The diary as a window to my classroom

A study of motivational strategies and the diary process

Contents

1   Introduction

A problem that all teachers face at one point or another during their career is increasing and maintaining motivation in the classroom.   What strategies work and why is of great importance to the teacher in order to facilitate and build motivation. However, learner motivation may be influenced by many things outside the control of the teacher. A student's learning preference and beliefs about the nature of language and learning could have an affect on their intrinsic motivation.   How then, can we as teachers define the motivational strategies we use and determine their effectiveness or failure?   The answer is action research in the form of a diary.

1.1   What is a diary?

Bailey's (1990) definition states that:

'A diary [study] is a first-person account of a language learning or teaching experience, documented through regular, candid entries in a personal journal [and then analyzed for recurring patterns or salient events]' (cited in McDonough and McDonough, 1997, p.122)

McDonough and McDonough (1997) then go on to say:

'…diaries can record what happened, what the writer felt about it, what might or should have happened, what could change, opinions, anticipation and immediate reactions as well as having a more reflective tone'.

Some people like to make a distinction between logs, diaries and journals stating that; logs record factual information, diaries are subjective and personal while journals are a

combination of both: subjective and objective. For the sake of convenience we shall to refer only to the term diary (McDonough and McDonough, 1997).

1.2   What is motivation?

According to Gardner and MacIntyre (1993) (cited in Candlin and Mercer, 2001) a motivated student is one who wants to achieve a particular goal, devotes considerable effort to achieving this goal, and experiences satisfaction in the activities associated with achieving it. The reasons behind the goal allow us to broadly classify the motivation as either intrinsic or extrinsic. Intrinsic motivation is seen as the intense desire to succeed derived from deeply internal self-generated rewards whereas extrinsic motivation the intense desire to succeed is brought about through rewards administered externally (Brown, 2001). However as Candlin and Mercer (2001) state, extrinsic rewards can have a negative effect on intrinsic motivation and cause a learner's motivation to wane, extinguishing their desire to learn".

1.3   What is a motivational strategy?

Dornyei and Csizer (1998) (cited in Brown, 2001) list their 'ten commandments' or macro strategies for motivating learners, based on a survey of Hungarian foreign language teachers:

1.   Set a personal example with your own behavior.

2.   Create a pleasant, relaxed atmosphere in the classroom.

3.   Present the tasks properly.

4.   Develop a good relationship with the learners.

5.   Increase the learners' linguistic self-confidence.

6.   Make the language classes interesting.

7.   Promote learner autonomy.

8.   Personalize the learning process.

9.   Increase the learners' goal-orientedness.

10.   Familiarize learners with the target language culture.

Any technique or behavior, which results in one or more of these, can be referred to as a motivational strategy.

It is important to note that variables such as the learners' style preferences and beliefs, the teachers' teaching methods and ideologies as well as the learning environment might render some techniques highly effective and others less useful (Cheng and Dornyei, 2007).

2   Rational

With motivation seen as being one of the key factors determining success in a foreign or second language, then it stands to reason that the strategies involved in motivating learners should be equally as important (Cheng and Dornyei, 2007).   This is the premise of the following study; to discover what motivational strategies are used, why they are used and how effective they are; leading to an assessment of the usefulness of a diary as a means of research for the average teacher.

3   The Classroom Context

For the purpose of this research I looked at 10 adult classes at different levels and group arrangement.   The subjects consisted of 30 adults (5 male and 25 female) of varying ages ranging from the mid 20s to the late 70s.   These students were divided by their class size and ability.   Class size is described as follows: Private Lesson (I) one student, Pair Lesson (P) two students and Group Lesson (G) three students or more.   The students were also separated into four levels; beginner (B), elementary (E), pre-intermediate (PI) and

intermediate (I).

4   Method

4.1   Diary of Motivational Strategies

I developed a framework for a diary to record the strategies used in my own classroom and recorded information on daily basis for a two-week period, after which I analyzed the information and accessed its value.   The diary looked at the following information: The age of the students, the length of the class, the number of students, the sex of the students, the type of class .i.e. Reading, Speaking. Grammar etc…, the type of learners .i.e. Visual, Aural, Tactile etc…, the student's goals, the class dynamic, what strategies were chosen?, why?, how effective were they?, the student's response, teacher's after thoughts and any improvements that could be made, if any. (See appendix 1).

