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STUDENT MOTIVATION IN INDIVIDUAL AND PAIR WORK

by

Sona Iskandaryan

In Partial Fulfillment of the Requirements of the Degree of

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in

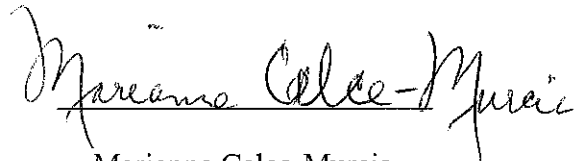
TEACHING ENGLISH AS A FOREIGN LANGUAGE


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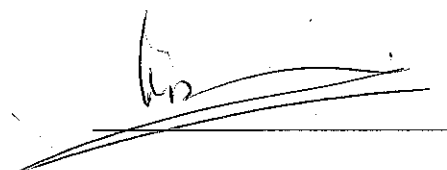
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ABSTRACT

This study was designed to investigate whether learner motivation differs when EFL learners carry out a certain language learning task, i.e., text translation, in pairs or individually. The participants were two English language teachers and a total of 31 seventh grade students (with pre-intermediate level of English proficiency) at Quantum College, which is a private secondary school in Armenia. Eight texts of the same difficulty level were chosen for translation from English into Armenian.

The experiment lasted for four weeks (students met twice a week). The participants were divided into two groups and these groups, switching turns, completed eight tasks individually or in pairs. Three data collection instruments were used to collect data for the study. (1) The lessons were observed by the teacher-researcher and field notes were taken, (2) students filled out a motivation questionnaire after each task, and (3) a selected number of students were interviewed after each task completion and two English language teachers, each teaching one of the two groups of students participating in the study, were interviewed at the end of the study.

The data collected through the field notes and interviews were analyzed qualitatively, and the data collected through the questionnaires were analyzed quantitatively using *t*-test analysis. The analyses indicated that both individual and pair work contributed to student motivation in English language learning, and that the difference of student motivation for both modes of task completion was not significant.

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CHARTER 1: INTRODUCTION

Armenia is a setting where English is a foreign language. English is taught in Armenian secondary schools for two academic periods a week (45min×2). English language teaching field in Armenia is quite controversial now. Many trainings and seminars have been conducted for EFL teachers to introduce them to the new methods of teaching, but as the trainings are mostly short and not continuous, teachers are still not convenient with the new methods and mostly prefer to continue using the traditional methods of teaching.

English language textbooks also assist to teachers inconvenience with the new methods. Though the textbooks are reprinted every several years, very little changes have been made in their content for years (see Grigoryan, 1999 and Grigoryan, 2004). One of the tasks that dominates in English language classes is translation from English into Armenian and from Armenian/Russian (some schools use Russians textbooks) into English (Gasparyan, Harutunyan, Khanzatyian, Khondkaryan and Muradyan, 2005). The translations are done either in written form or orally. In both cases, students are told to work individually and consultations with peers are mostly not allowed. Cooperative learning, group dynamics, negotiation of meaning and class interaction are rarely used in our English classes. Not only teachers but also students are used to this kind of teaching. Even if students are allowed to negotiate with their peers, they consider this to be cheating.

There are different opinions in the EFL literature concerning the role of individual and pair work, but most experts in the field consider a certain amount of both individual and group or pair work quite important and beneficial in the language learning process (Jacobs and Hall, 2002; Liang, Mohan and Early, 1998; Madrid, 1996; Olsen and Kagan, 1992).

Motivation is another crucial factor in the language learning process as students with higher levels of motivation have more desire to study and get involved in the learning process. Learner motivation is a broad concept which is not easy to investigate, however a new approach to motivation, *task motivation*, enables researchers to investigate learner behaviors within the frame of a task (Dörnyei, 2002). However, I am not aware of any research carried out in Armenia, which would look at task motivation depending on the two modes of task completion (individually and in pairs).

Being conscious of this, I was eager to conduct a study and find out if there is difference in student motivation when carrying out a traditional task like written translation in pairs or individually. I have chosen translation from English into Armenian for my study as this is the task most frequently assigned to students in Armenian secondary schools. And working in pairs was chosen as an alternative to individual work for this task to see whether student motivation would change depending on the way the task is carried out.

The present research will proceed as follows. The next chapter will review the related work that has been done in the field of English language teaching. Chapter three will introduce in detail the participants of the study, the data collection instruments used for the study, the whole data collecting procedure and the data analysis used for this study. Chapter four will introduce and discuss the results of the data analyses and establish the findings of the present research. And the last chapter will conclude the research looking at the contribution of the research and its pedagogical implications; it will point out the limitations of the study and will also provide suggestions for further research.

CHAPTER 2: LITERATURE REVIEW

2. 1. Introduction

This study investigates whether student motivation is different when learners carry out a certain language learning task, i.e., text translation, in pairs or individually. The written text translation task is not very communicative as a task and has not been investigated much but it is one of the classroom activities that is widely used in Armenian EFL classes. As the task itself may not be considered motivating, this study will try to find a way of making it more motivating for students.

The aim of this chapter is to provide relevant background for the present study. First it will introduce to the concept of motivation in language learning, the properties of motivating tasks, then it will investigate flow theory in language learning tasks. It will also discuss text translation as a language learning task and the advantages and disadvantages of classroom interaction in terms of carrying out tasks individually and in pairs.

2. 2. Motivation in Language Learning

Motivation is a crucial factor in the teaching-learning process. Students with higher levels of motivation have more desire to study and get involved in the learning process. Applied linguists interested in motivation (e.g. Brown, 1994; Dörnyei 2001 a, b; Oxford and Shearin 1994) connect it with students' success or failure, their achievement, improvement and growth. McIntosh and Noels (2004) provide a very precise summary of one of the most seminal contributions in the field, that by Gardner's (1985), who defines language learning motivation as "the combination of effort plus desire to achieve the goal of learning the language plus favorable

attitudes towards language learning” (McIntosh and Noels, 2004, p.1). As this definition suggests, motivation is a very broad concept, covering learners’ overall attitude towards the learning process. Motivation was traditionally examined in this wide sense till the 1990s when the emphasis changed to examining student motivation in more specific learning situations.

According to Dörnyei (2002), this new approach enabled researchers to investigate learner behaviors within the frame of a task. He states that “motivation can hardly be examined in a more situated manner than within a task-based framework” (p. 138).

There are many different kinds of tasks within which learner motivation can be examined. The task type itself can be motivating or not, and for any given task, some students appear to be more motivated to complete it than others. This suggests teachers play a critical role in their choice of language learning tasks for students.

However, the purpose of this paper is not to measure the motivational differences of task types, but it aims to measure the changes in learner motivation when carrying out the same task in different ways. Since the task itself is not supposed to be the only motivating factor in this task-based approach, it is given a secondary role, and the primary role is given to the actual way of carrying it out.

The same task may be completed in a way that makes students completely engaged in it or in a way that makes them amotivated or indifferent to it (Dörnyei, 2002). This suggests that teachers also play a critical role in choosing ways for students to complete the task. There are many ways of carrying out tasks in an EFL classroom, and individual and pair work are only two of them.

