English is beneficial to their future (e.g. getting a better job or pursuing further studies abroad).
10. Encourage students to select specific, realistic and short-term learning goals for themselves (e.g. learning 5 words every day).
11. Design tasks that are within the learners' ability so that they get to experience success regularly.
12. **Introduce in your lessons various interesting content and topics which students are likely to find interesting (e.g. about TV programmes, pop stars or travelling).**
13. Make tasks challenging by including some activities that require students to solve problems or discover something (e.g. puzzles).
14. Teach the students self-motivating strategies (e.g. self-encouragement) so as to keep them motivated when they encounter distractions.
15. **Make sure grades reflect not only the students' achievement but also the effort they have put into the task.**
16. Ask learners to think of any classroom rules that they would like to recommend because they think those will be useful for their learning.
17. **Show your enthusiasm for teaching English by being committed and motivating yourself.**

- 18. Break the routine of the lessons by varying presentation format (e.g. a grammar task can be followed by one focusing on pronunciation; a whole-class lecture can be followed by group work).**
19. Invite some English-speaking foreigners as guest speakers to the class.
20. Help the students develop realistic beliefs about their learning (e.g. explain to them realistically the amount of time needed for making real progress in English).
21. Use short and interesting opening activities to start each class (e.g. fun games).
22. Involve students as much as possible in designing and running the language course (e.g. provide them with opportunities to select the textbooks; make real choices about the activities and topics they are going to cover; decide whom they would like to work with).
- 23. Establish a good relationship with your students.**
- 24. Encourage student participation by assigning activities that require active involvement from each participant (e.g. group presentation or peer teaching).**
25. Give good reasons to students as to why a particular activity is meaningful or important.
- 26. Try and find out about your students' needs, goals and interests, and then build these into your curriculum as much as possible.**
27. Allow students to create products that they can display or perform (e.g. a poster, an information brochure or a radio programme).
28. Encourage learners to try harder by making it clear that you believe that they *can* do the tasks.
29. Give students choices in deciding how and when they will be assessed/evaluated.
- 30. Create a supportive and pleasant classroom climate where students are free from embarrassment and ridicule.**
31. Display the 'class goals' on the wall and review them regularly in terms of the progress made towards them.
- 32. Bring various authentic cultural products (e.g. magazines, newspapers or song lyrics) to class as supplementary materials.**
- 33. Make clear to students that the important thing in learning a foreign language is to communicate meaning effectively rather than worrying about grammar mistakes.**
- 34. Notice students' contributions and progress, and provide them with positive feedback.**
- 35. Include activities that require students to work in groups towards the same goal (e.g. plan a drama performance) in order to promote cooperation.**
36. Teach students various learning techniques that will make their learning easier and more effective.

37. **Adopt the role of a ‘facilitator’ (i.e. Your role would be to help and lead your students to think and learn in their own way, instead of solely giving knowledge to them).**
38. Highlight the usefulness of English and encourage your students to use their English outside the classroom (e.g. internet chat room or English speaking pen-friends).
39. **Motivate your students by increasing the amount of English you use in class.**
40. Share with students that you value English learning as a meaningful experience that produces satisfaction and which enriches your life.
41. Avoid ‘social comparison’ amongst your students (i.e. comparing them to each other for example when listing their grades in public).
42. Encourage learners to see that the main reason for most failure is that they did not make sufficient effort rather than their poor abilities.
43. **Make tasks attractive by including novel or fantasy elements so as to raise the learners’ curiosity.**
44. Encourage students to share personal experiences and thoughts as part of the learning tasks.
45. **Enrich the channel of communication by presenting various auditory and visual aids such as pictures, realia, tapes and films.**
46. Show students that their effort and achievement are being recognised by you.
47. **Try to be yourself in front of students without putting on an artificial ‘mask’, and share with them your hobbies, likes and dislikes.**
48. Give students opportunities to assess themselves (e.g. give themselves marks according to their overall performance).

## A6 Test Anxiety Scale (Panayides, 2009, adapted for EFL)

### Κλίμακα Μέτρησης Άγχους Μαθητών σε Τεστ (Παναγίδες, 2009)

#### Οδηγίες

Πιο κάτω ακολουθούν κάποιες δηλώσεις τις οποίες χρησιμοποίησαν διάφοροι άνθρωποι για να περιγράψουν τους εαυτούς τους. Σημειώστε, ανάλογα με το πώς νιώθετε εσείς, σε ποια συχνότητα συμβαίνει σε εσάς αυτό που περιγράφει η κάθε δήλωση, βάζοντας κύκλο στον αντίστοιχο αριθμό που βρίσκεται δεξιά από κάθε δήλωση.

1 = Σχεδόν Ποτέ, 2 = Μερικές φορές, 3 = Συχνά, 4 = Σχεδόν Πάντα

Δεν υπάρχουν ορθές ή λανθασμένες απαντήσεις. Μην ξοδέψετε πολύ χρόνο σε μια δήλωση, αλλά δώστε την απάντηση η οποία νομίζετε ότι περιγράφει πώς εσείς νιώθετε. Παρακαλώ απαντήστε όλες τις δηλώσεις.

Οι πιο κάτω δηλώσεις αναφέρονται σε διαγωνίσματα ή εξετάσεις στα ΑΓΓΛΙΚΑ

1ω. Σκέψεις ότι δε θα πετύχω επηρεάζουν την αυτοσυγκέντρωσή μου στο διαγώνισμα	1	2	3	4
2ε. Αισθάνομαι να τρέμω όταν έχω ένα σημαντικό διαγώνισμα	1	2	3	4
3ε. Κατά τη διάρκεια των διαγωνισμάτων νιώθω πολλή ένταση	1	2	3	4
4τ. Κατά τη διάρκεια σημαντικών διαγωνισμάτων βρίσκομαι σε τόση ένταση που το στομάχι μου αναστατώνεται	1	2	3	4
5ω. Έχω την εντύπωση ότι στα σημαντικά διαγωνίσματα αποδίδω χειρότερα από όσα μπορώ	1	2	3	4
6ε. Αισθάνομαι πανικοβλημένος/η κατά τη διάρκεια ενός σημαντικού διαγωνίσματος	1	2	3	4
7ε. Ανησυχώ πάρα πολύ πριν από μια σημαντική εξέταση	1	2	3	4
8ω. Κατά τη διάρκεια των διαγωνισμάτων συλλαμβάνω τον εαυτό μου να σκέφτεται τις συνέπειες αποτυχίας	1	2	3	4
9τ. Αφού τελειώσει μια εξέταση προσπαθώ να μην ανησυχώ γι' αυτή αλλά δεν τα καταφέρνω	1	2	3	4
10ω. Κατά τη διάρκεια εξετάσεων είμαι τόσο νευρικός/η που ξεχνώ γεγονότα που σίγουρα ξέρω	1	2	3	4

## Translation

### Instructions:

Below follows a list of statements used by people to describe their feelings during tests. Please respond in accordance with how you feel about these statements by circling the frequency with which you experience the feelings described.

**1 = Rarely, 2 = Sometimes, 3 = Often, 4 = Usually**

There are no incorrect answers. Do not spend much time on each statement, simply circle the answer which best describes how you feel.

Please respond to all statements.

**The following statements refer to tests of exams in English**

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. Thoughts of doing poorly interfere with my concentration on tests        | 1 | 2 | 3 | 4 |
| 2. I tremble when taking an important test.                                 | 1 | 2 | 3 | 4 |
| 3. During tests I feel very tense.  | 1 | 2 | 3 | 4 |
| 4. During important tests I am so tense that it upsets my stomach.          | 1 | 2 | 3 | 4 |
| 5. I believe that I underperform on important tests.                        | 1 | 2 | 3 | 4 |
| 6. I panic when I take an important test.                                   | 1 | 2 | 3 | 4 |
| 7. I worry a great deal before taking important examinations.               | 1 | 2 | 3 | 4 |
| 8. During tests I find myself thinking about the consequences of failing.   | 1 | 2 | 3 | 4 |
| 9. After an exam is over I try to stop worrying about it but I can't.       | 1 | 2 | 3 | 4 |
| 10. During examinations I get so nervous that I forget facts I really know. | 1 | 2 | 3 | 4 |



## A7 Modified Motivational Strategies and Behaviours Questionnaire

(Importance of strategies version, adapted from Cheng & Dörnyei (2007))

Below is a list of possible motivational strategies and behaviours that some teachers use to motivate their learners.

Please circle the extent to which each, in your opinion, helps reduce your anxiety in language classes.