4.2   Students' perceptual learning styles and beliefs

To determine which types of tasks are more likely to facilitate motivation than impair, I gave my students two questionnaires; one on perceptual learning styles and the other on beliefs about language learning (both adapted from Richards and Lockhart, 1996, p.72, 75).

5   Results

Data collected from the questionnaires and the class diaries was charted to make pattern identification easier. Percentages and ratios were calculated for the information from the questionnaires (see appendices 3 and 4).   The diary data was processed into a chart creating an overview of the strategies used for each week. (See appendix 2)

6   Analysis and discussion of the questionnaires

6.1   The perceptual learning styles of the learners

Some of the different views learners have about language learning can be explained by differences in cognitive style.   These styles indicate how a learner perceives and responds to their learning environment.   Some students learn best when they are able to read what is being taught, touch an object, act out a role or simply work with a partner (Richards and Lockhart, 1996).

Analysis of the data (see appendix 3) generated by the questionnaire I gave my students revealed some interesting differences between the lower level classes and the higher level classes.   The majority of the lower level students held individual learning as a negligible learning style preference compared to the majority of intermediate and upper-intermediate students who considered it a minor preference.

Also, noticeable is the reliance on tactile and kinesthetic learning in the beginner and elementary classes, similar to that of a baby using touch and movement to learn about the world.   As the learner develops a higher ability in language, this major dependency on touch and movement seems to decrease steadily and other means of learning are adopted and utilized.

Furthermore the data showed some correlation between increased ability and a more heterogeneous style preference to learning, suggesting that as the students improve their skills, major dependence on any one particular style of studying diminishes and they start to use all the styles to their advantage.   This is most likely the result of increased learning strategy awareness as mentioned in Richards and Lockhart (1996) by Rubin (1985),

'…through better understanding and managing their learning strategies, learners can expect to: learn to choose strategies appropriate to a task and learning purpose, learn to use these strategies in a classroom, self-study or job situation…'

6.2   The language learning beliefs of the learners and the teacher

Ideally a student's beliefs about language learning should match those of their teacher. However, this is not always the case.   Many of my students are reluctant speakers.   This reluctance to speak up in class is possibly due to their prior learning experiences and personal beliefs about language learning (Nunan, 1999).   Beliefs are built up over time by the learner and the teacher, as put by K.M Bailey et al (mentioned in Freeman and Richards, 1996, p.11) "…we teach as we have been taught" if this is true of the teacher then it stands to reason that it is also true of the learner.   The way a learner has studied will undoubtedly effect how they perceive their role and that of the teacher in the classroom.

Most of my adult students were educated in large, over crowded classrooms by teachers who themselves had difficulty communicating in English (Nunan, 1999). Chances to speak English were few and far between and possibly not encouraged or even taught. In my students' eyes, English was not for communication, but rather for grammar-translation with the only motivational goal the extrinsic one of passing the high school or university entrance test.

This questionnaire uncovered some interesting information (see appendix 4) and gave me some insight into what my students are feeling and thinking towards various activities in class and what they believe to be true about language learning.   For instance, all but three believe that a foreign language is easier to learn for children.   Although as pointed out in Nunan, (1999, p.41) by Ellis (1985),

'…while age does not alter the route of acquisition, it does have a marked effect on rate and ultimate success…For example, in terms of rate, <u>adults appear to do better than children</u> (6 to10 years), while teenagers (12-15 years) appear to outperform both adults and children'.

Additionally, the majority of my students believe that excellent pronunciation is important, when asked what they understood 'excellent' to mean, they replied "Like a native speaker" or "An American accent".   Even though I have tried to teach the need for communication over pronunciation, it seems however, I have a long way to go.

6.3   Summary of learn styles and beliefs

As already mentioned the importance of understanding how your students learn and what belief system they use cannot be denied, let alone excluded from the process of choosing motivational strategies for use in their classes.   The relationships between motivation, language attitudes and L2 achievement are complex as these factors are constantly interacting and influencing each other (Candlin and Mercer, 2001).