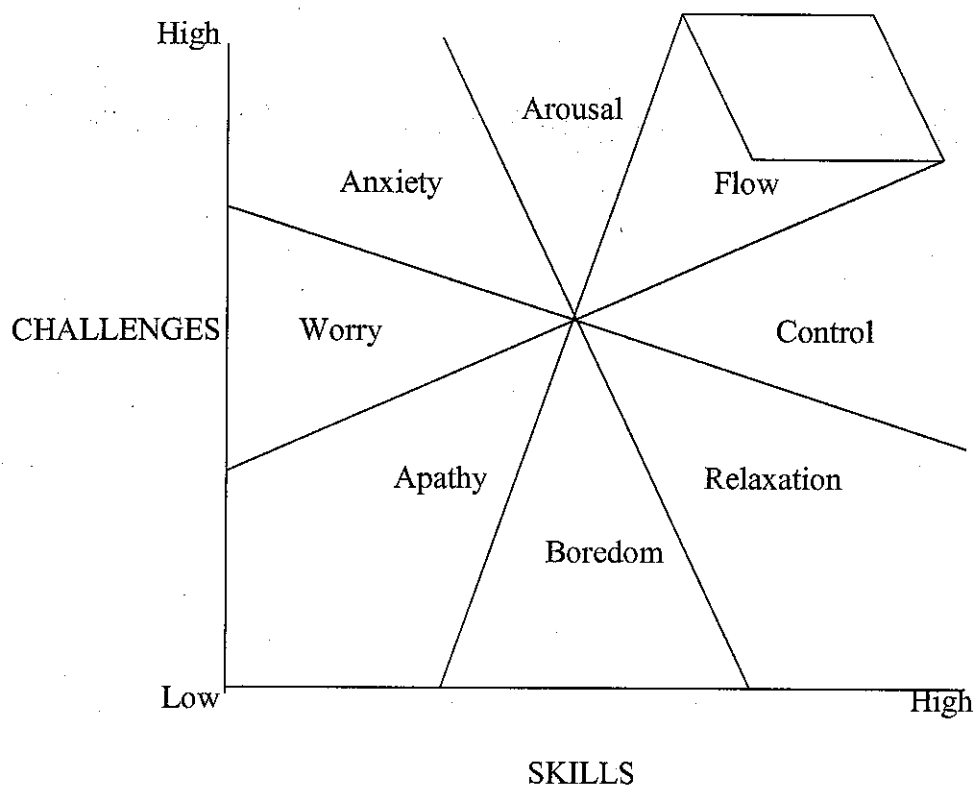
2.3. The Flow Theory and Language Learning Tasks

Flow theory, which is one of the most important motivational theories and which suits the aim of the present study, investigates different activities during which people usually experience flow. Csikszentmihalyi (1997, 2000) characterizes flow as the optimal experience; a psychological state when concentration becomes focused and a person becomes fully involved in an activity. He has studied flow during different human activities such as eating, socializing, listening to music, watching television and playing games. He has come to the conclusion that people experience flow when both the challenges of the task they carry out and their skills are high and in balance.

Flow tends to occur when a person's skills are fully involved in overcoming a challenge that is just above manageable. Optimal experiences usually involve a fine balance between one's ability to act, and the available opportunities for action. If challenges are too high one gets frustrated, then worried, and eventually anxious. If challenges are too low relative to one's skills one gets relaxed, then bored. If both challenges and skills are perceived to be low, one gets to feel apathetic. (Csikszentmihalyi, 1997: p.30)

This quote is very well summarized in Figure 1 which illustrates how the balance between challenges and skills leads to experiencing flow. It also shows what happens when this balance is not maintained: when challenges are high but skills are low for carrying out a task, anxiety is inevitable; whereas when skills are high but challenges of a task are low, a person feels relaxed.

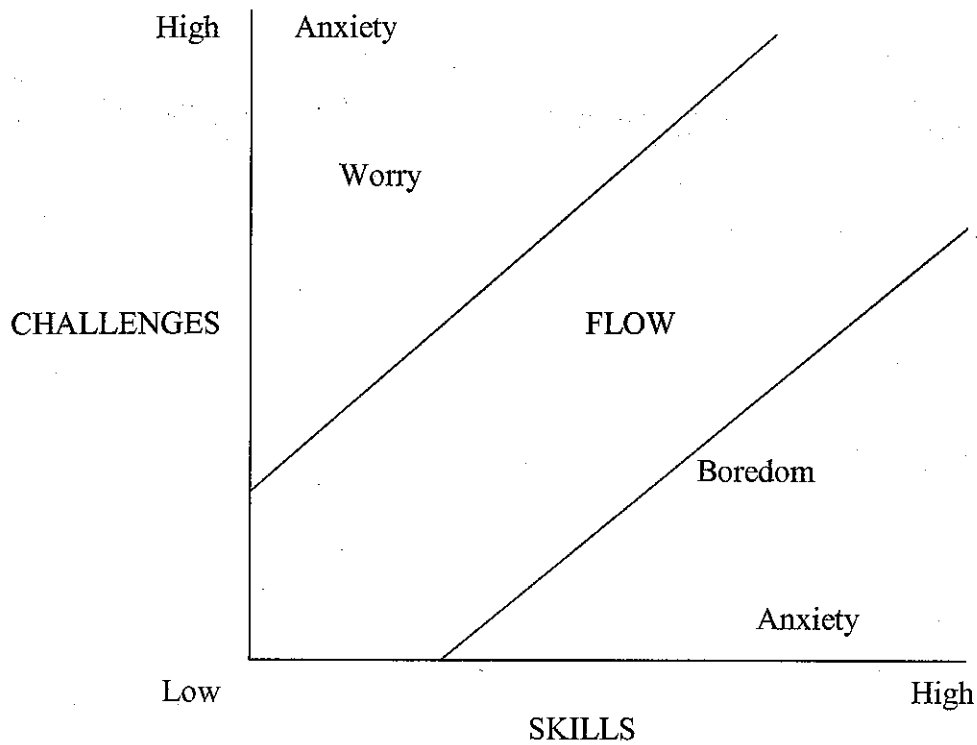
Figure 1: The Quality of Experience as a Function of the Relationship between Challenges and Skills.



(From: Csikszentmihalyi, 1997, p.31)

Another skill-challenge relationship is also suggested by Csikszentmihalyi (2000). Here the emphasis is not on high skills and high challenges, but rather the right balance between them (see Figure 2). Moreover, after conducting their study on flow with 16 Thai students, Schmidt and Savage, 1992 (cited in Egbert, 2003) came to the conclusion that “leisure activities that offered no challenge and required no skills for participants also induced flow rather than apathy” (Egbert, 2003, p. 503). Egbert suggests that the reason why low skills and low challenges made flow experience possible is that Schmidt and Savage did not consider the “interest” dimension in their study.

Figure 2: Model of the Flow State.



(Adapted from: Csikszentmihalyi, 2000, p. 49)

Flow researchers believe that flow should not be investigated through one single dimension such as *skill-challenge balance* since there are other important dimensions, too. *Interest, attention* and *control* may also contribute to flow experience (Csikszentmihalyi, 1997; Egbert, 2003). They suggest that flow can be identified if observed opportunities for these four dimensions are high.

Among the dimensions identified, 'interest' can be considered the most controversial since interests may differ from person to person. For example a topic or a task that is interesting to one student in a group may be boring for another. According to Egbert (2003, p.505)

“hypothetically, many types of tasks can excite learner interest and induce flow. If a task has the appropriate characteristics, including that it is interesting to the learner, even drill and practice activities may support flow experience”.

According to flow theorists unintentionally focused attention has its important role in flow theory. However, applied linguists have controversial opinions about the role of attention in language learning. Krashen, 1982 (cited in Egbert, 2003) believes that learning can take place only if “learners ‘forget’ that they are interacting in a FL and are concentrating on communicating” (Egbert, 2003, p.504). According to Egbert, the opinions of recent researchers differ from that of Krashen as they place importance on conscious input in learning a foreign language. As Egbert points out, there are also theorists such as Hernandez (1997) and Robinson (1997), who think that “both conscious attention to form and subconscious learning during communicative tasks are necessary for language acquisition” (Egbert, 2003, p.504).

Learner control is another important dimension of flow. Egbert (2003) suggests that flow experience is possible when there is a combination of both control (established rules and mutual responsibilities for students) and autonomy (students’ ability to make their own decisions and self-express freely). Egbert seems to separate the notion of control from the notion of autonomy, though learner control could possibly be assimilated with autonomy if we take into account that students who are able to control their own learning can be considered autonomous students.