1 = Extremely    2 = Fairly    3 = Not at all

1. Bring in and encourage humour and laughter frequently in your class.	1	2	3
2. Show that they respect, accept and care about each of their students.	1	2	3
3. Familiarize the learners with the cultural background of the English language.	1	2	3
4. Give clear instructions	1	2	3
5. Introduce various interesting content and topics which you find interesting (e.g. about TV programmes, pop stars or travelling).	1	2	3
6. Make sure grades reflect not only your achievement but also the effort you put into in the task.	1	2	3
7. Show their enthusiasm for teaching English by being committed.	1	2	3
8. Break the routine of the lessons by varying presentation format (e.g. a grammar task can be followed by one focusing on pronunciation; a whole-class lecture can be followed by group work).	1	2	3
9. Establish a good relationship with the students.	1	2	3
10. Encourage student participation by assigning activities that require active involvement from each participant (e.g. group presentation).	1	2	3
11. Try and find out about your needs, goals and interests, and then build these into the curriculum as much as possible.	1	2	3
12. Create a supportive and pleasant classroom climate where students are free from embarrassment and ridicule.	1	2	3
13. Bring various authentic cultural products (e.g. magazines, newspapers or song lyrics) to class as supplementary materials.	1	2	3
14. Make clear that the important thing in learning a foreign language is to communicate meaning effectively rather than worrying about grammar mistakes.	1	2	3
15. Notice students' contributions and progress, and provide them with positive feedback.	1	2	3
16. Include activities that require students to work in groups towards the same goal (e.g. plan a drama performance) in order to promote cooperation.	1	2	3
17. Adopt the role of a 'facilitator' (i.e. to help and lead the students to think and learn in their own way, instead of solely giving knowledge to them).	1	2	3

<b>18. Motivate you by increasing the amount of English they use in class.</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>19. Make tasks attractive by including novel or fantasy elements so as to raise the learners' curiosity.</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>20. Enrich the channel of communication by presenting various auditory and visual aids such as pictures, realia, tapes and films.</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>21. Try to be themselves in front of the class without putting on an artificial 'mask', and sharing with you their hobbies, likes and dislikes.</b>	<b>1</b>	<b>2</b>	<b>3</b>

**22. Gender: Male \_\_\_\_\_ Female \_\_\_\_\_**

**23. Do you do the core or extended course? \_\_\_\_\_**

Appendix B: 3 Student accounts – from the main study

Προτιμώ το μάθημα να γίνεται πρακτικό. Χωρίς την καθοδήγηση του βιβλίου γιατί μάταια και κατανοώ καλύτερα να γίνεται το μάθημα προφορικά, και να αντιγράφουμε από τον πίνακα στο τετράδιο. Επίσης μας άρεσε σε όρους να κωδικοποιούμε και για διαφορά αλφά και άλφα. ~~Ας βάλει~~ έτσι δίνουν 100% προσοχή.

- Μου άρεσε να υπάρχει διδασκαλία περιβάλλοντος
- >> >> περισσότερο να μην κάνουμε πολλά πράγματα από το βιβλίο αλλά πράγματα που θέλουμε και να γράφουμε.
- Να μην εκτείνουμε ένα κείμενο για ώρα αλλά να το κωνάμε μέχρι να καταλάβουμε τα βασικά μέρη.
- Το 3τερο διάστημα το βιβλίο μάς μάει ιδέα.
- Το κείμενο της κατάς να μην είναι βαρετό αλλά να θέτε κανένα αστό ή καμία ιστορία για να σπάει λίγο ο ρυθμός.

• Να μας βάλει εργασιές και dvd ✓

Το μάθημα να είναι γλυκό.

Να μιλούμε σαν ομάδα και βελγί.

Να κωνάμε ομάδες εργασίας (στην τάξη)

Να μην έχουμε εργασιές στο σπίτι

Να μην μιλάμε μόνο έτσι για να μην είναι βαρετό το μάθημα

Να υπάρχει διαγώνια ανάμεσα στις ασκήσεις

Να είστε ευχαριστημένοι την πρώτη περίοδο στις κωδικοποιήσεις.

## **Translation**

I prefer the lesson to be communicative. Without the guidance of the book because I learn and understand better when the lesson is communicative and for us to copy from the board into our note books. Also we all like to talk about different topics and even about irrelevant matters. This way we will give 100% attention.

- I like there to be a friendly atmosphere.
- I like it better not to do a lot from the book but rather from the board and to write it down.
- I don't want to race through chapters but to work on them until we at least understand something.
- I consider the idea of a 3 minute break [between lessons in a double lesson] to be a very good one.
- For the classroom climate not to be heavy / boring but for us to tell the odd joke or story to break the ice.

For songs and DVDs to be played.

For the lesson to be friendly.

To work in groups or pairs.

To do group projects (in class).

Not to have homework.

For the teacher not to be the only one to talk so the lesson isn't boring.

For there to be a break between lessons.

For the teacher to be lenient about late arrivals at the beginning of the lesson.

## Appendix C: Student account and teacher focus group data – initial study

This Table shows the data produced from the student accounts in the initial study. It was used in the selection of items for inclusion in the Motivational Strategies and Behaviours Questionnaire (MSBQ) designed for use in the main study.

Behaviour / activity	Frequency
Friendly / relaxed / democratic atmosphere / mutual respect	29
Films with subtitles	26
Humour	25
Group / team work	19
Emphasis on oral rather than written language	15
Music for relaxation at the end of the lesson	14
Small breaks during 1.5 hr lesson	13
Songs for analysis	12
Written test should dictate grade	11
Pair work	11
Student presentations / project work	10
Not much homework / no homework	9 / 1
Mini-videos of cultural sights / Presentations by the teacher	8
Not putting students down / insulting them	7
Individual work	7
Teach vocabulary and phrases	6
Easy / not difficult / short tests	6
Topics of interest for discussion	6
More teacher input rather than course book page by page	6
Do not progress too quickly – ensure understanding before proceeding	5
Students permitted to have a say in the content of the lesson	5
Emphasis NOT on grammar	4
Participation should count strongly towards the grade	4
Easy homework	4
Not many tests	4
Must be interested in the students / be understanding	4
Cultural discussions (in Greek)	4
Constant explanations / translation / not immersion in the language	3
Listening to music whilst doing exercises	3
Use of games for practice exercises	3
Lively lesson	3
Innovative lessons	3
Revision before tests	2
Presentations to count in the grade (poss. Instead of tests)	2
In double lesson 1 <sup>st</sup> per written work, 2 <sup>nd</sup> oral	2
Use of Internet	2
Words and phrases needed for 2 periods to be given in 1 <sup>st</sup> period	2
Lots of dialogues	2
No songs / music	1
Texts as dialogues which are acted out	1
Emphasis on spelling and reading	1
Music until after role call	1
No unannounced tests	1
Texts as dialogues which are acted out	1
Work sheets to have pictures	1
Teachers shouldn't talk too much (student centred lessons)	1
Multiple-choice exercises	1
Lead by example: no phone, no chewing gum	1

Fill in the gap	1
Quiet – not silence – in class	1
No student presentations	1
Once student has completed exercises = relaxes	1
Don't call on students unless they volunteer	1
Pictures as the basis for discussion	1
No shouting	1
Trip to a country speaking the language	1
Smiling teacher	1

This list shows the **data produced from the teacher focus group discussion in the initial study**. It was used in the selection of items for inclusion in the Motivational Strategies and Behaviours Questionnaires which was used in the main study.

- Is consistent in their words and actions, they keep their promises
- Listen to all students' opinions
- Avoid allowing all to shout at once
- Give students choice of activities and, wherever possible, a choice in topic areas
- Keep up to date with developments, not only within their field but also within society and with teaching methods as they deal with young people who easily grow bored
- Show an interest in their students psychological well-being and try not to put them in any awkward position
- Never insult the students
- Alter their method of communication in line with the situation (sternness, humour, light irony, severity etc.)
- Is consistent and reliable when it comes to his/her responsibilities so as to set an example for the student

## Appendix D: Focus group data on MTSB (21st and 22nd Jan, 2013)

Motivational teaching strategies suggested by teachers	Frequency
Creating a friendly atmosphere	12
Being positive towards, showing an interest in & communicating with students	10
Using humour	9
Using group work	9
Using technology	8
Using creative / inspirational tasks	7
Make the lessons lively and interesting using new methods and techniques	6
Using role play	6
Encouraging / supporting feedback	6
Showing videos related to the language taught	5
Using real situations as examples	4
Using games	4
Showing enthusiasm for the lesson	4
Using pair work	3
Holding discussions not related to the curriculum	3
Using communicative methodology	3
Teacher being an actor	3
Playing songs for use in exercises	3
Involve the students in our teaching	3
Demonstrating a love for the subject	3
Listening attentively rather than constant correction	3
Use of lots of visual aids	3
Teacher being well prepared	2
Building trust	2
Allowing ALL students to contribute	2
Never teasing	1
Rewarding all students equally	1
Trying to motivate ALL students (strong and weak)	1
Asking easier questions to weaker students	1
Asking more specified questions to outstanding students	1
Holding discussions	1
Doing practical work	1
Showing lenience	1
Setting easy tasks	1
Providing clear goals	1
Setting transformational tasks	1
Setting brief / short tasks	1
Teacher being lively	1
Student centred lessons	1
Cooperating with the students	1
Offering a wide variety of tasks	1
Allowing short breaks	1
Giving rewards (higher grades, gifts, watch a film)	1
Teaching about the target culture	1
Guiding the students	1

## Appendix E: Consent forms for participation

### E1 Letter of consent from the Ministry of Education.



ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ  
ΥΠΟΥΡΓΕΙΟ  
ΠΑΙΔΕΙΑΣ ΚΑΙ ΠΟΛΙΤΙΣΜΟΥ

ΔΙΕΥΘΥΝΣΗ  
ΜΕΣΗΣ ΕΚΠΑΙΔΕΥΣΗΣ

Αρ. Φακ.: 7.15.17.5/2  
Αρ. Τηλ.: 22800642  
Αρ. Φαξ: 22800638  
E-mail: chrychrysanthou@schools.ac.cy