7   Analysis and discussion of the diary

7.1   The Diary

Analysis of the diary proved both interesting and thought provoking.   In the following, the above mentioned diary parameters are discussed in more detail.

7.2   Age

The most notable difference found was in the frequency of games and other activities used in the younger adult classes as opposed to more discussion and free talk oriented classes with older students.   The type of activity and the degree of satisfaction also depended on the age

of the target students, as in mixed age classes the older students seemed to control the class dynamic which in turn lead to decisions for or against the use of particular activities and strategies.

7.3   Sex

I could find no evidence of any differences between motivation strategies used and student gender.   However, it should be noted that my students are predominately female, so no real comparison could be made.

7.4   Class length

There were no signs of detrimental effect from having a one hour lesson.   On the contrary, many students often commented how the time had flown.   From comments like this I judge the student to be happy and satisfied.   However, taking the students culture into consideration it might be possible to infer that the students are actually asking for a longer class.

7.5   Number of students

As stated above, my classes are divided into three types: Private, pair and group.   The group classes seemed to have the most diversity of activities and tasks, while also offering the most chances for students to use English.   Both private and pair are restricted by the type of activity or task that can be used and required a greater investment of energy on the part of both the learner and the teacher.   A possible positive might be for shy students, a private or a pair lesson can be seen as a type of transit before entering a group class environment.

7.6   Type of lesson

The type of lesson generally only affected the way I presented a particular strategy.   All

lessons had similar framework, utilizing many strategies ranging from questioning, feedback to games and activities. Probably the biggest difference was not whether I used a particular strategy or not (as during the course of the lesson I probably used them all), but the type of game or activity I used. For example: an information-gap for a grammar lesson, a role-play for a speaking lesson, a card game for a vocabulary lesson and so on.

7.7   Type of learner

As with the type of lesson, the type of learner influenced my decisions about activity and presentation choice. Realizing that most of the students in a particular class are kinesthetic learners, the use of some type of total physical response activity would more than likely be of interest to them and generate motivation to learn.

7.8   Goals

This changed my pre-class planning decisions and in-class presentation. For instance, a student wishing to study for the STEP interview test is more likely to be given activities involving describing and interpreting a picture or a text than a student who wishes to travel abroad.

7.9   Class dynamic

How the students interact and relate to each other is always considered from the time of planning to presentation and activity choice. I try to select activities and tasks that will enhance the dynamic rather than put stress on it. Also as mentioned above age has a major effect.

7.10   My top 10 motivational strategies

Upon conclusion of my diary writing it was immediately obvious that some strategies were

used more often than others. The strategies below were used in every lesson I conducted during the two week research period. However, this data is based on only two lessons per class, so it does not fully represent the true nature of my classroom.

The strategies are listed in no particular order.

7.11 The lesson plan

Lesson plans provide a structure for a lesson, a map for the teacher to follow and a record of what was taught (Richards, 1998). Like the teachers in Richards and Lockhart (1996), I believe that a lesson should be both planned and spontaneous depending on its intended audience. If the students are following a prescribed text then some type of plan is indispensable. In classes where students bring their own material, a complete lesson plan is impossible. Students all seem to respond positively to a well 'thought-out' lesson, be it spontaneous or preplanned.

7.12 The lesson: Flexibility and pacing

The ability to monitor, evaluate and revise a lesson while teaching (Richards, 1998) is something all teachers strive to achieve. Changing the lesson to fit the needs of the student is a very effective way of allowing them control over their own language learning. Thus when students are actively using English I see no reason to interrupt provided that the communicative value of the lesson is not compromised. (For more information regarding why teachers depart from their plans please see Richards, 1998, p.107)

Pacing is also an important factor to keep in mind; how much time to allocate to each part of the lesson and when to change or stop an activity can affect the lesson's momentum (Richards and Lockhart, 1996). Tikunoff (1985) in Richards and Lockhart (1996) points out that

pacing is sometimes teacher controlled and at other times student controlled.

