

**ASSESSING THE IMPACT OF MOTIVATIONAL STRATEGIES ON
SLOW LEARNERS IN ARABIC AT A MAURITIAN SCHOOL,
FORM 1 LEVEL**

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‘I declare that the above dissertation/thesis is my own and that all sources that I have used or quoted have been indicated and acknowledged by means of complete references’.

Nov 2016

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SIGNATURE

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At first, I thank The Almighty God who has bestowed me of good health, courage and patience to complete this dissertation.

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Finally, my wife for her invaluable patience, support and sacrifice.

DEDICATION

To my family and friends

Abstract

Motivation and motivational strategies are believed to enhance student participation in the learning of a second language. As an educator, I wanted to conduct my own research to investigate whether a teacher can motivate slow learners by using different motivational strategies.

Fifteen pupils of Form I participated in completing a questionnaire to show how much they were intrinsically and extrinsically motivated in the learning of the Arabic language before applying the motivation strategies. At the end, the same questionnaire was given after these strategies were applied.

As a result, my goal was achieved. Pupils seemed to be motivated after applying the motivational strategies. However, based on the findings, extrinsic motivation showed no sign of improvement and obviously, this matter merits further research. Some recommendations are provided.

At last, it is hoped that results of this study could be used to adapt the curriculum to the needs of slow learners.

LIST OF ABBREVIATIONS

| | |
|------|---|
| CPE | Certificate of Primary Education |
| PSSA | Private Secondary School Authority |
| SPSS | Statistical Package for the Social Sciences |

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CHAPTER ONE

1.1 Introduction

1.2 Aim of this study

The aim of this thesis is to test and evaluate the effectiveness of the selected motivational strategies in enhancing the Arabic learning experience among demotivated students at Form 1 level, Mauritius.

1.3 Rationale

As a teacher, the researcher was led to reflect how as a practitioner, he can improve and enhance class participation among slow learners of Arabic. He realized that this could be done only by adopting the appropriate motivational strategies though he acknowledged that his teaching was too much content- centred and opportunity for self-expression and effective participation on the part of his student was not sufficient.

As an educator, the researcher believes that lack of participation should be a major concern.

To be more effective in Arabic Language, students must develop a different approach towards the learning of the Arabic language. They need to be more participative in class.

This will be possible only if they are well motivated. His postgraduate studies have

offered him the opportunity to develop skills as a reflective practitioner and to use his experience to reconsider difficulties and suggest solutions.

Having this in mind, the researcher wants to conduct his own investigation to find out whether a teacher is able to motivate his or her students and if so, how. His aims are also to turn the passive learners into active ones and to turn the reluctant learners into willing ones.

1.4 School Background

The school that is the subject of this study is located in Port- Louis. It was established in 1902 to conduct social, cultural, benevolent and educational activities. In 1965 a school was built for girls and as from 1981, the school management came under the responsibility of the Private Secondary School Authority.

Students admitted to the college are almost all those who have scored average or below average at the Certificate of Primary Education. Most of them live in Port-Louis or its suburbs, and come from families with unfavorable educational and socio-economic backgrounds. Some of them cannot even afford to buy textbooks. Though the qualified teachers of the college spent considerable time and energy to promote learning, students are not motivated. They score poor results in formal assessment. Moreover it has been noted that some parents do not pay attention to the poor performance of their ward.

1.5 Sociolinguistic Background

Being a British and French colony in the past, both English and French are taught in schools alongside a variety of optional Asian languages and Arabic. English is the official language in Mauritius and it is used as the medium of instruction in schools. English and French are compulsory disciplines in the school curriculum at the secondary level, but only English is the key subject for certification.

Although the official correspondence and textbooks are in English, French is by far the language most widely used in the daily transactions. Nearly 80% of the media is in French and French is the mother tongue of the Franco-Mauritians who form part of the minority population. But the vernacular languages in Mauritius are Creole and Bhojpuri. Creole is the first language, nevertheless it remains a dialect and recently Creole and Bhojpuri have been introduced in school at the primary level though many of these Asian languages as well as Arabic are being taught in *Baitkas* and *Madrassas*.

It is clear that language learning is affected by the whole social situation, context and culture in which the learning takes place. (Williams and Burden, 1997)

Hence students should be given the opportunity to learn the Arabic language in conjunction with experiences that are compatible with their current abilities and knowledge, so it will be easier for them to talk about what is already known. (Genesee, 1996)

The present study will investigate the effectiveness of some motivational strategies and see how it can increase the participation of slow learners of Arabic Language at Form I level.

1.6 Background to the study

Motivation plays a crucial role in the learning process. Students must feel the need that would compel them to acquire knowledge while teachers must use appropriate strategies and skills to stimulate and maintain the interests of students during the various lessons

1.7 The problem

The research problem has been defined as ‘Assessing the impact of motivational strategies to increase participation of slow learners in Arabic at a Mauritian school, at Form I level.’

1.8 Justification of the research

Research is intended to enhance motivational strategies to increase the participation of slow learners in Arabic language by using different techniques and approaches at school. This study is an important contribution to make Arabic language learning more effective in the Mauritian context.

1.9 Research Questions

These are the research questions addressed in this study:

- 1) To what degree are students interested in the Arabic language?
- 2) What are the students' attitudes towards learning Arabic language?
- 3) Are some of the students intrinsically motivated to study Arabic language at the beginning of the research?
- 4) Are some of the students extrinsically motivated to study Arabic language at the beginning of the research?
- 5) Are some of the students demotivated to study Arabic language at the beginning of the research?
- 6) What is the source of their motivation?
- 7) What is the source of their demotivation?
- 8) Have their attitudes and opinions changed after applying the motivational strategies?
- 9) Is the number of intrinsically motivated students the same at the end of the research?
- 10) Is the number of extrinsically motivated students the same at the end of the research?
- 11) Is the number of unmotivated students the same at the end of the research?

1.9.1 Definition of motivation

According to Dev(1997), motivation is defined as the individual's desire to participate in the learning process; it involves the reasons or goals that underlie their involvement or non-involvement in academic activities. The field of motivation has several major research-supported theories, and most of them recognize the role of personal beliefs, environment and socialisation as key elements in explaining motivation

According to Dörnyei (2001, 24-25), motivating someone to do something can involve many diverse things, from attempting to convince a person directly to exerting indirect influence on him/her. In classroom context, it is typically a series of nuances that might eventually culminate in a long-lasting effect.

He further states no matter how proficient a motivator a teacher is, if the instruction is not clarified and learners cannot pursue the proposed programme, motivation to learn the particular subject matter is not likely to prosper.

1.9.2 The teachers' motivational influence

According to Csizer (1998), teachers' behaviour is a powerful tool of motivation in classroom and they can influence the students' engagement in class. Alison & Halliwell (2002) suggests that it is essentially crucial to establish a class atmosphere of mutual trust and respect with the learners. Through interaction, teachers can promote such

respect and trust with students on a personal level and demonstrate that they care about their students' personal issues in the classroom or even outside.

1.9.3 Motivation to learn a foreign/second language

As far as the first language is concerned, motivation is not a real issue. When someone has to learn a second language, he/ she might ask what the necessity of mastering a second language is as the first language already forms his social and mental life. Learning of a second language might seem to be unnecessary.

It is here that integrative and instrumental motivation become important. Integrative motivation reflects whether the students identify themselves with the target culture whereas instrumental motivation means the learning of the language for another motive unrelated to its use by native speakers. The teacher has a vital role to play if he or she wants to reach the goal of a successful second language teaching. It is important to know that the most influential motivation theory in the L2 (second language learning) field has been proposed by Robert Gardner, who together with his colleagues in Canada literally set up the field. They developed a socio-psychological or educational model of second language. Moreover, Gardner contributed in the formulation of the Attitude/Motivation Test Battery (AMTB) which is widely used for the learning of L2 motivation. Gardner (2003: 171)

1.9.4 Student demotivation

According to Dornyei (2005: 143), demotivation is a particular external force that reduces the motivation of an outgoing action. On the other hand, (Deci& Ryan, 1985) used a similar term “amotivation” which occurred to an individual who experienced the feeling of incompetence and helplessness faced during an activity.

1.9. 5 Motivational strategies

According to (Dörnyei, 2001, 28), motivational strategies are techniques to maintain the students’ motivation and persuade the person’s goal-related behaviour. Hence, while developing one’s motivational repertoire, only the chosen strategies count not the quantity. Motivation strategies refer to those motivational pressures that are deliberately put forth to achieve some systematic and enduring positive effect. Key units in this process-oriented organization comprise:

- creating the fundamental motivational conditions
- engendering initial stimulus
- sustaining and caring for motivation
- fostering positive retrospective self-evaluation

It is to be noted even the most dependable and trustworthy motivational strategies are not rock-solid golden rules, but rather proposals that could work with one educator or group better than another, and which may work better today than tomorrow .

1.9.6 Motivation strategies to be used:

- 1- Develop a personal relation with your students.
- 2- Plan group rules explicitly, and have them discussed and accepted by the learners.
- 3- Create a pleasant and supportive atmosphere in the classroom.
- 4- Raise the learners' intrinsic interest in the L2 learning process.
- 5- Promote the students' awareness of the instrumental values associated with the knowledge of an L2.
- 6- Develop the student's sense of success and a feeling that they can do something rather than they can't.
- 7- Take the student's learning very seriously.
- 8- Make learning more stimulating and enjoyable by breaking the monotony of the classroom events.
- 9- Make learning more stimulating and enjoyable by increasing the attractiveness of the tasks.
- 10- Build your learners' confidence.
- 11- Help diminish language anxiety.
- 12- Provide students with positive information feedback.
- 13- Use grades in a motivating manner.

Zoltán Dörnyei (CUP, 2001)

1.9.7 Methodology

By methods, we signify that range of strategies utilized in educational research to gather data which are to be used as a basis for inference and interpretation, for explanation and prediction.

1.9.8 Population and sampling

Data collection tool - Participants of the research will be students of form I. Most of them had some previous experience with learning Arabic; most of them had been learning it at their primary schools. The respondents will be from a group of 15 pupils.

The researcher has chosen to collect quantitative data, and as a measuring tool to use questionnaires with closed-ended questions during his research.

At the beginning of the school year 2016, the researcher administered a group of his students a questionnaire fixed on their attitudes towards learning Arabic and on the sources of their motivation or demotivation with regard to learning the language. After that, the researcher conducted a longitudinal study that lasted from Jan 2016 to June 2016. He applied 13 selected motivational strategies to enhance the slow learner's' motivation to become more motivated in the subject matter during the study. At the end of the research he administered the same questionnaire again with the goal of assessing the students' reactions from Jan 2016 to June 2016 to see whether their attitudes had changed and whether they had become more interested and motivated the towards learning Arabic language.

1.9.9 Why and how to use a questionnaire?

Quantitative longitudinal data were collected by using a **questionnaire**. Answers to attitudinal questions concerning students' interest in Arabic language, attitudes toward learning Arabic, intrinsic and extrinsic motivations to study Arabic, and demotivation to study Arabic were evaluated.

As Dörnyei (2003, 9, 10) highlights, the advantages in using questionnaires are these: one can collect a huge amount of information in short time, and if the questionnaire is well constructed, processing the data can also be rapid and relatively straightforward. When the questionnaires were administered, effort was made to eliminate the disadvantages of questionnaires by explaining to the students how important their answers were.

The questionnaire will be based on Dörnyei's manual *Questionnaires in Second Language Research* (2003). It took place by setting up an "item pool". The resources for this item pool were items borrowed from established questionnaires and some items were based on personal experience. The items were short and written in simple sentences and comprised one question changed into an affirmative sentence. Negatively worded items were also included to avoid a reply set in which the respondents blot only one side of a rating scale. No sensitive items were included because they were not necessary. The questionnaire contained items of different types and these were clustered together into marked sub-sections.

After piloting the questionnaires item, the analysis was conducted. When administering the questionnaire in the target group, the reason for the research was explained to those concerned.

1.9.9.1 Reliability

During the research, the researcher strove to ensure the reliability of his data. Reliability is defined as the consistency with which the data measures what they are attempting to measure over time. If they are using a particular instrument or test, they hope that it will give them consistent results over time.

1.9.9.2 Ethics

In this research the key participants in the study were the students in my classrooms. We were very conscious of the fact that the research had to be conducted carefully and sensitively and the participants are not put under strain in any way. In this regard, we obtained written permission from parents and guardians to conduct the research and make sure we adhered to the University of South Africa's ethical guidelines. The parents were informed through their wards.

1.10 Data Analysis

After collecting the data, each questionnaire was given a unique identification code. The answers to the items were kept into an Excel file. The means cross tabulations and standard deviation of the results were calculated.

1.11 Chapter division

The study will have five chapters which will be organized as follows:

In chapter one the research problem will be introduced to the reader. The background to the study, the problem statement, the researcher's own motivation for the study, and the research methodology, design and research questions are presented.

Chapter two will outline the theoretical background on motivation, the theories of motivation in psychology, the teachers' motivational influence, motivation to learn a foreign/second language, student demotivation, barriers to motivation and motivational strategies. The theoretical part is important for the practical analysis, which follows.

Chapter three deals with research methodology. First, the research problem is defined, and then the research questions, which were crucial for the results of the research. Participants of the research, research tool, and method of the research, used strategies, ethics, reliability and analysis of the data are also described in this part.

Chapter four will be divided into two parts. The first part informs the reader on the general results of the research, whereas the second part presents the answers to the research questions and an analysis.

Chapter five will sum all the results of the longitudinal research into the conclusion and relates to the hypothesis of the thesis which had been expressed at the beginning. Suggestion for further study on this problem will be made.

1.12 - CONCLUSION

This chapter presented the problem and it is mainly an orientation to the study. The theoretical background on motivation, theories, the teachers' motivational influence, and motivation to learn a foreign/second language, student demotivation has been explained

in brief. The methods used for gathering data and interpretation have also been briefly described.

The next chapter presents the findings of a literature study of the concept of motivation, its theories and teachers' motivational influence and the student demotivation. Afterwards the barriers to motivation and the motivational strategies are discussed and analyzed.

CHAPTER TWO

Theoretical Background

2-1 INTRODUCTION

This chapter outlines the definition and concept of motivation, theories of motivation in the field of psychology, the teachers' motivational impact, motivation to study a foreign/second language, learner demotivation, barriers to motivation and motivational strategies.

2-2 Definition of motivation

Kleinginna and Kleinginna, (1981) defined motivation as an internal state that leads someone to act in a particular way. Motivation can be considered to be a driving force that makes man strive for his physical or mental betterment. This "impetus to act" is important in every sphere of our life.

According to (Dev, 1997), motivation is defined as the individual's desire to participate in the learning process; it involves the reasons or goals that underlie their involvement or non-involvement in academic activities. The field of motivation has several major research-supported theories, and most of them recognize the role of personal beliefs, environment and socialization as key elements in explaining motivation.

On the other hand, (McCombs and Pope 1994: vii) argues that *motivating techniques* are based on the conviction that all learners are inspired to study under the correct conditions but unfortunately, this supposition is not accurate in every situation since many motivated students are not evenly keen on every subject matter.

Dörnyei,(2001, 1-2) states that it is one of the key matters in language acquisition and skills to motivate learners and it is an abstract, theoretical concept that we use to explain why people imagine and behave as they do. He further added that no matter how proficient a motivator a teacher is, if the instruction is not clarified and learners cannot pursue the proposed programme, motivation to learn the particular subject matter is not likely to prosper.

According to Allwright and Bailey, (1994, 184), motivation both generates and is generated by affirmative achievement.

Furthermore Pintrich and Schunk, (2002, 5) states motivation is the development whereby goal-directed activity is prompted and maintained.

Corder's saying, "Given motivation, any person can study a language" and conveys out the significance of motivation (Skehan, 1989, 49)

If we study all these definitions above, it is clear in our mind that motivators provide some sort of incentive in completing any task. As motivated teachers, we have to keep on generating motivation within our learners. The question which we often have to ask our self is: ‘Which type of motivation should we stress to motivate our pupils’? To answer this question, we have to take into consideration the different definitions of motivation mentioned above.

2.3 **Intrinsic motivation:** (arising from internal factors)

Intrinsically motivated behaviors are executed because of the sense of deriving personal satisfaction. According to Deci (1971), these behaviors are defined as ones for which the reward is the contentment of doing the activity itself. Hence, intrinsic motivation represents engagement in an activity for its own sake. For example, if you are admitted in a school, it's because you enjoy learning new things and at the same time, you enjoy expanding your knowledge thus you are intrinsically motivated to be there.

