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MOTIVATION AS ONE OF THE PERSONALITY

FACTORS CONTRIBUTING TO SUCCESS IN THE FL CLASSROOM

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requirements for the degree Master of Arts in
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ABSTRACT

The aim of my thesis is to investigate how teachers and students perceive the concept of "motivation" in Armenia as well as how to motivate and what motivates students to achieve success in foreign language learning. It also indicates that teacher and student motivation changes over time, thereby necessitating a well-informed focus on what the dominant type of motivation is that triggers students to learn English in the Armenian setting.

The purpose of the present research was to attempt a well-informed understanding of motivation and achievement from the student's perspective. Specifically, the research focused on the type of motivation used in the Armenian setting, its changes over time and learners' success in learning English. The proposed research was conducted using qualitative research methods.

The needed data were collected through questionnaires, constructed for both teachers and students, and by means of semi-structured interviews with teachers and students that were meant to serve as my research instruments. I constructed two different questionnaires: one for teachers and the other for students. The level of difficulty of questions was different. Teacher and student questionnaires and interviews were piloted among friends and colleagues who are English teachers in different secondary schools. Students, engaged in the study, were not only students of the 9th and 10th grades but also students of different grades, even undergraduate students. The selection of these students of varying ages (15-21 year-old students) was done with the aim of getting more in-depth descriptive data on FL learning, motivation and achievement from these students' perspective. Thus, it was necessary for me to target about thirty students and fifteen teachers for conducting in-depth semi-structured interviews using survey questionnaires.

The results through the qualitative method of data collection based on questionnaire completion and interview participation were presented through the discussion of findings related to the investigation of how teachers and learners in Armenia perceive the notion of motivation in the FL teaching/learning process, the role they ascribe to motivation ,how their motivation changes over time and how learners' motivation is related to their success in learning English as well as the importance of some factors that affect EFL teacher motivation and some related facets of the issue.

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Chapter 1: Introduction

Learning a foreign language is different from learning other subjects because language belongs to a person's social being, which is beyond dispute. The learning of a foreign language involves more than learning skills, a system of rules, and grammar; it involves modification of a self-image, new social and cultural behaviors and ways of being. Oxford and Crookall, D. (1989, p.136) state, "Learning a second language is ultimately learning to be another social person". The same concept is stated by Gardner (1985, p.146), "Languages are unlike any other subject taught in a classroom in that they involve the acquisition of skills and behavior patterns which are characteristic of another community." Most educators agree that motivating students is one of the critical tasks of language teaching /learning. Motivation is believed to be the key to all learning. Lack of motivation is perhaps the biggest obstacle faced by teachers, school administrators, and parents. Even, behavioral problems in the classroom often, or always, seem to be linked to a lack of motivation.

The current study provides an overview of what motivation consists of, how to motivate students, how teacher and student motivation changes over time, what is the most dominant type of motivational orientation in the Armenian setting among high school and university students. It also reviews some of the literature on the role of motivation.

The research questions to be addressed are the following:

1. What is motivation for teachers and learners and how does their motivation change over time?

2. What is the motivational orientation of Armenian students in learning English?

3. How is learners' motivation related to their success in learning English?

1.1. Theoretical Framework for the Study

The question "What is motivation?" is interpreted by various answers proposed and this leads to a discussion of different kinds of motivation and four general theories of motivation: behavioral, humanistic, and cognitive and socio-cultural (Harmer, 2001, p.51). The question what motivates students to achieve success in second language (SL) and foreign language (FL) learning has been studied a lot.

The initial study on motivation and success in SL/FL learning was carried out by Gardner and Lambert in 1959 and the conclusion drawn by them was that language aptitude and social motivation were related to SL achievement. The development and expansion of the social psychological theory appears to suggest the probable characteristics of motivated individuals. According to some researchers (Gardner, 1985; Gardner, 1988; Gardner and MacIntyre, 1993; Gardner, Tremblay and Masgoret, 1997) motivated students tend to be more active and more proficient, but the relationship between motivation and achievement is a dynamic and reciprocal process; that is, there is a reciprocal association between attitudinal/motivational attributes and proficiency in a SL/FL. In recent years, other researchers have expanded Gardner's work and have developed additional theories about motivation and achievement in SL/FL learning. For Clément (1986) a significant factor in SL proficiency, missing in Gardner's work, is a student's self-confidence in using the second language.

His research indicates that this attribute is particularly important in contexts where contact with members of the target language community is possible (Clément, 1986; Clément and Keuidenier, 1985; Clément, Dörnyei, and Noels, 1994). Dörnyei (1994) studied students of EFL in an environment where there was a limited contact with the English speaking community. In this context Dörnyei, identified three dimensions of motivation to learn a FL in a classroom environment. The first dimension is the social dimension that claims that the more favorable a student's attitudes toward the L2, the more successful the student will be at learning the language (Gardner's early integrative motivation). The second dimension is the personal

dimension related to the student's linguistic self-confidence (supports Clément's findings).The final dimension is a topic that is not covered in previous research, and Dörnyei calls it 'the educational and subject matter dimension', which relates to the environment and its effect on students' achievement. Almost all these previous studies are aimed at SL/FL motivation and achievement.

A distinction is made in the literature between 'integrative' and 'instrumental' motivation: the desire to integrate into the target- language culture vs. the wish to learn the language for purposes of study or career promotion. Another distinction is made between 'intrinsic' and 'extrinsic' motivation: the urge to be engaged in the learning activity for its own sake and personal satisfaction or enjoyment and actions from external or environmental factors, such as rewards, punishments, or social pressures. These two types of motivation are very important in classrooms.

A third distinction that has been made (by Brown, 1987) is between 'global', 'situational' and 'task' motivation: the first is the overall orientation of the learner towards the learning of the foreign language; the second relates to the context of learning (classroom, total environment) in this study, it is the classroom; and the third relates to the way the learner approaches the specific task in hand. The teacher makes the task as attractive as possible encouraging learners to be engaged in it, to invest their time and succeed. The tasks that teachers set are believed to affect motivation. When students encounter tasks that are related to their interests, stimulate their curiosity, or are connected to real-life situations, the students are more likely to be motivated to learn. Tasks that are difficult and require critical thinking are risky and ambiguous. Tasks can have attainment, intrinsic or utility value for students. Attainment value is the importance to the student of succeeding. Intrinsic value is the enjoyment the students get from the task. Utility value is determined by how much the task contributes to reaching short-term or long-term goals.

Language learners learn a language because they connect and communicate with those who speak the language, or perhaps they want to get to know the culture and learn about the country

where the language is spoken. However, what happens if a school insists that students learn a second language that the school chooses whether they wish to learn it or not? It is obvious that students who do not want to learn the language will not be able to do well in class unless the teacher is able to promote the desire to learn in the students. With all the hard work we as English teachers put into teaching English, many of the students will not be able to acquire the skills we need to communicate. I believe that motivation to learn has something to do with this situation. Motivation determines the degree of effort the students put into foreign or second language learning. The more motivation the student has, the more effort the student tends to invest into learning the language. I believe that this can lead to success in learning. From this point of view, it is quite important to motivate students to learn a second language, and, to do so, an investigation of the literature will be of great value to a classroom teacher. But before trying to bring forward various definitions of motivation, its sources and different theories, as well as their implications, I think that it is necessary to make an effort and try to answer one question that seems to guide many theorists' and researchers' work "Why do people learn a second or a foreign language?"

Motivation is thought to be responsible for "why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it" (Dörnyei, 2001a, p.8).

Indeed, the reasons to learn a second/foreign language vary from person to person, and I realized that this would become more obvious after my piloting the questionnaires with teachers and students.

1.2. Difficulties in Motivation Research

I think that doing motivation research can be a rewarding but at the same time a difficult and a daunting task. This difficulty is related to the features of 'motivation' that bring some challenges to the researcher (Dörnyei, 2001, p.185).

Based on the points discussed and referred to so far, I am inclined to say that motivation is an abstract notion. This means that there are no objective measures of motivation and, thus, one of the most difficult tasks is to keep the subjectivity to a minimum. Besides, motivation is not stable; it is in construct and changes dynamically over time so we should make decisions about which aspect of motivation to focus on and which methods to use while collecting and analyzing our data. And, finally, I realize that motivation is a multifaceted/multidimensional construct that cannot be represented /characterized by means of simple measures (e.g. the results of a few questionnaire items and interview questions). In light of this, it is essential that while conceptualizing and assessing motivation variables, we treat the specific motivation measure or concept as a component of a more complicated psychological construct.

I believe that the literature review of L2 learning motivation presented in the upcoming chapter emphasizes integrative and instrumental aspects of my understanding of how and why students learn foreign/student languages. In the same vein, some attempts have been made to synthesize the various aspects of enquiry and show that the mastery of a L2 is not merely an educational issue, but that it is also a deeply a social event that requires the incorporation of a broad set of components of the L2 culture. I think this literature review will yield fresh insights for rethinking L2 learning motivation, its change over time and success.

Chapter 2: Literature Review

My investigation needs adequate and appropriate theoretical constructs. It is with this belief that I propose to present my review of relevant literature. It is hoped that the issues to be discussed and explored in this chapter will provide a solid base for building awareness for this investigation and reconstructing a broader understanding of motivation orientation in the Armenian setting.

2.1. Definitions of Motivation

In the sphere of second language acquisition, the concept of motivation appears to have come from social psychology. Thus, the main purpose of this literature review is to conceptualize motivation, refer to different issues related to motivation, the types of motivation and the relation of motivation to students' success in learning English.

The abstract term 'motivation' on its own is rather difficult to define. It is more useful to relate the concept in terms of the 'motivated 'learner, one who is willing to put an effort into learning various activities and to obtaining some achievement in language learning. Learner motivation makes teaching and learning much more productive and pleasant revealing the importance of the topic for teachers and educators.

In simple terms, motivation, based on the Latin verb for "move," is the force that makes one do something. It is a process that involves goals, physical or mental activity, and is both pushed and sustained (Pintrich and Schunk, 1996, pp 4-5; Williams, 1997). It is characterized in terms of direction, duration and intensity.

However simple and easy the word "motivation" might appear, it is in fact very difficult to define. It seems to have been impossible for theorists to reach a consensus on a one-shot definition. Here are a few that have been gleaned from the literature:

According to the Pocket Oxford Dictionary (2004), motivation is:

1. The reason or reasons behind one's actions or behavior' 2. 'Enthusiasm' (p. 587).

The term motivation in a second language learning context is seen, according to Gardner (1985), as 'referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity (p.10).

According to Steers and Porter (1991, p.6) motivation can be described as something dealing with:

- what energizes human behavior

- what directs and channels such a behavior

- how this behavior is maintained and sustained

Steers and Porter (1991) also think that motivation is considered to be as:

- needs or expectations

- behavior

- goals

- some form of feedback

The word "motivation "is only meaningful in relation to a particular action. Thus, motivation is a desire to achieve a goal, combined with the energy to work towards that goal. Moreover, the concept of motivation is composed of many different overlapping factors such as "Interest, curiosity or desire to achieve" (Williams and Burden, 1997, p.111). These factors may differ depending on the circumstances and may be influenced by external factors: teachers, parents, peers, and exams. As a result, the discussion of "motivation" becomes complexified and needs a thorough investigation.