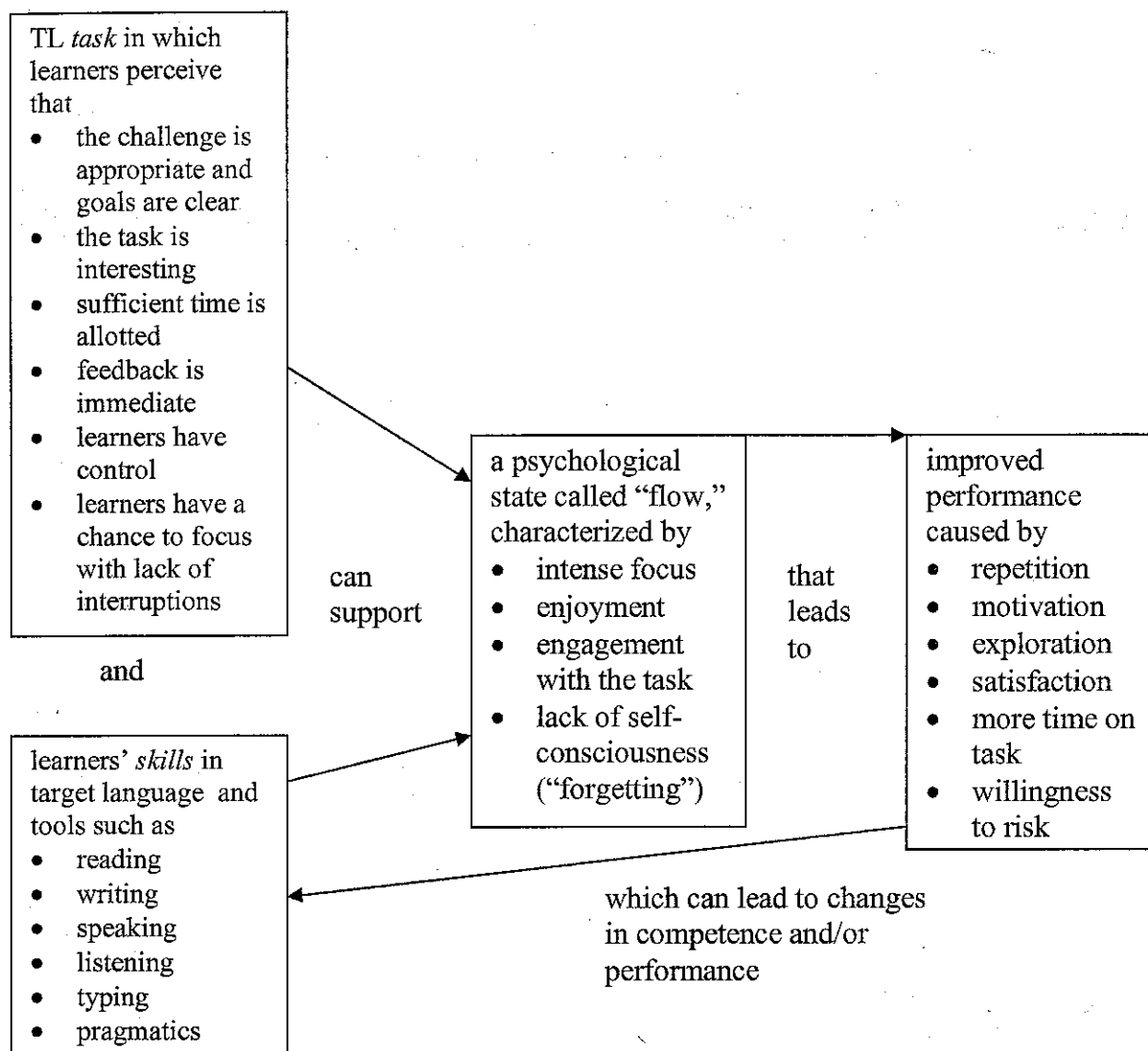
Csikszentmihalyi (1997, 2000) also emphasizes the importance of clear goals and relevant feedback for reaching flow. Though his investigations analyze flow in everyday-life situations, and do not go deeply into language learning experiences, it may be deduced that the presence of such variables as interesting tasks, students’ control over the task, their focused attention and optimal balance between their skills and challenges can promote flow in language

learning activities as well. If we add to these four variables clear goals set by the teacher or the students themselves and relevant feedback from the teacher or peers, the possibility of experiencing flow in a language classroom increases. Therefore, to promote flow in the classroom, teachers as decision-makers should be critical in their choice of tasks and topics and take into consideration their students' age and interests. The chosen tasks should capture students' attention and encourage students to control their own learning. Besides teachers should also explain task requirements clearly and set clear goals for students concerning task completion. Their feedback should be as immediate as possible, relevant and understandable to students.

One of the few studies addressing flow in language learning is Egbert's (2003) paper, which investigates if flow exists in foreign language classrooms and if so, what kind of tasks are more likely to generate it. In her paper, to support her study, Egbert also cites two other studies, Schmidt and Savage's (1992) and Schmidt, Boraie and Kassabgy's (1996), which investigated flow in an ESL/EFL setting and found out that there is a hypothetical relationship between flow and language learning (see Figure 3).

After carrying out her own study, Egbert (2003) suggests that some language learning activities such as reading and computer tasks may result in more flow experiences than others. According to her, this happens because when carrying out such tasks, students experience different levels of challenge and control. She considered flow in seven different language learning tasks four of which were computer-based activities designed by the researcher for the study. The other three were teacher-centered reading and discussion tasks which had been planned by the teacher not particularly for this study. The participants were 13 secondary school students learning Spanish as a foreign language.

Figure 3: Model of the Relationship between Flow and Language Acquisition



(From: Egbert, 2003, p. 502)

The results of the study showed that when carrying out computer tasks students reported more flow than during the teacher-centered activities such as reading a text out loud (this activity was the lowest on flow experience) or listening to and discussing a reading passage.

In the language learning tasks investigated by Egbert (2003), text translation tasks were not considered. The text translation tasks discussed in the present study have the element of reading in them, and when carrying out text translation students might experience different levels of challenge and control (discussed above), which may generate flow. However, these tasks are also teacher-fronted so they might also be considered generating a low level of flow. The following two sections will consider the characteristics of written text translations in more detail.

2. 4. Tasks

Nowadays language teachers and syllabus designers appreciate the significance of tasks in language learning. Language research also pays a great deal of attention to tasks, and applied linguists have recently provided a large variety of definitions and interpretations of the term 'task' (Williams and Burden, 1997). A very general definition of a task is proposed by Williams and Burden, who suggest that a task is "any activity that learners engage in to further the process of learning a language" (p. 168). Littlewood (2004) has arranged different applied linguists' definitions of tasks on a continuum according to how much each emphasizes the role of communication: from (a) communicativeness not being essential to (z) communicativeness being the only essential purpose of a task.

As suggested above, text translation tasks in general are not very communicative as the focus of the task is more on linguistic aspects (mainly vocabulary and grammar) than on meaning. So the definition that would suit written text translation tasks best would be Estaire and Zanon's, 1994 'enabling tasks' (cited in Littlewood, 2004). According to Estaire and Zanon, there are two main categories of tasks: 'communication tasks', where the focus is more on

meaning than form, and 'enabling tasks', where the importance of linguistic features is emphasized.

2.5. Text Translation as a Task

The definition that the online Wikipedia encyclopedia gives for the term 'translation' is (http://en.wikipedia.org/wiki/Language_translation):

Translation is an activity comprising the interpretation of the meaning of a text in one language — the *source text* — and the production of a new, equivalent text in another language — called the *target text*, or the *translation*.

Translation practiced as a means of learning languages is often called pedagogical translation. Although pedagogical translation has not been investigated much, its value has been pointed out in teaching vocabulary and practicing some grammar structures (Larsen-Freeman, 1986). As a language learning task, it was much used in the grammar-translation method. Now, when CLT (communicative language teaching) and TBI (task based instruction) are encouraged, real-world or authentic tasks are given more attention than such traditional tasks as text translation. According to the same online Wikipedia encyclopedia,

Pedagogical translation is used to enrich (and to assess) the student's vocabulary in the second language, to help assimilate new syntactic structures and to verify the student's understanding. Unlike other types of translation, pedagogical translation takes place in the student's native language (or dominant language) as well as the second language. That is to say that the student will translate both to and from the second language. Another difference between this mode of translation and other modes is that the goal is often literal translation of phrases taken out of context, and of text fragments, which may be completed fabricated for the purposes of the exercise.

EFL teachers' attitude towards pedagogical translation is mostly determined by the attitude of FL research towards the role of L1 in language acquisition. There are two main

viewpoints concerning this issue. The first is that translation has an important role in English language acquisition and that it is an effective way of learning, practicing, and testing language comprehension and production. The second is that using translation would interfere with students' English acquisition and that the most effective way to master English is to learn and think directly in English (Liao, 2005). Applied linguists supporting either of these two viewpoints argue in favor of their beliefs, but a recent study in Armenia seems to support the claim that translation has an important role in English language acquisition (for more details see Grigoryan, 2006).