23 Αυγούστου 2012

Κυρία Μιράντα Σταύρου  
Ανθέμιδος 12  
4007 Μέσα Γειτονιά  
Λεμεσός

**Θέμα: Παραχώρηση άδειας για διεξαγωγή έρευνας**

Αναφορικά με τη σχετική με το πιο πάνω θέμα αίτησή σας στο Κέντρο Εκπαιδευτικής Έρευνας και Αξιολόγησης, ημερομηνίας 23/7/2012, πληροφορούμαστε ότι το αίτημά σας για διεξαγωγή έρευνας με κωδικό έρευνας 197936, με θέμα «The influence of teacher motivation on EFL student's motivation and anxiety», στα πλαίσια έρευνας για την απόκτηση διδακτορικού διπλώματος από το Άνοιχτό Πανεπιστήμιο της Αγγλίας, εγκρίνεται. Νοείται ότι θα λάβετε υπόψη σας τις εισηγήσεις του Κέντρου Εκπαιδευτικής Έρευνας και Αξιολόγησης, οι οποίες επισυνάπτονται, και θα τηρήσετε τις ακόλουθες προϋποθέσεις:

1. θα εξασφαλίσετε τη συγκατάθεση των Διευθυντών των σχολείων τα οποία θα συμμετάσχουν στην έρευνα.
2. η συμμετοχή των μαθητών και των εκπαιδευτικών στην έρευνα θα είναι προαιρετική.
3. θα εξασφαλίσετε τη γραπτή συγκατάθεση των γονέων των μαθητών που θα συμμετάσχουν στην έρευνα.
4. θα εξασφαλίσετε τη γραπτή συγκατάθεση των εκπαιδευτικών που θα συμμετάσχουν στην έρευνα.
5. δε θα επηρεασθεί ο διδακτικός χρόνος και η ομαλή λειτουργία των σχολείων για τη διεξαγωγή της έρευνας.
6. θα χειριστείτε τα στοιχεία των εμπλεκόμενων με τέτοιο τρόπο, ώστε να διασφαλιστεί πλήρως η ανωνυμία τους.

Καθ. Χρ. 20.1.2012 Παραχώρηση άδειας για διεξαγωγή έρευνας, Μιράντα Σταύρου

Υπουργείο Παιδείας και Πολιτισμού 1434 Λεμεσός  
Τηλ. 22 800 800 φαξ 22 428268 ιστοσελίδα: <http://www.moc.gov.cy>



7. για τη χρήση μαγνητοφώνου ή οποιασδήποτε άλλης μεθόδου για τυχόν καταγραφή ήχου ή εικόνας, θα πρέπει πρώτα να πάρετε άδεια γραπτώς από τους εμπλεκόμενους οι οποίοι θα συμμετάσχουν και τέλος,
8. τα αποτελέσματα της έρευνας θα κοινοποιηθούν στο Υπουργείο Παιδείας και Πολιτισμού και στα σχολεία που σας παραχώρησαν διευκολύνσεις για τη διεξαγωγή της.

Ευχόμαστε καλή επιτυχία στους ερευνητικούς σας σκοπούς.

Δρ Ζήνα Πουλλη  
Διευθύντρια  
Μέσης Εκπαίδευσης

### **Translation**

Subject: Consent to conduct research

With reference to your application to the Centre for Educational Research and Assessment, date 23/7/2012, we would like to inform you that your application to conduct research code number 197936 on "The influence of teacher motivation on EFL student's motivation and anxiety" within the bounds of completing your doctorate at the Open University, U.K. This is dependent on you taking into account the recommendation of the Centre for Educational Research and Assessment which are attached and also that you adhere to the following guidelines:

1. You obtain permission from the head teachers of the schools involved in the research,
2. The participation of students and teachers in the research is optional,
3. You obtain written consent from the parents of the student participants,
4. You obtain written consent from the teacher participants,
5. Teaching time is not to be lost nor is the smooth running of the school to be interrupted,
6. Data is to be handled in a suitable manner to maintain anonymity,
7. For the use of audio recording or any other method of recording sound or image, written consent must first be acquired from those involved and finally,

8. The results of the research must be made public to the Ministry of Education and Culture and to the schools which allowed you access to conduct your research.

We wish you good luck in your research aims.


Dr Zina Poulli, Director, Secondary Education

**ΔΗΛΩΣΗ ΣΥΓΚΑΤΑΘΕΣΗΣ ΔΙΕΥΘΥΝΤΩΝ**

Ο υποφαινόμενος ΚΥΡΙΑΚΟΣ ΒΑΡΡΙΣ  
διευθυντής του Λυκείου Πολεμιδιών, συγκατατίθεμαι στη συμμετοχή μαθητών της Β και Γ  
Λυκείου στην έρευνα της κυρίας Μιράντα Walker Σταύρου, με τίτλο "*The influence of  
teaching strategies and behaviours in the EFL classroom on student motivation and anxiety*"  
στα πλαίσια ερευνητικής εργασίας η οποία διεξάγεται μετά από έγκριση του Υπουργείου  
Παιδείας και Πολιτισμού.

  
Διευθυντής Λυκείου Πολεμιδιών

I, ΚΥΡΙΑΚΟΣ ΒΑΡΡΙΣ, Headmaster of Polemidia Lyceum,  
hereby consent to the participation of students of the second and third grade classes in  
research to be conducted by Ms. Miranda J. Walker, entitled "*The influence of teaching  
strategies and behaviours in the EFL classroom on student motivation and anxiety*" which  
has already gained the approval of the Ministry of Education and Culture.

  
Mr. Kyriacos Barris  
The Headmaster

**ΤΙΤΛΟΣ ΕΡΓΑΣΙΑΣ: The influence of teaching strategies and behaviours in the EFL classroom on student motivation and anxiety**

(Η δήλωση να συμπληρωθεί από τον/την συμμετέχοντα)

*Παρακαλώ*

*υπογραμμίστε*

*αυτό που ισχύει στην περίπτωση σας*

Έχετε ενημερωθεί για το σκοπό της έρευνας;

ΝΑΙ / ΟΧΙ

Σας δόθηκε η ευκαιρία να ζητήσετε διευκρινήσεις και να συζητήσετε για την έρευνα;

ΝΑΙ / ΟΧΙ

Σας δόθηκαν ικανοποιητικές απαντήσεις σε όλες τις ερωτήσεις;

ΝΑΙ / ΟΧΙ

Συγκατατίθεστε να λάβετε μέρος στην εργασία;

ΝΑΙ / ΟΧΙ

Συγκατατίθεστε να λάβετε μέρος σε συνεντεύξεις που θα μαγνητοφωνηθούν;

ΝΑΙ / ΟΧΙ

Αντιλαμβάνεστε ότι είσαστε ελεύθεροι να αποσυρθείτε από την εργασία:

\* οποιαδήποτε στιγμή το αποφασίσετε

\* χωρίς να χρειαστεί να δώσετε εξηγήσεις

\* χωρίς καμία συνέπεια;

YES / NO

Υπογραφή ..... Ημερομηνία.....

(ΟΝΟΜΑΤΕΠΩΝΥΜΟ ΜΕ ΚΕΦΑΛΑΙΑ) .....

Θέση: Καθηγητής / Μαθητής (Παρακαλώ υπογραμμίστε αυτό που ισχύει στην περίπτωση σας)

Υπογραφή μάρτυρα ..... Ημερομηνία.....

(ΟΝΟΜΑΤΕΠΩΝΥΜΟ ΜΕ ΚΕΦΑΛΑΙΑ) .....

**TITLE OF PROJECT: The influence of teaching strategies and behaviours in the EFL classroom on student motivation and anxiety**

(The participant should complete the whole of this sheet himself/herself)

*Please underline as necessary*

Have you been informed about the project? YES / NO

Have you had an opportunity to ask questions and to discuss the study? YES / NO

Have you received satisfactory answers to all of your questions? YES / NO

Do you consent to participate in the study? YES/NO

Do you consent to take part in interviews where audio recordings will be made? YES / NO

Do you understand that you are free to withdraw from the study:  
\* at any time and  
\* without having to give a reason for withdrawing and  
\* without suffering any consequences? YES / NO

**Signed** ..... **Date** .....

(NAME IN BLOCK LETTERS) .....

**Status:** Teacher / student (*Please underline as necessary*)

**Signature of witness** ..... **Date** .....

(NAME IN BLOCK LETTERS) .....

**ΤΙΤΛΟΣ ΕΡΓΑΣΙΑΣ: The influence of teaching strategies and behaviours in the EFL classroom on student motivation and anxiety**

Το ερωτηματολόγιο χορηγείται με την έγκριση του Υπουργείου Παιδείας και Πολιτισμού.  
(Η δήλωση να συμπληρωθεί από τον/την συμμετέχοντα)

*Παρακαλώ υπογραμμίστε  
αυτό που ισχύει στην  
περίπτωσή σας*

Έχετε ενημερωθεί για το σκοπό της έρευνας;

ΝΑΙ / ΟΧΙ

Σας δόθηκε η ευκαιρία να ζητήσετε διευκρινήσεις και να συζητήσετε για την έρευνα;

ΝΑΙ / ΟΧΙ

Σας δόθηκαν ικανοποιητικές απαντήσεις σε όλες τις ερωτήσεις;

ΝΑΙ / ΟΧΙ

Συγκατατίθεστε να λάβετε μέρος στην εργασία;

ΝΑΙ / ΟΧΙ

Αντιλαμβάνεστε ότι είσαστε ελεύθεροι να αποσυρθείτε από την εργασία:

- \* οποιαδήποτε στιγμή το αποφασίσετε
- \* χωρίς να χρειαστεί να δώσετε εξηγήσεις
- \* χωρίς καμία συνέπεια;

ΝΑΙ / ΟΧΙ

Υπογραφή ..... Ημερομηνία..... Τμήμα .....