However, it is believed that activating interest is not enough to be motivated. This interest should be sustained, besides some period of time and efforts should be invested and the effect needs to be sustained in order to reach the aim. In order to foster motivation to learn English and achieve success, the teachers should be flexible in their use of time in the classroom. Many researchers consider motivation as one of the main elements that determine success in developing a second or foreign language; it determines the extent of active, personal

involvement in L2 learning (Oxford and Shearin, 1994).We all know how it feels to be motivated, to move energetically towards the goal. We also might know what it is like to work hard, even if we are not delighted by the task. In these cases our behaviors could be directed by needs, curiosity, beliefs, values, fears, goals, social pressure, incentives, self-confidence, interests, expectations and more. In all these situations motivation might be explained in terms of personal 'traits' or individual characteristics (Woolfolk, 2001, p.368). In other temporary situations motivation might be explained in term of 'state'. For example, if we are reading some material because we have a test in a few days. In this case we are also motivated (at least for now) by the concrete situation. In light of this, it is believed that the motivation we experience at any given time usually is a combination of trait and state. Thus, Woolfolk (2001, p.402) acknowledges motivation as 'a general trait and a situation specific state" and in addition, it is viewed as 'a dynamic and continuous flow of events' (Dörnyei, 2001, p.78) which does not produce any kind of static interpretations. It is claimed in the field that all in all motivation stimulates, sustains, and regulates a person's behavior. Thus, language educators unanimously agree on the extremely essential importance of motivation in language learning (Dörnyei, 2001; Maslow, 1970; van Lier, 1996; Woolfolk, 2001).

It is evident that the key words that 'motivation' associates with in our minds are goal, effort, desire, energy, active involvement and persistence. Each of these words is a significant cornerstone to achieve success in learning English.

Motivation is defined as "some kind of internal drive which pushes someone to do things in order to achieve something" (Harmer, 2001, p.51). As stated by Brown (1993, p.152), motivation is used to define the success or the failure of any complex task. Most teachers understand that motivation is a key factor in successful language learning. But according to many researchers, there are so many definitions of what motivation is that it seems somehow incomplete from an educational perspective (Dörnyei, 1994). In the field of second/foreign language acquisition, the concept of motivation came from social psychology. Within the study

of second language learning, motivation refers to "the combination of effort plus desire to achieve the goal of learning the language" (Gardner, 1985).

The review of literature done so far in some ways serves to: characterize motivation, to address four general approaches to motivation, and reveal the types of motivation, sources, as well as the factors that influence motivation and promote learners' success in learning English.

2.2. Four General Approaches to Motivation

Motivation is a vast and complicated subject overlapping many theories. Many theories have been proposed over the years that help to explain human motivation. Some date back to the early part of the twentieth century, whereas others are of more recent origin. In the scheme of investigation, my discussion of motivation is selective and is limited to those aspects of motivation that help explain behavior in academic or achievement situations, namely, how Armenian students' motivation is related to their success in learning English, what triggers Armenian students to learn English, and how the teachers' and students' motivation changes over time rather than being a behavior within a full range of situations. It is obvious that different theories of human nature guide us to attempt to understand our conceptualization of different approaches to motivation. For example, expectancy–value theories focus on what directs and shapes learners' motivation rather than on what motivates them, acknowledging the assumption that humans are innately active learners with an inborn curiosity. Whereas, goal-orientation theories emphasize achievement goal constructs, i.e. 'mastery orientation" and "performance orientation" (Dörnyei, 2001, p.27). Earlier theorists, such as behavioralists, tended to describe motivation mechanistically, related to needs (Maslow, 1987; Owens, 1987), while the more recent cognitive psychologists describe motivation as a product of conscious decision (Williams, M. and Burden, R. 1997). In light of this, there are great differences between humanistic, cognitive and behavioral approaches to motivation. From the humanistic perspective, to motivate people means to encourage their self-esteem, autonomy, self-realization

and sense of competence (Deci, Vallerand, Pelleter and Ryan, 1991). Cognitive theories highlight intrinsic motivation, for example, such cognitive theorists as Pintrich and Schunk (1996) claim that a person's behavior is determined by his mentality. Behavior is conditioned and regulated by *plans* (Miller, Galanter, and Pribram, 1960, cited in Woolfolk,2001), *goals* (Locks and Latham, 1990, cited in Woolfolk,2001), *schemas* (Ortony, Clore & Collins, 1988, cited in Woolfolk, 2001), *expectation* (Vroom, 1964, cited in Woolfolk, 2001), and *attributions* (Weiner, 1992, cited in Arends, 2004, p.145).Thus, cognitive theories of motivation stress the importance of the way people think and the beliefs and attributions they have about life's situations and their eagerness to achieve success.

As to behaviorists, they focus on the development of the individual's self-concept of their personal sense of reality, i.e. physical and interpersonal needs as human beings. They think that if students are constantly reinforced for certain behaviors, they may develop habits or tendencies to act in certain ways. This reinforcement theory emphasizes the importance of the individuals responding to environmental events and extrinsic reinforcements. Presenting the other approach, that is; socio-cultural conception of motivation, it is essential to understand that this theory has some similarities to both reinforcement and attribution theories and that people engage in activities to maintain their identities and their interpersonal relations within community. Thus, students are motivated to learn if they are members of a classroom or school community that values learning. To learn is to participate in the life of the community. The concept of identity is central in socio-cultural views of motivation. In the ESL classroom, the students are members of ESL learning communities. Bandura (1977, cited in Arends, 2004, p.145) considers motivation to be social learning theory and the product of two things: a learner's expectations about her/his chances of reaching a particular goal and the degree of value or satisfaction that will be initiated if s/he achieves the goal. The implication of this theory to ESL teaching is clear. It is important to provide learning tasks that student's value and have a high chance of completing successfully. The contextual setting of my research demands that I should be selective in what I decide to do.

2.3. Sources of Motivation

It is important to understand the key concepts of motivation as they are understood in the realm of SL classroom. Although the above mentioned motivational theories emphasize selected motivational aspects of L2 learning, for example, attitudes, learners' physical, social, and psychological needs, for the most part they are limited and do not acknowledge emergent sources of motivation (Crookes and Schmidt, 1991). Motivation is an unconscious, psychological process that varies by individual over time. It is a social process which can be affected by past experiences and environment. **Intrinsic motivation** refers to a source of motivation which emanates from within the learner. It is the natural tendency to seek out and conquer challenges as we pursue personal interests and exercise capabilities, in other words, it is motivation to do something when we do not have to. **Extrinsic motivation** refers to motivation which is sourced by the expectation of a tangible reward. It is based on factors not related to the activity itself. We are not really interested in the activity for its own sake; we care only about what it will gain us. Ideally, the learner will have a healthy combination of both intrinsic and extrinsic motivation working for themselves. In addition, most motivation theories lack rationality and as a rule, fail to interpret their premises (Dörnyei, 2001).

It appears that motivational research in language education is partial in that social and psychological aspects of language learning are still being investigated. This study of motivation focuses on how and why people initiate actions directed toward specific goals, how intensively they are involved in the activity, how persistent they are in their attempts to reach these goals and what they are thinking and feeling along the way. Explanations of motivation include both personal and environmental factors as well as intrinsic and extrinsic sources of motivation. Therefore, educational psychologists bring forward three major sources of motivation in learning (Fisher, 1990).

♦ The learner's natural interest: intrinsic satisfaction

♦ The teacher/institution/employment: extrinsic reward

♦ Success in the task: combining satisfaction and reward

In EFL/ESL learning /teaching contexts students/ motivation can be influenced by different factors, such as: learners attitude and beliefs about self, goals environmental contribution, self-determination, engagement, autonomy, and personal attributes (Oxford and Shearin, 1994). Thus, the degree of the students' motivation can be observed in their activities in the ESL classroom. Van Lier (1996) claims that "actions are judged as motivated on the bases of a combination of factors, most commonly intensity of engagement, attention, effort and persistence".

2.4. Types of Motivation

The importance of motivation in second/foreign language teaching and learning has been discussed for many years; teachers and researchers believe that motivation plays an important role in the foreign /second language learning but they do not agree on what motivation is or how it can be developed and maintained. As has been stated above, motivation is difficult to define, problematic to measure and nearly impossible to link to success in SL/FL learning. However, once a teacher is convinced that motivation plays a central role in learning, and that motivated students are eager to work more enthusiastically and purposefully, s/he is engaged in the exploring process to reveal all the aspects of the concept as no teaching and learning process can be conducted without types of motivation. It is worth mentioning that the perception of the types of motivation and the differences between them is of great practical value to teachers.

2.4.1. The Social Dimension of L2 Motivation

L2 learning presents a unique situation due to the multifaceted nature and role of language. In light of this, the L2 motivation construct is bound to be eclectic, bringing together factors from

different psychological fields. If we consider that the vast majority of nations in the world are multicultural and most of these are multilingual and that there are more bilinguals than monolinguals, we cannot fail to appreciate the immense social relevance of language learning worldwide. A distinction has been made in the literature between 'integrative 'and 'instrumental' motivation: the desire to identify with and integrate into the target-language culture, contrasted with the wish to learn the language for the purpose of study or career promotion.

Instrumental motivation is characterized by the desire to gain something practical from studying a second language because it would fulfill certain utilitarian goals ,such as getting a job, passing an examination, etc. It is typical of second language acquisition where little or no social integration of the learner into a community using the target language takes place, such as in a foreign language classroom. The learner's purpose in language acquisition is more practical, such as meeting a requirement for school or university graduation, applying for a highly–respected job, getting high salary, or/and understanding technical materials. *Integrative motivation* is characterized by the learner's positive attitudes towards the target language group and comes into play when one desires to become a part of a community as he/she likes the people that use the target language in social situations, admires the culture, and all these form the basis of an individual's attitude towards language learning. Integrative motivation is believed to sustain long-term success when learning a second language. Gardner (1972; Gardner and Lambert as cited in Dörnyei, 1994) also claimed that motivation is influenced by two orientations to language learning. An integrative orientation is typical of someone who values the target language and community, and who approaches language study with the intention of entering that community and speaking that language. Such an individual is thought to have an internal motivation for language study. In contrast, a learner with instrumental motivation wants to learn the language for practical reasons as means for obtaining some goals thus getting rewards or better grades or job opportunities.

Gardner and Lambert (1972) showed that success in a FL/SL is likely to be lower if the motivational orientation is instrumental rather than integrative. They also suggested that the learner would achieve greater L2 competence with an integrative orientation. Instrumentally motivated learners, on the other hand, are more likely to see language learning as enabling them to do other useful things but as having no special significance in itself. Gardner and Lambert (1972) described instrumental motivation as motivation learning a SL, to acquire a language for practical reasons, or as means for attaining instrumental goals: such as getting better grades in the exams or getting better jobs or promotion in a future career. A learner with instrumental motivation regards learning English as an instrument to get a reward. Those with higher instrumental motivation scored much higher in tests of English proficiency.

There are some cases, when the goal is continuous, thus, instrumental motivation would also continue to be effective in learning. As pointed out by Ely (1986), it is not always easy, nor is it helpful to distinguish between integrative and instrumental motivation. Furthermore, given that the varying reasons for learning English as a foreign language for a given population are not related to which of the two motivational orientations obtain since different populations learn English as FL for different purposes. It is not possible to conceptualize integrated and instrumental motivations as two distinctly separate orientations, as two separate constructs. As an example of a case where it is not easy to distinguish one from the other, Ely {1986) proposes the case when students do not want to study, but they have to, because they have pressure from their parents, peers, teachers, and so forth. This is also a type of motivation, which cannot belong to either of the two motivational orientations. Dörnyei (2001, p.275) states that the exact nature of the social and pragmatic dimensions of L2 motivation is always dependent on the answers to the questions: who learns, what languages, where this learning process occurs.

In his study of Hungarian secondary school learners of English (ages 17-18) he stated that "foreign language learning" in a classroom setting could not logically include attitudes toward

the L2 community, because learners have little or no contact with members of the L2 group. His study showed that instrumental goals indeed played a prominent role in the learning of English.