2.4 **Extrinsic motivation**

(Spaulding 1992) states that extrinsic motivation is one in which individuals are motivated by an outcome that is external or functional unrelated to the activity in which they are engaged. Other theorists such as (De Charms, 1968; Lepper & Greene, 1978) have defined extrinsic motivation as "engaging in an activity to obtain an outcome that is separable from the activity itself"

It can be said that this type of motivation relies on extraneous factors such as reward, praise, and prizes. For instance, a child may be stimulated to work if he is given tangible rewards by his teacher such as medals. Thus, the extrinsic rewards may encourage students to work to attain certain goals.

2.5 Incentive Theory and the Effects of Extrinsic Motivation

According to the incentive theory, behaviour is first and foremost extrinsically motivated. People perform certain activities because of the reward they obtain rather for the sake of enjoying the activities.

For instance, some data suggest that intrinsic motivation is diminished when extrinsic motivation is given—a process known as the *overjustification effect*. For example, a child had memorized a short poem every week because he was interested in it intrinsically and to his astonishment, his teacher starts giving him a gift for each poem he memorizes to stimulate him. Here extrinsic incentives are used to stimulate behaviors that of a child already finds motivating (even without external reinforcement), obviously intrinsic motivation for the behavior of that child may decrease over time. Instead of serving as an incentive for the desired behavior, this can lead to quenching of the intrinsic motivation and thus creating a **dependence** on extrinsic rewards for continued performance (Deci et al., 1999).

According to (Arnold, 1976; Cameron & Pierce, 1994), other studies suggest that intrinsic motivation is not that susceptible to the effects of extrinsic reinforcements, and on the contrary, verbal praise might actually increase intrinsic motivation. In fact, money

has been shown to have more negative effects on intrinsic motivation than do verbal reinforcements (such as praise).

There is no such expectation if the extrinsic motivation is presented as a surprise as it is for sure that the task tends to persist intrinsically as this may occur in the life of someone who use to good deeds.

According to several studies, it has been confirmed that students will lose their likely intrinsic awareness if they have to do it to meet some extrinsic requirement.

In conclusion, as Williams and Burden (1997, 123) states that our deeds are influenced by a mixture of both intrinsic and extrinsic causes. The teachers have a major part to play as the role-model. There is the view, as held by Brophy,(2004, 12) that the concept of intrinsic motivation can be used as the primary concept in education, particularly when people are freely engaging in self-chosen activities. My own view, though, is that where activities are not self-chosen, extrinsic motivations become vital.

2.6 Theories of motivation in psychology.

It is a known fact that there is a strong association between psychology and second language acquisition. Over the years, several theories have been developed with a view to study how human beings acquire and learn a second or foreign language. Gradually more and more studies have centered their attention on the various dimensions involved in the process: namely, motivational, affective, cognitive, biological factors that can influence the learners' linguistic performance in positive or negative way. The manner children and adults acquire a second language and face the whole process are different because the

factors that are most implied are based on natural facts. According to studies, the superiority of child learners resort to some variant of the "critical period hypothesis." The argument is that children are better to adults in learning second languages because their brains are more flexible (Lenneberg, 1967; Penfield & Roberts, 1959). They master languages easily because their cortex is more plastic than that of older learners.

2.7.1 Expectancy–Value Theory

Expectancy–Value Theory portrays motivation as being manipulated by the relative value of a task along with the probability of success in completing that task (Eccles *et al.*, 1983). The probability of success is powered by self-perceptions and self-efficacy. Self-efficacy is the conviction in one's ability to carry out specific tasks, and is influenced by previous mastery experiences, vicarious experiences, social persuasions and emotional states (Bandura, 1997).

According to the above theory, it is believed that if the learner has confidence in his capability of doing well, he will engage fully in school-based learning activities. High confidence in one's academic potential results from the past of doing well in school, as well from strong messages given by one's parents, teachers, and peers as to one's academic capability will encourage more learning on the part of the student. For this reason, as a teacher I have to create that expectation in my own learner.

2.7.2 Achievement motivation theory (Atkinson and Raynor, 1974)

The achievement motivation theory supports the idea that actions are motivated to meet or exceed the level of excellence perceived by the society. It is to be noted that the achievement motivation as an individual characteristic is not essentially the same in each person.

It is also defined as an individual's need to meet realistic goals, receive feedback and experience a sense of accomplishment.

Hence, we recognize that the level of language learning differs from one student to another. Each learner has to be motivated to attain success and achievement in accordance with their psychological and academic profile. But the point is that all of them meet or exceed what society expects from them as individuals.

2.7.3 Maslow (1970) hierarchy of needs

1. The order of needs in Maslow's hierarchy starts from most essential and basic to the more abstract. It starts with physiological needs, followed by security needs for safety, then social needs such as love and belonging and then proceeds to esteem and recognition, and, finally, self-actualization. According to Maslow, each previous need has to be fulfilled in order to reach self-actualization, which according to him is a state in

which a healthy person is able to realize his or her full potential. He further said that humans are continually requiring new needs. As soon as he achieves his aims, he or she is motivated to reach other levels of need. Maslow, A. H. (1943).

As an educator, I realize this theory is very relevant for students and adults, especially in the education field. In fact, learners will show interest in foreign language acquisition only if they feel they know how it will be use to him or her- that is, how it will fulfil their current needs. Those children, who are deprived of basic needs and education, will probably not show interest in learning a second language. As teachers, we need to take into account their present requirements but we also have to show them how learning second language will help them on their path to self-actualization.

This does not mean we have to follow Maslow strictly as we do realize that there are a number of weaknesses in the details of his theory. (Maccoby, 1988). However, we believe that his theory as a whole holds and has value for our approach.

2.7.4 The socio-cultural theory

The socio-cultural theory, which is based on Vygotskian considerations, defines language learning as a collectively mediated procedure where language itself is a cultural artifact mediating and supporting social and psychological activities. Learners need to prevail over some problems through their own knowledge of the world, the situation and the contextual information if they really want to acquire a second language. Certain

circumstances can make the achievement easier but, for sure, personality can have a pertinent influence on the quantity and quality of the second language acquisition. Hence, a significant number of factors have to be taken into consideration in the process of acquiring a second language; the age of the individual, his personality, the environment in which he stays, the emotional state and so on. Clevedon (2002)

2.7.5 .Attribution Theory

According to (Dornyei, 2003), the attribution theory of student motivation was largely significant in the 1980s. Briefly, this theory states that the way human beings explain their past failures or successes affect their behaviour in future. (ibid). And so the theory focuses how people see themselves (Williams & Burden, 1997:104).

In a classroom environment, the consequence of the kind of attribution is of special significance. If, for example, learners assign their failure to a lack of capability (internal cause over which they have no power), then their motivation to learning the language is expected to decrease or even fade away completely. If, on the other hand, they believe that their failure is the result of their lethargy or lack of effort (internal cause over which they have control), then the chances of increasing their motivation is possible if they double their efforts.

2. 8 The teachers' motivational influence

Motivation plays a significant role in the process of learning a language and there is no doubt that language teachers cannot efficiently teach a language if they cannot establish the relationship between motivation and its effect on language acquisition. Successful language knowledge is connected to the learner's passion and as teachers; we have to devise ways to connect them to this passion.

A good teacher must then strike into the sources of intrinsic motivation and must always try to connect his student with external motivational factors that can be brought to a classroom setting if that language is not seen as important to the students' immediate needs, other than to pass exams.

Motivation fluctuates, and it is challenging to keep language learners' motivation at a high level all the time. When designing a language course, teachers must take into consideration that each learner has different interests and expectations.

According to Csizer (1998), a teacher's behaviour is a powerful tool of motivation in classroom and they can influence the students engagement in class. Alison & Halliwell, (2002) suggests that it is essentially crucial to establish a class atmosphere of mutual trust and respect with the learners .Through interaction, teachers can promote such respect and trust with students on a personal level and demonstrate that they care about their students' personal issues in the classroom or even outside.

In addition, (Ushioda, 2011) states that enthusiasm is another factor that can impact learners' motivation. If students recognize their teacher's enthusiasm to the task, they, too, will be enthusiastic.

As a teacher, I have noticed this behaviour among my students particularly those who have just been admitted to the secondary school. It is a known fact that teachers' influence contributes a lot towards the appreciation of the Arabic language at school.

Another condition is based on cohesiveness. According to Ehrman & Dörnyei, (1998), cohesiveness among learners has a powerful motivational force on learning. Uncooperative groups can have a negative impact on the learning experience. Hence, effective group norms are those developed and encouraged by both teacher and learners.

In fact, in some cases, my pupils used to do some researches on their own and brought it to me as they master the information techniques properly. This has enhanced a better relation between us.

Another motivational condition is the classroom atmosphere. According to (MacIntyre, 2002; Young, 1999), anxiety is one of the most known causes that weaken learning efficiency and second language motivation. According to (White, 2007, p. 104), teachers have to create a safe environment where students are encouraged to express their opinions and perspectives on different issues.

I still remember a case of mine where one of my pupils was very anxious of doing Arabic as he never did it before. In fact, he was so worried that he could not sleep at home. As a teacher, I managed to overcome that pupil's fear by creating a relaxed, easy going atmosphere in my class. Indeed, this particular example helped in leading me to consider more broadly the factors that play a role in second-language learning.

2.9 Motivation to study a foreign/second language

The learning of a second language might seem to be superfluous. After all, one already has a language to communicate one's worldview. So why learn the language? It is here that integrative and instrumental motivation becomes important. Gardner (1985). The teacher has a vital role to play if he or she wants to reach the goal of a successful second language teaching.

It is worth to know that integrative motivation describes whether the students identify themselves with the target culture and people or whether they reject them. According to Gardner (1985), integrative refers to openness on the part of individual that would facilitate their motivation to learn the material".

Dornyei (2003:4) has mentioned that L2 were considered as mediators between the different language communities and language learning as a social event. If the learner appreciates the target culture and its people, the chance of succeeding in the learning of the second language is greater. So we as educators, we have to make our learner understanding and appreciating the culture and value of other people. We have to instil an appreciation of the culture associated with the second language. The choice of accepting or rejecting it will depend on the learner.

Besides this, a teacher can motivate his student instrumentally, that is he might encourage his pupils to learn another language for other motives, not for the sake of appreciating native speakers or because of their culture. As educator, we can explain to the learner the material advantages of knowing a second language, for example how important it could be in getting or securing a good job abroad or getting a better salary.

In summary, though instrumental means may be necessary in order to motivate students, teachers should strive to adopt an integrative approach where learners learn a L2 for the sake of the language and culture itself.

2.10 Student demotivation

According to Dornyei (2005: 143), demotivation is a particular external force that reduces the motivation of an outgoing action. On the other hand, (Deci& Ryan, 1985) used a similar term “amotivation” which relates an individual who experienced the feeling of incompetence and helplessness faced during an activity.

It is to be noted that a demotivated learner is someone who was at a given time motivated, but who later for one or another particular reason, lost interest. In my research, this may apply to some of my students, who were motivated at the primary level, and once they have passed the Certificate of Primary Education (C.P.E), they show no or less interest in the learning of Arabic language. Their aim was solely to get an A+ and to secure a place in national or star colleges.

Christopher and Gorham (1995, 1992) listed an order of frequency of the various demotives factors starting with:

- 1- Disappointment with grading and assignments
- 2- Teacher being boring, unorganized and unprepared
- 3- The loathe of the subject
- 4- Inferior organization of the teaching material
- 5- Teachers are rather unapproachable, self-centered, biased, condescending and insulting

According to another research carried out by Oxford (1998) concerning the demotivating roles of the teachers, these factors were found:

- 1- Teacher's lack of caring
- 2- Lack of interest and slack management towards the course or the material
- 3- Their conflicts about the degree of closure or seriousness of the class
- 4- Amount of irrelevance and repetitiveness.

To sum up, it is worth saying that demotivation does not mean that a learner has lost his or her motivation. If for one reason or another, the learner lost his or her motivation completely, this will refer to amotivation.

2.11 Barriers to motivation

According to Zhu and Zhou(2012), there are some major factors that hamper the success of learning a second or foreign language. They are as follows:

- 1- Anxiety
- 2- Boredom
- 3- Hopelessness
- 4- Low self-confidence

After an investigation done by Cui (2011), he concluded that the fear of negative evaluation (more often by educators), and test anxiety due to national examinations are the major factors that inhibit the learner's language learning achievement.

Other studies have shown that the causes of language anxiety in speaking classes is mainly related to linguistic difficulties(vocabulary, pronunciation, grammar and sentence structure), cognitive challenges (fear of failure among other, fear of exams, fear of

failure in communication, lack of self-esteem, fear of making mistakes), the role of teachers' competitiveness and lack of information in learners.

In fact, as a language teacher, the researcher used to face this problem, particularly the fear of failure among students. Very often the researcher has come across pupils with great potential but who are unwilling to cope with the challenges of the learning of a second language because of problems mentioned above. It is with a view to overcoming such challenges that I embarked upon this research.

2.12 Motivational strategies

According to (Dörnyei, 2001, 28), motivational strategies are techniques to maintain the students' motivation and persuade the person's goal-related behaviour. Hence, while developing one's motivational repertoire, only the chosen strategies count not the quantity. Motivation strategies refer to those motivational pressures that are deliberately put forth to achieve some systematic and enduring positive effect. Key units in this process-oriented organization comprise:

- creating fundamental motivational conditions
- engendering initial stimulus
- sustaining and caring for motivation
- fostering positive retrospective self-evaluation

It is to be noted even the most dependable and trustworthy motivational strategies are not rock-solid golden rules, but rather proposals that could work with one educator or group better than another, and which may work better today than tomorrow .

2.13 CONCLUSION

The literature review on motivation highlighted the most important factors pertaining to learner's motivation in schools. The concept, theories and motivation to learn a foreign language have been explained and it was clear that the phenomenon of motivation should be understood as a process rather than a product. The barriers to motivation were also discussed.

Given this theoretical background, I will now conduct an empirical investigation to assess the impact of such motivational strategies among slow learners of the Arabic Language at Form I level.'

CHAPTER THREE

Research Methodology

3.1 Introduction

This chapter provides an overview of the methodology employed for my empirical investigation. It discusses the research problem and research questions; description of the participants; the choice of research tool and method; use of the motivational strategies and analysis of the data.

3.2 Research Problem

The research problem has been defined as: “Assessing the impact of motivational strategies on slow learners in Arabic at a Mauritian school, Form 1 level. The school is located in Port- Louis and it was established in 1902. Its main purpose was to carry out social, cultural, benevolent and educational activities. In fact, in 1965 a school named as Madad –ul Islam was built for girls and as from 1981, the school administration came under the aegis of the Private Secondary School Authority.

In other words, I wanted to examine the effects that the selected motivational strategies I employed had in motivating slow learners to study Arabic as a second language.

2. 3 Research Questions

To address this main issue, I had to formulate a series of subsidiary questions that related to the topic at hand. These questions were as follows:

- 1) To what degree are students interested in the Arabic language? Here I wanted to know how much my pupils were really interested in the Arabic Language.
- 2) What are the students' attitudes towards learning Arabic language? Before proceedings, it was very important to know the attitudes of my student, whether they were interested in the Arabic language or not.
- 3) Are some of the students intrinsically motivated to study Arabic language at the beginning of the research? It was very wise and important for me to know whether my students admire the target culture. Eventually this will make them more successful in the learning of the second language.
- 4) Are some of the students extrinsically motivated to study Arabic language at the beginning of the research? Since the pupils differ from each other, it was important for me know how much they were extrinsically motivated.
- 5) Are some of the students demotivated to study Arabic language at the beginning of the research? From my past experiences, I know that it was important to know whether some of my students were demotivated at the beginning. This will help me to devise the appropriate motivational strategies in my classroom.
- 6) What is the source of their motivation? As a caring teacher, I have to find out what is the source of their motivation, whether they are more intrinsically motivated or extrinsically motivated. This will help me to deal better with my student.

- 7) What is the source of their demotivation? Knowing the source of their demotivation will enable me to avoid strategies which might make them more demotivated and this enable me to make them more comfortable.
- 8) Have their attitudes and opinions changed after applying the motivational strategies? Obviously, after applying theses motivational strategies, it is very important for me to know whether their attitudes have changed and if yes, to what extent?
- 9) Is the number of intrinsically motivated students the same at the end of the research? For the purpose of this research, It is imperative for me to know whether the number of intrinsically motivated has changed. If yes, from positive or negative!
- 10) Is the number of extrinsically motivated students the same at the end of the research? Here also, It is imperative for me to know whether the number of extrinsically motivated has changed. If yes, from positive or negative!
- 11) Is the number of unmotivated students the same at the end of the research? After applying these motivational strategies, it is important to know whether the number of unmotivated students has changed or not .If it has decreased,it is to be meant that strategies have worked. On the contrary, further research will have to be carried.