(Όνοματεπώνυμο μαθητή ΜΕ ΚΕΦΑΛΑΙΑ) .....

**ΣΥΓΚΑΤΑΘΕΣΗ ΓΟΝΕΑ/ΚΗΔΕΜΟΝΑ**

Ο/Η υπογεγραμμένος/η .....  
πατέρας/μητέρα/κηδεμόνας του/της πιο πάνω μαθητή/μαθήτριας δηλώνω ότι συγκατατίθεμαι το παιδί μου να λάβει μέρος στην εργασία αυτή. **Επιφυλάσσω στο παιδί μου το δικαίωμα να αποσυρθεί από την έρευνα αν και όποτε το επιθυμήσει.**

Υπογραφή ..... Ημερομηνία.....

**Parental consent form (translation) – for participation in student interviews**

**TITLE OF PROJECT: The influence of teaching strategies and behaviours in the EFL classroom on student motivation and anxiety**

The questionnaires have been approved by the Ministry of Education

(The participant should complete the first part of this consent form)

*Please underline as necessary*

Have you been informed about the project? YES / NO

Have you had an opportunity to ask questions and to discuss the study? YES / NO

Have you received satisfactory answers to all of your questions? YES / NO

Do you consent to participate in the study? YES/NO

Do you understand that you are free to withdraw from the study:  
\* at any time and  
\* without having to give a reason for withdrawing and  
\* without suffering any consequences? YES / NO

Signed ..... Date ..... Class .....

(Name of student in BLOCK LETTERS) .....

**PARENTAL CONSENT**

I ..... as father / mother / guardian give my consent for my child to take part in your project. I reserve the right for my child to withdraw from the project if and when he may choose to do so.

Signed ..... Date .....

#### **E4: Consent for the use of instruments from their authors**

Friday, March 02, 2012 12:14:45 AM

It's nice to meet you, and I appreciate your interest in my work.

Subject to the usual requirements for acknowledgment, I am pleased to grant you permission to use the Foreign Language Classroom Anxiety Scale in your research. Specifically, you must acknowledge my authorship of the FLCAS in any oral or written reports of your research. I also request that you inform me of your findings. Some scoring information about the FLCAS instruments can be found in my book *Becoming a Language Teacher: A Practical Guide to Second Language Learning and Teaching*, Allyn and Bacon, 2008 (second edition forthcoming).

Best wishes on your project.

Sincerely,

Elaine K. Horwitz

Thursday, March 01, 2012 14:25:55 PM

Hi Miranda

Of course you can use the TAS in any way you see fit.

Panayiotis

Dr. Panayiotis Panayides

(BSc, MSc, PhD in Educational Measurement)

Secondary Mathematics Education, Cyprus

Associate lecturer, University of Nicosia

25/11/2011

Dear Miranda,

Thank you for your e-mail and for your interest in my work. You are welcome to use those scales.

I would like to wish you all the best to your studies,

Zoltan

Zoltán Dörnyei

Professor of Psycholinguistics

School of English Studies, University of Nottingham

University Park, Nottingham NG7 2RD, United Kingdom

Tel: +44 115 951 5904 Fax: +44 115 951 5924

<http://www.nottingham.ac.uk/english/research/cra/doku.php?id=people:zoltan>



## Appendix F:

### F1 Student interview schedule – in Greek

#### Προθέρμανση

1. Σας αρέσει η εκμάθηση της Αγγλικής γλώσσας (σε γενικές γραμμές στο σχολείο και στα ιδιαίτερα);
2. Τι σας αρέσει περισσότερο και λιγότερο στο μάθημα των Αγγλικών;

Ερωτήσεις	Οδηγός συνέντευξης
1. Σύμφωνα με τους μαθητές και τους εκπαιδευτικούς, ποιες στρατηγικές διδασκαλίας & συμπεριφορές παρακινούν τους μαθητές στο μάθημα των Αγγλικών;	Παρακινητικές στρατηγικές διδασκαλίας είναι παρακινητικές τεχνικές που χρησιμοποιούνται συνειδητά ή ενστικτωδώς από καθηγητές Αγγλικής στην πρακτική της διδασκαλίας τους. <ol style="list-style-type: none"><li>1. Ποιες στρατηγικές &amp; συμπεριφορές παρακινούν το ενδιαφέρον σου περισσότερο;</li><li>2. Ποιες στρατηγικές &amp; συμπεριφορές παρακινούν το ενδιαφέρον σου λιγότερο;</li></ol>
2. Υπάρχει σχέση μεταξύ τη χρήση στρατηγικών διδασκαλίας στην τάξη και το κίνητρο των μαθητών;	<ol style="list-style-type: none"><li>3. Νομίζεις πώς η καθηγήτρια σου αναγνωρίζει ποιοι μαθητές στην τάξη έχουν ιδιαίτερο ενδιαφέρον / ή καθόλου ενδιαφέρον για το μάθημα των Αγγλικών;</li><li>4. Έχεις περισσότερο ή λιγότερο ενδιαφέρον στο μάθημα των Αγγλικών τώρα από ό, τι είχες τον Οκτώβριο; Ή δεν έχεις παρατηρήσει καμία αλλαγή;</li><li>5. Τι νομίζεις ότι προκάλεσε αυτή την αλλαγή;</li><li>6. Υπάρχει κάτι που θα ήθελες να είχε αλλάξει;</li><li>7. Σου αρέσει να δουλεύεις σε ομάδα;</li><li>8. Σου αρέσει να κάνεις παρουσιάσεις και εργασίες τύπου project; Σου δίνεται η ευκαιρία να κάνεις παρουσιάσεις και εργασίες τύπου project;</li></ol>
3. Υπάρχει σχέση μεταξύ τη χρήση στρατηγικών διδασκαλίας στην τάξη και το επίπεδο άγχος των μαθητών;	<ol style="list-style-type: none"><li>9. Αισθάνεσαι αγχωμένος/η στο μάθημα των αγγλικών; Αν ναι, πότε / γιατί;</li><li>10. Υπάρχει κάτι το οποίο κάνει η καθηγήτρια σου, ή θα μπορούσε να κάνει, για να ανακουφίσει ή να το αποβάλει το άγχος σου;</li><li>11. Πιο συγκεκριμένα, ποιες στρατηγικές σου προκαλούν άγχος;</li><li>12. Ποιες στρατηγικές ανακουφίζουν το άγχος σου;</li><li>13. Είσαι περισσότερο ή λιγότερο αγχωμένος / η στο μάθημα των Αγγλικών από τον Οκτώβριο; Για ποιους λόγους; Εάν το επίπεδο του άγχους σου δεν έχει αλλάξει, πώς θα αξιολογούσες το επίπεδο του άγχους σου; Μπορείς να εξηγήσεις γιατί συμβαίνει αυτό;</li></ol>

## English translation

### Warm up

1. Do you like learning English (in general: school and private lessons)?
2. What aspects do you look forward to and what do you find less appealing in your English lessons?

Research Questions	Interview guide
<p><b>1) According to students and teachers, which teaching strategies and behaviours motivate EFL classroom learners?</b></p>	<p>Motivational teaching strategies are motivational techniques used consciously or instinctively by EFL teachers in their teaching practice. Motivational behaviours are teacher behaviours intended to motivate students.</p> <ol style="list-style-type: none"> <li>3. Which strategies and behaviours do you find most motivating?</li> <li>4. Which strategies and behaviours do you find least motivating?</li> </ol>
<p><b>2) Is there an association between the reported nature and frequency of use of teaching strategies and behaviours in the EFL classroom and student motivation at two different points of the academic year and, if so, to what extent?</b></p>	<ol style="list-style-type: none"> <li>5. Do you think your teacher is aware of any particularly motivated or de-motivated students in your class?</li> <li>6. Are you more or less motivated in your English lessons now than in October? Or have you not noticed any change?</li> <li>7. What do you think has caused this change?</li> <li>8. Is there anything you would have liked to have changed / what did you hope would happen in terms of teacher motivating them?</li> <li>9. Do you find group work motivating?</li> <li>10. Do you find preparing presentations and projects motivating? Are you given the opportunity to do presentations and projects?</li> </ol>
<p><b>3) Is there an association between the reported nature and frequency of use of teaching strategies and behaviours in the EFL classroom and FL anxiety at two different points of the academic year and, if so, to what extent?</b></p>	<ol style="list-style-type: none"> <li>11. Do you get anxious in your English lessons? If so, when / why?</li> <li>12. Is there anything your teacher does, or could do, to alleviate this or prevent it happening?</li> <li>13. More specifically, which strategies do you find anxiety provoking?</li> <li>14. Which strategies do you find anxiety alleviating?</li> <li>15. Are you more or less anxious in your EFL lessons than in October? In what ways? For what reasons?</li> <li>16. If your anxiety level has not changed, how would you rate your anxiety level? Can you explain why this is?</li> </ol>

## F2 Teacher interview schedule

### Προθέρμανση

1. Πόσα χρόνια διδάσκετε;
2. Είσαστε ευχαριστημένη φέτος με τα τμήματα σας;