The majority of past research tended to focus on the social and pragmatic dimensions of L2 motivation, and there are some studies trying to extend the Gardnerian construct by adding new components such as" *intrinsic/extrinsic motivation*, need for achievement, self-confidence, attribution about past successes /failures, as well as classroom events and tasks, classroom climate and group cohesion, course content and teaching materials, teacher feedback, and grades and rewards" (Dörnyei, 1994; Deci & Ryan,1985). They claim that learners who are interested in learning tasks and outcomes for their own sake (intrinsic) rather than for rewards (extrinsic) are likely to become more effective learners. More specifically, according to them, *intrinsic motivation* refers to motivation to engage in an activity because that activity is enjoyable and satisfying to do.

Extrinsically motivated behaviors are those actions carried out to achieve some instrumental end, such as earning a reward or avoiding a punishment. Dickinson (1995) claims that success enhances motivation only in children who are focused on learning goals, that is, who are intrinsically motivated. Deci and Ryan (1985) argue that intrinsic motivation is potentially a central motivator of the educational process. According to Koestner and McClelland (1990), research on intrinsic motivation has led to the conclusion that intrinsic motivation will be greatest under conditions that foster feelings of challenge, competence, and self-determination. In light of what has been discussed so far, if external events enhance feelings of competence, as when someone is told he or she has done a task very well, intrinsic motivation is likely to increase. By contrast, events that lead to feelings of incompetence are likely to undermine intrinsic motivation. If the students are adult learners, interesting and enjoyable learning is not enough. They need to feel the importance of learning and constructing some more knowledge related to their background schemata, and only then they can expect themselves to succeed in terms of future prospects or job-related salaries and so forth.

Having discussed two frameworks for analyzing the types of motivation existing in the Armenian setting, namely integrative/instrumental and intrinsic/extrinsic, it is necessary for us to take into account the context where we teach, the relation between learners' motivation and success in learning English, the environment we are surrounded by and who specifically the learners are with their varied learning styles and strategies.

I have made an attempt in this chapter to identify, explain and examine an array of theoretical issues and insights, which I believe, have some relevance to my scheme of investigation. It is hoped that the following chapters will further our understanding of how the discussions featured in this chapter can help with this investigation.

Chapter 3: Methodology

In this chapter I propose to discuss the matters and issues that relate to my research methodology with a particular focus on the instruments of enquiry that I have chosen.

3.1. Participants

The participants were both students and teachers of English. The students, engaged in the study, were not only students of the 9th and 10th grades, but also undergraduate and graduate students. The selection of the students of various-age groups (16-22 year-old students) was done with the aim of getting more in-depth /descriptive data on SL/FL learning motivation and achievement from this perspective. There were thirty students participating in the research on the above mentioned topic. Among these students, twenty students were high school students (fifteen female and five male) and the other ten (six female and four male) were university students. The twenty high school students who participated in this study are working hard to get ready for the entrance exams, and it should be mentioned that they were motivated, smart, capable, and attended their English classes regularly. I was closely involved with them as I taught English to these students.

Contrary to my expectations (all the teachers were busy as it was the end of the school year), the fifteen teachers were happy to be involved and agreed to participate in my study, in any kind of talk related to eliciting their perception of motivation and its change over time. Besides, they were actively engaged in the discussion based on how learners' motivation related to their success in learning English. Among these fifteen teachers, there were five rural secondary school teachers (Jermuk Town, Ararat Region) and ten secondary school teachers from Yerevan (the capital city of Armenia). All these English teachers were female and were selected both for the semi-structured interview and for the survey. Despite the fact, that all these teachers were busy with the preparatory work for the school leaving exams, they were willing to cooperate with me

as they liked the scope of the research and voluntarily wanted to have their positive input in the study.

3.2. Methods

I decided to employ a qualitative methodology in my investigation as I believe that this could help me to understand the key issues of my investigation in a more definitive manner. I used questionnaires and in-depth semi-structured interviews as my main instruments to gather the needed data for the study. Thus, the essential sources of data collection were questionnaires administered to students and teachers of English, as well as in-depth semi-structured interviews with both the students and the teachers. At first, I had decided to employ only questionnaires for both teachers and students and to reveal the appropriate data on how learners' motivation relates to their success in learning English and what is motivation for teachers and learners and how their motivation changes over time. But later I realized that questionnaires might not provide the proper in-depth picture of my research and therefore I needed to make some modifications in my methodology by adding semi-structured interviews for the groups. Open-ended questions were included in the interviews for both teachers and students and these interviews were designed as informal conversations in a relaxed atmosphere. The order of the topics and questions have not been predetermined, thus, the questions were asked as the interview proceeded, paying attention to the core issues of the research topic. The principal advantages of interviews are their flexibility, adaptability, completeness and clarity through its human interaction according to Borg and Gall (1983, p. 437) and Bell (1993). Borg and Gall (1983, p. 437) observe that the greatest weaknesses of the interviews might be their subjectivity and possible bias. To make the study more meaningful, I explained that the honesty of their responses mattered significantly. I informed them that I would use some questions as a form of stimulus, engage them in conversation, and that there was no single correct answer for any question. This way I sought to reduce any bias in the information provided by the participants and could focus on my research

question. As Measor (1985, p. 57) pointed out "the quality of the data is dependent on the quality of the relationships you build with the people interviewed".

Thus, I constructed semi-structured interview questions to conduct an interview as with the help of interviews a lot more unseen things can be revealed. Initial interviews helped to gather background information on participants as well as to understand their attitudes towards learning English and their perceptions of their achievement in their learning of English.

I constructed two different questionnaires: one was the student questionnaire (see Appendix 1) and the other was the teacher questionnaire (see Appendix 2).

The final version of the student questionnaire consisted of twenty statements to which the respondents/participants indicated to what extent they agreed with each statement on a Likert scale ranging form from 'strongly disagree 'to 'strongly agree'. The statements on Likert scales expressed either a positive/favorable and/or negative/ unfavorable attitude towards the object of interest. This necessitates some modifications in the questionnaire on the basis of the guidelines provided by Dörnyei (2001, pp.260-269). By means of these questionnaires and semi structured interviews I obtained the needed information for data analysis.

Although learners' motivation might be investigated with the help of a variety of methods, I have chosen the Likert type scale on the basis of my belief and experience that Likert type scales are the most frequently used technique for eliciting a more definitive description/ picture of learner motivation. It is believed that motivation is not a measurable concept, which is why I didn't use the term for the measurement of learner motivation. Besides, Likert scale format questionnaires are not very time consuming to construct and pilot, and are believed to yield more reliable results than other scales for teacher/student motivation survey. The teacher questionnaire consisted of two sections. The first section provided personal information referring to the English teacher completing the questionnaire and the second section included fifteen questions again representing Likert scale format: ranging from 'strongly disagree 'to 'strongly agree'. All the questions were related to the motivation underlying the research questions presented above.

Semi-Structured Interviews - The purpose of the interviews was to elicit from the participants the reasons for their answer choices and to compare these results with the literature. I was hoping to gain knowledge and understanding about the key factors through these interactions and use them to understand the participants' perception of motivation and related issues. This section details the procedures that were used during the interview process, and the advantages and disadvantages of interviews over other survey data techniques. At the beginning of each interview I presented the research topic and its purpose to the interviewees once again. Student interviews were conducted with a smaller group of participants. They tried to find extra available time for the interview and some of them preferred to speak in Armenian. It should be stated that individual interviews have not been conducted since I took into consideration the idea presented by qualitative researchers, who find that " the interactions among the participants stimulate them to state feelings, perceptions and beliefs that they would not express if interviewed individually"(Gall et. al., 1996). For ethical reasons I reiterated that their identities would be concealed using fictitious names if necessary. Fifteen questions for teachers (see Appendix 4) and ten questions for students (see Appendix 3) were constructed to elicit qualitative information on interviewees' goals for learning English, the importance of the language learning environment and their perceived proficiency. This might serve to illustrate the appropriacy and adequacy of using the type of questions in the Likert scale format. Semi-structured interviews are well suited for case studies because they include specific, well-defined questions determined in advance, while at the same time allow for elaboration of responses and on subsidiary questions (Sudman, 1982).They are also useful tools for eliciting opinions, feelings, and values (Merriam, 1988; Patton, 1990).The respondents /participants were native speakers of Armenian and learned English as a foreign language.

The students were learning English either for meeting their entrance examination requirements as stipulated by the different higher educational institutions or for doing a TOEFL exam at American University of Armenia (AUA) for the purpose of gaining admission and for

obtaining a verifiable measure of their language proficiency. As to the teachers, the same teachers were selected both for interviews and for survey. Five of them were from rural secondary schools (Jermuk Town, Ararat Region), ten of them were from different secondary schools of Yerevan with one of these being a vice–principal of a school.

3.3. Procedure

The study was launched in the late spring of 2007. The participants were informed about the study, its goal, procedure and length. Data collection was conducted in two ways: interviews with both the students and the English teachers and questionnaires for both the students and the teachers. These different procedures of data-collection allowed me to try to use triangulation. The students' interest towards the topic of research was beyond my expectations. They agreed to share their opinions and feelings about their prior experience of learning English and make a comparison with their new experience as an applicant to a higher educational institution or AUA. I conducted group interviews with the teachers from the rural area (five teachers) as all these teachers were participating in the 'High School Teacher Training' program and these interviews appeared to be extremely relevant for eliciting the information for the survey. The interviews with both teachers and students were not tape recorded as the interviewees felt uncomfortable in the presence of a tape recorder, though they were informed beforehand that the information they gave would be kept confidential and would be used for research purposes only. Only a few teachers were interviewed in English with their consent. The other interviews were conducted in Armenian. At the start of each interview I once again presented my research topic and its purpose to the participants. The interview questions were designed in such a way as to unfold the teachers' and students' perceptions of motivation and the number of the questions sometimes increased as the interview proceeded though the order of the questions has been predetermined.

I was present at the time that the questionnaires were completed. I was with the participants as they filled out the questionnaires mainly to monitor and assist them in their act of filling out the responses. Since the high school students came from different academic and socioeconomic backgrounds with different levels of proficiency in English; the questionnaire was administered in the English language along with an Armenian translation item by item if necessary. However, to avoid any misunderstanding, I asked the participants to go through the survey questions and ask for clarification if necessary. The purpose and different terms of the questionnaire were explained before the distribution. It was not mentioned beforehand that the students' attitude towards use of English was being investigated. There was also a short introductory paragraph presenting the purpose of the questionnaires. But as Armenian students are not used to completing questionnaires in a Likert scale ranging from 'strongly disagree' to 'strongly agree', I found it necessary to emphasize that the answers were not going to do harm to anybody (the students or the teacher) in any way. The participants then completed the questionnaires without a time limit. This research could be highly valuable in that it might provide practising language teachers a more definitive understanding of how motivation could either contribute to success or failure in the enterprise of learning of English as a foreign language. I realize that teaching is indivisible from learning. The hierarchical position of the language teacher is perhaps the most demotivating factor. Thus, we can be good teachers only if we know what we mean by learning because only then can we know what we expect our learners to achieve. If our aim is to prepare students to pass an exam, then this will affect the way in which we teach. However, one thing with which everybody would agree is that teachers are powerful *motivational socialisers* (Dornyei, 2001, p.35).

Chapter 4: Presentation and Discussion of Findings

This chapter reports on the results obtained through the qualitative method of data collection based on questionnaire completion and interview participation. The results are presented through the discussion of the findings related to the investigation of how teachers and learners in Armenia perceive the notion of motivation in the FL teaching/learning process, the extent to which they think motivating and being motivated impacts their day-to-day practice, the role they ascribe to motivation, how their motivation changes over time, how learners' motivation is related to their success in learning English, the importance of some factors that affect EFL teacher motivation and some closely related facets of the issue. The discussion of the findings in this chapter might facilitate a deeper understanding of how motivation triggers the learners to achieve success in learning English emphasizing the crucial role of the teacher.