All 11 research questions were formulated after a vigilant reading of the relevant primary sources for this thesis. To be able to find any disparity in the students' attitudes to studying Arabic, it was necessary to learn what their initial attitudes and motivation or

demotivation to study Arabic were. Whether the students were intrinsically or extrinsically motivated or demotivated at the start of the research was also investigated. The possible sources of their motivation or demotivation were sought after. After having applied the selected motivational strategies it was considered crucial for this thesis to detect if there happened to be any changes in the students' attitudes, motivation and demotivation. I also studied whether there were more intrinsically and extrinsically motivated and fewer demotivated students at the end of the research.

3. 4 Participants

Participants of the research were students of form I. Most of them had some previous experience with learning Arabic; most of them had been learning it at their primary schools. The respondents will be from a group of 15 pupils. They were girls from my class and they were about 12 to 13 years old. They came from different social background. Some of them are issued from poor families and some are issued from moderate income families.

The researcher chose to collect quantitative data, and as a measuring tool to use questionnaires with closed-ended questions during his research.

At the beginning of the school year 2016, the researcher administered a group of his students a questionnaire fixed on their attitudes towards learning Arabic and towards the sources of their motivation or demotivation to learn the subject issue. After that, the researcher conducted a longitudinal study, lasting from Jan 2016 to June 2016. He

applied 13 selected motivational strategies to enhance the slow learner's' motivation to become more motivated in the subject matter during the study. At the end of the research he administered the same questionnaire again with the endeavour of contrasting the students' reactions from Jan 2016 to June 2016 to see whether their attitudes had changed and whether they had become more interested and motivated towards the learning Arabic language.

3. 5 Research Tool

Quantitative longitudinal data were collected by using a **questionnaire**. Answers to attitudinal questions concerning students' interest in Arabic, attitudes toward learning Arabic, intrinsic and extrinsic motivations to study Arabic, and demotivation to study Arabic were looked for.

The advantages and disadvantages of this measuring tool were taken into account. As Dörnyei highlights the advantages in using questionnaires are these: one can collect a huge amount of information in short time, and if the questionnaire is well constructed, processing the data can also be rapid and relatively straightforward. Questionnaires are also very versatile, which means that they can be used successfully with a variety of people in variety of situations targeting a variety of topics (2003, 9, 10). However, as Dörnyei warns, there are some serious limitations such as simplicity and superficiality of answers; unreliable and unmotivated respondents; little or no chance to correct the respondents' mistakes; social desirability bias; acquiescence bias; halo effect and fatigue effects (2003, 10). Therefore when the questionnaires were administered, effort was made

to eliminate the disadvantages of questionnaires by explaining to the students how important their answers were.

It is to be noted that the teacher did talk with the pupils regarding the importance of answering the questionnaire properly. Each question was translated and explained in the maternal language to make sure that everything was cleared. The teacher was there to assist the pupils particularly those who were academically poor to answer the questionnaire without influencing them in their answer. The response was very positive and the atmosphere was very cheerful.

3. 5. 1 Creating, administering and piloting the questionnaire

The setting of the questionnaire was based on Dörnyei's manual *Questionnaires in Second Language Research* (2003). It was started by drawing up an "item pool". The sources for this item group were items borrowed from established questionnaires and some items were based on personal experience. The items were intended to be short and written in simple sentences and containing only one question transformed into an affirmative sentence. Negatively worded items were also included to avoid a response set in which the respondents mark only one side of a rating scale. No sensitive items were included because they were not necessary. The questionnaire contained items of different types and these were clustered together into marked sub-sections.

Closed-ended items were used because the major advantage of them is that their coding and tabulation is straightforward and leaves no room for those who are measuring to be subjective (Dörnyei, 2003, 35).

Likert scales were employed in the questionnaire. As Dörnyei explains, Likert scales consist of a series of statements all of which are related to a particular target and respondents are asked to indicate the extent to which they agree or disagree with these items by marking (e.g. circling) one of the responses ranging from “strongly agree” to strongly disagree” (2003, 37).

The language of the questionnaire was English to make it comprehensible to the students. The instructions were written at the beginning of the questionnaire.

When administering the questionnaire in the target samples, first the reason for the research was clarified. Afterwards the instructions were read aloud with the students and checked whether they were understood. When gathering the questionnaires from the students they were thanked and they were informed about the possibility of getting the results from the research.

3. 6 Method

The research took the form of **experimental design**. As Dörnyei remarks, this involves taking a group of people, administering a test to them and assessing the outcome (2001, 232). Here Dörnyei wants to say we have to go through an evaluation after establishing a clear understanding of what people want after undertaking that test.

Dörnyei also claims that one recent motivational domain where experimental studies are indispensable is the testing of the effectiveness of motivational strategies (2001, 236).

First, the initial state of the researcher students' motivation and their attitudes towards studying **Arabic** was found out by means of a questionnaire. Then, the 13 selected motivational strategies to affect the students were applied and thus raise their interest to study **Arabic** were next steps. The research took several weeks. At the end of the research the same questionnaire was given again to discover whether the strategies have had any impact on the students.

3.7 Strategies employed

The most important theoretical setting was the work *Motivational Strategies in the Language Classroom* by Zoltán Dörnyei (CUP, 2001). Dörnyei points out that it is not the quantity but the quality of the selected strategies that matters. He advises that rather than trying to acquire all the strategies at once, it is more useful to take a selective and stepwise approach, choosing a few strategies that would suit my teaching style and learner group well (2001, 4).

Therefore the first step was choosing the strategies Most of which are inter-related .

There are 35 motivational strategies in the Dörnyei's manual within four motivational aspects. The following is a general pictures of the strategies which were and were not incorporated in the research:

1. Generating the basic motivational conditions (that is creating the appropriate atmosphere for teaching and learning)

Strategy 1: Demonstrate and talk about your own enthusiasm for the course material, and how it affects you personally.

This strategy was employed towards the end of the experimental design. In the beginning, my priorities were centred rather on my student enthusiasm. I wanted to create within them that enthusiasm as some of them were not that interested.

Strategy 2: Take the students' learning very seriously.

This strategy was included in the research as it was considered important. It is very regretful to say some teachers unfortunately do not consider the student' learning something important particularly the slow learners. Hence I thought that it is very important that the teachers are devoted and show interest in them.

Strategy 3: Develop a personal relationship with your students.

This strategy was assigned as number one as it was reckoned the most crucial.

Strategy 4: Develop a collaborative relationship with the students' parents.

This strategy was not included in the research as the parents have a wrong perception of it.

Strategy 5: Create a pleasant and supportive atmosphere in the classroom.

This strategy was included as it was thought to be significant. The pupils must feel at ease in the class. Hence the class should not look dull and boring and pupils were encouraged to ask questions freely.

Strategy 6: Promote the development of group cohesiveness.

This strategy was incorporated in the research. Great effort was made to convince the pupils to work together as I consider this strategy very important. Very often, I was using small group tasks where the pupils are mixed. There was no rigidity regarding the seating arrangement. Extracurricular activities were encouraged to promote group cohesiveness.

Strategy 7: Formulate group norms explicitly, and have them discussed and accepted by the learners.

This strategy was covered as it was regarded necessary. This was something new for the pupils and because of its importance, the pupils were asked to respect the norms set in the group for the smooth operation of the group. Hence the pupils as well as the teachers were asked to follow some rules.

Strategy 8: Have the group norms consistently observed.

This strategy was not explicit in the research; however it went hand in hand with the previous strategy.

2. Generating initial motivation (that is stimulating the integrative and instrumental motivation within the pupils). As a teacher, I always try to remind my pupils the objective of learning a L2 just to keep them motivating.

Strategy 9: Promote the learners' language-related values by presenting peer role models.

This strategy was not included in the research as it was thought to be unfeasible in terms of finding the peers (such as older students) willing to be the role models.

Strategy 10: Raise the learners' intrinsic interest in the L2 learning process.

This strategy was considered important and therefore incorporated in the research because results from the questionnaire in the beginning showed that some of the pupils were demotivated or they were interested in grades only.

Strategy 11: Promote "integrative" values by encouraging a positive and open-minded disposition towards the L2 and its speakers, and towards foreigners in general.

This strategy was not covered as it was planned to do so later. In the beginning, I did observe that some of the pupils were not interested in the culture of the native speakers.

Strategy 12: Promote the students' awareness of the instrumental values associated with the knowledge of an L2.

This strategy was included in the research as it was considered to be practical for the students. Generally most of us are tempted by what we can see and touch. Hence when

the pupils are told that they can earn more money or it is easier to get a good job, it looked more practical for them to learn the L2

Strategy 13: Increase the students' expectancy of success in particular tasks and in learning in general.

This strategy was rated critical and therefore incorporated in the research. Success means a lot to anyone. Facilities need to be provided to students in its different forms (coaching, preparation etc) to increase their chances of success otherwise they will not show interest for the second language.

Strategy 14: Increase your students' goal-orientedness by formulating explicit class goals accepted by them.

This strategy was left out as it was seen unfeasible because of lack of time. Some of my pupils were taken in some other school activities.

Strategy 15: Make the curriculum and the teaching materials relevant to the students.

This strategy was included in the research as it was seen necessary to implement all the previous strategies.

Strategy 16: Help to create realistic learner beliefs.

This strategy was omitted in the research because some pupils of mine were busy in some other school activities.

Strategy 17: Make learning more stimulating and enjoyable by breaking the monotony of classroom events.

This strategy was believed to be crucial and therefore covered in the research. Differently from other strategies, I think this one is crucial because stimulating here means making the class more interesting which is something very important to stimulate the pupils. Besides this, the teacher needs to break the monotony of the classroom by changing from time to time the topic, bring new events and so on during the class.

Strategy 18: Make the learning stimulating and enjoyable for the learner by increasing the attractiveness of the tasks.

This strategy was also included in the research as the previous one.

Strategy 19: Make the learning stimulating and enjoyable for the learners by enlisting them as active task participants.

This strategy was omitted in the research although being employed from time to time. It is already covered in the previous strategies.

Strategy 20: Present and administer tasks in a motivating way.

This strategy was considered important but it was not incorporated in the research because of lack of time. Some pupils of mine were busy in some other school activities.

Strategy 21: Use goal-setting methods in your classroom.

This strategy was left out also due to lack of time. Some pupils of mine were busy in some other school activities.

Strategy 22: Use contracting methods with your students to formalise their goal commitment.

This strategy was thought to be carried out later and thus not incorporated.

Strategy 23: Provide learners with regular experiences of success.

This strategy was not included in the research as it was similar to strategy 13.

Strategy 24: Build your learners' confidence by providing regular encouragement.

Building confidence was seen as an important part of teaching profession and therefore the strategy was included in the research.

Strategy 25: Help diminish language anxiety by removing or reducing the anxiety-provoking elements in the learning environment.

This strategy was seen as significant and therefore incorporated in the research. Usually students are afraid of the classroom environment. Hence all factors that help in diminishing language anxiety such as avoid correcting mistakes publicly or social comparisons were encouraged.

Strategy 26: Build your learners' confidence in their learning abilities by teaching them various learner strategies.

This strategy was included in the research.

Strategy 27: Allow learner to maintain a positive social image while engaged in the learning tasks.

Although this strategy was not included in the research it was taken into account. As I mentioned previously, all social comparisons were avoided. Every student was regarded on the same footing.

Strategy 28: Increase student motivation by promoting cooperation among the learners.

This strategy was included in the research. In fact, this is one among the most important strategy used to motivate students. At time students are very shy and through cooperative learning, they find it easier to get along with their classmates. Cooperation was encouraged rather than competition.

Strategy 29: Increase student motivation by actively promoting learner autonomy.

This strategy was left out also due to lack of time. It was not possible to implement all the strategies. Dörnyei (2001, 28), said earlier ‘only the chosen strategies that counts not the quantity’.

Strategy 30: Increase the students’ self-motivating capacity.

This strategy was to be implemented later. In the beginning as many of the students were not that motivated, it was not wise to implement that strategy. It was preferred at a later stage or for further research in the future.

4. Encouraging positive self-evaluation. (This means promoting self –assessment). The teacher encourages learners to acknowledge their failure by the lack of effort rather than by their insufficient ability and at the same time allowing them to determine their own grades.

Strategy 31: Promote effort attributions in your students.

This strategy was included in the research. As a teacher, I have to show my student that they are capable of doing great things and every single effort of them is encouraged and praised.

Strategy 32: Promote students with positive information feedback.

Information feedback was regarded as crucial and therefore incorporated in the research. Nowadays when we talk of student’s feedback, we are more concerned about the grades and this not the right thing. Instead of promoting the self-confidence of the students, we

are demotivating them. By positive feedback, we mean praising the student of what he did and this has to be done promptly. We have to appraise him also his attitudes towards learning.

Strategy 33: Increase learner satisfaction.

Also lack of time made this strategy redundant in the research. It was not possible to implement all the strategies. However this strategy was incorporated in the other strategies. As I mentioned earlier, everything was done to the satisfaction of the pupils.

Strategy 34: Offer rewards in a motivating manner.

This strategy was seen as important and therefore incorporated in the research. Very often rewards may have a negative impact if they are not offered in a motivating manner. For example, it might encourage the stronger to become stronger and it might encourage more cheating among students.

Strategy 35: Use grades in a motivating manner, reducing as much as possible their demotivating impact.

This strategy was considered necessary and thus could not be excluded from the research. In fact, through this approach, the assessment system was clearer and students were more convinced of their grade as they could express their opinions;

Following is the description of the use of the motivational strategies that were used in the research:

3. 7. 1 STRATEGY 1: Develop a personal relationship with your students.

Concerning a good relationship with the students, Zoltán Dörnyei suggests (2001, p. 36): Teachers who share warm, personal interactions with their students, who respond to their concerns in an empathic manner and who succeed in establishing relationships of mutual trust and respect with the learner, are more likely to inspire them in academic matters than those who have no personal ties with the learners. However, developing a personal relationship with the students and achieving their respect is easier said than done (2001, 39).

Developing a personal relationship, as Dörnyei points out, is a gradual process built on a foundation whose components include (2001, 40):

- the teacher's acceptance of the students
- ability to listen and pay attention to them
- availability for personal contact

The teacher's acceptance of the students

Dörnyei advises that acceptance involves a non-judgemental positive attitude. It is not to be confused with approval; we may accept a person without necessarily approving of everything he/she does (2001, 40)

Ability to listen and pay attention to the students

Dörnyei also suggests that students need to feel that we pay personal attention to them. With an entire class to look after, we cannot spend too much time with individual students, but there is a whole variety of small indications (welcome students, remember their names, smile at them, enquire them about their lives outside school, include personal topics about students etc.) which can convey personal attention (2001, 40).

Availability for personal contact

Dörnyei recommends giving the students the teacher's email address, to invite them to see the teacher in her/his office etc. (2001, 40)

From the very start a personal rapport was worked on. First, it took place by introducing each other. Then a discussion on learning Arabic was followed. The students' likes and dislikes about learning Arabic were elicited. The rules concerning classroom management were introduced (the way of greeting, the seating pattern etc.). The students were given the researcher's email address and were encouraged to contact him when needed.

In sum, establishing a good relationship with the students was worked on from the start.

3. 7. 2 STRATEGY 2: Plan group rules explicitly, and have them discussed and accepted by the learners.

The students were provided a booklet with a list of rules; there were six rules for the students; three rules for the teacher and four rules for everybody. All rules were agreed upon, there were no objections. The consequences for violating these agreed norms were argued as well. The most welcome rules were the rules for the teacher. The best accepted rule was that there would constantly be advance notice of a test.

The basis for the norms was inspired by Zoltán Dörnyei's set of class rules (2001, table 5, page 46).

The rules for the students

The regulations for the pupils were as follows: to be on time; always do homework; apologise at the beginning of the class if the homework has not been done; some additional work will have to be done in case of not having the homework; try to speak only Arabic. They were authorized not to have homework done only once in a term as an excuse ; otherwise they would have to recite something by heart in front of the whole class or to do an activity on a relevant topic for their peers. Students who were absent for more than a week due to illness were excused for not having done their homework. However, they were encouraged to email the teacher and ask about the homework.

The rules for the teacher

To end classes punctually; to mark tests within a week; to give advance notice of a test.

The rules for everybody

The rules for everybody comprised: to listen to each other; to help each other; to respect each other's ideas; not to make fun of each other.

The students had to be constantly reminded of the following: not to speak creole (Mauritian mother tongue); apologise in case of not having the homework; not to make fun of each other and listen to each other.

In sum, constructive group norms in the group were established. The rules were introduced, discussed and acknowledged by the pupils. Consideration was given to the enforcement of the established norms in all classes and the group norms were monitored consistently all the time.