7.13   Classroom layout

My classroom is small and tidy with a cozy atmosphere.   Keeping a classroom clean and orderly in appearance, taking into account the teacher's action zone when arranging desks and the use of heating or cooling (Brown, 2001) is important in making sure the students and the teacher feel comfortable and relaxed.   Students are always happy to come into a cool room in the summer or a warm room in the winter.

7.14   English only

As mentioned by Brown (2001),

> "The rule of thumb is usually to restrict classroom language to English unless some distinct advantage is gained by the use of their native language, and only then for brief stretches of time".

My students attend class for one hour a week.   Taking into account this very short exposure to English my school is deemed an 'English Only Zone'.   Students must try to only use English when addressing the teacher or fellow classmates. This strategy is so far working well, but can be shocking and alien at first.   With encouragement students start to use English themselves without being prompted.   I also avoid speaking in their native language.   I worry that once I start to translate, then the students will stop trying to understand.   I see this strategy as very effective in bringing to life the language they are learning.

7.15   Humor

Joking is a great way of relaxing a class and creating a friendly environment where language learning can easily be facilitated. A good sense of humor can help keep students laughing and learning (Brown, 2001).

7.16   Teacher's Talk

I want my students feel that I am approachable and by using a friendly tone when talking, the students feel more motivated to talk and take part in the classroom activities. Clear and natural articulation is the key while being aware of speed and complexity (Brown, 2001).

7.17   Feedback

Feedback is a necessary component of any classroom and mine is no exception. Teachers must decide when and how to give feedback in such a way that the learner is provided with the right information about their progress or performance but without demotivating them (Holland and Shortall, 1997). Also, responding to what is being said rather than how it is said is more beneficial for the learner (Thornbury, 1996). Mistakes are inevitable, but as long as the meaning being communicated can be understood, I see it as a success.

7.18   Wait Time

The time given a student to answer a question before the teacher asks another student, rephrases the question or answers it themselves (Thornbury, 1996). Depending on the student this time can be shortened or lengthened to enable them to answer. My findings concur with Long et al. (1984) referred to in Richards and Lockhart (1996) that by extending the usual one second wait time to three or five an increase in student participation and the quality of such participation can result.

7.19   Questioning

Questioning techniques can aid the students in expressing themselves and with building confidence. Two types of questions were used: display questions (where the answer is already known to the teacher) and referential questions (where the answer is not known).   Both open-ended and closed questions were asked   (Chaudron, 1988 cited in Holland and Shortall, 1997). Referential questions were used in the introduction of new topics, during small talk at the beginning of class or to insight discussion and to allow the students to talk and exchange their opinions. Display questions were used to check comprehension and understanding.

7.20   Positive energy

Excitement and enthusiasm can be contagious in a classroom as can being dull, lifeless or low in energy (Brown 2001, point 4, p.58).   I believe in always trying to create a positive environment where learning can be fun. The importance of such an atmosphere cannot be overemphasized; it is the context that allows students to be risk takers, to concentrate on learning and to enjoy the experience (Freeman and Richards, 1996).

7.21   Summary of the diary

After two weeks of painstakingly writing, elaborating, adding to and analyzing my diary I was happy to notice that I was indeed learning from the experience.   I had a better understanding of what strategies were being used, in which classes, why they were being used and whether they were effective or not.   Moreover, I now understood how my students learned and how their beliefs and style preferences influenced the effectiveness of each strategy.

8   Analysis and discussion of the process of keeping a diary

8.1   Creating the framework

Creating the framework was by far the easiest part of this study.   It was essentially a two part process.   First, deciding what information would be necessary in order to understand which motivational strategies were being used and why.   Then, designing a quick and simple method to record this information as soon as the lesson had ended, incorporating all the necessary elements and functionality required. The method devised worked much like a gap fill activity, with pre-made spaces for the relevant information for example: age, sex, number of students, lesson type, length of lesson, student's goals and so on to be entered.   It allowed for quick note taking after each class which could then be elaborated on and extended at a later date.