4.1. Analysis of Student and Teacher Questionnaires

1. The analysis of the questionnaires would help to emphasize and to expand my understanding of how and why Armenian students learn English. Many wanted to learn English for a future career, business reasons or higher studies abroad (instrumental motivational orientation), and others were spurred by the desire to make friends in English speaking countries, or live and be a part of the target language community. However, there might be many other reasons that are not mentioned in these questionnaires and that did not relate well to either of these two motivations. These reasons included: receiving intellectual stimulation, seeking personal challenge, showing off to friends, aiding world peace, developing greater cultural tolerance, satisfying curiosity about cultural 'secrets' and so forth.

In light of this, teachers and learners might think that the kinds of reasons allowable as L2 learning goals in this framework are too limited. However, each item of the Likert type scale might be fulfilling a language requirement and consequently could be a goal that stimulates a learner action. In this section the two tables presented illustrate the raw data of the questionnaires. The student questionnaire has been analyzed in two ways: according to given

answers (see *Figure 1: " Distribution of the data analysis of student questionnaire on the basis of given answers", in Appendix 1*) and according to question numbers (see *Figure 2: " Distribution of that data analysis of student questionnaire on the basis of given questions" in Appendix 1*) to unfold the real picture of Armenian students' reasons for learning English just at the time of my investigation. Two-way analyses have been done referring to the teacher questionnaire (see *Figure 3: Distribution of the data analysis of teacher questionnaire on the basis of given answers", in Appendix 2*) and according to question numbers (see *Figure 4: "Distribution of that data analysis of teacher questionnaire on the basis of given questions" in Appendix 2*).

Table 1

STD   Strongly Disagree, D-Disagree, SD-Slightly disagree, A - Agree, SA - Strongly Agree

Student Questionnaire	STD	D	SD	A	SA
1. I am learning English to become more educated.		2	2	15	11
2. I think I have a good sense for languages.		5	5	13	7
3. At present learning English is one of the most important concerns to me.			7	7	16
4. If I spoke English I could travel more for official purposes.		2	11	17	
5. If I spoke English I could do a more interesting job. :			5	17	8
6. I am satisfied with my work in the English course.	3		5	15	7
7. I am satisfied with my English proficiency and success.	4	2	16	8	
8. I get nervous and confused when I am speaking in my English class as my teacher makes corrections all the time.		7	15	8	

Statement					
9. I must learn the necessary English to understand English novels and story books and appreciate English movies; otherwise my English learning will be useless.	4	4	8	14	
10. I would like to learn as many languages as possible to demonstrate my intelligence by taking difficult languages.		3	3	13	11
11. My teacher is explaining the material (grammar, vocabulary, etc.) to us very distinctly that's why I know English well.	4	1	2	10	13
12. I am learning English to score well so that my parents don't feel uncomfortable/ upset.		10	8	7	5
13. In my work I seldom do more than is necessary.	3	3	14	10	3
14. I am dissatisfied with my group.	10	4	2	10	4
15. Learning a foreign language is a difficult task for me.	7	8	19	6	
16. Motivation is responsible for **why** people decide to learn English, **how long** they are willing to sustain the activity**, how hard they** are going to pursue it.			1	14	15
17. English is important for me because it will make me a more knowledgeable person and I will enter higher educational institution.		2	1	10	17
18. English will help me to go for higher studies abroad.		4		15	11
19. English will be useful for me in getting a good and high-ranking job in the near future.				13	17
20. English will help me to think and behave like native speakers as well as to make friends in the English speaking countries (USA/UK/Aus/NZ).	6	12	6	4	2

Table 2

STD   Strongly Disagree, D-Disagree, SD-Slightly disagree, A - Agree, SA - Strongly Agree

Teacher Questionnaire	STD	D	SD	A	SA
1. Your motivation as an English teacher relates to your students success in learning English.			3	10	2
2. Supporting students to realize how their beliefs about themselves influence learning is as vital as working on their academic skills.			4	6	5
3. Teachers should provide feedback that increases the students' capability of and confidence in obtaining the goal.				10	5
4. Provide multiple opportunities for success in the English language class					15
5. A show of faith can have a powerful effect on the students to demonstrate what they are capable of doing.			4	9	1
6. Raise students' awareness of the importance of self-motivation and encourage them to adopt, develop, and apply self-motivation strategies.					15
7. Make the assessment system completely transparent and use grades in a motivating manner, reducing as much as possible their demotivating impact.			5	9	1
8. Develop a personal relationship with your students.		3	5	7	
9. Include a socio-cultural component in your language curriculum.			4	8	3
10. Highlight and demonstrate aspects of L2 learning that your students are likely to enjoy.			4	7	4
11. Offer rewards for complex activities which require prolonged engagement and creativity on the students' part			3	9	3

12. Adjust the difficulty level of tasks to the students' abilities and counterbalance demanding tasks with manageable ones.			2	7	6
13. Design tests that focus on what learners can rather than cannot do, and also include improvement options.			2	4	9
14. Help learners to accept the fact that they will make mistakes as part of the learning process			2	5	8
15. Learners' past success in language learning is important for their motivation to learn in the present and future.				15	

As shown in the data, some explanations of motivation rely on internal, personal, factors, such as needs, interests, curiosity and enjoyment. Other explanations point to several external, environmental factors, such as: rewards, social pressure, and punishment. Gardner's opinion as reflected by Oxford and Shearin (1994, p.13) that motivation is not the same as motivational orientation is worth mentioning here because there could be some situations when a learner might demonstrate a particular motivational orientation but not be highly motivated to implement it. The distinction between motivational orientation and motivation might explain the difference between registering to take a language course and then during the course, working hard to learn English. Motivation reflects the power to attain the goal, positive attitudes toward learning the language and effortful behavior. Motivation limited to instrumental and integrative types might need to be broadened to allow for some changes over time in a learner's reasons for learning English.

Thus, having a developmental path, the learner's motivation may change in the following way: learner's initial participation in the course may lead to interest, which then leads to further involvement in business, and later in the culture to live and work there, thus, pointing to changes in the learner's reasons for learning English.

4.2. Analysis of Student and Teacher Interviews

Given the limitations of time and space in the scheme of this enquiry, it is not possible for me to attempt an exhaustive discussion of the various issues that characterize the study. Therefore, I will only be able to discuss findings with reference to salient points gathered from the interview protocol questions and questionnaire responses.

4.2.1. Reflections on student and teacher motivation in experiential learning within the scope of my study

In this section I will attempt to share my findings on the interviewees reflections related to their experience. It is worth mentioning that for both of the groups of my interviewees learning is a continuous process that is grounded in experience. Thus, learning from actual experience through reflections is called experiential learning which suggests a broader goal orientation in terms of a conscious English learning education. Therefore, critical reflection is a key to learning from experience. This means that developing motivation and commitment to continue learning and growing as a person throughout the life cycle is a type of learning that involves the whole person, including the emotional, social, physical, cognitive and spiritual aspects of personality. In light of this, interviews disclosed the students' and teachers' experiential learning serving as a link between formal learning, work experience and personal development in the Armenian EFL setting, and many external and internal factors that affect success in learning English. The answers of the interviewees revealed that the experiential techniques include various interactive practices where the participants have opportunities to learn from each others' experiences, being actively involved and personally engaged in the learning process. Thus, they are aimed at increasing the learners' involvement in their own learning by engaging their full attention in the process and increasing their control over their experiences. As was stated in the answer to the question "Where does motivation come from–within or outside the individual?" the internal and

external factors can influence each other; they are by no means independent. It is said that motivation to learn English comes both within and outside the individual depending on the circumstances. For example, a learner who has low self-confidence may refuse to use the language outside the classroom. However, when confronted with the need to use it outside the limits of the classroom walls either for the purpose of interacting with people with whom English is the only shared language, or securing a job in today's highly competitive job market, the learner may reconsider his/her "wall of defense" and become internally motivated as a result of realizing the requirements of the "outside world" where the target language is used extensively. With the help of experiential learning the English teaching process provides the students with the perception that learning, either internally or externally triggered, cannot provide final answers to "Where does motivation come from –within or outside the individual?" as the individual can find new questions and discover new possibilities. Thus the meanings of external events are open to interpretations and the interpretations are also subject to change causing some changes in the type of motivation interpreting her/his world of experience to success. The use of language in the real world is crucial as it creates interest in learning the language, helps learners to identify themselves with the target language and builds their confidence. In addition to low self-confidence as an "impediment" to being motivated and achieving measurable success in learning English, another factor, as reported by the student-interviewees themselves, that prevents the learners from learning and hence using the language is the fact that they are expected by their teachers to be absolute carriers of grammatical rules, in other words to have high accuracy in English. In contrast, the learners think that competent language learners should not be only grammatically competent, but they also need to be communicatively competent when they learn grammar as a rule of use. This will enable them to know what to say to whom, in what manner and when, so as to enable them to function appropriately in the real world. Only by show knowledge will they be led to measurable success in the process of learning English. Speaking proficiency involves being able to produce

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autonomous utterances fluently and accurately which are appropriate to the context of the speech situation (Lim 1994). Some of the interviewed students even considered that they had not achieved any success yet as they were preparing for the entrance exams, they had to study until they become university students. Thus the only success they had had so far was associated with their high grades at the state admission exams.

4.2.2. Challenges and expectations

Success is like many aspects of teaching and learning and it is not as simple as it appears. Without challenge, learners experience 'artificial success', and apathy results (Clifford,1990). A sense of challenge is needed if students are to experience feelings of satisfaction, and persistence, increasing ability and well-chosen strategies. In light of this, when the students were asked the question, "What do you do when you are facing a difficult task?", they mentioned that first they try to do whatever is needed to solve the problem and overcome the 'wrinkled 'parts of the task on their own. They think that being active in class for making decisions means believing that they are able to use English outside the classroom, too. But others (7 students) answered that they turn to their teacher or friends to share their previous experience and to find the appropriate solutions as they were afraid to be laughed at while making mistakes in the classroom. While answering the interview questions "Is there anything you think your teacher should know about you?" and "How important do you think motivation is for learning English and how does it change over time?" students unanimously claimed that learning a foreign language is different from learning other subjects for which Armenian is the instruction medium. Therefore, the students expect language teachers to take into account a variety of factors such as their individual interests, learning styles and strategies, etc that should promote their success in learning.

4.2.3. Teachers' beliefs about learners and learning

It is believed that foreign language learning has a significant impact on the social being of the learner, since it is an open dialogue and triggers new social and cultural behaviors, ways of thinking and exploring the world without removing oneself from the world, and in the exploring process students usually create new meanings in their immediate reality, in their existing meaning-structures and they change. This kind of process should be observable by the teachers who could notice how far and how deep their students go in their understanding during FL classes. This success is believed to be the teachers' success as well. At least most of the interviewed teachers turned out to be teaching mainly to prepare their students for the state entrance examinations and they appear to characterize their success with the high grades that their students get at the entrance exams. In addition they seem to attach a great deal of importance to their students of being awarded certificates in local or national Olympiads and different competitive events among different schools. Among the interviewed teachers, eight teachers differed in their views about their success in teaching English, as their motivation was related to the fact that they were selected as representatives of different educational programs to be piloted at schools. It should be noted, however, that these eight teachers had had the opportunity to partake in different workshops/seminars/conferences organized in Armenia and abroad. The answers provided by these teachers indicate that all of them support the idea that their motivation changes over time and, depending on their goals, the types and degrees of motivation are changed, but motivation as a holistic personality factor doesn't change. Thus, the change they claimed is growth that is not occurring in a vacuum but that is building upon, extending and reconstructing past experience. The only issue that acts as a demotivating factor for this group of teachers in their work is the low salary. The feeling that their efforts have not been duly recognized and appreciated is prone to make the teachers emotionally exhausted and "burned out".