3. 7. 3 STRATEGY 3: Create a pleasant and supportive atmosphere in the classroom.

Language learning is, as Dörnyei states, one of the most face-threatening school subjects because of the pressure of having to operate using a rather limited language code (2001, 40). Language anxiety has been found to be a powerful factor hindering L2 learning achievement (2001, 40). The recommended solution is to create a pleasant and supportive classroom atmosphere .

Great effort was made to create such an atmosphere to enable the learners to feel safe in the classes, and to be at ease.

The learners were encouraged to ask questions whenever they didn't understand. It was explained that mistakes are imperative when learning a language; the students were not corrected when practising fluency only when practising accuracy. Instructions were constantly checked, attention was paid to each pupil.

The psychological environment of the classroom, as argued by Dörnyei, is made up of a number of different components (2001, 41):

- teacher's relationship with the students
- students' relationship with each other
- the use of humour

Teacher's relationship with the students

The teacher's relationship with the students was worked on from the very beginning, as portrayed in the motivational strategy 1. All of the learners were accepted in the same way; they were listened to; consideration was given to all of them and accessibility for personal contact was offered.

Students' relationship with each other

The students' relationship with each other was considered extremely significant. Some of the learners had to be strictly controlled when making fun of the other pupils or when labelling them.

As Dörnyei argues, there are two very important aspects of group dynamics that have direct motivational bearings: *group cohesiveness* and *group norms* (2001, 43).

Group cohesiveness

A cohesive learner group, as stated by Dörnyei is one which is “together”; that is, one to which learners are happy to belong to. Cohesiveness is often manifested by members seeking each other out, providing mutual support and making each other welcome in the group (2001, 43).

The learners were persuaded to learn about each other. They were assisted to get to know each other better by including special “ice-breaking activities” and by personalising certain language assignments. Activities such as pair work and small group work were incorporated to allow the pupils to come into contact and interact with one another. The seating pattern was altered (sitting in a circle) to get the group closer, to enable everybody to see their peers and thus communicate better.

Group norms

The second aspect of the group dynamics - group norms - is described in the motivational strategy 2. As it was previously explained, rules are set for the students,

teachers and for everybody. For the smooth running of the class, each and everyone has to abide to the regulations without any discrimination. If necessary, action needs to be taken against those who fail to abide to the conditions. Even the teacher, he could not reprimand his pupils of poor performance in an assessment in case he failed to give advance notice of a test.

The use of humour

Humour in the classroom was employed and promoted. The main point about having humour, as stated by Dörnyei, in the classroom is not so much about continuously cracking jokes but rather having a relaxed attitude about how seriously we take ourselves (2001, 41). If students can sense that the teacher allows a healthy degree of self-mockery and does not treat school as the most sanctified of all places, the jokes will come (Dörnyei, 41).

In sum, attention was given to create a pleasant and supportive environment in the classroom by working on the teacher's rapport with the learners and on their relationships among themselves.

3. 7. 4 STRATEGY 4: Raise the learners' intrinsic interest in the L2 learning process.

As Dörnyei and Schmidt assert, intrinsic orientations refer to causes for second language learning that are derived from one's inherent pleasure and interest in the

activity; the process is undertaken because of the spontaneous satisfaction that is associated with it (2001, 45).

It was considered to be important to generate the learners' intrinsic interest in learning Arabic because some of the pupils, as the outcomes of the research show, were either demotivated to study the language or only extrinsically motivated; they were more interested in good grades, which could be judged by their comments.

Most of the students were used to (from their primary schools) memorizing words and grammatical rules (this was stated by them in a discussion on this topic) because of tests. Instead of committing to memory lists of words they were taught new words from articles which had been read and discussed.

To arouse their curiosity in the language the students were encouraged to watch films in Arabic language with English or French subtitles.

In sum, the students were shown that studying Arabic language can be pleasant and their inquisitiveness with regard to the language was highly sustained.

3. 7. 5 STRATEGY 5: Promote the students' awareness of the instrumental values associated with the knowledge of an L2.

Instrumental values, as Dörnyei states, are related to the perceived, practical benefits that the mastery of the L2 might bring about such as (2001, 55):

- earning extra money
- getting a promotion
- following further studies where the L2 is a requirement
- improving one's social position
- leisure pursuit and other leisure activities which necessitate the language .

Jennifer Alison claims, as quoted in Dörnyei, (2001, 55): “It is habitually difficult to stimulate these students with the fact that one day they may visit the country. *I don't feel like to going there in any case* is a common retort.”

This assertion was also heard from some of the learners and it was considered difficult to persuade them that one day the knowledge of the language might be really helpful.

Advantages of knowing the language were argued with the learners; the research shows that some of the students are aware of the fact that if they know the language, it can help them get a good job.

Discussions on the techniques of mastering the language were incorporated from time to time. The learners were persuaded to seek the company of Arabic speaking people on the internet.

In sum, discussions on the usefulness of knowing Arabic language were included and some real life examples were provided.

3. 7. 6 STRATEGY 6: Increase the students' expectancy of success in particular tasks and in learning in general

As Dörnyei emphasizes, we do things best if we believe we can succeed. Similarly, we learn best when we expect success. Expectancy of success is not sufficient in itself if it is not accompanied by positive value. We are unlikely to start a task, even if we expect to succeed in it, that we do not enjoy and that does not lead to valued outcomes. A potentially productive area of motivating learners is to augment their expectancies by consciously arranging the conditions in a manner that places the learner in a more positive or optimistic mood. Besides the obvious prerequisite that we should not give learners duties that are not easy for them, there are several other methods for achieving heightened success expectations (2001, 57):

- Provide sufficient preparation.
- Offer assistance.
- Let students help each other.
- Make the criteria of success as obvious as possible.
- Consider and remove potential obstacles to success.

We implemented the above as follows:

Provide sufficient preparation

Before giving a test or work out an exercise, some pre-test and pre-task activities were incorporated and thus the new part of language was revised.

Offer assistance

The learners were encouraged to ask for help whenever they needed it. The learners were monitored when doing exercises and various activities to see whether they knew what to do and to observe how they were doing. Assistance outside the classroom was also offered.

Let students help each other

When putting into practice a new piece of language learning, the learners were encouraged to work together with their peers, they were led to cooperate and thus learn from each other. However, students were not forced to work with others if they did not desire to do so.

Make the criteria of success as clear as possible

The learners were informed about the successful criterion. They knew that when an assessment took place they were always given advance notice. The learners were also well informed about the content of the tests and the grading system. The learners were often encouraged to ask for some extra homework to be more successful in the forthcoming tests.

Consider and remove potential obstacles to success

Every effort was made to remove potential barriers to success such as a lack of time when writing a test and no time limit was set.

Generally certain strategies regarding preparation; assistance and criteria were accomplished to enable the learners to succeed in particular tasks.

3. 7. 7 STRATEGY 7: Take the students' learning very seriously.

As Dörnyei argues, if students can sense that the teacher is not concerned, this would be the fastest way to undermine their motivation. The mental (and sometimes physical) nonattendance of the educator sends such a powerful message of “It doesn't matter!” to the pupils, that everybody, even the most devoted ones, are likely to be influenced and become demoralised (2001, 34). Dörnyei suggests: It is important that everyone in the classroom should be conscious that you care; that you are not there just for the pay; that it is important for you that your students succeed; that you are ready to work just as hard as the students towards this success (2001, 34).

As Dörnyei suggests, the following were employed (2001, 34):

- Offering to meet students individually to clarify things.
- Correcting tests and papers on time.
- Encouraging extra assignments and offering to assist with these.
- Showing worry when things aren't going well.

We implemented the above in the following way:

Offering to meet students individually to clarify things

After each lesson, the learners were encouraged to ask about things they didn't comprehend, either in the class or by electronic message

Correcting tests and papers on time

The rules set up at the beginning of the year for the teacher were followed and the tests and homework were corrected within a week as agreed.

Encouraging extra homework and offering to assist with these

The learners were repeatedly persuaded to ask about things not clear to them and to do extra homework. The extra homework matched what was done at school. Students who performed badly on tests were encouraged via a note on the test to ask for extra work on the topic. The learners' emails were generally answered within two days. All extra work was corrected and suggestions for improvement were provided. Tailor made tasks were provided for students who asked for them.

Showing worry once things aren't going well

Special attention was paid to those students who were presenting no signs of progress. This was carried out by speaking to the students after class and writing detailed comments on their work. On the other hand, as Susan Wallace explains, unlimited help will not always make a difference: ...it takes quite a practical approach, admitting that there will be some learners whom you may never succeed in motivating. But they are a

small minority, with whom the best you might accomplish is to prevent them from undermining the motivation of the rest.” (2007, 3)

Showing concern in their opinions

At the end of the first term, a very short and simple questionnaire was directed asking the students what they liked and disliked in their Arabic lessons so far and what they would change. This tried to show the students that their opinions count.

In sum, every effort was made to show the students that their learning is taken seriously.

3. 7. 8 STRATEGY 8: Make learning more stimulating and enjoyable by breaking the monotony of classroom events. This was combined with the strategy mentioned below.

3. 7. 9 STRATEGY 9: Make learning more stimulating and enjoyable by increasing the attractiveness of the tasks.

Dörnyei suggests: people are generally quite enthusiastic to spend a great deal of time thinking and learning while pursuing activities they enjoy. Learning does not inevitably have to be a dull and tedious chore. If we could somehow make the learning process more inspiring and enjoyable, that would greatly contribute to sustained learner involvement. This is a supposition that for the most part motivational psychologists pledge to and which also makes a lot of sense to classroom teachers – in fact, many practitioners would just equate the adjective “motivating” with “interesting”(2001, 72).

Both theoreticians and practitioners, as Dörnyei states, agree on the importance of making learning stimulating and enjoyable. Available research indicates that the general feature of classroom learning is usually just the opposite: unglamorous and drudgery-like. There are several reasons why it is so (2001, 72):

- Many teachers (and also students) share the belief that serious learning is believed to be hard work, and if it is pleasant, it is doubtful that it is serious or significant. Indeed, as Raffini (1996: II) sums up well, “too frequently the word “enjoyable” has a bad reputation in school”.
- With increasing demands on teachers to cover the syllabus and to prepare students for tests and exams, their emphasis inevitably moves from the process – the level of learner involvement and enjoyment – to the product, that is, to producing fast and substantial outcomes.
- Not all assignments can be fully engaging. We have to teach the whole curriculum and certain elements are bound to be less striking for the students than others. Covington and Teel (1996:90) point out that we teachers are not in the distraction business, and cannot be imagined to turn everything into fun.
- School learning comprises plenty of seatwork. This is despite the fact that most school learners are in the most active phase of their physical development and find it extremely difficult to spend most of the working day practically motionless.

As Dörnyei encourages us, there are three main types of motivational strategies that have been found to be effective in livening up classroom learning. These are (2001, 73):

- breaking the boredom of learning
- making the tasks more interesting
- increasing the participation of the students

Breaking the boredom of learning

In order to break the boredom of learning a variety of tasks were undertaken in a lesson e.g. a grammar assignment followed by a listening task; or a speaking task followed by a task centring on writing. Effort was made to differentiate the language tasks and to break familiar routines in the classes. Dörnyei recommends concentrating on the organisational format (2001, 74) and thus various whole-class jobs, pair work and individual work were executed.

As Dörnyei advises, an effort to vary the channel of communication was made: changing auditory and visual modes of dealing with education (2001, 73). Up-to-date pictures from newspapers and magazines were used; YouTube was used which is a useful tool for both auditory and visual practice.

The learners weren't told beforehand that there would be a game or a film in the next class in order to surprise them.

Making the tasks more interesting

It stroved to make the tasks interesting to avoid the students to be fed up, e.g. by using contemporary materials, which helps the learners to relate to the jobs, and by personalizing the jobs.

Increasing student participation

As Dörnyei claims, people usually enjoy a task if they play a vital part in it (2001, 75). Thus effort was made to create learning situations where learners were needed to become lively participants. When playing a game, all learners were involved. Attention was also given to all the learners. The less active learners were carefully monitored to make sure they were participating.

In sum, it was occasionally clarified to the learners that some exercise couldn't be more interesting, and the utility of the new piece of language was converse with them. From time to time some fun activities, games, films and documentary films were used in classes.

3. 7. 10 STRATEGY 10: Build your learners' confidence by providing regular encouragement.

Self-esteem and self-confidence are social products, as Dörnyei claims, which mean that they are created and shaped by the people around us. Starting when we are adolescent children, our identities evolve to a great extent from the feedback we receive. Therefore, the opinion of authority figures, such as the teacher, have an important role in reinforcing (or reducing) our self-image (2001, 90).

According to James Raffini (1993) and Deborah Stipek (1988), Self-esteem raises from the beliefs of others. When teachers believe in students, students trust in themselves. Dörnyei, (2001, 90) states that when those you value think you are capable of, you think you can as well .

Dörnyei asserts that it is the positive persuasive expression of the belief that someone has the aptitude of attaining a certain goal. It can explicitly make the learner aware of their personal strengths and abilities, or it can indirectly communicate that we believe in the person. Indeed, at times a small special word of encouragement will be enough. Some students require regular support more than others. A show of faith can have a powerful effect on them, and can maintain them to keep on going, even against the odds, to show what they are able of doing (2001, 90/91).

The slower learners were supported. This was done by writing comments on their tests, saying “good job, well done” etc., encouraging them and in a nonverbal way (with a look or smile). The learners who progressed were praised and the ones who didn’t make progress were persuaded to ask for some help. The poor results of some students were never declared on in front of the class. The learners who didn’t perform well in some assessments, but had, nevertheless, prepared for them, were told not to be discouraged.

Also those somewhat passive students were honoured for their involvement and contributions in class.

In sum, regular encouragement of the learners was considered very important and when there was an opportunity to give them confidence, verbally, non-verbally or on paper, they were encouraged.

3. 7. 11 STRATEGY 11: Help diminish language anxiety by removing or reducing the anxiety-provoking elements in the learning environment.

The language classroom is an inherently face-threatening environment, as Dörnyei stresses, with learners being expected to talk using a severely restricted language code. As a result, language mistakes of various sorts abound in the learners' speech and the communicative subject matter is regularly well below the level of their academic maturity. This is further increased by the general apprehension associated with the grading system and the restlessness initiated by the public nature of most teacher-student interaction (2001, 90).

Dörnyei advises that by reducing or removing the factors that can lead to anxiety and fear we change the language classroom into an "anxiety-free zone" (2001, 91). He also stresses that if the class has a commonly warm and supportive atmosphere, we are already halfway there. Dörnyei suggests these issues to focus on (2001, 92):

- social comparison
- competition
- mistakes
- tests and assessment

We implemented these recommendations as follows:

Social comparison

Social comparison was avoided between the learners by not pronouncing their grades publicly. The learners who received good grades were praised with a note on their tests and on the other hand those with poor results were advised to work harder also by

means of a note. When creating postcards, posters etc. all works were displayed on the board, not only the best ones.

Competition

Cooperation to competition was preferred among the learners. When working on a task, they were encouraged to work in pairs instead of waiting for the first one. They were taught to learn from their peers. An effort was made not to stress the learners. It is a known fact that all students do not work at the same pace and that they are not of the same faculty. For this reason, they should not be pressurised. On the other hand, the learners competed only in games or activities that were not taken seriously.

Mistakes

As Dörnyei claims, a third major source of anxiety is the fear of committing mistakes. In a language class this fear is so strong in some learners that they are almost determined to remain silent rather than risk making a grammatical error (2001, 93). Therefore not all mistakes pronounced by the learners were corrected. The issue of mistakes was discussed with the learners, they were told about practising accuracy and fluency to be aware of the difference between mistakes they make when speaking (when it was not a controlled practice) and mistakes in a test, which is focused on accuracy.

Tests and assessment

Being assessed, as Dörnyei states, is inevitably anxiety-provoking (2001, 92). Thus the learners were always told about the coming test and information on its content. When writing a test, the learners were given plenty of time so that even the slowest students could finish comfortably. There was always a warmer, which related to the content of the test, before each test. The learners were informed about the grading system.

In sum, effort was made to diminish language anxiety by avoiding social comparison; by encouraging cooperation; by facilitating learners to accept the fact that mistakes are an important part in learning a language and by making the tests “clear”.

3. 7. 12 STRATEGY 12: Provide students with positive information feedback

Dörnyei asserts that besides grades, it is the response we give our pupils in class or on their written papers that has the most salient role in bringing about modification in their learning behaviours. However, from a motivational viewpoint not every type of feedback is equally effective and under certain circumstances, if we are not vigilant enough, our comments might be counterproductive. But feedback is an essential ingredient of learning (2001, 122).