8.2   The process of writing a diary

From the very beginning it was realized that recording enough data after each class was going to be impossible and that it would be necessary to expand on all the entries every evening in order to maintain the schedule.   Because of the detailed entry system adopted, completing each diary took at least an hour and a half.   This was a major set back as the time used to expand on the diaries took time away from other areas both professional and private.   There was also the dilemma of periodic short term memory loss.   A diary by its very nature is written retrospectively and any time lag between the event and the recording will result in some type of decay in accuracy, especially with regard to the factual logging of activities (McDonough and McDonough, 1997). This was where the lesson plans could be used to fill in any gaps.   However, this constant adding and adjusting of the diaries only added to the labor and thus some of the limitations to diary writing reported by Burns (1995) (cited in Richards, 1998) became reality:

- Keeping a journal is time consuming.

- The activity is artificial, unless you are a regular journal writer and enjoy this form of communicating with yourself. *(I am not and found it very difficult to stay focused and protect the quality)*

- It's an initially interesting, but ultimately tedious, activity.

(The italics in brackets are comments that I added.)

8.3   Interpreting the diary

Once the diaries had been finished and the information entered into a grid it was possible to calculate the frequency of each strategy in relation to the others. However, information on why a particular strategy was used and how effective each strategy was could not be represented numerically. As in the case of many diaries, interpretation of the quantitative data is the main problem, the only way to proceed is to read and re-read until themes become apparent (Richards, 1998). This is one of the reasons why diaries are so time consuming and can become tedious.

8.4   The diary as a research tool

It is the purpose of action research to bring attention to and change if necessary certain aspects of a teacher's class through small scale investigative projects in the teacher's own classroom (Richards and Lockhart, 1996). For this reason I believe that a diary is a valuable technique for research. Regardless of how laborious and time consuming the initial diary writing is, the analysis and reflection after is both an enlightening and thought provoking experience. It makes a teacher look at their classroom environment, their lessons and their students and see them for what they really are and not for what they believe them to be. It also gives them the opportunity to take a closer look and reflect on things from a different

prospective.   I see this as something that all teachers should make a priority as it is a great resource from which they can grow and develop.

8.5   Teacher growth and development

In order to grow as a teacher we must first learn how to look at ourselves, reflect on our own teaching experience and develop a critically reflective approach.   Richards and Lockhart (1996) describe five assumptions about the nature of teacher development.

1.   The more knowledge a teacher has the better prepared they are to make the appropriate decisions and judgments.

2.   A lot can be learned about your class and that of your teaching through self-inquiry. After all, the teacher is in the best place to evaluate their own teaching.

3.   Most teachers are unaware of what goes on in their classrooms; how much they talk or how they react to particular situations.

4.   While experience is important, as a means of professional growth it is insufficient. Teachers need to continuously examine their routines, strategies and reflect on them.

5.   By questioning your methods and examining your teaching, a teacher can highlight areas where change is needed.   This critical reflection is not a one time thing, but an on going process that should become as much a part of a teacher's routine as preparing a lesson plan.   It allows the teacher to try new things and assess their success or failure without losing confidence in their own teaching ability.

8.6   Summary of the process of keeping a diary

Although extremely time consuming, the benefits clearly out weigh the disadvantages. As mentioned in Richards and Lockhart (1996), insights about your own teaching can be triggered simply from the process of writing itself. Taking the appropriate time to think carefully about what you want to achieve from your diary and devising an effective

framework, can save you valuable time in the future.   One problem however, with this type of diary is the lack of sufficient data; ideally you would want to record information for a much longer period than two weeks.

9   Conclusion

I found the experience of keeping a diary to be very beneficial.   Not only did it help me to assess the strategies I was using to motivate my students, it also helped me to look at my students as individuals rather than as a class and to see them for their individual learning styles and beliefs.   As a teacher it is important that I am able to recognize which approaches to learning my students will favor, how I can accommodate their learning preferences in the classroom and the possibility that these cognitive styles may reflect some beliefs different from my own (Richards and Lockhart, 1996).   This diary brought into focus the blurry world of my classroom and provided me with a means not only to reflect but also to move forward. In short being better informed as to the nature of my teaching allows me to evaluate my own professional development and thus become a better teacher.