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4.2.4. Teacher characteristics: personal qualities that increase motivation

As motivation is one of the essential factors contributing to success in the EFL classroom, teacher skills in motivating learners could be regarded as a central component in teaching effectiveness. As to the question "How important do you think motivation is for learning English and how does it change over time?" some of the respondents gave insightful answers; "Students are like wheelbarrows. They only go as far as you push them. However, if the teacher motivates and inspires them, they go on forever." "Without motivation, a student can pass: with motivation, a student can score." If teachers cannot motivate students to learn directly, they should look at different ways to try to motivate them indirectly. For example, the teachers should encourage them to be autonomous learners, increase their confidence, minimize their anxiety, and respect their right of being mistaken. It is the teacher's job to emphasize that everyone makes mistakes including the teacher himself/herself and there is no problem in making mistakes. The student-interviewees mentioned appreciating the crucial way their teachers undertake to teach them to learn from their own mistakes. This is quite important since it will eventually lead to greater motivation, and thus "clear away the path" to success in learning English. In light of this I think that student motivation to learn is both a trait and a state. Motivation is also defined as the impetus to create and sustain intentions and goal- seeking acts (Ames and Ames, 1989). It involves taking academic work seriously, trying to get the most from it, and applying appropriate learning strategies in the process. A mere look at the answers to "What makes your students want to learn?" and "Do you agree that different students have different learning styles and learning strategies. If yes, then what do you think about teacher's role?" given by both rural school teachers and Yerevan school teachers makes it clear that all students have different learning styles and strategies, and it is the teacher who should be a facilitator and an advisor and attempt to reveal the students' insights, strengths and weaknesses and to establish a relationship of a mutual trust and respect with the learners by means of talking with them on a personal level. This mutual trust could lead to enthusiasm. At any rate,

enthusiastic teachers impart a sense of commitment to, and interest in, the subject matter, and not only their verbal, but also non-verbal cues can be taken by students as "instructing" them how to behave. Thus, whatever is done by a teacher, it has a motivational, formative influence on students. In other words, teacher behavior is a powerful "motivational tool" (Dörnyei, 2001, p.120). The fact that the teacher's role is vital in the EFL classroom has been emphasized by students as well in their answers to the interview question "What do you hope/expect to gain from this class?" The undergraduate students' answers to this question are of great interest as they had a critical look at the teachers' role in the EFL classroom. They mentioned that many teachers believed that by sticking to the language materials and trying to discipline their refractory students, they will manage to create a classroom environment that will be conductive to learning. Nevertheless, these teachers seem to lose sight of the fact that unless they accept their students' personalities and work on those details that constitute their social and psychological features, they will fail to motivate them. What is more, these teachers will not be able to form a cohesive and coherent group unless they succeed in turning most "curriculum goals" (goals set by outsiders) into "group goals" (goals accepted by the group members, i.e. the students). The teacher who is also acting as the vice –principal at Yerevan Secondary School Number 181 outlined three attitudinal qualities that a teacher, or in her words, a facilitator, should have to assist the language learning process. They are *empathy* (seeing things from the learners' view point), *authenticity* (being yourself) and *acceptance* (of students' ideas and opinions). Then she continued to answer this question unfolding some precious ideas related to types of motivation. She claimed that motivation has a great effect on a student's capacity to learn, and that our students are much more likely to be motivated extrinsically, meaning that their motivation comes from external sources such as wanting to pass an exam and to enter Institutes/ Universities and to please their parents and teachers. She also stated that the good news for teachers is that there are many things teachers can do in the classroom to increase the level of extrinsic motivation and to better organize the "journey for the rest of the road".

4.2.5. Group work and motivation

It is worth pointing out that the answers to the interview questions "Are you more motivated when you are a member of a team and others are counting on you or when you are on your own?" reveal that some students are not used to team/group work activities and they do not feel responsible for the other group members' success, achievement or failure. Thus, students did not seem to fully appreciate the crucial role of their fellow students' engagement in their own learning and success. They prefer activities that will boost their individual performance. Among the students who indicated that fellow students were not at all important were these two observations." Frankly speaking, I do not think they can help me much, as I think learning English is a rather individual task." Another student said " English is all about reading and practice, besides I am ashamed of my mistakes , as soon as I get used to perfect English I will try to communicate with my peers to let them know that I am better than they are". It is obvious that if a teacher does not contribute to group discussions, then he/she prevents the learners from the opportunity to speak, to organize their thoughts, to formulate their opinions and to practice the crucial skill of argumentation. Unfortunately, the students did not realize that listening to other students, negotiating, sharing feelings and bonding as a team leads them to greater motivation and ability to continue learning outside the classroom. Although they recognized that fellow students were important, they did not seem to fully realize how vital they were to their success. Thus, teachers need to provide their learners with justification as to why small-group activities are needed by being explicit in directions to students about how and why these group-completed activities are done.

4.2.6. The need for learning English inside and outside family

The answers to the second question "Why did you decide to learn English as a foreign language" might be categorized in two major groups. University students mainly study English on the basis of both instrumental and integrative motivation since they acknowledged that a good mastery of English would fulfill certain utilitarian goals, such as getting a well-paid job, obtaining some needed information from the internet, passing an examination, traveling, etc. They fully realized its status as an international language as well, and valued the target language by showing their positive attitude towards the culture and the community. Besides, these university students mentioned that in the globalization context, learning English will ensure a better future career. Whereas high school students' motivation for learning English is primarily instrumental as they tend to study English to pass admission exams, to be able to use hi-tech, to see cartoons in the original language they have been filmed, to watch movies in DVD/VCD, to read English magazines and journals published by well-known publishing houses (though very rarely) as well as to read pieces of English literature by famous English/American writers, to listen and understand English songs, to watch sport programs (male respondents only), to write e-mail letters, etc.

All of the English language teachers who participated in the semi-structured interview agreed that the learners who are eager to learn tend to do better than those who do not want to learn. We must, moreover, keep in mind that there are differences in language learning aptitude, and sometimes even highly motivated learners encounter great difficulties in improving their mastery of the language. We know that, for example, learners who begin learning as adults rarely achieve fluency and accuracy with as much ease as young learners. Thus, this should not be taken as evidence that they do not want to learn the language, but it is rather an age–related "obstacle". Whatever the aptitude of a learner, teachers should by all means encourage their learners and increase their interest in learning the language. To put it in general terms, a teacher's job in

motivating his/her learners should first start by unfolding the interest and revealing the strongest point in a learner and build the motivation on the above-mentioned aspects.

4.2.7. The characteristics of a motivated learner

To the question "What characteristics and behaviors do you associate with the image of motivated learner?" almost all the teachers (fifteen teachers) answered that motivation refers to goal-directed behavior, and it would be impractical to attempt to measure it because motivation is not a measurable construct. I believe that a number of features of the learner can be referred to while trying to depict the image of a motivated learner. The motivated learner extends effort, is persistent and attentive to the task at hand, has goals, desires, and aspirations, enjoys the activity, experiences reinforcement from success and disappointment from failure, makes attributions concerning success and/or failure, is aroused and makes use of strategies to aid in achieving goals. That is, the motivated learner exhibits many behaviors, feelings, etc that the learner who is unmotivated does not.

When asked to give the answer to the question "What does the term "motivation" mean to you and how does it help to keep on teaching?" some of the secondary school teachers (seven teachers) gave more or less homogenous replies. It should also be noted that these teachers confused the notion of "motivation" with that of grading, the proof of which is their answers to the first question. These teachers mentioned that the only way to motivate learners is to grade them high as only high grades will trigger them to learn better and to achieve desired improvement. With regard to the responses given by the teachers who had had some teacher training sessions within the scope of different educational programs, they revealed a broader understanding of the concept of "motivation" explaining that there was no doubt that motivation is one of the most important factors in determining success or failure in any learning situation and they claimed that motivating students is probably one of the most difficult aspects of their

profession. They have also mentioned that motivation is important inasmuch as it is done in a non-threatening and non-punishing manner.

4.2.8. *The two sides of rewards in the EFL setting*

It is known that *a reward* is an attractive object or event supplied as a consequence of a particular behavior. An *incentive* is an object or event that encourages or discourages behavior. I realize that the promise of an *A+* was an incentive to one of my students. In fact, receiving the grade was a reward. Thus, according to the behavioral view, an understanding of students' motivation begins with careful analysis of the incentives and rewards present in the Armenian FL setting. Therefore, the answers to "How often do you reward/punish your students and how important are teacher skills in motivating learners a central component to teaching effectiveness?" are of great importance for my investigation. The teachers who had had some teacher training practices (eight teachers) proposed that recognition and reward in a classroom will support motivation to learn if that recognition is for personal progress rather than competitive victories. They stated that sometimes praise can have paradoxical effects. For example, if two students succeed, and the teacher praises only one of them, the message may be that the praised student has less ability and the teacher praises him/her to make him/her want to work harder to succeed. With respect to the "unpraised" student, it could be implied that he/she was simply doing what "comes naturally" and achieving success was due to marked ability. Thus, students may use teacher's praise or criticism as cues about capabilities. Others claimed that rewards discourage risk-taking and change the way people feel about what they do. These findings do suggest that it is wise to develop a repertoire of strategies in addition to rewards and punishments. When we are working for a reward, we do exactly what is necessary to get it, and no more; hence rewards undermine incidental *learning*. I fully agree that when motivated by rewards, features such as predictability and simplicity are desirable, and explorations become undesirable as it is seen that rewards change the way people feel about what they do and rewards

like punishments, actually undermine intrinsic motivation that promotes optimal performance (Deci, 1975; Lepper, 1995). As concerns the perception of motivation by the surveyed students, I have observed that they liken the notion of "motivation" to that of grades, and they consider grades as the appreciation and reward for their efforts inside and outside the classroom. Some respondents have even pointed out that though they study for themselves and not for the sake of grades, they see grades as quite a necessary part of study at school since only through grades do they get an idea of how well they can perform. The conclusion is that it is the grades that trigger the students to learn English, and therefore their motivation is instrumental. This research claims that teachers are able to change their students' attitudes toward foreign languages in a positive way. The majority of the high school students are inclined towards instrumental motivation because they want to enter a higher educational institution; that's why they need high grades. As a result, this instrumental motivation is closely related to their success in learning English. As to university students, instrumental motivation, which contributes to success in the EFL classroom, is combined with integrative motivation as they want to work/study abroad through exchange programs and to be an inseparable part of the English speaking community with full mastery of the nuances of the target language and culture. I see that in the Armenian setting instrumental motivation, being a central component of motivation, changes over time both for students and teachers as relatively short-term pragmatic, utilitarian benefits are usually available for the learners (Dörnyei, 1994, p.275).

As to the comparison of the students' definition of motivation with that of some of the teachers, though the former group used the word "grading" and the latter "reward for efforts" in their responses, we believe that the views held by both are similar in their essence. The teachers think that grades motivate the students to study better; similarly if students say that grades are a sign of appreciation of their efforts, they also consider that being graded acts as a stimulus for their further learning. However, when comparing the students' perception with that of the teachers who had participated in teacher training development seminars, it is revealed that these

teachers are inclined to possess key information for making instructional adjustments, e.g. to improve teaching methodology, to introduce new teaching materials that are more relevant to the learners' needs, etc. Besides, some of them have mentioned that the role of motivation lies in revealing learners' strengths and eliminating any possible weaknesses that may become known as a result of assessment.

4.2.9. Task comprehension in the current investigation

To be motivated, learners need to have expectations of success and must believe that what they are learning is important and valuable. I believe that challenge helps to promote a sense of value. Value is also enhanced when students understand both what they are supposed to be learning and why they are learning it (Anderson, 1989, Good & Brophy, 1997).