Ford calls this the “Feedback Principle”, stating that people simply cannot maintain progress toward their individual objectives in the absence of appropriate feedback information. When there is no feedback, it is simple for goals, even significant

one, to lose salience and precedence, and eventually end up “on the shelf” (1992) (Dörnyei, 2001, 122).

There are three important things, which Dörnyei highlights, concerning feedback (2001, 123):

- 1) Feedback can have – when it is outstanding and suitable – a gratifying function, that is, by offering praise it can boost learner contentment and boost the learning force.
- 2) By communicating trust and encouragement, feedback can encourage a positive self-concept and self-assurance in the learner.
- 3) Motivational response should prompt the student to reflect constructively on areas that need perfection and categorize things that he/she can do to augment the efficiency of learning.

We implemented the suggestions as follows:

Positive information feedback

As Dörnyei claims, positive information feedback involves positive, explanatory feedback concerning student powers, accomplishments, progress and attitudes. This feedback provides learners with information rather than judgements against external standards or peer achievement (2001, 93).

Hence, a student’s poor test score was never contrasted to the average mark of the class; nor the student pressured to catch up with others. Instead, the poor score was rather compared to her previous results to demonstrate her (lack of) progress. When talking to

the learner with bad results, she was told that she could do better but that she needed to be more hard-working. Her positive qualities were mentioned, for example that she was an active student or that she did the homework. Whether giving advice to both hard-working and less hard-working students, the discussion began with a positive evaluation of her performance in classes.

In addition, we never focused inordinately on a learner's poor performance; rather, the learner was rather persuaded to strive again. The learners were not always congratulated, especially after achievement in easy tasks. As Dörnyei (2001, 122) said 'not every type of feedback is equally effective and at time, our remarks could be counterproductive'. Feedback was also given concerning their homework. Satisfaction was expressed when they brought their work, and on the other hand disappointment and punishment followed when not bringing the homework.

In sum, effort was made to give the learners' positive and descriptive informative feedback when appropriate.

3. 7. 13 STRATEGY 13: Use grades in a motivating manner, reducing as much as possible their demotivating impact.

Covington and Teel indicate that for motivational psychologists "grade" is definitely a "four-letter word". Grades are seen as the absolute "baddies", representing everything that is incorrect with contemporary education, with its emphasis on the product rather than on the process, and with its preoccupation with comparing, rank

ordering and pigeon-holing students instead of accepting them on their individual merits. Because of their ultimate importance in every facet of the education system, grades often become associated in the minds of school children with a sense of self-worth; that is, they judge themselves only as creditable as their school-related achievements, regardless of their personal characteristics such as being affectionate, good or daring (1996) (Dörnyei, 2001, 131).

It was observed that some of the learners were concerned with good grades only. The idea that grades are important but the knowledge of the subject matter is even more vital was communicated to them by demonstrating examples from my own experience.

There are many apprehensions, as Brophy stresses, about grades and grading that are often mentioned by teachers and researchers (1998) (Dörnyei, 2001, 131):

- Getting good grades can become more important than learning; grades tend to focus students' concentration on concerns about meeting claims successfully rather than on any personal benefits that they might derive from the learning practice.
- Grades may place students and teachers into two opposite camps and often make it difficult for teachers to follow student-centred principles.
- Grades may encourage cheating or naive student compliance, since learners could be under extreme pressure to live up to the set standards. Furthermore, grades often reflect the teacher's view of a student's fulfilment or good behaviour rather than academic merit.

- Grades are often extremely biased and sometimes are not applied for the right reasons. For example, in the domain of language education, test scores hardly ever reflect the level of communicative competence.
- Grades tend to worsen social discrimination as the strong get stronger and the weak get weaker.
- Grades have a tendency to focus students' attention on aptitude rather than effort.
- The knowledge of being assessed increase student anxiety.

Some strategies to use grades in a motivating manner, as Dörnyei offers, were implemented (2001, 132):

An attempt was made to make the rating system completely transparent by explaining the system to the students. There were several short tests to give the learners' more opportunities to improve their grades. The learners knew that there were constantly ten items either in a language test or in a grammar one. If they made one mistake, they still got A; if they had half of the test right, they received C- (A being the best grade, E being the lowest). Once a term the learners had to give a long test, which was measured according to a scale, which was approved by the headmaster and they were given explanation of the system (how many percents they needed to receive to get A, B, C etc.).

When marking written assignments, grades were balanced with remarks that delivered praise and suggestions for improvement.

Every effort was made to make the grades reveal the learner's relative improvement as much as possible.

The learners were involved in the practice of ongoing assessment. For example, when a student should have been given C as a final grade yet it was obvious that she tried hard, always brought homework, regularly did the extra homework, she participated in the lessons, therefore it was decided that to give her B.

The rating was also complemented by the students' self-assessment. This was practised when finalizing their final grade. Before discussing the final grades, they were asked if they wanted to discuss it in front of each other or outside the classroom. The learners were talked to individually and were asked what grade they ought to have, and whether they might have a better one and what was necessary to do to achieve it. The learners were welcome to oppose the teacher's estimate on condition that they had valid arguments.

In sum effort was made to utilize grades in a motivating method by making the assessment system clear; by allowing students to express their differences on the ranks; by commenting on their results; by making sure that grades reflect their effort; by applying constant assessment and by discussing the grades with the students.

3.8 Reliability

During the research, the researcher supported his data on the basis of reliability. According to Cresswell (2008) reliability is defined as the consistency and stability of an instrument's scores even when this instrument is administered several times at different moments. In addition to this, (McMillan and Schumacher, 1997:239) state that another way to conceptualise reliability is to determine the extent to which measures are free from error. If a mechanism has little error it is reliable, and if it has a great amount of error it is unreliable.

Nominal data was based on the likert scale in this research. Fisher and Wilcoxon were employed and some nonparametric statistical tests for analysis were provided. Since the sample size was small, fisher exact test was considered.

3.8.1 Ethics

Ethics plays a very important part in a research study. It is the responsibility of the researcher to protect the interest of his participants with whom he interacts. To avoid negative effects towards the participants both during and following the study and for the success of the research project, it is imperative that there is a clear understanding of the intimate nature of the research process and those participants are not "harmed" in the name of research.

In this research the key participants in the study were the students in my classroom. How does the concept of informed consent apply to them? Do we need to obtain written permission from parents/guardians before collecting naturally occurring data such as test scores, observations, work samples, and so on? Being conscious of the fact that the research had to be conducted carefully and sensitively and the participants are not put under strain in any way, I adhered to the University of South Africa's ethical guidelines. These guidelines included: gained informed consent, maintain confidentiality of the participants, and sharing results with interested participant.

Thus, the participants gave their consent form after having it signed from their parents or guardians. All of the responsible parties reacted positively and the participants were very happy to be part of the research study as this was their very first experience. The forms acknowledged that the participant's identity is protected and that they understood the purpose of the study .Furthermore the researcher's details were provided in the information sheet and the consent form. None of participants withdrew from the group though they were advised that they can withdraw at any time without consequences of any kind.

3. 9 Analysis of the data

To manage to analyse the data Zoltán Dörnyei's manual *Questionnaire in Second Language Research* (LEA, 2003) was followed.

After collecting the data each questionnaire was given a unique identification code.

To process the items it was necessary to key the answers into an Excel file. The coding frame was not necessary to create as the responses were already assigned a number with a certain value (1 – strongly agree, 2 – agree, 3 – not sure, 4 – disagree, 5 – strongly disagree).

Descriptive statistics in SPSS programme was employed to analyse the data. The means, cross tabulations and standard deviation of the results were calculated.

It is worth to know that the software name originally stood for Statistical Package for the Social Sciences (SPSS) and it is a widely used program for [statistical analysis](#) in science. Nowadays, it is also used by market researchers, health researchers, survey companies, government, education researchers, marketing organizations, data miners, and others. The original SPSS manual (Nie, Bent & Hull, 1970) has been described as one of "sociology's most influential books" for allowing ordinary researchers to do their own statistical analysis. Wellman. (1998. pp. 71–78).

The tables are provided in Appendix 1.

3.10 – CONCLUSION

Chapter three presented a comprehensive description of the exploratory and quantitative research design used to investigate the research problem. It focused on the

theoretical purpose, justification of the methodology used, the data collection strategies and the motivational strategies used. In chapter four, the interpretation and presentation of the collected data will be discussed as research findings.

CHAPTER FOUR

Results & Analysis of the research

4.1 Introduction

In this section general results of the research and answers to research questions are presented.

In chapter three the research design which entailed a quantitative research paradigm was explained. In chapter four, general results of the research and answers to research questions are presented. The data analysis and interpretations of the quantitative research are discussed. The researcher presents the results obtained from an analysis of the data obtained. The findings are interpreted in relation to the research aims and the research questions with a consideration of the relevant literature

4.1.2 General report

The students' opinions and attitudes in Jan 2016, which was the beginning of the research, and in June 2016, which was the end of the research are presented in this section. The opinions scored by the students as either "I strongly agree" or "I strongly disagree" are given here because these two options were regarded as significant. In some cases the answer "I agree" is presented because it was considered also relevant. However, all students' answers are to be found in Appendix, table 1 (cross tabulations). Percents to

describe the learners' answers were not used because there were 15 learners in the group at the beginning and also at the end of the research.

4. 1.3 Interest in Arabic language

In Jan 16, 15 (out of 15) learners from the group claimed that if they were visiting an Arab speaking country they would like to be able to speak the language of the people. In June 2016, the number of the students who strongly agreed with this assertion was unchanged.

14 (out of 15) learners from the group expressed their wish to speak Arabic language perfectly in Jan 2016. However, in June 2016, 13 (out of 15) learners from the group pronounced the same wish.

No learner (out of 15) from the group in Jan 2016 wanted to read the literature of Arabic language in the original language rather than a translation. In June 2016, 3 learners from the group pronounced to do so.

4 learners (out of 15) from the group wished to be able to read newspapers and magazines in Arabic language. However, in June 2016, 7 learners (out of 15) from the group expressed this wish.

In Jan 2016, 12 learners (out of 15) from the group asserted that they would make a great effort to learn the language if they planned to stay in an Arabic speaking country. In June 2016, 11 learners claimed this.

4 learners (out of 15) from the group claimed in Jan 2016 that they would study Arabic language in school even if it were not required; in June 2016, it was 1 learner more.

In Jan 2016, 5 learners (out of 15) from the group said to enjoy meeting and listening to people who speak Arabic language. In June 2016, it was 1 learner more.

4. 1.4 Attitudes toward Learning Arabic

In Jan 2016, 2 learners (out of 15) from the group said to really enjoy learning Arabic. In June 2016, it was 5 learners in this group.

In Jan 2016, 8 learners (out of 15) from the group strongly agreed with the assertion that Arabic is an important part of the school programme. In June 2016, it was 10 learners (out of 15) in the group.

12 learners (out of 15) from the group planned to learn as much Arabic as possible in Jan 2016. In June 2016, it was 13 learners (out of 15) in the group.

In Jan 2016, 7 learners (out of 15) from the group strongly disagreed with the assertion that they hate Arabic. In June 2016, it was 9 learners (out of 15) from the group.

3 learners (out of 15) from the group would rather spend their time on subjects other than Arabic, as they claimed in Jan 2016. In June 2016, it was only 1 learner (out of 15) from the group.

In Jan 2016, 10 learners (out of 15) from the group didn't be in agreement with the statement that learning Arabic is a waste of time. In June 2016, it was 13 learners (out of 15) from the group.

Only 1 learner (out of 15) from the group planned to give up the study of Arabic after leaving school, as she claimed in Jan 2016. However, in June 2016, there was no learner in the group who expressed this opinion.

4.1.5 Intrinsic motivation to study Arabic language

In Jan 2016, 1 learner (out of 15) from the group preferred class work that is demanding so they can discover new things. In June 2016, it was 3 learners (out of 15) from the group.

6 learners (out of 15) from the group considered it important to learn what was being taught in class in Jan 2016. In June 2016, it was the same number of learners in the group.

In Jan 2016, only 1 learner (out of 15) from the group liked what she was learning in Arabic classes. In June 2016, it was 7 learners (out of 15) from the group.

10 learners (out of 15) from the group asserted that they tried to learn from their mistakes when doing poorly on a test in Jan 2016. In June 2016, 11 learners (out of 15) from the group asserted to do so.

In Jan 2016, 10 learners (out of 15) from the group thought that what they were learning in Arabic classes was useful for them to know. In June 2016, 8 learners (out of 15) from the group were of this opinion.

5 learners (out of 15) from the group were of the opinion that what they were learning in Arabic classes was interesting in Jan 2016. However, it was 7 learners (out of 15) from the group in June 2016.

In Jan 2016, 12 learners (out of 15) from the group considered it important to understand Arabic, however, it was one learner less in June 2016.

In Jan 2016 and June 2016, 5 (out of 15) learners in the group maintained that they have chosen Arabic language because they've been to an Arabic speaking country and they wanted to be able to communicate with the people more.

In Jan 2016, 5 learners (out of 15) from the group indicated that they have chosen Arabic language because they like the language. In June, it was 7 learners (out of 15) from the group.

In Jan 2016 and June 2016, 10 (out of 15) learners of the group asserted that they have chosen Arabic language because they wanted to be able to communicate with native speakers and foreigners.

4. 1.6 Extrinsic motivation to study Arabic language

In Jan 2016, 11 learners (out of 15) from the group gave the reason why they wanted to learn Arabic language so that it will help them to get a better job. In June 2016, it was 1 learner .

In Jan 2016, only one learner (out of 15) from the group claimed that the reason why she wanted to learn Arabic language was to please her parent. In June, no learners stated this.

In Jan 2016 as well as June 2016, 8 learners (out of 15) from the group wanted to learn Arabic language because of university studies.

In Jan 2016, 8 learners (out of 15) from the group, wanted to learn Arabic language to be able to work abroad. In June 2016, it was 11 learners.

In Jan 2016, 2 learners (out of 15) from the group considered studying Arabic important because other people will respect them more if they have knowledge of it. In June, it was only 1 learner from group (out of 15).

In Jan 2016, 3 learners (out of 15) from the group have chosen Arabic language because they did not want to study Urdu language. In June 2016, it was 5 learners (out of 15) from group.

4.1.7 Demotivation to study Arabic language

In Jan 2016, 4 learners (out of 15) from the group didn't like Arabic because they felt they did not have any talent for languages. In June, it was 2 learners (out of 15) from the group.

4 learners (out of 15) from the group didn't like Arabic because of not being good at it, as they claimed in Jan 2016. In June 2016, only 1 learner (out of 15) from the group was of this opinion.

In Jan 2016, 12 learners (out of 15) from the group strongly disagreed with the assertion that they didn't like Arabic because they thought they will not need it. In June 2016, it was 14 learners in the group.

3 learners from the group (out of 15) strongly disagreed with the statement that they didn't like Arabic because they had bad teachers. However, in June, it was 13 learners from the group (out of 15).

In Jan 2016, 3 learners from the group (out of 15) agreed with the statement that Arabic is difficult and therefore they didn't like it. In June, it was 2 learners in the group (out of 15).

1 learner (out of 15) from the group didn't like Arabic because they didn't understand it, as they claimed in Jan 2016. In June 2016, no learner in the group claimed this assertion.

In Jan 2016 as well as in June 2016, 8 learners (out of 15) strongly disagreed with the assertion that they didn't like Arabic because it's boring.

4.2 Answers to research questions

The answers to the research questions, which had been set before the research began, are to be found in this section. The questionnaire was created to be instrumental when answering these questions. All tables are to be found in Appendix 1.

4. 2. 1 To what degree are students interested in Arabic language?

The mean of **the group**'s interest in Arabic language in **Jan 2016** was **2, 0667** (out of 5-response-option scale, 1 being interested very much and 5 not interested). This means that the sample was rather interested in Arabic. In **June 2016** the mean was **1, 7429** which indicated improvement and thus the sample seemed to be more interested in Arabic language compared with their opinions 6 months ago.

In sum, after the end of the research, the group demonstrated enhanced interest in Arabic language.

4. 2. 2 What are the students' attitudes towards learning Arabic language?

The group's attitudes towards learning Arabic was rather positive to neutral as the mean of its attitudes was **2, 0286** (out of 5-response-option scale, 1 being positive, 3 being neutral, 5 being negative) in **Jan 2016**. This sample's attitudes changed significantly in **June 2016** as the mean was **1, 5905** which showed the attitudes being positive to rather positive.

In sum, significant changes occurred in the sample regarding their attitudes toward learning Arabic and it can be claimed that they possess rather positive to positive feelings.

The mean changed from 2.0286 to 1.59. Categorizing a scale of 2 as being 'rather positive', we see that there is a slight shift in the mean value towards positive, though, upon considering rounding of the means, both remain in the category of rather positive.