Translation has proved to be an effective language learning tool in foreign language classrooms (Grigoryan, 2006). Grigoryan conducted a study with two groups of intermediate level EFL students in Armenia. The students of the experimental group were given treatment using translation for grammar and vocabulary explanation and practice, and the students of the control group were not provided with any treatment based on translation. The results indicated that the language learning achievements of the students of the experimental group (where translation was used as a means for grammar and vocabulary explanation and practice) were higher.

The role of translation should also be examined from the learner's prospective (Liao, 2005). Students often use translation as a FL learning strategy even if their teachers discourage them from doing so. According to the findings of Liao's study, conducted with Chinese students learning English, translation is a very useful memory, compensation, affective and social strategy for learning a foreign language.

2. 6. Classroom Interaction in Terms of Individual and Pair Work

Interaction is defined as “the process of interpersonal communication between teacher and students and the efforts made by the two ‘sides’ to understand each other” (Madrid, 1996, n.p.). In his definition, Madrid emphasizes the role of interaction between teacher’s ‘input’ and student’s ‘intake’ in the FL learning process. Madrid also admits that “students benefit from the various opportunities that teachers offer them to interact with one another” (Madrid, 1996, n.p.). This could imply that both individual work and group or pair work can be beneficial in the language learning process.

2. 6. 1. Individual Work

Individual work has its value in the learning process. Skehan (2002) argues that students in the same group usually have different language abilities, motivation and stages of development. In addition, they may also have different learning styles. According to Madrid (1996), when carrying out tasks individually, students have the opportunity to work at their own pace and use their own learning style. According to him, the fact that learning processes are individual should be respected and taken into consideration.

The limitations of individual work cannot be denied either. It may be difficult and time consuming for the teacher to pay personal attention to each individual (especially in large classes). Individual work may also require more ‘adequate materials’ such as books, dictionaries, journals or copies of student worksheets for different activities (Madrid, 1996). This is true especially in Armenian EFL classes. If teachers want to bring to class some extra materials, they need to photocopy it for all the students in the class. As the schools here have very limited

resources, teachers are not able to provide every student with a copy. In this case, pair and group work may noticeably reduce the expenses of reproducing materials.

2. 6. 2. Pair Work

Another possible way of organizing classroom activities in an EFL classroom is through cooperative learning when students carry out tasks in groups of two to four where all the members of the group help each other and work actively (Jacobs and Hall, 2002). Cooperative learning as well as individual work has its important place in classroom interaction. When pointing out the advantages of cooperative learning, Jacobs and Hall (2002) cite other theorists (Liang, Mohan and Early, 1998; Olsen and Kagan, 1992) and enumerate factors such as “a more relaxed atmosphere, greater motivation, more negotiation of meaning and increased amount of comprehensible input” as some of its main advantages (Jacobs and Hall, 2002, p.53). Moreover, when carrying out tasks in pairs, students get immediate feedback from their peers, which is one of the most important conditions of flow theory discussed above.

When we have to interact with another person, even a stranger, our attention becomes structured by external demands. The presence of the other imposes goals and provides feedback. ... interactions have many of the characteristics of flow activities, and they certainly require the orderly investment of psychic energy (Csikszentmihalyi, 1997, p. 42).

However, pair work may also have some limitations. When working in pairs students may switch to their L1 (mother tongue) or forget about their task and start talking about other matters (Madrid, 1996), or they may get insufficient or – in some cases – even wrong feedback from their peer. But these are problems that can be solved by the teacher (for useful suggestions see Jacobs and Hall, 2002), especially when the class is small and there are few pairs to monitor (in my case 4-6 pairs in each class).

2. 7. The Armenian Setting

In Armenia English taught as a foreign language. English language teachers are mainly used to traditional methods of teaching, i.e. grammar-translation or audio-lingual methods. Reading out loud, doing grammar exercises and translating both from English into Armenian and from Armenian into English are dominant activities in an EFL classroom (for more information see Gasparyan, Harutunyan, Khanzatyan, Khondkaryan and Muradyan, 2005). Translations are sometimes done in written form and sometimes orally.

Though grammar-translation method has been much criticized lately, research shows that implementing translation strategies in-class can be beneficial for FL learners. It may be claimed that text translation tasks can be useful for a student to learn English, but in Armenian classrooms these tasks are almost always carried out individually. Sometimes students are even scolded or punished when consulting with a peer while completing the task.

As individual work has its important place in language learning, a certain amount of individual work is quite important in English language classrooms (especially if there are adequate resources available), taking into account that individual students have different language abilities and learning styles. However, the lack of resources on the one hand and the benefits of pair or group work in FL classrooms on the other hand should make English language teachers in Armenia reconsider their teaching methods and include some pair work in their teaching as well.

In Armenia there has not been much research investigating if there is a difference in student motivation when the same task, for example, translation, is carried out in different ways. Thus the aim of this study is to investigate if there is a difference in learner motivation when

carrying out such a widely used language learning task as written translations in pairs or individually.

2. 8. Summary

Task motivation is one of the most crucial factors in English language classrooms. Teachers who are aware of this try to create motivating tasks for their students but they sometimes ignore the fact that the process of task completion can itself serve as a motivating factor for students. This chapter reviewed some supportive literature for this study. It introduced the concept of motivation and flow in language learning, and discussed what properties tasks should have to be motivating. To motivate students, tasks should be interesting and capture student attention, they should allow students to control their learning, and the challenges of the task should be in balance with students' skill. The chapter also discussed text translation as a language learning task and the advantages and disadvantage of carrying out tasks individually or in pairs.

The following chapter will introduce the participants and the instruments used in this study, and will discuss in detail the data collecting procedure and the data analysis used for the study.

CHARTER 3: METHODOLOGY

3. 1. Introduction

This study was conducted to find out whether students have different degree of motivation when carrying out a language learning task like written translation in pairs or individually. Written translation from English into Armenian was selected as the task for investigation as such tasks dominate in English language classes in Armenia. Usually translations are done either in written form or orally but in both cases, students are told to work individually and consultations with peers are forbidden. Working in pairs was chosen as an alternative to individual work for this task to see whether student motivation would change depending on the way the task is carried out.

The aim of this chapter is to introduce the participants and the instruments used in this study, and to discuss in detail the data collecting procedure and the data analysis used for this study.

Research Question: Is there a difference in learner motivation when carrying out written translation individually or in pairs?

3. 2. Participants

Two EFL teachers, one teacher-researcher and 31 seventh grade students (13-14 years old) at Quantum College in Yerevan participated in the study. The level of the students' English language proficiency, according to their midterm tests at Quantum College was pre-intermediate. Students had English lessons twice a week for two academic periods (45min×2). Students were

divided into two groups. This division was to prevent the text difficulty factor from influencing the results of the study: in any one week the same text was translated individually by one group and in pairs by the other.

The two English language teachers, each teaching one of the groups were present during the study and were interviewed at the end of the study. Both teachers had graduated from the Certificate in Teaching English as a Foreign Language (CTEFL) program in the American University of Armenia (AUA) in 1998. They are experienced English language teachers with 7 and 18 years of experience respectively and have been instructing the students participating in this study for 3 years. According to the teachers, the students had some experience with pair work, but not for text translation tasks.

The whole study was conducted by the researcher, who assigned the texts for translation and the questionnaires for students to complete after the tasks. Some of the students were interviewed after completing the task and filling out the questionnaire. During the lessons the researcher also observed the students and took field notes.

3. 3. Instruments

The four instruments used for the data collection process of this study were eight texts chosen for the translation tasks, teacher-researcher field notes, questionnaires, and interviews with the students and the teachers.

3. 3. 1. Texts

Eight texts of approximately the same difficulty level were chosen for written translation tasks from English into Armenian. The texts were taken and adapted from the book of university

entrance examination tests in Armenia. The topics of the texts chosen were different: some of them were interesting episodes from the lives of famous people (Isaac Newton, Rembrandt and George Washington); others were just funny little stories. Text difficulty was checked with the help of the Online Vocabulary Profile internet program which was used to control the difficulty of vocabulary (see Appendix 1).