The answers to "What do you do to motivate your students to learn a foreign language?" and "How do tasks affect motivation?" represent some essential ideas unanimously proposed by the teachers. They relate motivation to classroom atmosphere, the learning environment created by the teacher and the learners, flexibility in the teacher's use of time in the classroom, teacher conduct in general and in relation to specific teaching/learning situations, giving students the opportunity to develop their own self-concept and interest through the completion of tasks. I agree that the tasks that teachers set affect motivation as when students encounter tasks that stimulate their curiosity, are related to their interests or connected to real-life situations, the students are more likely to be motivated to learn. Tasks that are difficult and require critical thinking are risky and ambiguous. In those cases the teacher's role is vital in facilitating the learners throughout the entire task completion process and in helping them develop strategies to enable them to carry out the same tasks on their own without further "intervention" on part of the teacher. When teachers use strategies that help students feel confident in their abilities to improve (e.g. set challenging but reachable goals), strategies that highlight the value of the learning tasks (e.g. tie tasks to students' interests, arouse curiosity, show connection to the future

and to real-world problems), and strategies that help students stay involved in the learning process without being threatened by fear of failure (e.g., provide any opportunity to create a finished product, teach learning tactics, act as model motivation to learn for students showing her/his enthusiasm towards the subject and learning, respect student's right of being mistaken, avoid emphasizing grades, reduce risks without oversimplifying the task, etc). From the perspective of the interviewed students, teachers' feedback on how the teaching/learning process goes, where there are gaps and how to better address them at the service of promoting learning is a highly appreciated asset in motivating the learners' autonomy in achieving success in learning English.

   While answering the same question, the teacher who is also vice-principal mentioned that the more competitive the grading, the more students set performance goals and the more ego-involved they are. When the focus is on performing rather than learning, students often see the goal of classroom tasks as simply finishing, especially if the work is difficult.

   This data analysis indicates that motivation is a contributing factor to foreign language achievement and its measurable success which changes over time (Clément, 1986; Clément and Kruidenier, 1985, Gardner and MacIntyre, 1991; Ramage, 1990).

4.3. Further Implications for Teaching

   As was confirmed by the findings of the current study, Armenian learners are more instrumental in learning English and achieving success in learning English. Teachers should be sensitive to and patient with learners' motives, to recognize the instrumental nature of their motivation and at the same time raise their integrative motivation, as both types of motivation - extrinsic and intrinsic motivation - are required to trigger learners to learn (Csikszentimihaly, 1997). Teachers should encourage a balanced development of both types of motivation in high school. This development can be facilitated by raising learners' awareness of and interests towards the culture of the target language, including learners' in real-life like activities which

reveal information on the lifestyle, geography, literature of the English–speaking countries through audio, and visual forms or even organizing group-sharing for learners who have been to English-speaking countries within exchange programs.

The most important implication of research is that teachers should try to convince students that learning rather than grades is the purpose of academic work. This can be done by emphasizing the interest, value, and practical importance of the materials students are studying and by de-emphasizing grades and other rewards.

4.4. Limitations

There is no 'best' method for researching motivation, each type of research has advantages and disadvantages. Each research method has some limitations, but this does not mean that other educators should give up on research in a changing educational environment. In fact, it might be just the opposite. All educators who are concerned with students' achievement in the ESL/EFL settings should understand how different motivational orientation can impact their classroom practices as well as their students' learning outcomes.

This research cannot indicate precisely *how* motivation affects English language learning.

That is, it does not describe whether it is the motivation that produces successful learning or successful learning that enhances motivation. Nor can it be shown that learners are more highly motivated because they are successful, or they are successful because they are highly motivated (Skehan, 1989).

Another limitation is related to textbook selection. English language teaching materials are still the domain of British and American publishers. Nunan (1997) identified this as a kind of cultural imperialism that persists and thus choosing a textbook for the appropriate level and target teaching goals is not easy. The findings of the current research indicate that instrumental orientation is the major driving force and trigger for learning English and measurable success at the high school level and at the undergraduate level, though integrative orientation is also

available and supports instrumental motivation in the case of university students. Thus, these mixed findings cannot be generalizable as they do not permit another researcher to draw the conclusion that, in general, all Armenian students are purely instrumentally motivated and their success in learning English is related to only this type of motivation. More research in this area needs to be done taking into account some other conditions, such as: sample population, place, gender, age and time, and I believe that would produce a quite different insight into the Armenian EFL situation. The analysis of the responses provided via the questionnaires and the interviews appear to support the following main findings:

➢ motivation is one of the important prerequisites for learning and it changes over time.

➢ both teachers and students' motivation changes over time according to their short-term and long-term goals, the situation or the task they are involved in.

➢ the most dominant type of motivational orientation in the Armenian setting turned out to be instrumental motivation.

➢ certain characteristics associated with motivating learners are goal orientation, need for achievement and high aspiration.

➢ the most important motivation for educational psychology is achievement motivation, the generalized tendency to strive for success and to choose goal-oriented, success/failure activities in two ways: to seek success, or to avoid failure.

Chapter 5: Conclusion

The present research sheds light on the areas that could be of interest for further research. Knowing the beliefs and attitudes that students have in regard to learning a foreign language is important for teachers and curriculum policymakers. Several studies have shown the importance of attitudes and beliefs for enrollment, and success in the foreign language classes. Many specialists in the field have proposed different definitions of motivation and have set forth various motives behind employing components of motivation in education; in the same vein, the focus of my research paper has been on eliciting the attitude of local teachers and learners towards using and treating motivation in their teaching/learning and to explore what their perceived reasons are that render motivation an integral part of education, especially in the process of FL classroom teaching /learning. It should be noted that the responses given by both of the cohorts of teachers and learners have been analyzed and in light of this analysis. The research findings suggest a circular cause and effect relationship between motivation and the degree of success achieved in FL learning. That is, the more one succeeds, the greater one's motivation; the greater one's motivation, the more one succeeds. Classroom teachers can develop positive motivation in their students by making the classroom itself an environment in which students experience success. This, in turn, can contribute to positive motivation, leading to still greater success.

I realize that three key concepts in motivation are *need, value, and goal*. A need is an inborn requirement of an organism's health and well-being. All individuals possess the same basic needs; in this they have no choice. But they differ in many respects in their values, that is what they actually want or enable to act to gain and /or maintain. I believe that values are not inborn but acquired, even chosen. The function of values is to satisfy needs. Unlike needs and values, goals are changeable. They are like values, only more specific as people set some goals in order to obtain values. Here the logical sequence becomes; *goals-> values-> needs*. For example, a university student or an English teacher, based on the need for profit and self-esteem, may

choose ambition that is, getting ahead in life, as a value, and may then set goals to do well in a number of specific tasks (both in school and in jobs). The goals help achieve the value which in its turn helps to satisfy the need. Since there are many paths to a given value, many different goals can be set in relation to it. It is evident that since the goals are changeable within a period of time consequently motivation towards the fulfillment of those goals is changeable over time, too. It would be wonderful if all students were filled with the motivation to learn. I think that as teachers we have some major goals. The first is students productively involved with the work of the class; in other words, to create a *state* of motivation to learn. The second and longer-term goal is to develop in our students the *trait* of being motivated to learn so they will be able "to educate themselves throughout their lifetime" (Bandura, 1993, p.136). Finally, we should trigger our students to attempt to be cognitively engaged-to think deeply about what they study. In other words, we want them to be thoughtful (Blumenfield, Puro, & Mergendoller, 1992).

5.1. Suggestions for Further Research

The issue of how to understand and influence human motivation has proven to be one of the most essential problems not only in human psychology but also in FL/SL learning settings. I think that the fundamental reasons for this are that motivation, at root, comes from within the individual and is most directly controlled by the individual. Since motivation is primarily "inside" the person, it cannot be observed directly and since individuals possess freedom of choice, that is free will, and have decision making skills, they cannot be controlled directly from the outside.

This study points to several areas that could be of interest for future research directed at the role of feedback in the degree of success achieved, the relationship between a range of motivational orientations and the language proficiency of the learners or the ways to improve motivation in the EFL classroom as well as other issues. This research has made me realize that learning is two –way communication. I have experienced being a student and a teacher myself. I

was lucky enough to have a teacher who was competent, caring, and knew exactly what she was saying and doing. This is from the student's perspective, and we should pay attention to that while speaking about motivation. I believe that well-informed understanding of this will unlock new horizons in the research on motivation.

The proposed research is significant in several ways. First, it can add to the existing research on student motivation in SL/FL learning by providing descriptive data on how to motivate Armenian students to learn English, and how their motivation is related to the degree of success they achieve in learning English. Second, the proposed research is focusing on a population that has not been included in previous research on SL/FL learning motivation and achievement. Finally, this research has significance for practitioners, in-service teachers. By providing in-depth descriptions of successful and motivated SL/FL learners, the findings from the study can be useful to English departments of secondary schools in non-English speaking countries in learner improvement. However, because each situation, each combination of time, place, students and teachers can vary, there are no"right" answers to the question of how to motivate learners. I believe that the most reasonable answer is to have teachers who are open and flexible enough, employing some tools to find out what their students need and want, to reduce classroom anxiety by making the learning context less stressful, to foster the belief that competence is a changeable aspect of the road to success, and to be willing and at the same time able to be changed. By interacting with learners in ways that develop their autonomy and competence, teachers may change the type of motivation they provide and thereby contribute to better learning. These steps will lead to greater motivation eventually, and thus lead to better success in teaching/learning English in the Armenian setting.

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APPENDICES

Appendix 1: Student Questionnaire

Likert Scale Format

The following are a number of statements with which some students agree and others disagree. We would like you to indicate your opinion after each statement by circling each point that best describes the extent to which you agree or disagree with the statement. Thank you very much for your help.

Section 1

1. I am learning English to become more educated.

   STD - Strongly Disagree, **D** - Disagree, **SD** – Slightly disagree, **A** - Agree, **SA** - Strongly Agree

2. I think I have a good sense for languages.

   STD - Strongly Disagree, **D** - Disagree, **SD** – Slightly disagree, **A** - Agree, **SA** - Strongly Agree

3. At present learning English is one of the most important concerns to me.

   STD - Strongly Disagree, **D** - Disagree, **SD** – Slightly disagree, **A** - Agree, **SA** - Strongly Agree

4. If I spoke English I could travel more for official purposes.

   STD - Strongly Disagree, **D** - Disagree, **SD** – Slightly disagree, **A** - Agree, **SA** - Strongly Agree

5. If I spoke English I could do a more interesting job. :

STD - Strongly Disagree, **D** - Disagree, **SD** – Slightly disagree, **A** - Agree, **SA** - Strongly Agree

6. I am satisfied with my work in the English course .

STD - Strongly Disagree, **D** - Disagree, **SD** – Slightly disagree, **A** - Agree, **SA** - Strongly Agree

7. I am satisfied with my English proficiency and success.

 STD - Strongly Disagree, **D** - Disagree, **SD** – Slightly disagree, **A** - Agree, **SA** - Strongly Agree

8. I get nervous and confused when I am speaking in my English class as my teacher makes corrections all the time.

 STD - Strongly Disagree, **D** - Disagree, **SD** – Slightly disagree, **A** - Agree, **SA** - Strongly Agree

9. I must learn the necessary English to understand English novels and story books and appreciate English movies; otherwise my English learning will be useless.

 STD - Strongly Disagree, **D** - Disagree, **SD** – Slightly disagree, **A** - Agree, **SA** - Strongly Agree

10. I would like to learn as many languages as possible to demonstrate my intelligence by taking difficult languages.
STD - Strongly Disagree, **D** - Disagree, **SD** – Slightly disagree, **A** - Agree, **SA** - Strongly Agree

11. My teacher is explaining the material (grammar, vocabulary, etc.) to us very distinctly that's why I know English well.

STD - Strongly Disagree, **D** - Disagree, **SD** – Slightly disagree, **A** - Agree, **SA** - Strongly Agree

12. I am learning English to score well so that my parents don't feel uncomfortable/upset.

STD - Strongly Disagree, **D** - Disagree, **SD** – Slightly disagree, **A** - Agree, **SA** - Strongly Agree

13. In my work I seldom do more than is necessary.

STD - Strongly Disagree, **D** - Disagree, **SD** – Slightly disagree, **A** - Agree, **SA** - Strongly Agree

14. I am dissatisfied with my group.

STD - Strongly Disagree, **D** - Disagree, **SD** – Slightly disagree, **A** - Agree, **SA** - Strongly Agree

15. Learning a foreign language is a difficult task for me.

STD - Strongly Disagree, **D** - Disagree, **SD** – Slightly disagree, **A** - Agree, **SA** - Strongly Agree

16. Motivation is responsible for

why people decide to learn English.