4. 2. 3 Are some of the students intrinsically motivated to study Arabic language at the beginning of the research?

Yes, some of the students in the sample seemed to be. The group as a whole displayed minor intrinsic motivation to study Arabic as the mean of their intrinsic motivation was **2, 1800** (out of 5-response-option scale, 1 being strongly intrinsically motivated, 2 being less intrinsically motivated, 3 being neutral, 4 being rather not, 5 being not intrinsically motivated).

In sum, as the mean in Jan 2016 indicated, there were some students who were intrinsically motivated to study Arabic. That is, they engaged in studying Arabic without obvious external incentives.

4. 2. 4 Are some of the students extrinsically motivated to study Arabic language at the beginning of the research?

In **Jan 2016**, the mean of **the group's** extrinsic motivation was **2, 6762** (out of 5-response-option scale, 1 being strongly extrinsically motivated, 2 being less extrinsically

motivated, 3 being neutral, 4 being rather not, 5 being not extrinsically motivated) and thus there appeared to be no extrinsically motivated students to study Arabic .

In sum, there were almost no students who could be referred to as extrinsically motivated in Jan 2016.

If we consider a mean of 2.67 which could be rounded to 3.0 (nearest integer), since our scale are distinct and from 1 to 5, then a value of 3, representing neutral would reflect a mean response of neutral regarding extrinsic motivation. Hence we may conclude that the mean appeared to be no extrinsically motivated students to study Arabic.

4. 2. 5 Are some of the students demotivated to study Arabic language at the beginning of the research?

Yes, some of them in **the group** seemed to be. In **Jan 2016** the group could be referred to as slightly demotivated as the means of their demotivation amounted to **3, 3717** (out of 5-response-option scale, 1 being strongly demotivated, 2 being demotivated, 3 neutral, 4 not being demotivated, 5 not being strongly demotivated).

In sum, some of the students seemed to be demotivated in the group.

4. 2. 6 What is the source of their motivation?

When coming across for the possible sources of the students' motivation to study Arabic, the researcher was determined that the source must be a mean from **1 – 1, 9. I**

didn't consider values above 2, 0 significant in terms of determining the possible sources of their motivation. He based the determination on the 5-option scale utilized in the questionnaire (1=strongly agree, 2=agree, 3=not sure, 4=disagree, 5=strongly disagree). To find the sources he was concentrating on items C1 – C10, which were items concerning intrinsic motivation, and on items D1 – D7, which were items concerning extrinsic motivation.

In **Jan 2016** the sources of motivation to study Arabic in **the group** were these:

- importance of Arabic content's classes (item C2; mean 1, 87)
- endeavour to learn from past mistakes (item C4; mean 1, 33)
- utility of the content of Arabic classes (item C5; mean 1, 33)
- to understand the subject matter (item C7; mean 1, 33)
- desire to communicate with native speakers and foreigners (item C10; mean 1, 73)
- vision of a good job (item D1; mean 1, 33)
- need for university studies (item D3; mean 1, 87)
- need for working abroad (item D4; mean 1, 73)

In **June 2016** the sources of motivation to study Arabic in **the group** were almost the same as in Jan 2016 with some differences in means:

- importance of the Arabic content's classes (item C2; mean 1, 67)
- enjoying Arabic classes (item C3; mean 1, 53)
- endeavour to learn from past mistakes (item C4; mean 1, 53)

- utility of the content of Arabic classes (item C5; mean 1, 47)
- to understand the subject matter (item C7; mean 1, 27)
- desire to speak with native speakers and foreigners (item C10; mean 1, 47)
- vision of a good job (item D1; mean 1, 2)
- necessary for working abroad (item D4; mean 1, 4)

NB:

In Jan 2016 the sources of motivation to study Arabic in the group were these:

- need for working abroad (item D4; mean 1, 0.53)

In June 2016 the sources of motivation to study Arabic in the group were almost the same as in Jan 2016 with some differences in means:

- necessary for working abroad (item D4; mean 1, 0.73)

The mean has changed from 0.53 to 0.73. Performing a Fisher exact test to verify for any significant change in the mean values.

At 0.05 significance, we obtain a p-value = 0.4475, which is greater than 0.05. Hence we accept the null hypothesis that there is no significant difference between the two sets of data under D4.

4. 2. 7 What is the source of their demotivation?

When looking for the potential sources of the students' demotivation to study Arabic, the researcher was determined that the source must be a mean from **1 – 2, 9**. He didn't consider values above **3, 0** significant in terms of determining the possible sources of their demotivation. He based the determination on the 5-option scale utilized in the

questionnaire (1=strongly agree, 2=agree, 3=not sure, 4=disagree, 5=strongly disagree). To find the sources I was concentrating on items E1 – E7, which were items concerning demotivation.

In **Jan 2016** the sources of demotivation to study Arabic in **the group** were these:

- no talent for languages (item E1; mean 2, 93)
- not being good at Arabic (item E2; mean 2, 67)
- bad teachers (item E4; mean 2, 67)
- no understanding of Arabic (item E6; mean 2, 8)

In **June 2016**, the sources of demotivation to study Arabic in **the group** were almost none as all items were marked over 3, 6. The highest difference was in item E4 concerning teachers, the previous mean being 2, 67 and the later 4, 67.

4. 2. 8 Have their attitudes and opinions altered after applying the motivational approaches?

After going through the input, it can be concluded that after applying the motivational strategies more students want to read the literature of Arabic language in the original language instead of a translation. More students would study Arabic language in school even if it were not required. More learners enjoy meeting and listening to persons who speak Arabic language.

More students really enjoy learning Arabic. More students consider Arabic an important part of the school programme. Fewer students would rather spend their time on subjects other than Arabic.

More students prefer class work that is challenging so they can learn new things. Considerably more students like what they are studying in Arabic classes.

Fewer students claim not to have talent for languages and thus not like Arabic. Fewer students claim not being good at Arabic and thus not like it. Significantly fewer students claim not to like because of the teacher. Fewer students consider Arabic difficult. Significantly more students claim to understand Arabic

4. 2. 9 Is the number of intrinsically motivated learners the same at the end of the research?

In **Jan 2016, the group** seemed to show little intrinsic motivation to study Arabic as the mean of their intrinsic motivation was **2, 1800** (out of 5-response-option scale, 1 being strongly intrinsically motivated, 2 being less intrinsically motivated, 3 being neutral, 4 being rather not, 5 being not intrinsically motivated). 6 months later, in June 2016, their intrinsic motivation seemed to have changed as the mean was **1, 9400** and thus it can be argued that this sample was more intrinsically motivated in comparison to their feelings in Jan 2016.

In sum, the number of intrinsically motivated students was slightly higher in the group at the end of the research.

4. 2. 10 Is the number of extrinsically motivated students the same at the end of the research?

In **June 2016**, there has been shift in **the group** concerning their extrinsic motivation downwards as the mean was **2, 7524** (out of 5-response-option scale, 1 being strongly extrinsically motivated, 2 being less extrinsically motivated, 3 being neutral, 4 being rather not, 5 being not extrinsically motivated) and thus there appeared to be a slight deterioration in comparison to their extrinsic motivation in Jan 2016 (the mean being 2, 6762).

In sum, the number of extrinsically motivated students went down as there were almost no students who could be referred to as extrinsically motivated in June 2016.

4. 2. 11 Is the number of unmotivated students the same in the end of the research?

In Jan 2016, **the group** could be referred to as slightly demotivated as the means of their demotivation amounted to **3, 3717** and 6 months later the sample seemed to have made progress in terms of their demotivation as the mean of their demotivation was **4, 1048** (out of 5-scale items, 1 being strongly demotivated, 2 being demotivated, 3 neutral,

4 not being demotivated, 5 not being strongly demotivated) and thus the group could be labelled as not being demotivated.

4.2.12 .Further analysis and interpretation of the data

In this section we provide some nonparametric statistical tests for analysis of the data. We consider Fisher's exact test which is similar to the χ^2 -test and is useful for analyzing discrete data obtained from small independent samples. The test determines the exact probability of obtaining the observed value if the two variables are independent. Fisher's exact test is interested in the following hypotheses:

H_0 : There is no significant difference between the two categories.

H_1 : There is significant difference between the two categories.

In particular, to compare the 2x2 contingency's table one-sided significance with the level α ,

| Variable | Group | | Combined |
|----------|-------|-------|----------|
| | I | II | |
| + | A | B | A + B |
| - | C | D | C + D |
| Total | A + C | B + D | |

We calculate the one-sided significance for the Fisher exact test as

$$P = \frac{(A + B)!(C + D)!(A + C)!(B + D)!}{N! A! B! C! D!}$$

Where A! is the factorial of A. Having computed the test statistic we determine the value required for rejection of the null hypothesis using the appropriate table of critical values for the statistics.

The Fisher's exact test indicates for an association between two variables but does not tell about the degree of association. We will consider the Cramer's V test which is a measure of association between two nominal variables:

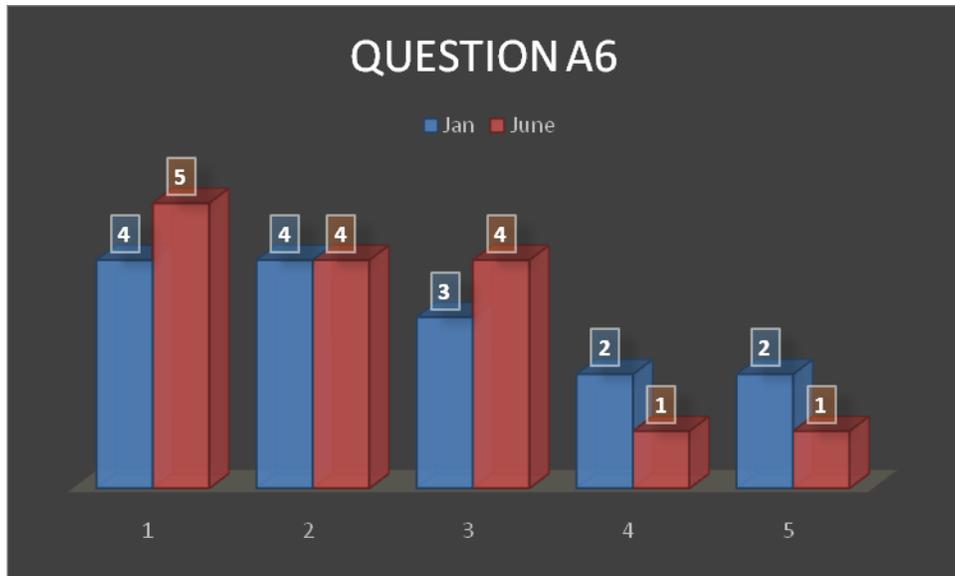
$$\text{Cramer's } V = \sqrt{p/N(m-1)}$$

Where m is the smaller of the number of the rows or columns in the R×C table. The range for the Cramer's V is 0 and 1.0 and the significance is the same as that used for the Fisher's exact test. A general rule of thumb for the interpretation of the strength of the association is:

| | |
|-------------|----------|
| < 0.10 | Weak |
| 0.11 – 0.30 | Moderate |
| >0.31 | Strong |

1. Question A6: I would study the Arabic language in school even if it were not required.

The question gives an indication of the motivation of students for studying Arabic language. We provide a 3-D clustered column plot which indicates a change in the response of the students between January and June.



(Chart 1)

We employ Fisher's exact test at $\alpha = 0.05$ with the following hypotheses:

H_0 : There is no significant difference between the responses.

H_1 : There is significant difference between the two responses.

The p-value = 0.3333 which is greater than α and therefore we accept the null hypothesis that there is no significant difference between the responses.

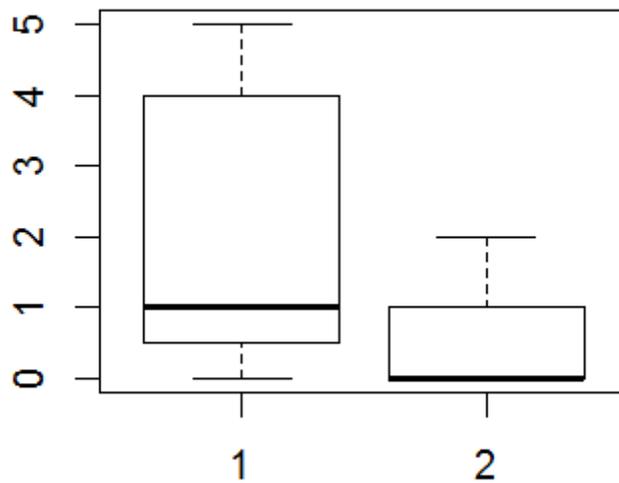
We employ Cramer's V test to test the level of association and a value of 0.7905694 is obtained. This indicates strong relation between the answers of the respondents in January and June.

2. Q B7: When I leave school, I shall give up the study of Arabic entirely because I am not interested in it.

We next calculate the Wilcoxon W statistic for question B7. We choose question B7 as an indication of the attitude of the respondent towards learning Arabic. The

Wilcoxon test is a non-parametric test which we employ as a paired difference test.

The box plot for the data is given below: (Chart 2)



There is visual indication that the general response is lower in June. We Perform the Wilcoxon test with the following hypotheses:

H_0 : Median change in the response is zero.

H_1 : The median change in the response is different to zero.

The Wilcoxon signed rank test gives a p value of 0.9507 and the sample median difference is 1.062729×10^{-05} .

3. Q E7: I don't like Arabic because it's boring.

For question E7, we note an important conclusion. We again employ Fisher's exact test and work with the following hypotheses:

H_0 : There is no significant difference between the responses.

H_1 : There is significant difference between the two responses.

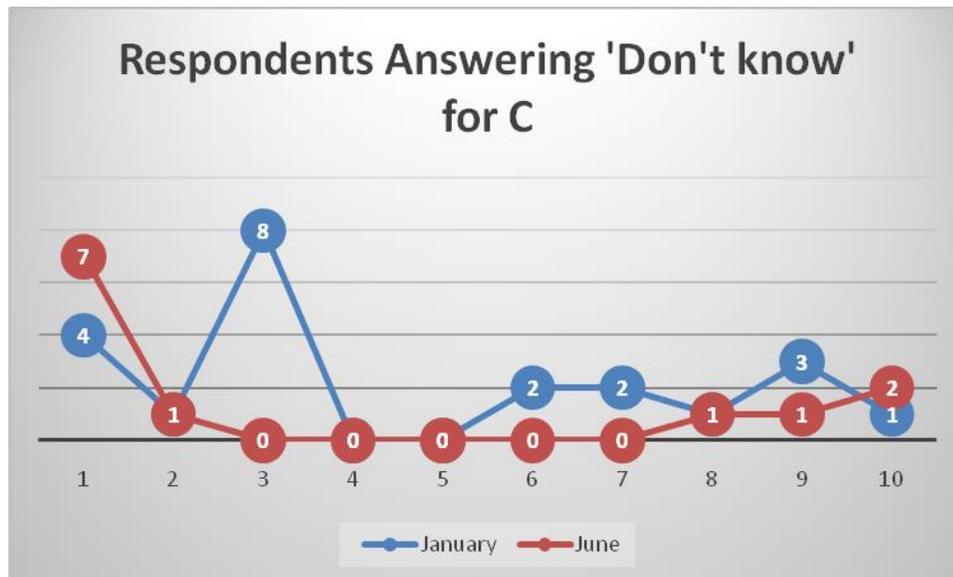
Using a significance level of $\alpha = 0.1$, we get a p-value of 0.09088, which leads us to conclude that there is significant proof at the α level for us to reject the null hypothesis. Hence, there is significant difference between the answers of the respondents during the two time frames considered.

However, should we choose an α level of 0.05, we would in this case, go with the null hypothesis. The low former α value has been taken only for computational purposes, in view of showing that for this particular question, there already seem to have been a change in perception of the students.

4. C. Intrinsic motivation to study the Arabic language

In this experiment, we aim to consider the intrinsic motivation of the respondents to study Arabic. For this test, we aim to verify whether there is a change in the perception of the respondents who answered "I don't know", during the two time frames. The subsequent data collected for the ten questions in Section C is compared.

The plot below gives an overview of the responses: (Chart 3)



For the purpose, we again make use of the Fisher's exact test, with the following hypotheses:

H_0 : There is no significant difference between the responses.

H_1 : There is significant difference between the two responses.

We using a significance level of $\alpha = 0.05$ and obtain a p-value of 0.03663, which is lesser that the chosen α level. Hence there is no sufficient proof at a significance level of $\alpha = 0.05$ to accept the null hypothesis and hence conclude that there is significant difference between the two sets of responses during the two time frames.