Ερωτήματα	Οδηγός συνέντευξης
Σύμφωνα με τους μαθητές και τους εκπαιδευτικούς, ποιες στρατηγικές διδασκαλίας & συμπεριφορές παρακινούν τους μαθητές στο μάθημα των Αγγλικών;	<p>Παρακινητικές στρατηγικές διδασκαλίας είναι παρακινητικές τεχνικές που χρησιμοποιούνται συνειδητά ή ενστικτωδώς από καθηγητές Αγγλικής στην πρακτική της διδασκαλίας τους.</p> <ol style="list-style-type: none"> <li>1. Έχετε συγκεκριμένους τρόπους διδασκαλίας που πιστεύετε ότι πραγματικά παρακινούν το ενδιαφέρον των μαθητών; Θα μπορούσατε να μου δώσετε μερικά παραδείγματα;</li> </ol>
Υπάρχει σχέση μεταξύ τη χρήση στρατηγικών διδασκαλίας στην τάξη και το κίνητρο των μαθητών;	<ol style="list-style-type: none"> <li>2. Υπάρχουν μαθητές στην τάξη οι οποίοι έχουν ιδιαίτερο ενδιαφέρον / ή καθόλου ενδιαφέρον για το μάθημα των Αγγλικών;</li> <li>3. Πώς μπορείτε να αναγνωρίσετε το επίπεδο του ενδιαφέροντος των μαθητών;</li> <li>4. Τι νομίζετε ότι παρακινεί περισσότερο το ενδιαφέρον των μαθητών σας (σε γενικές γραμμές) μέσα στο μάθημα;</li> <li>5. Μήπως συνειδητά κάνετε κάτι για να παρακινήετε το ενδιαφέρον των μαθητών;</li> <li>6. Ανεξάρτητα από το τι λέει το Υπουργείο, πιστεύετε ότι οι μαθητές ενδιαφέρονται περισσότερο όταν εργάζονται σε ομάδες;</li> <li>7. Τον Σεπτέμβριο του 2013 157 μαθητές κλήθηκαν να σημειώσουν τις στρατηγικές διδασκαλίας που προτιμούν στο μάθημα των αγγλικών. Έγραψαν σύνολο 92 σελτ σημειώσεων και σε 35 από αυτά δήλωσαν ότι η ομαδική εργασία τους παρακινεί περισσότερο το ενδιαφέρον. Πιστεύετε πως είναι δυνατό να γίνει ομαδική εργασία με όλα τα τμήματα;</li> <li>8. 22 από αυτά δήλωσαν ότι τους παρακινεί το ενδιαφέρον να κάνουν παρουσιάσεις και εργασίες τύπου project. Από την εμπειρία σας, υπάρχει ειλικρινές ενδιαφέρον; Υπάρχουν πρακτικές δυσκολίες για τον καθηγητή;</li> <li>9. Θα μπορούσατε να μου πείτε τρεις συμβουλές που θα δίνατε σε άλλον εκπαιδευτικό ζητώντας τρόπους για να παρακινήσει το ενδιαφέρον των μαθητών του;</li> </ol>
Υπάρχει σχέση μεταξύ τη χρήση στρατηγικών διδασκαλίας στην	<ol style="list-style-type: none"> <li>10. Υπάρχουν μαθητές στην τάξη σας με άγχος;</li> <li>11. Πώς εντοπίζετε τους μαθητές με άγχος;</li> <li>12. Τι νομίζετε ότι κάνει τους μαθητές σας (σε γενικές γραμμές) πιο αγχωμένους;</li> </ol>

<p>τάξη και το επίπεδο άγχος των μαθητών;</p>	<p>13. Μήπως συνειδητά κάνετε κάτι για να μειώσετε με άγχος των μαθητών;</p> <p>14. Όταν ζήτησα από τους μαθητές να βαθμολογήσουν την σημασία που έχουν ορισμένες παρακινητικές στρατηγικές στη μείωση του άγχους στο μάθημα των Αγγλικών, βαθμολόγησαν τις ακόλουθες 5 ως τις πιο σημαντικές:</p> <p>Την εισαγωγή και ενθάρρυνση χιούμορ και γέλιο συχνά στο μάθημα          Η δημιουργία μιας καλής σχέσης με τους μαθητές από τον καθηγητή          Σεβασμός και ενδιαφέρον προς αυτούς από τον καθηγητή          Σαφείς οδηγίες από τον καθηγητή          Όταν οι βαθμοί βασίζονται όχι μόνο στην απόδοση των μαθητών, αλλά και στην προσπάθεια που καταβάλουν          Θα θέλατε να κάνετε οποιοδήποτε σχόλιο σχετικά με τα πιο πάνω; Πώς πιστεύετε ότι μπορούν να επιτευχθούν οι εν λόγω στρατηγικές; Υπάρχουν ενδεχόμενες δυσκολίες στην υλοποίηση αυτών;</p> <p>15. Εάν επρόκειτο να δώσετε σε άλλον εκπαιδευτικό τρεις συμβουλές σχετικά με τους τρόπους για τη μείωση του άγχους των μαθητών, ποιες θα ήταν αυτές;</p>
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### English translation

#### Warm up

1. How many years have you been teaching?
2. Are you enjoying teaching your classes this year?

Research Questions	Interview guide
<p>1) According to students and teachers, which teaching strategies and behaviours motivate EFL classroom learners?</p>	<p>Motivational teaching strategies are motivational techniques used consciously or instinctively by EFL teachers in their teaching practice. Motivational behaviours are teacher behaviours intended to motivate students.</p> <ol style="list-style-type: none"> <li>1. Do you have particular ways of teaching that you find really motivates students? Could you please give me some examples?</li> </ol>
<p>2) Is there an association between the reported nature and frequency of use of teaching strategies and behaviours in the EFL classroom and student motivation at two different points of the academic year</p>	<ol style="list-style-type: none"> <li>2. Are you aware of any particularly motivated or demotivated students in your class?</li> <li>3. How do you recognise student motivation?</li> <li>4. What do you think makes your students (in general) most motivated?</li> <li>5. Do you consciously do anything to increase student motivation?</li> <li>6. Irrespective of what we are told by the Ministry, do you believe students are more motivated when they work in groups?</li> </ol>

<p><b>and, if so, to what extent?</b></p>	<p>7. In September 2013 157 students were asked to note down what they find motivating in the EFL classroom. They produce 92 sets of data and in these 35 stated that they found group work motivating. Do you find group work to be possible with all your classes?</p> <p>8. In the same data set, 22 stated that they found student projects and presentations motivating. In your experience, is there a genuine interest among students for these? Do you feel there practical difficulties for the teacher involved in these?</p> <p>9. Could you please give me three pieces of advice that would you give to another teacher asking for ways to motivate EFL students?</p>
<p><b>3) Is there an association between the reported nature and frequency of use of teaching strategies and behaviours in the EFL classroom and FL anxiety at two different points of the academic year and, if so, to what extent?</b></p>	<p>10. Are you aware of any anxious students in your class?</p> <p>11. How do you recognise student anxiety?</p> <p>12. What do you think makes your students (in general) most anxious?</p> <p>13. Do you consciously do anything to reduce student anxiety?</p> <p>14. When asked to rank the importance they believe certain motivational strategies and behaviours to have in reducing their foreign language anxiety, the students rated the following 5 as the most important:</p> <p>Bring in and encourage humour and laughter frequently in your class</p> <p>Establish a good relationship with your students</p> <p>Show students that you respect, accept and care about each of them</p> <p>Give clear instructions</p> <p>Make sure grades reflect not only the students' achievement but also the effort they put into in the task</p> <p>Would you like to make any comments about these? How can these strategies be achieved? Are there any potential difficulties in realising these?</p> <p>15. If you were to give another teacher three pieces of advice regarding ways to reduce student FL anxiety, what would they be?</p>

## Appendix G: Interview comments in original language

The interview comments in Greek below have been translated and used in the thesis. The codes in brackets facilitate identification of the quotes.