STD Strongly Disagree, **D** - Disagree, **SD** – Slightly disagree, **A** - Agree, **SA** - Strongly Agree

how long they are willing to sustain the activity**.**

STD - Strongly Disagree, **D** - Disagree, **SD** – Slightly, disagree   **A** - Agree,   **SA** - Strongly Agree

how hard they are going to pursue it.

STD - Strongly Disagree, **D** - Disagree, **SD** – Slightly disagree, **A** - Agree, **SA** - Strongly Agree

17. English is important for me because it will make me a more knowledgeable person and I will enter a higher educational institution.

STD - Strongly Disagree, **D** - Disagree, **SD** – Slightly disagree, **A** - Agree, **SA** - Strongly Agree

18. English will help me to go for higher studies abroad.

STD - Strongly Disagree, **D** - Disagree, **SD** – Slightly disagree, **A** - Agree, **SA** - Strongly Agree

19. English will be useful for me in getting a good and high-ranking job in the near future.

STD - Strongly Disagree, **D** - Disagree, **SD** – Slightly disagree, **A** - Agree, **SA** - Strongly Agree

20. English will help me to think and behave like native speakers as well as to make friends in the English speaking countries (USA/UK/Aus/NZ).
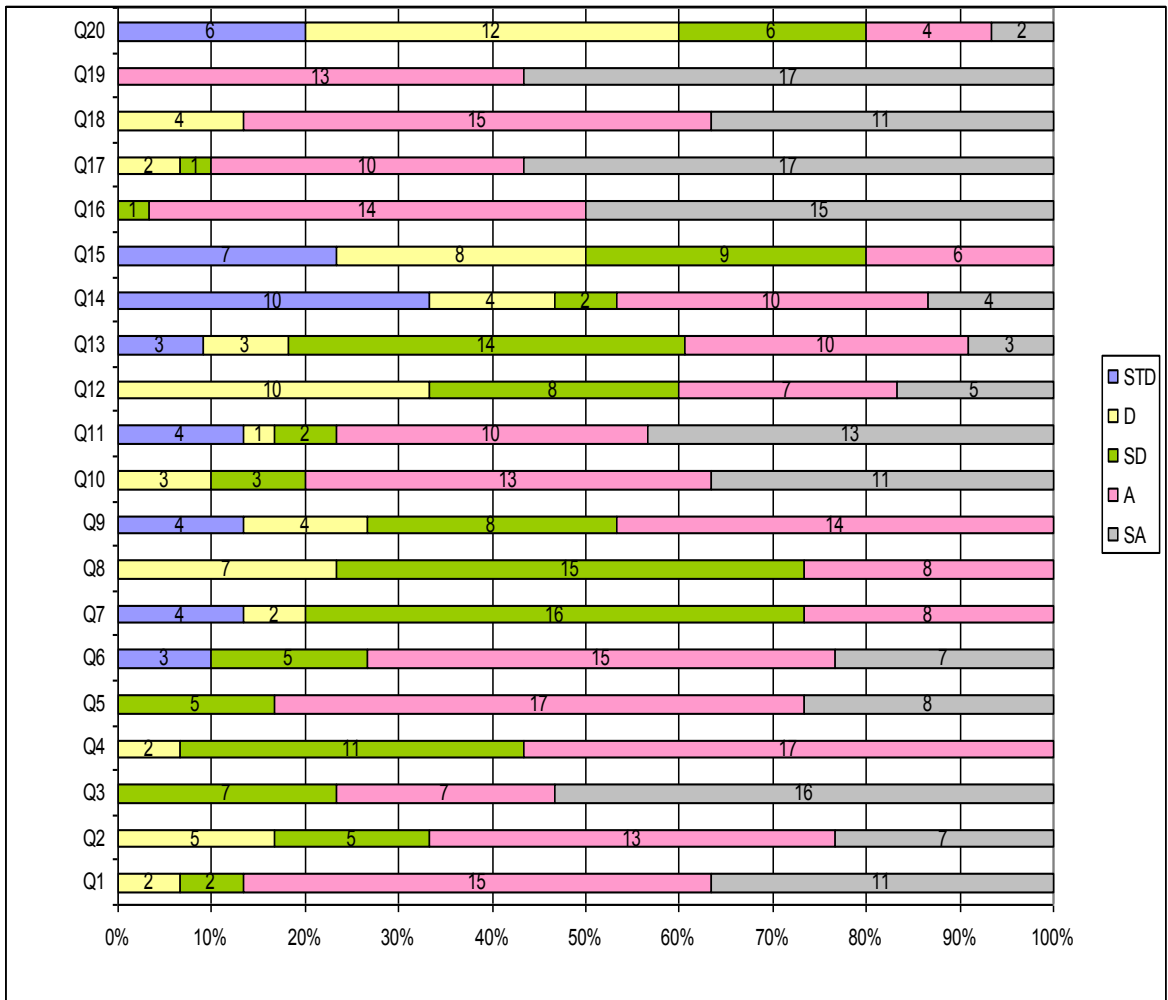
STD - Strongly Disagree, **D** - Disagree, **SD** – Slightly disagree, **A** - Agree, **SA** - Strongly Agree
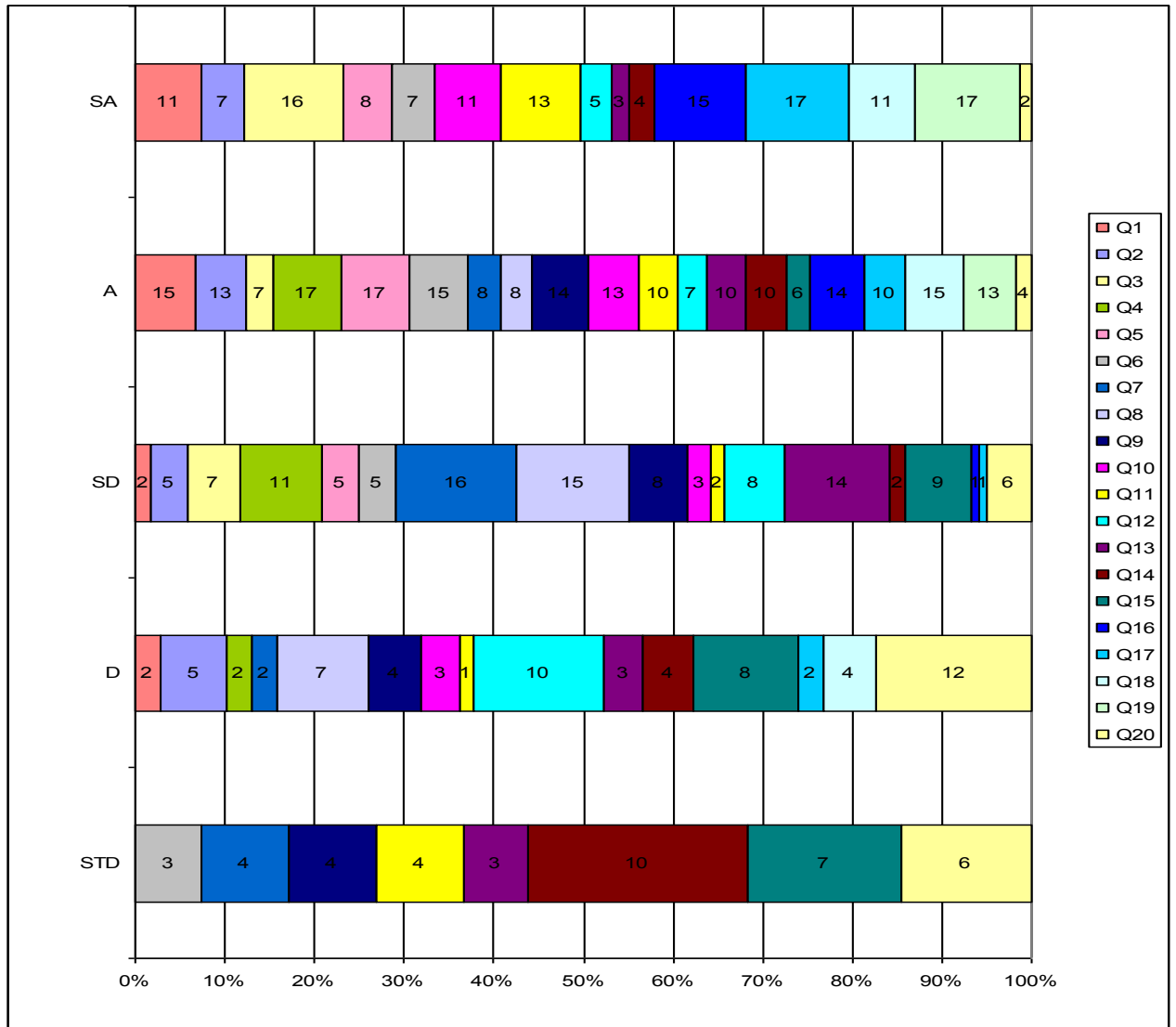
Q1-Q20 – question numbers

STD - *Strongly Disagree,* **D** - *Disagree,* **SD** – *Slightly disagree,* **A** - *Agree,* **SA** - *Strongly Agree*

Figure 1: Distribution of the data analysis of student questionnaire on the basis of given answers.

Q1-Q20 – question numbers

*STD - Strongly Disagree, **D** - Disagree, **SD** – Slightly disagree, **A** - Agree, **SA** - Strongly Agree*

Figure 2:   Distribution of the data analysis of student questionnaire on the basis of given questions.

Appendix 2: Teacher Questionnaire

Likert Scale Format

I would very much appreciate it if you would answer the following questions based on your experience /opinion about the provided task.

Thanks for your cooperation and help!

I Section

Personal information of Questionnaire participant

1. Age --------------

2. School-------------

3. Gender--------------------

4. Teaching Experience………Years……

5. Degree:

    a) BA

    b) MA

6. Grades taught---------------

II Section

Please, circle the number that best matches your choice in this section.

(**STD** - Strongly Disagree, **D** - Disagree, **SD** – Slightly disagree, **A** - Agree, **SA** - Strongly Agree)

1. Your motivation as an English teacher relates to your students' success in learning English

STD	D	SD	A	SA
1	2	3	4	5

2. Supporting students to realize how their beliefs about themselves influence learning is as vital as working on their academic skills.

STD	D	SD	A	SA
1	2	3	4	5

3. Teachers should provide feedback that increases the students' capability of and confidence in

obtaining the goal.

STD   **D**   **SD**   **A**   **SA**

1   2   3   4   5

4. Teachers should provide multiple opportunities for success in the English language class

STD   **D**   **SD**   **A**   **SA**

1   2   3   4   5

5. A show of faith can have a powerful effect on the students to demonstrate what they are capable of doing.

STD   **D**   **SD**   **A**   **SA**

1   2   3   4   5

6. Teachers should raise students' awareness of the importance of self-motivation and encourage them to adopt, develop, and apply self-motivation strategies.

STD   **D**   **SD**   **A**   **SA**

1   2   3   4   5

7. Teachers should make the assessment system completely transparent and use grades in a motivating manner, reducing as much as possible their demotivating impact.