We employ Fisher and Wilcoxon because we consider nominal data, based on likert scale, in the study. In the sequel, we need to consider non-parametric tests to perform more advanced statistical tests and for the testing of Hypotheses. In

practice, we would have used the Chi-square test, however, because the sample size is small and there are many zeros in the data, we have hence reverted to the Fisher exact test. The Wilcoxon signed rank test is a non-parametric statistical hypothesis test which we employ to test our hypotheses. This allows us to have a more in-depth statistical analysis of the nominal data collected in our study, as a whole.

4.3 CONCLUSION

The research findings presented in this chapter identified the various factors that impact on learner's motivation. In sum, it can be suggested that the sample demotivation decreased in a significant way.

The next chapter provides a summing up of the findings and conclusions on learner's motivation towards the Arabic language as well as recommendations for further research.

CHAPTER FIVE

Conclusion & Recommendations

5.1 Introduction

This chapter provides a summing up of the findings and conclusions on learner's motivation towards the Arabic language. Then the limitation of the study is discussed as well as the recommendations for further research.

5.2 Conclusion

The main aim of this thesis was the confirmation of the researcher's belief that it is possible to motivate slow learners Arabic of student to become more motivated and interested in learning Arabic. The second aim of this thesis was to assess the effectiveness of the selected motivational strategies.

5- In the theoretical division of the thesis some fundamental facts and past research findings on motivation to study foreign language were collected. The main challenges that motivation researchers have met with, such as consciousness vs. unconsciousness, cognition vs. affect, reduction vs. comprehensiveness, parallel multiplicity, context and time were emphasized. Theories of motivation in psychology studies (Incentive theory, Expectancy-value theories, Achievement motivation theory, Maslow hierarchy of need, Social psychological theory and

Attribution theory) were then offered. Teachers act as prominent figures in determining student motivation and therefore the teachers' control was stressed here. The realities on student demotivation were mentioned as well. Zhu and Zhou's major factors that hamper the success of learning a second or foreign language (Anxiety, Boredom, Hopelessness, Low self-confidence) were described. At the end of this section Zoltán Dörnyei's motivational strategies, an essential background for this thesis, were presented.

After acquiring some knowledge from the theoretical basis, the research problem and the research questions were formulated. The research problem had been expressed as 'Assessing the impact of motivational strategies on slow learners in Arabic at a Mauritian school, Form 1 level. To be able to portray the effects of the strategies better, 11 research questions were communicated, all of them based on the theoretical background.

The researcher opted to conduct a longitudinal experimental research and as a measuring tool he used a questionnaire with close-ended items to obtain quantitative data.

The participants of the research were my secondary students of Form I. The sample consisted of 15 students who remained the same throughout the research.

After making the questionnaires, the researcher managed them in a pilot group of respondents who were comparable to the target sample to collect feedback about how the tool worked.

The experimental research took several weeks. In the first week of the research, the researcher found out the early state of his students' motivation and their attitudes towards studying Arabic language. Then he started applying the 13 selected motivational strategies on these students. He based the selection of the strategies on Zoltán Dörnyei's *Motivational Strategies in the Language Classroom*. He had to reduce the number of the strategies from 35 to 13 because shortage of time and impossibility to execute all of them, which was also recommended by the author of the publication. At the end of the research the students were presented the same questionnaire. The aim was to learn whether their interest in Arabic, attitudes to studying Arabic, the level of their intrinsic and extrinsic motivations and demotivation had changed.

After coding the questionnaire items the researcher used Excel and SPSS programmes to get means and cross tabulations to explain the results of the research and to be able to draw conclusions from them. For analyzing the data the researcher used descriptive statistics because his aim was not to draw any general conclusions only those regarding his sample.

Pupils in the sample seemed to show more interest in Arabic language after applying the motivational strategies as they conveyed wishes to command the language perfectly and to understand Arabic speaking people.

When scrutinizing the students' attitudes towards learning Arabic in the sample, it was found out at the beginning of the research that there is a shift of the rounded mean value

from 2 to 3. Categorizing 2 as 'rather positive', we may conclude that they possessed rather positive to neutral (a rounded mean of 3) attitudes to the satisfaction of learning the language, considering Arabic an important part of the school programme and plan to learn to the extent that is possible. After applying the strategies, it was found that their attitudes must have improved because they had rather positive (rounded mean value of 2) to positive (rounded mean value of 1) views about learning the subject theme.

Before applying the motivational strategies the group seemed to be a little intrinsically motivated to study the language. However, the sample could be marked as being less intrinsically motivated; nevertheless some of them could have been stimulated to master the language because of the language's interest not because of some external reasons such as rewards and punishments. After applying the strategies there was no major shift detected in the sample.

At the start of the research the sample seemed to be less extrinsically motivated than intrinsically, and this could have been understood as though they were not interested in extrinsic rewards, such as good grades. After applying the strategies linking to extrinsic motivation, the samples' extrinsic motivation showed no sign of improvement. This therefore remains an issue that may be considered in future research.

Critical for the research was to detect whether there was any demotivated student among the slow learners. At the beginning of the research more students in the sample seemed to be demotivated to study the Arabic language. At the end of the research a

major shift in the students' demotivation had been observed as in the sample, it was detected that it improved significantly.

When looking for the demotivating factors at the start of the research, the sample's demotivation could be attributed to claims of not having an aptitude for languages, not being good at the subject matter, not understanding Arabic and to having had bad Arabic teachers. However at the end of the research a important shift was observed in the opinions on teachers as a demotivating factor in the samples as the pupils appeared not to consider the teacher as a demotivating factor anymore.

When studying the possible causes of students' motivation to study Arabic, it was found that the group was motivated by importance and utility of Arabic classes and by seeing knowledge of Arabic as a means toward a better job, communicating with native speakers, and a need for tertiary studies. After applying the approaches the sources for their motivation remained almost unchanged but there was one more source mentioned, the students seemed to be motivated to study Arabic because they liked what they were learning in Arabic classes, which the researcher has considered an important result because it was one of the aims.

The goal of this thesis has been to establish the extent to which motivational strategies affect slow learners' motivation to become more interested and motivated in the subject matter.

As mentioned above, the strategies did not affect the students' extrinsic motivation very much and therefore he supposes that this matter merit further research. When doing this research the researcher would recommend the combination of both quantitative data and qualitative ones to achieve as objective results as possible.

Nevertheless, the motivational strategies seem to have had influence on students' demotivation as approximately none of them considered themselves being demotivated because of various reasons.

It can be concluded that the declaration that teachers are powerful motivational socialisers (Dörnyei, 2001, p. 35) proved correct and that it is feasible to motivate almost all the unenthusiastic pupils and the less interested ones among the slow learners. It seems that the teacher is able to raise students' general interest in Arabic language, such as the desire to read books and magazines in Arabic and to understand native speakers, as the sample demonstrated improvement. The teacher appears to be able to enhance students' attitudes towards learning Arabic and make the learning enjoyable for the students as the sample showed a significant change in their opinion on this topic. It can be assumed that the teacher can boost students' intrinsic motivation to study as the sample claimed to consider the content of the classes important and useful and to like the Arabic classes. Yet, the teacher might not have much influence on the students' extrinsic motivation as the samples showed slight decline, it might be attributed to the young age of the students when they do not think about their future job or university studies but this was not researched. The teacher seems to be the key figure in influencing the student's

demotivation as the sample showed significant improvement. The slow learners' students no longer claimed that Arabic was difficult, incomprehensible, boring, nor did they assert that they did not like Arabic because of a bad teacher. Thus, the strategies can be claimed to be effective.

5.3 LIMITATIONS OF THE STUDY

The aims of the study have been achieved with an in-depth study of the phenomenon of slow learners' motivation and their participation in classroom. It also examined teachers in this motivational action by using different motivational strategies. However, the following limitations of the research are acknowledged: the study investigated into the motivation of slow learners on a small scale only concentrating on one secondary and one level school in Mauritius. The research findings are therefore geographically contained. A generalization from this study has therefore to be proceeded.

5.4 RECOMMENDATIONS FOR FURTHER STUDY

This thesis was useful since it helped to identify some problems faced by the slow learners' students and to devise different motivational strategies to enhance the interest of a particular group. Through the research, the teacher could also identify shortcomings in his own instructional strategies and adapt them to the needs of the slow learners.

However, the research can be carried out on a larger scale, in different schools to compare the effect of the different motivational strategies on different low achievers. Moreover, the research can be done with a larger population, over a longer time frame.

Results of these then be used to use appropriate motivational strategies to adapt the curriculum to the needs of the slow learners.

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Appendix 1

Table 1

Cross tabulations depict the students' answers at the beginning and at the end of the research.

1=strongly agree 2=agree 3=not sure 4=disagree 5=strongly disagree

A1 – E7 items from the questionnaire

A1

| | | | (Group) | | Total |
|-------|---|--------|----------|---------|---------|
| | | | Jan 16 | June 16 | |
| A1 | 1 | Number | 15 | 15 | 30 |
| | | % | 100,00% | 100,00% | 100% |
| | 2 | Number | 0 | 0 | 0 |
| | | % | 0,00% | 0,00% | 0,00% |
| Total | | Number | 15 | 15 | 30 |
| | | % | 100,00% | 100,00% | 100,00% |

A2

| | | | (Group) | | Total |
|-------|---|--------|----------|---------|---------|
| | | | Jan 16 | June 16 | |
| A2 | 1 | Number | 14 | 13 | 27 |
| | | % | 93,30% | 86,70% | 90 % |
| | 2 | Number | 1 | 2 | 3 |
| | | % | 6,70% | 13,30% | 10.00 % |
| | 3 | Number | 0 | 0 | 0 |
| | | % | 0,00% | 0,00% | 0.00% |
| Total | | Number | 15 | 15 | 30 |
| | | % | 100,00% | 100,00% | 100,00% |

A3

| | | | (Group) | | Total | |
|----|-------|--------|----------|---------|---------|---------|
| | | | Jan 16 | June 16 | | |
| A3 | 1 | Number | 0 | 3 | 3 | |
| | | % | 0,00% | 20,00% | 10.00 % | |
| | 2 | Number | 3 | 4 | 7 | |
| | | % | 20,00% | 26,70% | 23.30 % | |
| | 3 | Number | 4 | 6 | 10 | |
| | | % | 26,70% | 40,00% | 33.33 % | |
| | 4 | Number | 6 | 0 | 6 | |
| | | % | 40,00% | 0,00% | 20 .00% | |
| | 5 | Number | 2 | 2 | 4 | |
| | | % | 13,30% | 13,30% | 13.30 % | |
| | Total | | Number | 15 | 15 | 30 |
| | | | % | 100,00% | 100,00% | 100,00% |

A4

| | | | (Group) | | Total |
|--------------|---------------|---------------|----------|---------|--------|
| | | | Jan 16 | June16 | |
| A4 | 1 | Number | 4 | 7 | 11 |
| | | % | 26,70% | 46,70% | 36.70% |
| | 2 | Number | 6 | 4 | 10 |
| | | % | 40,00% | 26,70% | 33.30% |
| | 3 | Number | 2 | 1 | 3 |
| | | % | 13,30% | 6,70% | 10.00% |
| | 4 | Number | 0 | 2 | 2 |
| | | % | 0,00% | 13,30% | 6.70% |
| | 5 | Number | 3 | 1 | 4 |
| | | % | 20,00% | 6,70% | 13.30% |
| Total | Number | 15 | 15 | 30 | |
| | % | 100,00% | 100,00 % | 100,00% | |

A5

| | | | (Group) | | Total |
|--------------|---------------|---------------|----------|---------|---------|
| | | | Jan 16 | June 16 | |
| A5 | 1 | Number | 12 | 11 | 23 |
| | | % | 80,00% | 73,30% | 76.70% |
| | 2 | Number | 3 | 3 | 6 |
| | | % | 20,00% | 20,00% | 20.00 % |
| | 3 | Number | 0 | 1 | 1 |
| | | % | 0,00% | 6,70% | 3.30% |
| Total | Number | 15 | 15 | 30 | |
| | % | 100,00% | 100,00% | 100,00% | |

A6

| | | | (Group) | | Total |
|--------------|----------|---------------|----------|---------|---------|
| | | | Jan 16 | June 16 | |
| A6 | 1 | Number | 4 | 5 | 9 |
| | | % | 26,70% | 33,30% | 30.00 % |
| | 2 | Number | 4 | 4 | 8 |
| | | % | 26,70% | 26,70% | 26.67% |
| | 3 | Number | 3 | 4 | 7 |
| | | % | 20,00% | 26,70% | 23.30% |
| | 4 | Number | 2 | 1 | 3 |
| | | % | 13,30% | 6,70% | 10.00% |
| | 5 | Number | 2 | 1 | 3 |
| | | % | 13,30% | 6,70% | 10.00% |
| Total | | Number | 15 | 15 | 30 |
| | | % | 100,00% | 100,00% | 100,00% |

A7

| | | | (Group) | | Total |
|--------------|----------|---------------|----------|---------|---------|
| | | | Jan 16 | June 16 | |
| A7 | 1 | Number | 5 | 6 | 11 |
| | | % | 33,30% | 40,00% | 23.30% |
| | 2 | Number | 2 | 6 | 8 |
| | | % | 13,30% | 40,00% | 26.67% |
| | 3 | Number | 3 | 3 | 6 |
| | | % | 20,00% | 20,00% | 20.00% |
| | 4 | Number | 3 | 0 | 3 |
| | | % | 20,00% | 0,00% | 10.00% |
| | 5 | Number | 2 | 0 | 2 |
| | | % | 13,30% | 0,00% | 6.70% |
| Total | | Number | 15 | 15 | 30 |
| | | % | 100,00% | 100,00% | 100,00% |

B1

| | | | (Group) | | Total |
|--------------|--------|---------|----------|---------|--------|
| | | | Jan 16 | June 16 | |
| B1 | 1 | Number | 2 | 5 | 7 |
| | | % | 13,30% | 33,30% | 23.30% |
| | 2 | Number | 4 | 7 | 11 |
| | | % | 26,70% | 46,70% | 36.67% |
| | 3 | Number | 1 | 1 | 2 |
| | | % | 6,70% | 6,70% | 6.70% |
| | 4 | Number | 6 | 2 | 8 |
| | | % | 40,00% | 13,30% | 26.67% |
| | 5 | Number | 2 | 0 | 2 |
| | | % | 13,30% | 0,00% | 6.70% |
| Total | Number | 15 | 15 | 30 | |
| | % | 100,00% | 100,00% | 100,00% | |

B2

| | | | (Group) | | Total |
|-----------|--------------|--------|----------|---------|---------|
| | | | Jan 16 | June 16 | |
| B2 | 1 | Number | 8 | 10 | 18 |
| | | % | 53,30% | 66,70% | 60.00% |
| | 2 | Number | 5 | 5 | 10 |
| | | % | 33,30% | 33,30% | 33.30% |
| | 3 | Number | 0 | 0 | 0 |
| | | % | 0,00% | 0,00% | 0,00% |
| | 5 | Number | 2 | 0 | 2 |
| | | % | 13,30% | 0,00% | 6.70% |
| | Total | Number | 15 | 15 | 30 |
| | | % | 100,00% | 100,00% | 100,00% |

B3

| | | | (Group) | | Total |
|-----------|--------------|--------|-----------|---------|---------|
| | | | Jan 16 | June 16 | |
| B3 | 1 | Number | 12 | 13 | 25 |
| | | % | 80,00% | 86,70% | 83.30% |
| | 2 | Number | 2 | 1 | 3 |
| | | % | 13,30% | 6,70% | 10.00% |
| | 4 | Number | 0 | 1 | 1 |
| | | % | 0,00% | 6,70% | 3.30% |
| | 5 | Number | 1 | 0 | 1 |
| | | % | 6,70% | 0,00% | 3.30% |
| | Total | Number | 15 | 15 | 30 |
| | | % | 100,00% | 100,00% | 100,00% |

B4

| | | | (Group) | | Total |
|-----------|---|--------|-----------|---------|--------|
| | | | Jan 16 | June 16 | |
| B4 | 1 | Number | 1 | 0 | 1 |
| | | % | 6,70% | 0,00% | 3.30% |
| | 2 | Number | 0 | 0 | 0 |
| | | % | 0,00% | 0,00% | 0.00% |
| | 3 | Number | 1 | 2 | 3 |
| | | % | 6,70% | 13,30% | 10.00% |
| | 4 | Number | 6 | 4 | 10 |
| | | % | 40,00% | 26,70% | 33.30% |
| | 5 | Number | 7 | 9 | 16 |
| | | % | 46,70% | 60,00% | 53.30% |

| | | | | |
|--------------|---------------|---------|---------|---------|
| Total | Number | 15 | 15 | 30 |
| | % | 100,00% | 100,00% | 100,00% |