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11   Appendices

11.1   Appendix 1:   Diary framework

Class length_____   Class level: _____

Age: _____   No. of students: male( )   female( )

Type of class: Reading / Writing / Listening / Speaking / Vocabulary / Grammar / Other _____

Type of learner(s):   _____

Goal for study: _____

Class dynamic: _____

Motivation strategies:	Why I chose it?	Did it work? *	Ss reaction **	After thoughts:	Ways to improve (if any)

* (1) Disaster! (2) Needs work (3) Ok (4) Good (5) Great!   ** (1) They hated it! (2) Bad (3) Indifferent (4) Good (5) They loved it!

11.2   Appendix 2:   Diary results week one and two

Week One	Adults 1	Adults 2	Adults 3	Adults 4	Adults 5	Adults 6	Adults 7	Adults 8	Adults 9	Adults 10	Frequency of use	Percentage %
* Class Level	B	PI	I	E	B	PI	E	PI	E	I		
** Lesson	S	S	Gr/S	R/S	Gr/V	L/S	L/S	Gr/V	S	S		
*** Class Size	3	1	1	3	2	3	4	2	10	1		
1 Questioning: Display questions	1	1	1	1	1	1	1	1	1	1	10	100
2 Questioning: Referential questions	1	1	1	1	1	1	1	1	1	1	10	100
3 Visual Aids					1			1	1		3	30
4 Games and Activities	1	1	1	1	1		1	1	1	1	9	90
5 Feedback: Praise	1	1	1	1	1	1	1	1	1	1	10	100
6 Feedback: Support and Encourage	1	1	1	1	1	1	1	1	1	1	10	100
7 Feedback: Error Correction	1	1	1	1	1	1	1	1	1		9	90
8 Pair work	1			1		1	1	1	1		6	60
9 Group Work				1		1	1		1		4	40
10 Elicitation, hinting, gesturing	1	1	1		1				1		6	60
11 Pair Checking				1		1	1	1	1		5	50
12 Teacher Talk	1	1	1	1	1	1	1	1	1	1	10	100
13 Humor	1	1	1	1	1	1	1	1	1	1	10	100
14 Wait Time	1	1	1	1	1	1	1	1	1	1	10	100
15 Pacing	1	1	1	1	1	1	1	1	1	1	10	100
16 Lesson Planning	1	1	1	1	1	1	1	1	1	1	10	100
17 Classroom Layout	1	1	1	1	1	1	1	1	1	1	10	100
18 Lesson Flexibility	1	1	1	1	1	1	1	1	1	1	10	100
19 Lesson Abandonment			1	1		1		1			4	40
20 Discussion	1			1	1		1		1	1	6	60
21 Role Reversal		1		1		1	1	1		1	7	70
22 Modelling or Demonstration	1	1			1				1		4	40
23 Have an English Only Zone	1	1	1	1	1	1	1	1	1		10	100
24 Use Realia and Authentic Material	1			1	1	1					4	40
25 Positive energy	1	1	1	1	1	1	1	1	1	1	10	100

Week Two	Adults 1	Adults 2	Adults 3	Adults 4	Adults 5	Adults 6	Adults 7	Adults 8	Adults 9	Adults 10	Frequency of use	Percentage %
* Class Level	B	PI	I	E	B	PI	E	PI	E	I		
** Lesson	Gr/V	Gr/S	Gr/S	R/S	Gr/V	L/S	Gr/V	Gr/V	L/S	S		
*** Class Size	3	1	1	3	2	3	4	2	10	1		
1 Questioning: Display questions	1	1	1	1	1	1	1	1	1	1	10	100
2 Questioning: Referential questions	1	1	1	1	1	1	1	1	1	1	10	100
3 Visual Aids	1				1			1			3	30
4 Games and Activities	1	1		1	1		1		1	1	7	70
5 Feedback: Praise	1	1	1	1	1	1	1	1	1	1	10	100
6 Feedback: Support and Encourage	1	1	1	1	1	1	1	1	1	1	10	100
7 Feedback: Error Correction	1	1	1	1	1	1	1	1	1		9	90
8 Pair work	1			1	1	1			1		5	50
9 Group Work	1			1		1					3	30
10 Elicitation, hinting, gesturing	1	1	1	1	1	1			1		7	70
11 Pair Checking	1			1	1	1	1	1	1		7	70
12 Teacher Talk	1	1	1	1	1	1	1	1	1	1	10	100
13 Humor	1	1	1	1	1	1	1	1	1	1	10	100
14 Wait Time	1	1	1	1	1	1	1	1	1	1	10	100
15 Pacing	1	1	1	1	1	1	1	1	1	1	10	100
16 Lesson Planning	1	1	1	1	1	1	1	1	1	1	10	100
17 Classroom Layout	1	1	1	1	1	1	1	1	1	1	10	100
18 Lesson Flexibility	1	1	1	1	1	1	1	1	1	1	10	100
19 Lesson Abandonment			1	1		1		1			4	40
20 Discussion	1			1	1		1	1	1	1	7	70
21 Role Reversal		1	1			1	1	1			5	50
22 Modelling or Demonstration	1	1			1				1		4	40
23 Have an English Only Zone	1	1	1	1	1	1	1	1	1	1	10	100
24 Use Realia and Authentic Material	1			1	1	1					4	40
25 Positive energy	1	1	1	1	1	1	1	1	1	1	10	100