### G1 Teacher interview comments

*Κομμάτι από βίντεο, ένα φιλμάκι ή ένα τραγουδάκι. Να απευθυνόμαστε στις προσωπικές εμπειρίες των μαθητών (T52-1)*

*Μιλάμε για το ενδιαφέρον τους και τα προβλήματα τους (T52-2)*

*Από τα πάντα. Από τον τρόπο που κοιτάζει από το τι κάνει... από τα βιβλία τους (T52-3)*

*Πρώτα, να μην είναι αγχωμένος ο ίδιος... διότι μεταφέρεται το άγχος. Να τους πει στους Θα έλεγα πως δουλεύουν πάρα πάνω όταν δουλεύουν δύο δύο (T52-4)*

*...Όταν δοκιμάζω με 2ωρο ως συνήθως δύο δουλεύουν, δύο μιλάνε για ποδόσφαιρο ή μόδα... Και ακόμα όχι όλες οι ομάδες εργάζονται. Είναι θα έλεγα χάσιμο χρόνο. Ότι τους αρέσει, αρέσει τους αλλά κουβεντιάζουν... Στο 2ωρο ως συνήθως δουλεύει πολύ ωραία η ομάδα (T52-5).*

*μαθητές ότι μετρούν διάφορα... να έχει καλή σχέση μαζί τους... (T52-6)*

*Να καταλάβει ο μαθητής πως αυτός δεν είναι μόνο του βιβλίου. Κάποιοι μαθητές θέλουν τη σιγουριά τους και το βιβλίο είναι η σιγουριά τους (T41-1)*

*Η σχέση μεταξύ τους και η σχέση μας μαζί τους (T41-2)*

*Τα 2ωρα σπάνια κάνουμε σε ομάδες διότι δεν τους πολύ ενδιαφέρει. Το ενδιαφέρον τους θα μείνει ως που να δουν το θέμα αλλά μετά κάνουν switch off (T41-3)*

*Να αισθάνεται ο ίδιος άνετος. Να ξέρει το αντικείμενο του. Να είσαι ενέλικτος. Θέλει πολύ δουλειά πριν μπει στην τάξη. Να είναι φιλικός στην αρχή και να βάλει ένα θέμα ή τραγούδι να τους τραβήξει το ενδιαφέρον. (T41-4).*

*το άγχος τους το έχουν μετά από το διαγώνισμα (T41-5)*

*Πάντα συγκεντρώνομαι στο θέμα της ψυχολογίας ... να τους ξεκαθαρίσω ότι περιμένω από τον καθένα (T51-1)*

*It's a matter of training ... δεν είμαι σίγουρη ότι the benefits they get are so... it's worth it anyway. Θέλουν πάρα πολύ training και με 25 μαθητές και ίσως να μην ενδιαφέρονται... Πρέπει να δώσεις ρόλο στον καθενός ... εσύ κάνεις έτσι... εσύ αλλιώς... Πόσο χρόνο να κάνω εγώ για training αλλά είναι καλό όμως. Αρέσκει στους μαθητές. Και πάλι θα το κάνω 2-3 φορές το χρόνο (T51-2).*

*Ελαφρώς αλλά ίσως επειδή σπάζει τη ρουτίνα (T51-3).*

*Η ιδέα τους αρέσει (T51-4)*

*Να είσαι έτοιμος να τους κάνεις μια ερώτηση που να μπορέσουν να απαντήσουν. Όχι να τον μπερδέψει. Ενθάρρυνε τον από εκεί και μετά δώσε του κάτι πιο δύσκολο. Σίγουρα να ξεκινήσεις από κάτω (T51-5).*

*ο μαθητής είναι καθρέφτης και ότι τον δείχνεις σου δείχνει (T 22-1)*

## **G2 Student interview comments (in alphabetical order)**

*Alexandros 1 Ο καθηγητής να μιλά σαν να είμαστε συνομήλικοι και να χρησιμοποιεί τα μέσα που χρησιμοποιούν οι νέοι. Να είμαστε ισχύι. Να μην βλέπει τον εαυτό του ανώτερο*

*Alexandros 2 Να παίζει τον δικτάτορα στην τάξη, να κάνει ότι είναι ανώτερα και να μην λαμβάνει υπόψη τη άποψη των μαθητών*

*Alexandros 3 Γενικά μου αρέσουν διότι τα αγγλικά είναι ωραία γλώσσα, είναι motivating αλλά με τη συγκεκριμένη καθηγήτρια δεν είναι ωραία*

*Ναι*

*Alexandros 4 μου αρέσουν τα αγγλικά*

*Alexandros 5 προσέγγιση*

*Alexandros 6 ίσως να παίρναμε και εμείς ΗΥ στη τάξη*

*Anna 1 Λίγο λιγότερο γιατί είμαι πιο κουρασμένη*

*Anna 2 Όταν έρθει πιο κοντά τους και τους μιλήσει... βρίσκει τους κάποια ώρα μόνους τους και εξηγά τους κάποια πράγματα... να γίνουν πιο familiar... να έρθουν πιο κοντά... να γίνουν φίλοι ας πούμε σίγουρα ο μαθητής θα νιώθει πιο άνετα με το καθηγητή και με τους συμμαθητές του*

Anna 3 Γενικά που μπήκες σε μια αίθουσα που δεν ξανά μπήκες ποτέ σου... άτομα που δεν έχεις δει ποτέ στη ζωή σου ή δεν τους ξέρεις καλά προκαλεί σου άγχος... σίγουρα όχι πάντα τόσο πολύ αλλά σίγουρα ενοχλεί σε το να είσαι γύρω από διάφορους μαθητές που δεν γνωρίζεις και να πρέπει να μιλάς

Anna 4 Μόνο τα πρώτα μαθήματα γιατί δεν ξέρεις τον καθηγητή ή τους συμμαθητές σου

Danae 1 Only she only gives attention to the γλύφτες και στα σπάσματα

Danae 2 αν είναι λίγο πιο βαθύ το μάθημα

Danae 3 πρέπει να είναι και φιλικός ο καθηγητής

Danae 4 Σίγουρα θα με άγχωνε, αγχώνομαι πολύ εύκολα εγώ και ντρέπομαι αλλά σίγουρα στο Πανεπιστήμιο θα πρέπει να παρουσιάσω μπροστά στον κόσμο

Danae 5 Να σου πω, όχι... Μου αρέσει να δουλεύω μόνη μου ή με τη συμμαθήτριά μου, τη διπλανή μου

Danae 6 Περισσότερες ταινίες διότι πραγματικά βοηθούν την μάθηση της Αγγλικής γλώσσας και προφορά

Eleni 1 Λιγότερα διότι πρέπει να κάνουμε ΟΛΑ με την τάξη

Eleni 2 Ναι να ήταν πιο ελεύθερα.. να κάνουμε διαλείμματα και να ήταν πιο φιλική με τους μαθητές...

Eleni 3 Ναι, έτσι βοηθούμε ο ένας τον άλλο και νιώθω ασφάλεια

Eleni 4 Με προκαλούν άγχος (PRESENTATION)

Eleni 5 Η καθηγήτρια να δείχνει πως υπεράνω...

Eleni 6 Να νιώθω πως η καθηγήτρια μου αγαπά με και ενδιαφέρεται για μένα και ενθαρρύνει με

Elina 1 Εγώ αργώ κι φωνάζει και βάλει άλλο και για αυτό δεν σηκώνω το χέρι μου τώρα.

Elina 2 Να κάνει κανένα αστείο, να μην είναι συνέχεια με τα μούτρα ... Να μην φωνάζει

Elina 3 Για τι δεν μου αρέσει η καθηγήτρια.

Elina 4 Όταν δουλεύουμε σε ομάδα και όταν με ενθαρρύνει ο καθηγητής

Elina 5 Λιγότερο Επειδή νιώθεις καλύτερα; Όχι, επειδή σταμάτησα να ενδιαφέρομαι



- Elsie 1 Όταν μας προσβάλει
- Elsie 2 Μπορούμε να γράψουμε πελάρες σε έκθεση και πάλι βάλει √ και 19. Δεν έχει σχέση τι γράφουμε
- Elsie 3 Δεν ενδιαφέρεται και έτσι δεν αγχωνόμαστε
- Elsie 4 πρόσβαλε με, και ήταν άδικη μαζί μου
- Joanna 1 πάρα πάνω ασκήσεις που θα με βοηθούσε στο επίπεδο που είμαι τώρα ... πιο χαμηλό το επίπεδο από ότι περίμενα και δεν με ενδιαφέρει πλέον η γραμματική
- Joanna 2 Πάρα πάνω ασκήσεις που θα με βοηθούσε στο επίπεδο που είμαι τώρα.. για τις εξετάσεις του IELTS και που θα πάω πανεπιστήμιο και να μην μου βάλει present simple and present continuous
- Joseph Δεν έχω πρόβλημα αλλά προτιμώ να μην κάνω
- Kyriaki Να μας δείξει ο καθηγητής κάτι για να έχουμε ιδέα τι θέλει και μετά να κάνει ο κάθε καθηγητής το δικό του σαν ομάδα
- Leonidas 1 Αν παίζαμε πάρα πάνω παιχνίδια. Βασικά αν διαφορετικό το μάθημα
- Leonidas 2 αν έχεις απορίες, μπορείς να τις κάνεις και να τις λύσεις
- Leonidas 3 Στην αρχή είχα λίγη. Ως που να δω ποιος καθηγητής ήταν να έρθει και πώς θα ήταν
- Michaela 1 Καθόλου εκτός από για το βαθμό μετά από το πρώτο διαγώνισμα
- Michaela 2 Προφορικό όταν είναι άγνωστο πράγμα
- Michaela 3 Να γίνει κάποια εργασία και όχι μόνο το διαγώνισμα...
- Michaela 4 Δύο το πρώτο τετράμηνο και ένα το δεύτερο
- Michaela 5 Να μου πει ότι δεν πειράζει
- Michaela 6 Περισσότερο διότι δεν ξέρω τι βαθμό θα πιάσω
- Michaela 7 Να μου δείξει ένα τρέιλερ κάτι ...
- Michaela 8 Να μας μιλήσει απλά
- Michaela 9 Λιγότερο διότι είναι μάθημα που δεν χρειάζομαι
- Panayiotis 1 σταμάτησα να ενδιαφέρομαι

Panayiotis 2 Διότι όταν μπήκα και είδα πως είναι το μάθημα έχασα το ενδιαφέρον

Panayiotis 3 έχεις δευτερόλεπτα μόνο να απαντήσεις

Panayiotis 4 Το να κάνουμε απροειδοποίητα διαγωνίσματα

Penelope 1 Για μένα ξέρει... λαλώ της το

Victoria 1 Κάποτε .. αν είναι κάτι που δεν ξέρω σαν γραμματική

Victoria 2 να καταλάβει ότι έχω άγχος και αδυναμία και να μην μου βάλει μόνο εμένα

Victoria 3 Αν πω κάτι λάθος να μου κάνει σαν αστείο

Victoria 4 δεν έγραψα καλά στο διαγώνισμα και φοβάμαι για το βαθμό μου

Victoria 5 Περισσότερο διότι δεν έγραψα καλά στο διαγώνισμα και φοβάμαι για το βαθμό μου

Yiota 1 Ξέρει αλλά δεν κάνει τίποτε

Yiota 2 είδα πως είναι μονότονο το μάθημα και δεν αλλάζει και έτσι δεν με ενδιαφέρει ούτε εμένα

Yiota 3 δεν δίνουμε σημασία. ΑΝ δίνουμε σημασία ήταν να μας αγχώσει διότι θυμώνει μας.