STD   **D**   **SD**   **A**   **SA**

1   2   3   4   5

8. Teachers should develop a personal relationship with your students

STD   **D**   **SD**   **A**   **SA**

1   2   3   4   5

9. Teachers should include a socio-cultural component in your language curriculum

STD   **D**   **SD**   **A**   **SA**

1   2   3   4   5

10. Teachers should highlight and demonstrate aspects of L2 learning that your students are likely to enjoy.

STD   **D**   **SD**   **A**   **SA**

1   2   3   4   5

11. Teachers should offer rewards for complex activities which require prolonged engagement and creativity on the students' part

STD   **D**   **SD**   **A**   **SA**

1   2   3   4   5

12. Teachers should adjust the difficulty level of tasks to the students' abilities and counterbalance demanding tasks with manageable ones.

STD   **D**   **SD**   **A**   **SA**

1   2   3   4   5

13. Teachers should design tests that focus on what learners can rather than cannot do, and also include improvement options.
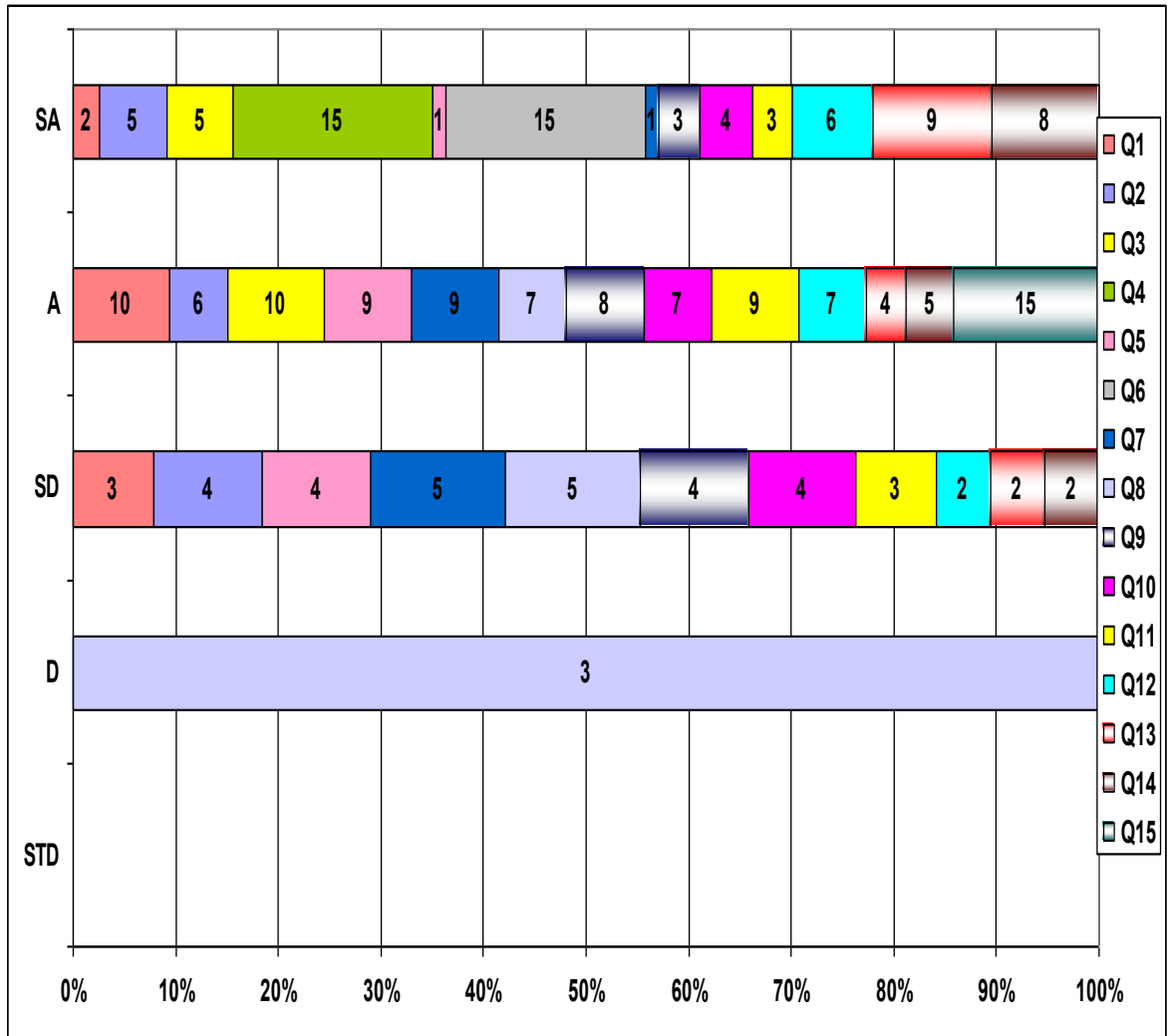
STD   **D**   **SD**   **A**   **SA**

1   2   3   4   5

14. Teachers should help learners to accept the fact that they will make mistakes as part of the learning process

STD   **D**   **SD**   **A**   **SA**

1   2   3   4   5

15. Learners' past success in language learning is important for their motivation to learn in the present and future.
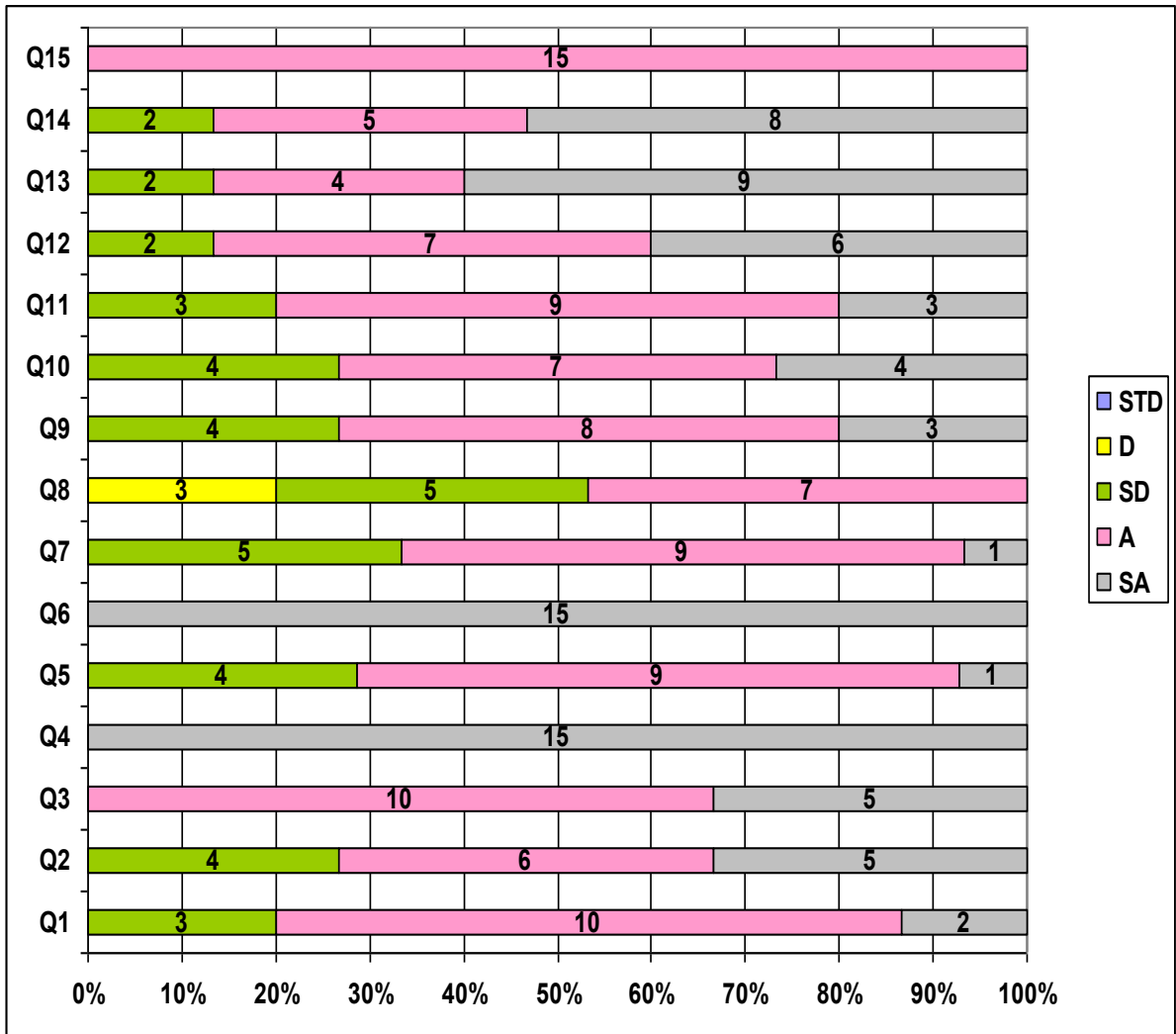
STD   **D**   **SD**   **A**   **SA**

1   2   3   4   5

Q1-Q15 – question numbers

STD - *Strongly Disagree,* **D** - *Disagree,* **SD** – *Slightly disagree,* **A** - *Agree,* **SA** - *Strongly Agree*

Figure 3: **Distribution of the data analysis of teacher questionnaire on the basis of given answers.**

Q1-Q15 – question numbers

STD - *Strongly Disagree,* **D** - *Disagree,* **SD** – *Slightly disagree,* **A** - *Agree,* **SA** - *Strongly Agree*

Figure 4: Distribution of the data analysis of teacher questionnaire on the basis of given questions.

Appendix 3: Interview Questions for Students

This interview information will be used in my MA thesis research at the American University of Armenia. I would very much appreciate it if you answer the following questions based on your experience!

Thank you very much for your help!

1. What is your attitude towards learning English and what is 'motivation'' to you and what is your perception of your achievement in English learning?

2. Why did you decide to take English as a foreign language?

3. When you are facing a difficult task, what do you do?

4. Are you more motivated when you are a member of a team and others are counting on you or when you are on your own? WHY?

5. Where does motivation come from –within or outside the individual?

6. What is the role of the teacher and what do you hope/expect to gain from the class?

7. How important are your fellow students to you in your interaction?

8. What has been your greatest success so far and how is your motivation related to your success in learning English?

9. How important do you think motivation is for learning English and how does it change over time?

10. Is there anything you think your teacher should know about you?

Appendix 4: Personal information of Interview participant (Teacher)

This interview information will be used in my MA thesis research at the American

University of Armenia. I would very much appreciate it if you answer the following questions

based on your experience!

Thank you for your help and cooperation!

Section I

1. Age --------------

2. School-------------   3. Gender--------------------

4. Have you ever participated in any teacher training sessions/ workshops? Yes…/

No…

5. Teaching Experience……………Years-……………….

6. Grades Taught….   . Degree…….BA…..MA….

Section II

Interview   Questions:

1. What does the term "motivation" mean to you and how does it help you keep on teaching?

2.   What makes your students want to learn English?

3. What motivates students to achieve success in second language learning?

4. What do you do to motivate your students to learn a foreign language?

5. What kinds of motivation (intrinsic, extrinsic, instrumental, integrative) do you think your students have to learn English and what is their attitude towards learning English and achievement in English learning?

6. How important do you think motivation is for success in language teaching/learning, whether it always leads to language success?

7. What characteristics and behaviors do you associate with the image of a motivated learner?

8. Some learners are motivated by wanting to integrate into the target- language culture (integrative motivation), some by needing the language for their career or other personal advantages (instrumental integration). Which of the two would you imagine to be the stronger motive, on the whole?

9. Does teacher motivation affect the motivation of the students, if yes, then illustrate **how?**

10. Describe what you know about the motivation of language teachers and what are the factors that affect the motivation of EFL teachers?

11. How do tasks affect motivation?

12. What is motivation for you as a teacher, how the goals affect performance and does your motivation change over time?

13. What has been your greatest success as an English teacher?

14. Do you agree that different students have different learning styles and learning strategies if yes, and then what do you think about teacher's role?

15. How often do you reward/punish your students and how important are teacher's skills for motivating learners?