11.3   Appendix 3:   Results of the Perceptual Learning Style Questionnaire.

Table: 1.1   Percentages for the beginner students. (5 Ss)

Learning Preference	Major	Minor	Negligible
Visual (V)	-	80%	20%
Auditory (A)	80%	20%	-
Kinesthetic (K)	100%	-	-
Tactile (T)	100%	-	-
Group (G)	60%	40%	-
Individual (I)	-	20%	80%

Table: 1.2   Percentages for the elementary students. (17 Ss)

Learning Preference	Major	Minor	Negligible
Visual (V)	-	29%	71%
Auditory (A)	86%	14%	-
Kinesthetic (K)	71%	29%	-
Tactile (T)	71%	29%	-
Group (G)	29%	71%	-
Individual (I)	-	59%	41%

Table: 1.3   Percentages for the pre-intermediate students. (6 Ss)

Learning Preference	Major	Minor	Negligible
Visual (V)	17%	83%	-
Auditory (A)	33%	67%	-
Kinesthetic (K)	33%	67%	-
Tactile (T)	83%	17%	-
Group (G)	83%	17%	-
Individual (I)	-	67%	33%

Table: 1.4   Percentages for the intermediate students. (2 Ss)

Learning Preference	Major	Minor	Negligible
Visual (V)	-	100%	-
Auditory (A)	-	100%	-
Kinesthetic (K)	-	100%	-
Tactile (T)	50%	50%	-
Group (G)	50%	50%	-
Individual (I)	-	100%	-

11.4   Appendix 4:   Results of the Beliefs about language learning questionnaire.

	Beliefs about language learning:	Agree	neither	Disagree
1	It is easier for childern than adults to learn a foreign language.	26	1	3
2	Some people have a special ability for learning foreign languages.	17	11	2
3	Some languages are easier to learn than others.	13	11	6
4	It is important to speak English with an excellent pronunciation.	20	7	3
5	It is necessary to know about English-speaking cultures in order to speak English.	19	5	6
6	You shouldn't say anything in English until you can say it correctly.	1	6	23
7	It is easier for someone who already speaks a foreign language to learn another one.	15	6	9
8	People who are good at mathematics or science are not good at leaning a foreign language.	1	7	22
9	It is best to learn English in an English-speaking country.	30		
10	It's OK to guess if you don't know a word in English.	19	5	6
11	The most important part of learning a foreign language is learning vocabulary words.	23	5	2
12	It is important to repeat and practice a lot.	20	5	5
13	If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.	1	6	23
14	The most important part of learning a foreign language is learning grammar.	1	6	23
15	It is easier to speak than understand a foreign language.	4	17	9
16	It is important to practice with cassettes or CDs.	26	4	
17	Learning a foreign language is different than learning other academic subjects.	18	5	7
18	The most important part of learning a foreign language is learning how to translate from my native language.	6	6	18
19	People who speak more than one language are very intelligent.	4	10	16
20	Everyone can learn to speak a foreign language.	28	1	1