3. 3. 2. Field Notes

When completing the translation task, students were observed and some field notes were taken concerning the number of students' questions when carrying out the translations. The field notes included the group number, the date, the text number, the time when students started the translation and when individual students or pairs finished the task. The map of seating arrangement of the students in the classroom (with students' names) was drawn up (see a sample of field notes in Appendix 2).

3. 3. 3. Questionnaires

After completing the translation task, students were asked to fill out a questionnaire designed to measure their motivation (adapted from Egbert, 2003). The questionnaires were filled out anonymously. A total of 16 five-point Likert-scale questions were included in the questionnaire. Four questions were included to measure each of the four main factors of the flow theory: interest, challenge, focus and control (see Appendix 3a). The Armenian version of the questionnaire (see Appendix 3b) together with the texts was piloted with eighth grade students of the same school.

3.3.4. Interviews

Time limitations did not allow the researcher to interview all the students, so after filling out the questionnaires 3-5 students from each group were randomly chosen to be interviewed. The interviews were semi-structured and were audio recorded by the researcher. They were conducted in Armenian and each of them lasted for 2-4 minutes (see the English variant of most commonly asked questions in Appendix 4a). The purpose of the interviews was to collect more information about the students' attitude towards the task and the way of completing the task (individual versus pair work).

The teachers were also interviewed at the end of the study. These interviews were also in Armenian, they were semi-structured and were also audio-recorded by the researcher. Teacher interviews lasted for 4-6 minutes. Teacher interviews were mainly designed to find out more about their teaching experience, and to discover the teachers' attitude towards translation as a language learning tool and their attitude towards individual and pair work in an EFL classroom (see Appendix 4b).

3.4. Procedures

The motivation questionnaire was translated into Armenian and checked by an Armenian language specialist in the Quantum College. Ten texts were chosen from the book of university entrance examination tests in Armenia and the Online Vocabulary Profile internet program was used to check the difficulty of the vocabulary. With the help of the program eight texts were selected and slightly adapted after piloting them with eighth grade students.

On December 13, 2006, permission was received from the headmaster, the head of English language department of "Quantum" college, and the English language teachers of the

classes to conduct the study. The same week, the questionnaire and the texts were piloted with eight students of the 8th form and based on the feedback from the students some changes were made in the questionnaire and in the texts.

The data collection procedure lasted for four weeks starting December 23, 2006. Students of 7^{1(a, b)} (16 students) were considered as group one, and 7^{2(a)} (7 students) and 7^{3(a)} (8 students) as group two. Students met twice a week. Students translated two texts a week (one during each meeting). The same text was translated individually by the students of the first group and in pairs by the students of the second group. During the next meeting the tasks were switched: the students of the group that had worked in pairs would work individually whereas the students of the group that had worked individually would work in pairs. The switch was meant to prevent the interference of such factors as text difficulty, time of day or student fatigue with the results of the study.

The lessons were conducted by the researcher and field notes were taken. The researcher first wrote down students' group number, the date and the text number. Then, the map of seating arrangement of the students in the classroom was drawn up. The starting time of the task was fixed and the students began to work. Whenever a student asked for help (clarification or translation), the researcher took down at the student's name "Clarif." for clarification and "Q" for translation. The students finished their tasks at different times, so the researcher noted the finishing time next to each student's name in the field notes.

Right after completing the task, without waiting for others to finish, each student was given a questionnaire to complete. If there was an odd number of students present during the pair work, one of the students completed the task individually. Then the questionnaire of this student was taken out of his/her group's file and attached to the file of the other group who completed

the same task individually (this was one of the reasons why the number of questionnaires in the file of individual work was more than in the file of pair work).

When all the students had finished the task and had filled out the questionnaires, their teacher continued the instruction while the researcher conducted individual interviews with some of the students (3-5 students from each group) out of class and audio recorded their answers for later analysis.

3.5. Data Analysis

The data of the questionnaires was analyzed quantitatively. Students' answers to the 5 point Likert-scale questionnaire were entered into the Statistical Packages for Social Sciences (SPSS 11.0). An independent *t*-test was used to compare the mean differences in ratings awarded by students who completed the task individually and by those who did it in pairs. According to the data processed by SPSS, the range of ratings as well as the mean ratings awarded by students across the two modes of task completion (individually versus in pairs) were compared and analyzed.

The data of the teacher-researcher field notes and the interviews were analyzed qualitatively. The field-notes analysis looked mainly at differences in the number of questions asked by the students and the time needed for students to complete the tasks across the two modes of task completion. First, the minimum and maximum numbers of questions asked by individual students (during individual work) and by each pair (during pair work) during each task were compared. Then the minimum and maximum durations of task completion across the two modes were also compared.

The interviews with the teachers and students were reported separately. The answers to the semi-structured student interviews were transcribed and after reading the tape-script numerous times, the discovered patterns across the interviews concerning the four dimensions of students' flow experiences (interest, skill-challenge balance, attention and control) were analyzed. The answers to the semi-structured teacher interviews were also transcribed and also analyzed qualitatively.

The results of these analyses are reported in the next chapter in more detail.

CHAPTER 4: RESULTS AND DISCUSSION

4. 1. Introduction

The aim of the study was to investigate whether students have different degree of motivation when carrying out text translation tasks individually or in pairs. In particular, the study set out to answer the following research question:

Research Question: Is there a difference in learner motivation when carrying out written translation individually or in pairs?

Three data collection instruments were used to address the research question of the study: a questionnaire, teacher-researcher field notes and interviews with a selected number of students and two English language teachers each teaching one of the two groups of students participating in the study.

4. 2. The Questionnaire

To investigate if there is a difference in learner motivation when students carry out written translation individually or in pairs, after completing each task students were asked to fill out the Armenian variant of the questionnaire designed to measure their motivation. Each questionnaire consisted of 16 five-point Likert-scale questions, the first four were designed to measure students' interest, the second four tapped students' skill-challenge balance, the third four tapped their focused attention to the task and the last four looked whether students could control their own learning. The scales for Questions 10 and 11 were reversed as the questions

were stated negatively. Students' answers to the questions were entered into the Statistical Packages for Social Sciences (SPSS 11.0). Then individual students' responses (after carrying out the translation individually and in pairs) were tallied for all the tasks. In other words, the responses for each question across all eight translation tasks were tallied according to the mode of completing the task (each question being answered 16 times, 8 times by students who completed a task individually and 8 times by students who completed the task in pairs). Independent-samples *t*-test was used to compare the differences in mean ratings awarded for each question by those who completed the tasks individually and those who did them in pairs.

The results of the descriptive statistics and independent-samples *t*-test are presented in Table 1. The mean of the awarded ratings tended to be high for almost all questions for both modes of completing the tasks. This implies that the mean scores did not appear to differ according to the way the students completed the task. So for questions 16 (*I understood the rules for this task*) the mean I (individual) = 4.91 and P (pair) = 4.89, and for question 1 (*This task was interesting to me*) I = 4.57 and P = 4.55 (these were the highest mean ratings throughout the questionnaire). The lowest mean ratings, I = 2.30, P = 2.25, and I = 3.39, P = 3.60, were for questions 5 (*I was challenged by this task*) and 8 (*I received the help that I needed to do this task*) respectively.

It is not surprising that the ratings for question 16 were the highest as the rules for the task were thoroughly explained to the students. They also found the tasks interesting (no matter whether they completed them individually or in pairs) as according to them, the texts chosen for translation were interesting. What is surprising is that the students found the tasks not very challenging (question 5) for both modes of completion: later, in the interviews most of them said that pair work was easier and less challenging for them. The same can be said about question 8,

during the interviews most of the students mentioned that they received a lot of help from their peers, though it is not reflected in their answers to the questionnaires. One of the reasons for this may be that they perceived the tasks easy and not challenging and thought that they did not need extra help.