Φοβάσαι να ψηλώσεις το χέρι σου ... ΑΝ αργήσεις να απαντήσεις βάλει άλλο, δεν περιμένει.

## Appendix H: Interview data

**H1: Teacher interview #53** 22 years of experience, female, interview conducted in English, 09/04/2014

**RQ1**, **RQ2** and **RQ3**.

Interviewer's question	Interviewee's reply
1. Do you have particular ways of teaching that you find really motivate students? Could you please give me some examples?	Yes of course. I basically do <b>brain storming</b> . I show them extracts from <b>videos</b> ... I ask them to <b>act out dialogues</b> . Sometimes I bring to class <b>relevant</b> or authentic material, or I just ask them to interview each other
2. Are you aware of any particularly motivated or demotivated students in your class?	Yes, in every class some students are more motivated than others. Certain students are more engaged than others in the lesson
3. How do you recognise student motivation?	They are eager to answer questions and to share their own ideas, to expand on ideas
4. What do you think makes your students (in general) most motivated?	<b>If the subject is interesting and relevant to their life experiences.</b>
5. Do you consciously do anything to increase student motivation?	Yes, I employ different teaching strategies to help the understanding of the text and also I integrate <b>new technologies</b> .
6. Irrespective of what we are told by the Ministry, do you believe students are more motivated when they work in groups?	No, if a class has students with attention deficiency, group work doesn't always bring about the best results. In this case I have to employ different techniques to increase their focus during class
7. In September 2013 157 students were asked to note down what they find motivating in the EFL classroom. They produced 92 sets of data and in these 35 stated that they found group work motivating. Do you find group work is possible with all your classes?	No.. Is there a difference between the 2 hour and the 4 hour course? No, it <b>all depends on the students</b> . If I have a class for 2 periods a week and they are very good...yes... I can try and use group work
8. In the same data set, 22 stated that they found student projects and presentations motivating. In your experience, is there a genuine interest among students for these? Do you feel there are practical difficulties for the teacher involved in these?	Not <b>all students can do it but projects can engage students in a more active</b> way. But in this case they need more guidance. Especially in the initial development stage.
9. Could you please give me two or three pieces of advice that would you give to another	First of all to <b>have a good relationship</b> , to be very <b>understanding</b> , to make his or her <b>lesson more interesting</b> , to leave them to take part and <b>express their feelings</b> ... <b>Show their</b>

<p>teacher asking for ways to motivate EFL students?</p>	<p><i>... all this stuff and to bring authentic material in to class and everything I said before.</i></p>
<p>10. Are you aware of any anxious students in your class?</p>	<p><i>Well yes, especially the 3<sup>rd</sup> class. Almost all are very let's say anxious... they have [redacted] about the results of their exams... how much they need to study... they are sometimes looking very very tired. There is a stage in their lives, and this is it, they are [redacted] adolescents and they are [redacted] anxious about a number of issues in their lives... and how I understand it... their reaction.</i></p>
<p>11. How do you recognise student anxiety?</p>	<p><i>They are ready to have fights and to express their anger and all this stuff.</i></p>
<p>12. What do you think makes your students (in general) most anxious?</p>	<p><i>I believe [redacted] tests and especially [redacted] and the last thing which I think is to juggle their studying with their social life</i></p>
<p>13. Do you consciously do anything to reduce student anxiety?</p>	<p><i>I just try to [redacted] communicate with them to be [redacted] friendly... to make them feel that they have a compassionate and willing listener in me</i></p>
<p>14. When asked to rank the importance they believe certain motivational strategies and behaviours to have in reducing their foreign language anxiety, the students rated the following 5 as the most important:</p> <p>Bring in and encourage humour and laughter frequently in your class</p> <p>Establish a good relationship with your students</p> <p>Show students that you respect, accept and care about each of them</p> <p>Give clear instructions</p> <p>Make sure grades reflect not only the students' achievement but also the effort they put into in the task</p> <p>Would you like to make any comments about these? How can these strategies be achieved? Are there any potential difficulties in realising these?</p>	<p><i>They are not only possible but what we should do but how we should teach them. I absolutely agree</i></p>
<p>15. If you were to give another teacher two or three pieces of advice regarding ways to reduce student FL anxiety, what would they be?</p>	<p><i>She could use a [redacted] method to make them feel more relaxed and what can I say and to give them the [redacted] chance to talk... and say something even [redacted] to make them feel relaxed... Some subjects need to be handled with seriousness ... it is good to have jokes but some things need more. If the subject is serious the student will react with seriousness. It is necessary to have trust. You must [redacted] pleasant environment.</i></p>

H2: Student Interview #13 5401 Grade 20. Age 17-18, Male. 27/3/2014. Conducted in English at the student's request. ANTONIS

FLCAI A: 18, B: 18

Personal Motivation Score A: 22, B: 22

RQ1, RQ2 and RQ3

Interviewer's question	Interviewee's reply
<p>1. Which strategies and behaviours do you find most motivating?</p>	<p><i>I don't want them to go by the book... they are not so one-sided... they utilise different aspects of learning... from social media for example... and different sources of information... Also I do not believe that one should just give ones opinions and all listen to one opinion. The teacher should make the students aware of the importance of the lesson... and what one is learning at a specific time. The teacher should give their opinions too and the students so that the students earn to get a better understanding of what they are discussing and learning.</i></p> <p>How do you like the teacher's approach to be? Do you prefer a more traditional approach or a friendlier one...?</p> <p><i>Friendliness of course plays a major role as first of all it attracts the audience of the students... it boosts morale also.</i></p>
<p>2. Which strategies and behaviours do you find least motivating?</p>	<p><i>Constant exercises. I would love a little conversation, not just out of topic but also related to the lesson. I think it makes us more interested and more involved.</i></p>
<p>3. Do you think your teacher is aware of any particularly motivated or de-motivated students in your class?</p>	<p><i>Obviously, of course. But I do not think that such steps are taken to change this.</i></p>
<p>4. Are you more or less motivated in your English lessons now than in October? Or have you not noticed any change?</p>	<p><i>It is affected by various ways, it may be external things. It could be from how I felt last year. There is not much change for me really.</i></p>
<p>5. If you have noticed a change, what do you think has caused this change?</p>	<p></p>
<p>6. Is there anything you would have liked to have changed with regard to the ways in which your teacher tries to motivate</p>	<p><i>We have a ridiculous amount of exercises. It is monotonous and dull the same thing just with different exercises. So I would definitely do some different things to change the subject. Many different things instead of exercises... some</i></p>

<p>you and your fellow students?</p>	<p><i>conversation like I said before ... or perhaps do something that has an indirect correlation to the subject.</i></p>
<p>7. Your teacher usually asks you to work individually I imagine, do you find group work motivating?</p>	<p><i>Of course, so long as I receive the same amount of attention from the other member of the group as I give them. As it is something different, I am all for it, why not?</i></p>
<p>8. Do you find preparing presentations and projects motivating? Are you given the opportunity to do presentations and projects? If your teacher offered you the chance to prepare a project or presentation, would you?</p>	<p><i>Yes, why not? Although I must be honest, I am a little bit lazy about presentations. I would be very excited about presenting something.</i>  <i>Are you given the opportunity to present things? This year to be honest I wasn't really given much opportunity. The subjects are so one sided that you can barely produce... not produce... creative... be creative.</i>  <i>Excellent. What about projects, you said that you are a little bit lazy. Would you be prepared to spend time working on a project?</i>  <i>Well, like I said before... I am very... I have the resolve to do a project, a good one, only when I have an interest in the subject of the project. So if someone is interested in what they do they will try.</i></p>
<p>9. Do you get anxious in your English lessons? If so, when / why? If not: And why do you think you don't feel anxious?</p>	<p><i>No...</i></p>
<p>10. Is there anything your teacher does, or could do, to alleviate this or prevent it happening?</p>	<p><i>Let me turn that into a hypothetical question as you have no stress. If you were anxious, what might help you?</i>  <i>I would have higher morale if the teacher covered more in-depth when it comes to the subject ... If I received greater support from the teacher obviously it would help... And also basically if at the beginning of the lesson when we have a new subject the teacher should start from a much easier ... even start from the very basics before getting in to depth on the subject.</i></p>
<p>11. More specifically, which strategies do you find anxiety provoking?</p>	
<p>12. Which strategies do you find anxiety alleviating?</p>	
<p>13. Are you more or less anxious in your EFL lessons than in October? In what ways? For what reasons? If your anxiety level has not changed, how would you rate your anxiety level? Can you explain why this is?</p>	

## Appendix I: One-sample t-tests for the students' ratings of their teacher's

### use of the MSBQ items, and the teacher's self-rating, for seven classes

The t-values were calculated in all 136 cases, using -2 and 2 as the cut-off values. All t-values outside the range (-2, 2) are considered significant, indicating differences between the two scores.