Table 1: Descriptive Statistics and Independent Samples T-test Analysis

	Individual Vs. In Pairs	N	Mean	Min/Max	Range	Std. Deviation	Sig. (2-tailed)
Q1 Interest	I	115	4.5652	1 – 5	5	.81790	.873
	P	106	4.5472	1 – 5	5	.85225	
Q2 Interest	I	115	4.3217	1 – 5	5	1.04754	.128
	P	106	4.1038	1 – 5	5	1.06841	
Q3 Interest	I	114	4.0439	1 – 5	5	1.38507	.074
	P	105	3.6952	1 – 5	5	1.48145	
Q4 Interest	I	114	3.9825	1 – 5	5	1.27593	.748
	P	105	4.0381	1 – 5	5	1.27795	
Q5 Skill-challenge	I	115	2.3043	1 – 5	5	1.39028	.783
	P	106	2.2547	1 – 5	5	1.28775	
Q6 Skill-challenge	I	115	4.5304	1 – 5	5	.76459	.540
	P	105	4.4667	1 – 5	5	.77294	
Q7 Skill-challenge	I	114	4.5351	3 – 5	3	.65419	.746
	P	105	4.5048	2 – 5	4	.72223	
Q8 Skill-challenge	I	114	3.3860	1 – 5	5	1.47251	.286
	P	105	3.6000	1 – 5	5	1.48454	
Q9 Attention	I	115	4.5478	1 – 5	5	.85063	.349
	P	105	4.4286	1 – 5	5	1.01770	
Q10 Attention	I	114	4.5088	1 – 5	5	1.03262	.103
	P	102	4.2451	1 – 5	5	1.30069	
Q11 Attention	I	113	4.4602	1 – 5	5	1.05251	.125
	P	106	4.2170	1 – 5	5	1.26495	
Q12 Attention	I	114	3.9825	1 – 5	5	1.24077	.299
	P	106	3.8019	1 – 5	5	1.32679	
Q13 Control	I	113	4.2566	1 – 5	5	1.04179	.896
	P	105	4.2381	1 – 5	5	1.05177	
Q14 Control	I	111	4.6036	1 – 5	5	.81217	.242
	P	102	4.4706	1 – 5	5	.84086	
Q15 Control	I	113	4.4602	1 – 5	5	.91647	.252
	P	105	4.5905	1 – 5	5	.75569	
Q16 Control	I	115	4.9130	1 – 5	5	.43053	.647
	P	106	4.8868	2 – 5	4	.42135	

The mean ratings awarded to pair work were higher only for questions 4 (*The content of this task was meaningful to me*), 8 (*I received the help that I needed to do this task*) and 15 (*I could express myself freely during this task*), the mean ratings for the remaining questions were higher for the individual work.

Despite the high mean ratings for most questions, the ratings are spread across the full range: from 1 to 5. For example let us consider the ratings for question 1 (*This task was interesting to me*). Although the majority of the students found the task interesting (5), some others found it not interesting (1). To most of the questions across the two modes of task completion the students have awarded all five ratings (from *not at all* to *completely/always*). Only to questions 7 (*I had the knowledge I needed to succeed at this task*) and 16 (*I understood the rules for this task*) the range of ratings awarded by the students was different for individual and pair work. The ratings of 3 to 5 (from *somewhat* to *completely/always*) were awarded to question 7 after individual work, and the same question was awarded ratings of 2 to 5 (from *slightly* to *completely/always*) after pair work. To question 16 the ratings after individual work were 1 to 5 (the frequency table of ratings displayed no 2s and 3s for this question here) and after pair work the ratings were 2 to 5.

When the mean ratings awarded to each question according to the mode of task completion were compared, using an independent *t*-test, it was discovered that there was no statistically significant difference in the mean ratings for any of the questions at $p=0.05$, and the null hypothesis, that *there is no significant difference between the mean ratings for questions' responses according to the mode of task completion*, was accepted here.

The only question for which the difference in the mean rating approached significance was question 3 (*I will use the things I learned in this task outside of the classroom*). Here the

mean rating for individual work is higher than the mean score of pair work ($p=0.07$ which almost approaches the significance of $p=0.05$). During the interviews later, the students said that they learned more when they did the translation alone and worked themselves. What may be inferred from the students' answers to the interview questions here is that students supposedly believe that as they learn more during individual work, they might have more opportunities to use the things they have learned from it outside of the classroom.

For questions 1 (*This task was interesting to me*) and 13 (*During this task I controlled my learning*) the level of significance was $p=0.87$ and $p=0.89$ respectively, suggesting no difference in task perception according to whether the translation tasks were completed individually or in pairs. This indicated that the students perceived both individual and pair work equally interesting to them and those completing the task individually or in pairs believed that they could equally control their learning during both individual and pair work.

4. 3. The Field Notes

When completing each task, the students were also observed by the teacher-researcher and field notes were recorded concerning the number of students' questions during the translations. The students asked different kinds of questions concerning sentence structure, vocabulary, punctuation. They asked also some questions to clarify or confirm their knowledge. Table 2 presents the minimum and maximum number of questions (no matter which kind) asked by individual students (during individual work) in each group during each task.

Table 2: The Minimum and Maximum Number of Questions Asked by the Students While Completing the Tasks

	Group 1 (7 ^{1(a, b)} forms)		Group 2 (7 ^{2(a)} and 7 ^{3(a)} forms)	
	Individually	In pairs	Individually	In pairs
Text 1		2 – 10 Qs	1 – 18 Qs	
Text 2	0 – 5 Qs			0 – 8 Qs
Text 3		0 – 3 Qs	1 – 5 Qs	
Text 4	0 – 3 Qs			2 – 4 Qs
Text 5		0 – 3 Qs	1 – 4 Qs	
Text 6	0 – 6 Qs			1 – 4 Qs
Text 7		0 – 4 Qs	0 – 9 Qs	
Text 8	0 – 5 Qs			2 – 7 Qs

The difference between the number of questions asked by the students during individual and pair work is not considerable. The largest differences can be noticed in maximums for text 1 (difference of 8 questions) and text 7 (difference of 5 questions). In both cases the students asked more questions while translating individually rather than while working in pairs.

One reason why the number of student questions during pair work was fewer than during individual work may be the result of peer support. Possibly pair work gave the students opportunities to share their knowledge and rely less on the teacher support. Another factor should also be considered here. More attentive students could memorize the meaning of an unknown word from the teacher's answers to other students' questions and therefore did not ask for an explanation of the word themselves. Though this applies to both individual and pair work,

during pair work student responsibilities are also shared and they have more opportunities to hear others and have the words explained for them without directly asking the teacher for explanation.

The times when students in groups started the translation and the times when individuals or pairs finished the task were also noted in the researcher's field notes. Then the minimum and maximum durations of task completion were calculated for each group and each task (Table 3).

Table 3: The Minimum and Maximum Durations of Task Completion Observed

	Group 1		Group 2	
	Individually	In pairs	Individually	In pairs
Text 1		19 – 30 min	22 – 39 min	
Text 2	19 – 32 min			16 – 32 min
Text 3		14 – 20 min	13 – 25 min	
Text 4	20 – 29 min			22 – 37 min
Text 5		15 – 20 min	15 – 33 min	
Text 6	15 – 30 min			15 – 23 min
Text 7		16 – 25 min	17 – 35 min	
Text 8	16 – 22 min			18 – 33 min

As the data in Table 3 indicate, the difference between the minimum durations of completing the same tasks individually or in pairs is not considerable (0 – 3 minutes). However considerable differences can be observed between the maximum durations of completing the tasks individually and in pairs work completions of each task. With two of the tasks the

difference is in favor of individual work (with text 4 it took some students 8 minutes longer to finish the task in pairs and with text 8 it took some students 11 minutes), but with most tasks the difference was in favor of pair work (with text 1 it took some students 9 minutes longer to finish the task individually, with text 3 it took 5 minutes, with text 5 it took 13 minutes, with text 6 it took 7 minutes and with text 7 it took 10 minutes).

The reason that pair-work generally took less time to complete might be due to the peer support, collaboration and active involvement, features which are typical of pair-work (Jacobs and Hall, 2002). In addition, the responsibilities for completing the task are also shared during pair-work, which may give the students additional opportunities to save time and finish the task earlier. However, discussions with peers during pair-work may sometimes result in finishing the work late (especially if peers cannot come to the same conclusion during the discussions).

4. 4. Interviews with Students

A selected number of students (3-5) were interviewed after completing each task (overall 33 interviews were conducted after individual work and 29 interviews after pair work). The interviews were semi-structured and were audio recorded by the researcher. The main aim of the interviews was to collect more information about the students' attitude towards the task and task completion (individual versus pair work) and to triangulate the data. The interviews were transcribed and read several times to discover patterns which could be of interest for the study.

During the interviews students were mainly asked to describe the task and to compare individual and pair work. Students were asked what in the task was interesting, difficult or easy, when they were bored if they were, what helped them focus on the task and control their learning and if they had enough skills or knowledge to complete the task.

When asked about the task, most of the time students reported that the tasks were interesting and easy, and that they had enough skills and knowledge to complete the tasks. Students did not perceive the tasks as difficult, but some of them mentioned that in some texts the vocabulary was a little challenging. According to some students it was also challenging to arrange their thoughts *beautifully* while translating some sentences from English into Armenian.

Most students did not report feeling bored while completing tasks. Only two of 62 interviewed students (both after individual work (IW) and both after translating text 2) reported feeling bored:

(10, IW) "The first part was difficult and boring for me."

(11, IW) "At the beginning, when I could not understand the text, yes, I was bored, then, when I understood, I was no more bored."

Csikszentmihalyi's (1997) challenge-skill model presented in literature review indicates that if students' skills are low and task challenges are high, then students should report anxiety, not boredom as it is in this case.

Most students also did not report losing focus while completing tasks. According to the students they were focused as the texts were interesting, they wanted to do nice and accurate translations and they wanted to finish earlier than others. Only two students reported losing focus while completing individual work (IW), and two during pair work (PW).

(20, IW) "I felt losing focus once or twice... during the parts that were difficult, I started to think about other matters".

(26, IW) "A little bit, when I was trying to remember words but couldn't, I lost focus".

(9, PW) "The last part was difficult and I thought of other things".

(10, PW) "There were moments when I lost focus because of the noise".

To the question about what they learned from the task, the students mostly answered they had learned some new vocabulary, and when asked to give examples only two students failed to do so. Some students also mentioned that their general knowledge had expanded due to the information in the texts they worked with.

Pair work was not new for most of the students, thanks to their experienced English language teachers. So the familiarity with pair work could supposedly make it easier for them to judge which mode of task completion was more beneficial for them and why. Thus, when the students were asked which mode of completion they liked for this particular task more (individual or pair) and why, most of them reported that they liked both equally. Only four of them said that they liked individual work more than pair work and five of them that they liked pair work more.

(18, PW) "I think both are important: during pair work we can discuss together and individual work gives us the opportunity to see how much we know ourselves".

(22, PW) "I liked both almost the same, but individual work was easier, I felt more relaxed and more focused".

(25, IW) "It was easier to work alone. I was more focused then".

(29, PW) "It is more difficult to work alone, but when working alone, you have to think yourself and you learn more".

When talking about the benefits of individual work, students mentioned that they were more focused and could control their learning more. According to the students, pair work was beneficial as it was easier and less challenging and after discussions with their pairs, they could give more *beautiful* translations.

4. 5. Interviews with Teachers

The teachers were also separately interviewed at the end of the study. These interviews were also semi-structured and were also audio-recorded by the researcher. Teacher interviews were designed to find out more about their teaching experience and to discover the teachers' attitude both towards translation as a language learning tool and their attitude towards individual and pair work in an EFL classroom.

Both teachers had graduated from the Certificate in Teaching English as a Foreign Language (CTEFL) program in the American University of Armenia (AUA) in 1998. One of them had 7 years of experience and the other – 18. They had been teaching the students participating in the study for 3 years.

According to the teachers, all the students had some experience with pair work, but not with text translation tasks. The activities that students had done in pairs were writing questions about a text they had read and some other didactic games. One of the teachers said that she tried to allot as little of her teaching time to translation as possible explaining that translations are time consuming and at the same time not communicative. The other teacher said that she often assigned in-class translations, but students had to complete them individually, not in pairs. She said that translation helps students to learn new words, enriches their vocabulary and teaches them to create correct sentences and correct speech.

Since the teachers were present during the study as observers, they were asked to express their opinion about the study and what they thought the students had gained out of it. According to them, the students had enriched their vocabulary and general knowledge (due to the texts chosen for translation). As individual work was not new in their teaching, during the interviews teachers discussed more the benefits of the pair work they had observed. According to one of

them, pair work was easier for the students as they felt freer to ask questions of their peers rather than the teacher. According to the other teacher, pair work appealed to her as during the pair work students worked together seriously and with pleasure.

As the teachers were graduates of AUA, it is not surprising that their students were familiar with pair-work, but as Baseline 2 shows, this is not the case with most English language students in Armenian secondary schools. The Baseline study was conducted in randomly selected schools in Yerevan (the capital of Armenia) to observe which activities are most common in EFL classrooms and how they are conducted (for more information see Gasparyan, Harutunyan, Khanzatyán, Khondkaryan and Muradyan, 2005).

4. 6. Further Research Findings

My first claim was that translation tasks are not motivating for students, though the results of the research showed the opposite. The students were quite motivated to do written text translations. The analysis of the interviews revealed that this was partly due to the success of the texts chosen for translation, as the vast majority of students found the texts interesting. According to them, this motivated them to do good translations.

Another factor motivating students might have been the feedback that they received regarding their translations and the encouragement that they got for the “best” translation for every task. Though it was not the aim of this research to check the accuracy of the translations, this additional work was done by the researcher to get the students involved in the study (as most of the students were motivated to do the most accurate and nice translation and get an excellent mark for the task) and to help them learn something from it (as I wanted somehow to compensate for the time that the teachers of these groups provided for my research). From the point of view

of assessment, pair work turned out to be more problematic. One of the teachers did not consider it to be fair to give the same mark to both students in the pair, one having higher English language proficiency than the other. But as this is peripheral to my study, I will leave this as a topic for further research.

Another problem with pair work was also detected from the results of the study. However quietly students tried to discuss their translation, the noise of 6 to 7 pairs added up causing loss of attention for some students during their work. As discussed earlier, attention is one of the dimensions crucial to experiencing flow, so teachers should be concerned with finding ways to solve the problem. One of the solutions would be to assign more pair and group work to students, which would make them accustomed to the noise and be able to ignore it.

According to Csikszentmihalyi's (1997) skill-balance model presented in the literature review, students should report boredom and relaxation if the task is easy and not challenging for them. But the results indicated that the students perceived the tasks as easy and at the same time interesting and that their task motivation was quite high. The findings of Egbert's (2003) study authenticate the results of the present research. The participants of her study also experienced flow with easier tasks. According to Egbert, this was because other dimensions of flow (including interest in the task) were in play.

Finally, most crucial to the present research, the findings indicated that during both modes of completion students' motivation was equally high, which suggests that both individual and pair work contribute to student motivation of English language learning. This in turn suggests that teachers should engage their students not only in individual work but should also include some cooperative learning and pair work in their instruction.

CHAPTER 5: CONCLUSION

5. 1. Summary

This study set out to investigate whether motivation is different when EFL learners carry out a certain language learning task, text translation, in pairs or individually. Written translation from English into Armenian was selected as the task for investigation as such tasks dominate in English language classes in Armenian secondary schools. The two modes of task completion (individually and in pairs) were chosen to be investigated as students are generally assigned to do translations individually and consultations with peers are forbidden. So working in pairs was chosen as an alternative to individual work for this task to see whether student motivation would change depending on the way the task is carried out.

The participants were two English language teachers and a total of 31 seventh grade students (from post-beginner to pre-intermediate level) at Quantum College, which is a private secondary school in Armenia. To answer the research question, two groups of students were engaged in a four-week study. While one group of students completed the translation tasks individually, the other group did it in pairs (shifting the turns of task completion modes for each of eight tasks), and after each task they filled out questionnaires looking at their motivation. Two other data collection methods (interviews and researcher field notes) were also used to triangulate the data and to validate research findings.

The results of the data analysis showed that there was no statistically significant difference in student motivation found between the two modes of task completion. The findings of the study suggested that both individual and pair work contributed to student motivation in English language learning and that English language teachers in Armenia should consider this

fact and employ both modes of task completion in their EFL instruction. The following sections will cover a number of issues which need to be addressed more thoroughly in this concluding chapter: (1) the contribution of this research and its pedagogical implications, (2) limitations of the study and (3) suggestions for further research.