Class	MSBQ item	Class N	Class mean	St.dev	St. error mean	Teacher's score	t-value
11	1	24	2.958	0.908	0.185	3	-0.225
11	2	24	4.083	0.776	0.158	5	-5.791
11	3	24	3.708	0.859	0.175	4	-1.664
11	4	24	3.792	0.779	0.159	5	-7.598
11	5	24	2.625	1.096	0.224	4	-6.146
11	6	24	3.667	1.050	0.214	5	-6.224
11	7	24	3.875	0.900	0.184	5	-6.124
11	8	24	2.333	0.917	0.187	4	-8.906
11	9	24	4.042	0.751	0.153	5	-6.255
11	10	24	2.667	1.274	0.260	3	-1.282
11	11	24	2.458	0.932	0.190	5	-13.367
11	12	24	3.875	0.947	0.193	5	-5.820
11	13	24	1.667	0.868	0.177	3	-7.524
11	14	24	3.000	1.063	0.217	4	-4.608
11	15	24	3.667	1.239	0.253	5	-5.270
11	16	24	2.208	1.179	0.241	4	-7.446
11	17	24	3.125	0.900	0.184	4	-4.763
11	18	24	3.583	0.881	0.180	4	-2.318
11	19	24	2.583	0.830	0.169	3	-2.460
11	20	24	1.833	0.702	0.143	5	-22.100
11	21	24	3.167	1.239	0.253	5	-7.246
21	1	20	3.200	0.951	0.213	4	-3.760
21	2	20	4.083	0.708	0.158	5	-5.791
21	3	20	3.708	0.784	0.175	5	-7.369
21	4	20	3.792	0.711	0.159	5	-7.598
21	5	20	3.600	1.095	0.245	4	-1.633
21	6	20	4.474	0.715	0.160	4	2.964
21	7	20	3.875	0.821	0.184	5	-6.124
21	9	20	4.600	0.598	0.134	3	11.961
21	10	20	3.750	0.851	0.190	4	-1.314
21	11	20	2.458	0.850	0.190	5	-13.367
21	12	20	3.875	0.864	0.193	5	-5.820
21	13	20	2.100	0.852	0.191	4	-9.970
21	14	20	3.800	1.322	0.296	4	-0.677
21	15	20	4.250	0.786	0.176	4	1.422
21	16	20	3.200	1.152	0.258	3	0.777
21	17	20	3.500	1.100	0.246	3	2.032
21	18	20	4.100	0.852	0.191	4	0.525

21	19	20	2.583	0.757	0.169	5	-14.270
21	20	20	1.833	0.641	0.143	5	-22.100
21	21	20	3.167	1.131	0.253	5	-7.246
22	1	35	3.286	0.860	0.145	5	-11.793
22	2	35	4.057	0.938	0.158	5	-5.950
22	3	35	3.559	1.065	0.180	4	-2.450
22	4	35	4.257	0.919	0.155	5	-4.785
22	5	35	3.343	0.873	0.147	4	-4.455
22	6	35	3.914	1.147	0.194	5	-5.599
22	7	35	3.686	1.105	0.187	4	-1.682
22	8	35	3.200	1.106	0.187	4	-4.279
22	9	35	3.771	1.165	0.197	5	-6.237
22	10	35	3.114	1.078	0.182	3	0.627
22	11	35	2.914	1.011	0.171	3	-0.502
22	12	35	3.800	1.158	0.196	5	-6.130
22	13	35	2.000	1.237	0.209	3	-4.784
22	14	35	3.114	1.231	0.208	4	-4.256
22	15	35	3.588	1.227	0.207	5	-6.809
22	16	35	2.294	0.952	0.161	3	-4.386
22	17	35	3.371	1.087	0.184	4	-3.421
22	18	35	3.829	1.150	0.194	4	-0.882
22	19	35	3.229	1.031	0.174	4	-4.425
22	20	35	3.441	1.203	0.203	4	-2.748
22	21	35	3.800	1.183	0.200	4	-1.000
41	1	12	3.250	1.055	0.305	4	-2.462
41	2	12	4.750	0.452	0.131	5	-1.915
41	3	12	4.417	0.793	0.229	4	1.820
41	4	12	4.167	0.577	0.167	4	1.000
41	5	12	3.833	1.193	0.345	5	-3.386
41	6	11	4.273	0.786	0.237	5	-3.068
41	7	12	4.083	0.669	0.193	5	-4.750
41	8	12	3.250	1.357	0.392	4	-1.915
41	9	12	4.417	0.793	0.229	5	-2.548
41	10	12	3.667	1.155	0.333	4	-1.000
41	11	12	3.167	1.337	0.386	4	-2.159
41	12	12	4.333	0.888	0.256	4	1.301
41	13	12	3.000	0.603	0.174	4	-5.745
41	14	12	3.083	1.240	0.358	5	-5.354
41	15	12	3.667	0.888	0.256	5	-5.204
41	16	12	3.250	0.866	0.250	4	-3.000
41	17	12	3.500	1.243	0.359	4	-1.393
41	18	12	3.500	0.798	0.230	4	-2.171
41	19	12	3.083	0.996	0.288	4	-3.188
41	20	12	3.083	0.900	0.260	4	-3.527
41	21	12	3.500	1.446	0.417	5	-3.594
42	1	21	2.667	0.856	0.187	3	-1.784
42	2	21	3.667	1.155	0.252	5	-5.292
42	3	21	3.333	0.966	0.211	4	-3.162
42	4	21	3.762	0.944	0.206	4	-1.156
42	5	21	3.381	1.024	0.223	5	-7.249



42	6	21	3.619	1.024	0.223	4	-1.706
42	7	21	3.048	1.203	0.263	4	-3.627
42	8	21	3.333	1.065	0.232	4	-2.870
42	9	21	3.524	0.873	0.190	4	-2.500
42	10	21	2.333	0.796	0.174	4	-9.597
42	11	21	2.095	0.889	0.194	4	-9.818
42	12	21	3.333	1.317	0.287	4	-2.320
42	13	21	1.857	0.910	0.199	3	-5.754
42	14	21	2.333	1.111	0.242	3	-2.751
42	15	21	3.286	0.956	0.209	4	-3.423
42	16	21	2.571	0.926	0.202	4	-7.071
42	17	21	2.714	0.845	0.184	4	-6.971
42	18	20	3.650	1.040	0.233	5	-5.805
42	19	21	2.667	0.796	0.174	4	-7.678
42	20	21	3.476	0.928	0.203	5	-7.522
42	21	21	4.048	0.669	0.146	5	-6.523
52	1	25	1.720	0.792	0.158	3	-8.085
52	2	25	2.640	0.995	0.199	5	-11.859
52	3	25	2.480	0.963	0.193	5	-13.089
52	4	25	3.040	1.136	0.227	5	-8.628
52	5	25	1.760	1.012	0.202	5	-16.014
52	6	24	2.583	1.248	0.255	5	-9.485
52	7	25	2.040	0.935	0.187	5	-15.837
52	8	25	1.960	1.241	0.248	5	-12.249
52	9	25	2.040	1.060	0.212	5	-13.964
52	10	25	2.160	1.248	0.250	4	-7.374
52	11	25	1.920	1.187	0.237	5	-12.969
52	12	25	2.000	1.000	0.200	5	-15.000
52	13	25	1.400	0.816	0.163	4	-15.922
52	14	25	1.920	0.954	0.191	4	-10.902
52	15	24	2.250	1.073	0.219	4	-7.987
52	16	25	2.080	1.412	0.282	4	-6.800
52	17	25	2.040	0.978	0.196	3	-4.908
52	18	25	2.640	1.440	0.288	5	-8.195
52	19	25	1.520	0.872	0.174	5	-19.959
52	20	25	1.800	0.866	0.173	3	-6.928
52	21	25	1.840	0.987	0.197	3	-5.879
53	1	14	2.429	1.016	0.272	4	-5.785
53	2	14	3.786	1.016	0.272	5	-4.470
53	3	14	3.714	0.914	0.244	4	-1.170
53	4	14	4.071	0.917	0.245	5	-3.789
53	5	14	3.214	1.369	0.366	5	-4.881
53	6	14	3.786	1.051	0.281	5	-4.323
53	7	14	3.357	1.082	0.289	5	-5.682
53	8	14	3.143	0.770	0.206	5	-9.021
53	9	14	4.000	0.877	0.234	5	-4.266
53	10	14	3.286	0.914	0.244	5	-7.019
53	11	14	2.571	1.089	0.291	4	-4.907

When researchers perform so many statistical tests there is the danger of concluding that in some cases statistical differences exist when in fact they do not (Type I error). Given that the significance level used throughout this study, as in the majority of research studies, is 0.05 one would expect 5% of the 136 tests, or approximately seven tests, to lead to a false significant conclusion. Nonetheless, I proceeded in testing the null hypothesis, in other words that there are no differences between the class mean student score and the teacher's score for each teaching strategy and behaviour in each of the seven classes.