5. 2. Contribution of Research and Pedagogical Implications

The results of the study are consistent with the claims of flow theory concerning the influence of the four dimensions of flow on students' task motivation (Csikszentmihalyi, 1997). They are also consistent with Egbert's (2003) claim that though all four dimensions are important, in some cases the absence of one can be compensated for by the presence of others, as we do not know which of the four is more or less important for experiencing flow in the language learning context.

This study of student language learning motivation in individual and pair work may make a contribution to the EFL teaching methodology in the Armenian education system. The findings of the study indicated that during both modes of completion students' motivation was equally high, which suggests that both individual and pair work contribute to student motivation of English language learning. If the goal of our English language teachers is to provide effective language instruction, the findings of the study may be used to suggest that teachers engage their students not only in individual work but also employ some pair work and group work in their instruction. Teachers should take this into account not only because the results of the study indicated so, but also because the participants' attitudes towards individual as well as pair work were positive, which is another important factor in their desire to learn.

5. 3. Limitations of the Study

Despite the fact that this study contributes to the EFL teaching methodology in Armenian secondary schools, there are also certain limitations to be considered. These limitations are mainly related to the participants, the time constraints of the study, and the resources available for the study.

The limitation concerning the participants was that although the students were not told that the same task would also be completed by the other group, they somehow learned about this. As this problem was not anticipated, the students were asked not to share information with the students of the other group. However the groups completed the same task on different days (according to their schedule) and it is unknown if the students of two groups shared information with each other or not.

Due to time constraints, the researcher was not able to give the teachers a workshop, so that they could conduct the lessons themselves. Besides the fact that students are more used to the instruction of their own teacher, had they conducted the lessons, it would have given the researcher additional opportunities to observe the students' behavior more thoroughly and would have enabled the researcher to investigate some of the flow dimensions (e.g. student attention) more directly.

Also it would have been preferable if each student had had a dictionary when completing translations. In that case the students would have been less dependent on the teacher and possibly more focused on the task. However this was impractical due to lack of resources, i.e. dictionaries and the limited class time.

5. 4. Further Research

Considering the findings and limitations of the study, the following suggestions for further research can be made. First of all, since the results of this study showed that such a traditional task as text translation can motivate students when carried out both individually and in pairs, tasks other than translation can also be investigated in this regard.

When piloting the task, it was noted that the traditional text translation task does not give students the opportunity to engage and complete a task with more than two students participating. This is why individual and pair work were chosen as the focus of this investigation. Choosing a more communicative task would give the researcher an opportunity to look at student motivation from the perspective of not only individual and pair work but also group work. Studies in this direction could investigate what the ideal group size could be in order to increase student motivation.

Another important issue to investigate in further studies could be the accuracy of task completion, i.e. the outcome, when students carry out written translation individually versus in pairs. In the case of pair work, it would also be interesting to investigate the extent to which peers influence each other's motivation, and how the interplay of the participants' motivation affects their task performance. Further research in this field will help us address these and other issues pointed out throughout the present study. The current and upcoming studies will contribute to the existing EFL literature and to the development and growth of EFL teaching in Armenia.

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APPENDIX 1

Integral text: in a museum in holland one can see a pair of wooden shoes with funny little figures of animals drawn on them those drawings helped to discover the great painter rembrandt one day at school instead of listening to the teacher he was drawing pigs and chickens on the wooden shoes of the pupil sitting next to him seeing this the teacher got angry with him and said he would tell his mother in the afternoon rembrandt was sitting on the top of the hill quite near his house watching the traffic in the streets when he saw his teacher coming towards his father house he was sure that the teacher had come to speak to his parents his father called him and the young rembrandt saw his teacher with one of the wooden shoes in his hand all eyes were turned to him as he came near to his great surprise his mother spoke to him kindly saying do you really want to be a painter the boy could not believe his ears his heart was full of happiness his teacher told him that he liked his excellent drawings and wanted him to study painting with a famous artist in the town

	Families	Types	Tokens	Percent		
First 500: ...	...	...	(53)	(26.11%)	Words in text (tokens):	203
K1 Words (1 to 1000):	76	93	183	90.15%	Different words (types):	108
Function: ...	...	...	(105)	(51.72%)	Type-token ratio:	0.53
Content: ...	...	...	(78)	(38.42%)	Tokens per type:	1.88
> Anglo-Sax	...	...	(59)	(29.06%)	Lex density (content words/total)	0.48
=Not Greco-Lat/Fr Cog:					<hr/>	
K2 Words (1001 to 2000):	10	10	12	5.91%	<i>Pertaining to onlist only</i>	
> Anglo-Sax:	...	...	(8)	(3.94%)	Tokens:	195
AWL Words (academic):				0.00%	Types:	103
> Anglo-Sax:	...	...	()	(0.00%)	Families:	86
Off-List Words:	?	5	8	3.94%	Tokens per family:	2.27
	86+?	108	203	100%	Types per family:	1.20
					Anglo-Sax Index: (A-Sax tokens + functors / onlist tokens)	88.21%
					Greco-Lat/Fr-Cognate Index: (Inverse of above)	11.79%

APPENDIX 2

TEACHER-RESEARCHER FIELD NOTES

(3) Form: F Text: Newton
 Date: 29.02.06 The Pass
 Beginning Time: 12:48 minim - 15 min
maxim - 30 min

<p>1. David + Haik B, B, B (Fin. t.: 13:10)</p>	<p>2. Grigor + Arag Q, Q, min, Q (Fin. t.: 13:11)</p>
<p>3. Michail + Hrach B, B, (replies 5th pair) B. (Fin. t.: 13:07)</p>	<p>4. Dezdemona + Gior B, Clarif, Q, Clarif, B, B, B, B (Fin. t.: 13:14)</p>
<p>5. Ohan + Karen Q, Clarif, B, B, Q, B, Q, B, Q, Q - max. Q (Fin. t.: 13:11)</p>	<p>6. Nare + Elizav B, B, B (Fin. t.: 13:18)</p>
<p>7. Arak + Ravel B, Clarif, Clarif, (replies 4th pair) Clarif (Fin. t.: 13:07)</p>	

APPENDIX 3a

TASK QUESTIONNAIRE

<i>Instructions:</i> Circle one response for each item.	Not at All	Slightly	Somewhat	A Great Deal	Completely/ Always
4. This task was interesting to me.	1	2	3	4	5
5. The content of this task addressed my interests.	1	2	3	4	5
6. I will use the things I learned in this task outside of the classroom.	1	2	3	4	5
7. The content of this task was meaningful to me.	1	2	3	4	5
8. I was challenged by this task.	1	2	3	4	5
9. I had the skills to complete this task.	1	2	3	4	5
10. I had the knowledge I needed to succeed at this task.	1	2	3	4	5
11. I received the help that I needed to do this task.	1	2	3	4	5
12. This task engaged me.	1	2	3	4	5
13. During this task I thought about things not related to this task.	1	2	3	4	5
14. During this task I was aware of distractions.	1	2	3	4	5
15. During this task I was so absorbed in what I was doing that time seemed to pass quickly.	1	2	3	4	5
16. During this task I controlled my learning.	1	2	3	4	5
17. During this task I could make decisions about what to do.	1	2	3	4	5
18. I could express myself freely during this task.	1	2	3	4	5
19. I understood the rules for this task.	1	2	3	4	5

APPENDIX 4a

THE ENGLISH VARIANT OF MOST COMMONLY ASKED QUESTIONS DURING
THE STUDENT INTERVIEWS

1. How would you describe this task?
2. What (if anything) made this task interesting to you?
3. What (if anything) made this task boring?
4. What was easy for you in this task?
5. What was difficult or challenging for you in this task?
6. What (if anything) made you lose focus during the task?
7. What did you learn from this task?
8. Which work did you like more, individual or pair work? Why?

APPENDIX 4b

THE ENGLISH VARIANT OF QUESTIONS ASKED DURING
THE TEACHER INTERVIEWS

1. When did you graduate from the American University of Armenia?
2. How many years of teaching experience do you have?
3. How long have you been teaching the students participating in the study?
4. Have your students ever worked in pairs? If yes, what tasks did they do in pairs?
5. Have you ever assigned your students to do written translation in pairs?
6. What is your attitude towards translation as a language learning task?
7. What is your opinion about the study? What (if anything) do you think the students have gained from it?