B5

| | | | (Group) | | Total |
|-----------|--------------|---------------|------------------|----------------|--------------|
| | | | Jan 16 | June 16 | |
| B5 | 1 | Number | 3 | 1 | 4 |
| | | % | 20,00% | 6,70% | 13.30% |
| | 2 | Number | 3 | 3 | 6 |
| | | % | 20,00% | 20,00% | 20.00% |
| | 3 | Number | 1 | 1 | 2 |
| | | % | 6,70% | 6,70% | 6.70% |
| | 4 | Number | 5 | 6 | 11 |
| | | % | 33,30% | 40,00% | 36.70% |
| | 5 | Number | 3 | 4 | 7 |
| | | % | 20,00% | 26,70% | 23.30% |
| | Total | Number | 15 | 15 | 30 |
| | | % | 100,00% | 100,00% | 100,00% |

B6

| | | | (Group) | | Total |
|-----------|--------------|---------------|------------------|----------------|--------------|
| | | | Jan 16 | June 16 | |
| B6 | 1 | Number | 1 | 0 | 1 |
| | | % | 6,70% | 0,00% | 3.30% |
| | 4 | Number | 4 | 2 | 6 |
| | | % | 26,70% | 13,30% | 20.00% |
| | 5 | Number | 10 | 13 | 23 |
| | | % | 66,70% | 86,70% | 76.70% |
| | Total | Number | 15 | 15 | 30 |
| | | % | 100,00% | 100,00% | 100,00% |

B7

| | | | (Group) | | Total |
|--------------|---------------|---------------|-----------|---------|--------|
| | | | Jan 16 | June 16 | |
| B7 | 1 | Number | 1 | 0 | 1 |
| | | % | 6,70% | 0,00% | 3.30% |
| | 2 | Number | 0 | 1 | 1 |
| | | % | 0,00% | 6,70% | 3,30% |
| | 3 | Number | 2 | 0 | 2 |
| | | % | 13,30% | 0,00% | 6.70% |
| | 4 | Number | 1 | 4 | 5 |
| | | % | 6,70% | 26,70% | 16.70% |
| | 5 | Number | 11 | 10 | 21 |
| | | % | 73,30% | 66,70% | 70.00% |
| Total | Number | 15 | 15 | 30 | |
| | % | 100,00% | 100,00% | 100,00% | |

C1

| | | | (Group) | | Total |
|-----------|----------|---------------|-----------|---------|--------|
| | | | Jan 16 | June 16 | |
| C1 | 2 | Number | 1 | 3 | 4 |
| | | % | 6,70% | 20,00% | 13.30% |
| | 3 | Number | 4 | 7 | 11 |
| | | % | 26,70% | 46,70% | 36.70% |
| | 4 | Number | 4 | 5 | 9 |
| | | % | 26,70% | 33,30% | 30.00% |
| | 5 | Number | 6 | 0 | 20.00 |

| | | | | | |
|--------------|--|---------------|---------|---------|---------|
| | | % | 40,00% | 0,00% | 15,00% |
| Total | | Number | 15 | 15 | 30 |
| | | % | 100,00% | 100,00% | 100,00% |

C2

| | | | (Group) | | Total |
|-----------|--------------|---------------|-----------|---------|---------|
| | | | Jan 16 | June 16 | |
| C2 | 1 | Number | 6 | 6 | 12 |
| | | % | 40,00% | 40,00% | 40,00% |
| | 2 | Number | 7 | 8 | 15 |
| | | % | 46,70% | 53,30% | 50,00% |
| | 3 | Number | 1 | 1 | 2 |
| | | % | 6,70% | 6,70% | 6,70% |
| | 4 | Number | 0 | 0 | 0 |
| | | % | 0,00% | 0,00% | 0,00% |
| | 5 | Number | 1 | 0 | 1 |
| | | % | 6,70% | 0,00% | 3,30% |
| | Total | Number | 15 | 15 | 30 |
| | | % | 100,00% | 100,00% | 100,00% |

C3

| | | | (Group) | | Total |
|-----------|----------|---------------|-----------|---------|--------|
| | | | Jan 16 | June 16 | |
| C3 | 1 | Number | 1 | 7 | 8 |
| | | % | 6,70% | 46,70% | 26,70% |
| | 2 | Number | 4 | 8 | 12 |
| | | % | 26,70% | 53,30% | 40,00% |
| | 3 | Number | 8 | 0 | 8 |
| | | % | 53,30% | 0,00% | 26,70% |
| | 4 | Number | 1 | 0 | 1 |
| | | % | 6,70% | 0,00% | 3,30% |
| | 5 | Number | 1 | 0 | 1 |

| | | | | | |
|--------------|--|---------------|---------|---------|---------|
| | | % | 6,70% | 0,00% | 3.30% |
| Total | | Number | 15 | 15 | 30 |
| | | % | 100,00% | 100,00% | 100,00% |

C4

| | | | (Group) | | Total |
|--------------|----------|---------------|-----------|---------|---------|
| | | | Jan 16 | June 16 | |
| C4 | 1 | Number | 10 | 11 | 21 |
| | | % | 66,70% | 73,30% | 70.00% |
| | 2 | Number | 5 | 4 | 9 |
| | | % | 33,30% | 26,70% | 30.00% |
| Total | | Number | 15 | 15 | 30 |
| | | % | 100,00% | 100,00% | 100,00% |

C5

| | | | (Group) | | Total |
|--------------|----------|---------------|-----------|---------|---------|
| | | | Jan 16 | June 16 | |
| C5 | 1 | Number | 10 | 8 | 18 |
| | | % | 66,70% | 53,30% | 60.00% |
| | 2 | Number | 5 | 7 | 12 |
| | | % | 33,30% | 46,70% | 40.00% |
| | 3 | Number | 0 | 0 | 0 |
| | | % | 0,00% | 0,00% | 0.00% |
| Total | | Number | 15 | 15 | 30 |
| | | % | 100,00% | 100,00% | 100,00% |

C6

| | | | (Group) | | Total |
|--------------|---------------|---------------|-----------|---------|--------|
| | | | Jan 16 | June 16 | |
| C6 | 1 | Number | 5 | 7 | 12 |
| | | % | 33,30% | 46,70% | 40.00% |
| | 2 | Number | 5 | 4 | 9 |
| | | % | 33,30% | 26,70% | 30,00% |
| | 3 | Number | 2 | 0 | 2 |
| | | % | 13,30% | 0,00% | 6.70% |
| | 4 | Number | 3 | 3 | 6 |
| | | % | 20,00% | 20,00% | 20.00% |
| | 5 | Number | 0 | 1 | 1 |
| | | % | 0,00% | 6,70% | 3.30% |
| Total | Number | 15 | 15 | 30 | |
| | % | 100,00% | 100,00% | 100,00% | |

C7

| | | | (Group) | | Total |
|--------------|---------------|---------------|-----------|---------|--------|
| | | | Jan 16 | June 16 | |
| C7 | 1 | Number | 12 | 11 | 23 |
| | | % | 80,00% | 73,30% | 76.70% |
| | 2 | Number | 1 | 4 | 5 |
| | | % | 6,70% | 26,70% | 16.70% |
| | 3 | Number | 2 | 0 | 2 |
| | | % | 13,30% | 0,00% | 6.70% |
| Total | Number | 15 | 15 | 30 | |
| | % | 100,00% | 100,00% | 100,00% | |

C8

| | | | (Group) | | Total |
|-----------|--------------|---------------|-----------|---------|---------|
| | | | Jan 16 | June 16 | |
| C8 | 1 | Number | 5 | 5 | 10 |
| | | % | 33,30% | 33,30% | 33.30% |
| | 2 | Number | 3 | 0 | 3 |
| | | % | 20,00% | 0,00% | 10.00% |
| | 3 | Number | 1 | 1 | 2 |
| | | % | 6,70% | 6,70% | 6.70% |
| | 4 | Number | 2 | 4 | 6 |
| | | % | 13,30% | 26,70% | 20.00% |
| | 5 | Number | 4 | 5 | 9 |
| | | % | 26,70% | 33,30% | 30,00% |
| | Total | Number | 15 | 15 | 30 |
| | | % | 100,00% | 100,00% | 100,00% |

C9

| | | | (Group) | | Total |
|-----------|----------|---------------|-----------|---------|--------|
| | | | Jan 16 | June 16 | |
| C9 | 1 | Number | 5 | 7 | 12 |
| | | % | 33,30% | 46,70% | 40.00% |
| | 2 | Number | 3 | 3 | 6 |
| | | % | 20,00% | 20,00% | 20.00% |
| | 3 | Number | 3 | 1 | 4 |
| | | % | 20,00% | 6,70% | 13.30% |
| | 4 | Number | 4 | 3 | 7 |
| | | % | 26,70% | 20,00% | 23.30% |
| | 5 | Number | 0 | 1 | 1 |
| | | % | 0,00% | 6,70% | 3.30% |

| | | | | |
|--------------|---------------|---------|---------|---------|
| Total | Number | 15 | 15 | 30 |
| | % | 100,00% | 100,00% | 100,00% |

C10

| | | | (Group) | | Total |
|------------|--------------|---------------|------------------|----------------|--------------|
| | | | Jan 16 | June 16 | |
| C10 | 1 | Number | 10 | 10 | 20 |
| | | % | 66,70% | 66,70% | 66.70% |
| | 2 | Number | 2 | 3 | 5 |
| | | % | 13,30% | 20,00% | 16.70% |
| | 3 | Number | 1 | 2 | 3 |
| | | % | 6,70% | 13,30% | 10,00% |
| | 4 | Number | 1 | 0 | 1 |
| | | % | 6,70% | 0,00% | 3.30% |
| | 5 | Number | 1 | 0 | 1 |
| | | % | 6,70% | 0,00% | 3.30% |
| | Total | Number | 15 | 15 | 30 |
| | | % | 100,00% | 100,00% | 100,00% |

D1

| | | | (Group) | | Total |
|-----------|----------|---------------|------------------|----------------|--------------|
| | | | Jan 16 | June 16 | |
| D1 | 1 | Number | 11 | 12 | 23 |
| | | % | 73,30% | 80,00% | 76.70% |
| | 2 | Number | 3 | 3 | 6 |
| | | % | 20,00% | 20,00% | 20.00% |
| | 3 | Number | 1 | 0 | 1 |
| | | % | 6,70% | 0,00% | 3.30% |
| | 4 | Number | 0 | 0 | 0 |
| | | % | 0,00% | 0,00% | 0,00% |

| | | | | |
|--------------|---------------|---------|---------|---------|
| Total | Number | 15 | 15 | 30 |
| | % | 100,00% | 100,00% | 100,00% |

D2

| | | | (Group) | | Total |
|--------------|---------------|---------------|------------------|----------------|--------------|
| | | | Jan 16 | June 16 | |
| D2 | 1 | Number | 1 | 0 | 1 |
| | | % | 6,70% | 0,00% | 3,30% |
| | 2 | Number | 1 | 2 | 3 |
| | | % | 6,70% | 13,30% | 10,00% |
| | 3 | Number | 3 | 1 | 4 |
| | | % | 20,00% | 6,70% | 13,30% |
| | 4 | Number | 3 | 5 | 8 |
| | | % | 20,00% | 33,30% | 26,70% |
| | 5 | Number | 7 | 7 | 14 |
| | | % | 46,70% | 46,70% | 46,70% |
| Total | Number | 15 | 15 | 30 | |
| | % | 100,00% | 100,00% | 100,00% | |

D3

| | | | (Group) | | Total |
|-----------|----------|---------------|------------------|----------------|--------------|
| | | | Jan 16 | June 16 | |
| D3 | 1 | Number | 8 | 8 | 16 |
| | | % | 53,30% | 53,30% | 53,30% |
| | 2 | Number | 2 | 3 | 5 |
| | | % | 13,30% | 20,00% | 16,70% |
| | 3 | Number | 4 | 2 | 6 |
| | | % | 26,70% | 13,30% | 20,00% |
| | 4 | Number | 1 | 1 | 2 |
| | | % | 6,70% | 6,70% | 6,70% |
| | 5 | Number | 0 | 1 | 1 |
| | | % | 0,00% | 6,70% | 3,30% |

| | | | | |
|--------------|---------------|---------|---------|---------|
| Total | Number | 15 | 15 | 60 |
| | % | 100,00% | 100,00% | 100,00% |

D4

| | | | (Group) | | Total |
|--------------|---------------|---------------|------------------|----------------|--------------|
| | | | Jan 16 | June 16 | |
| D4 | 1 | Number | 8 | 11 | 19 |
| | | % | 53,30% | 73,30% | 63,30% |
| | 2 | Number | 5 | 2 | 7 |
| | | % | 33,30% | 13,30% | 23,30% |
| | 3 | Number | 1 | 2 | 3 |
| | | % | 6,70% | 13,30% | 10,00% |
| | 4 | Number | 0 | 0 | 0 |
| | | % | 0,00% | 0,00% | 0,00% |
| | 5 | Number | 1 | 0 | 1 |
| | | % | 6,70% | 0,00% | 3,30% |
| Total | Number | 15 | 15 | 30 | |
| | % | 100,00% | 100,00% | 100,00% | |

D5

| | | | (Group) | | Total |
|-----------|----------|---------------|------------------|----------------|--------------|
| | | | Jan 16 | June 16 | |
| D5 | 1 | Number | 2 | 1 | 3 |
| | | % | 13,30% | 6,70% | 10,00% |
| | 2 | Number | 2 | 3 | 5 |
| | | % | 13,30% | 20,00% | 16,70% |
| | 3 | Number | 4 | 7 | 11 |
| | | % | 26,70% | 46,70% | 36,70% |
| | 4 | Number | 4 | 2 | 6 |
| | | % | 26,70% | 13,30% | 20,00% |

| | | | | | |
|--------------|---|---------------|---------|---------|---------|
| | 5 | Number | 3 | 2 | 5 |
| | | % | 20,00% | 13,30% | 16.70% |
| Total | | Number | 15 | 15 | 30 |
| | | % | 100,00% | 100,00% | 100,00% |

D6

| | | | (Group) | | Total | |
|-----------|--------------|---------------|------------------|----------------|--------------|---------|
| | | | Jan 16 | June 16 | | |
| D6 | 1 | Number | 1 | 0 | 1 | |
| | | % | 6,70% | 0,00% | 3,30% | |
| | 2 | Number | 3 | 0 | 3 | |
| | | % | 20,00% | 0,00% | 10.00% | |
| | 3 | Number | 2 | 2 | 4 | |
| | | % | 13,30% | 13,30% | 13.30% | |
| | 4 | Number | 5 | 4 | 9 | |
| | | % | 33,30% | 26,70% | 30.00% | |
| | 5 | Number | 4 | 9 | 13 | |
| | | % | 26,70% | 60,00% | 43.30% | |
| | Total | | Number | 15 | 15 | 60 |
| | | | % | 100,00% | 100,00% | 100,00% |

D7

| | | | (Group) | | Total |
|-----------|---|---------------|------------------|----------------|--------------|
| | | | Jan 16 | June 16 | |
| D7 | 1 | Number | 3 | 5 | 8 |
| | | % | 20,00% | 33,30% | 26.70% |
| | 2 | Number | 3 | 1 | 4 |
| | | % | 20,00% | 6,70% | 13.30% |
| | 3 | Number | 2 | 1 | 3 |
| | | % | 13,30% | 6,70% | 10.00% |
| | 4 | Number | 4 | 4 | 8 |
| | | % | 26,70% | 26,70% | 26.70% |

| | | | | | |
|--------------|---|---------------|---------|---------|---------|
| | 5 | Number | 3 | 4 | 7 |
| | | % | 20,00% | 26,70% | 23,30% |
| Total | | Number | 15 | 15 | 30 |
| | | % | 100,00% | 100,00% | 100,00% |

E1

| | | | (Group) | | Total | |
|-----------|--------------|---------------|------------------|----------------|--------------|---------|
| | | | Jan 16 | June 16 | | |
| E1 | 1 | Number | 4 | 2 | 6 | |
| | | % | 26,70% | 13,30% | 20,00% | |
| | 2 | Number | 1 | 2 | 3 | |
| | | % | 6,70% | 13,30% | 10,00% | |
| | 3 | Number | 3 | 2 | 5 | |
| | | % | 20,00% | 13,30% | 16,70% | |
| | 4 | Number | 6 | 3 | 9 | |
| | | % | 40,00% | 20,00% | 30,00% | |
| | 5 | Number | 1 | 6 | 7 | |
| | | % | 6,70% | 40,00% | 23,30% | |
| | Total | | Number | 15 | 15 | 30 |
| | | | % | 100,00% | 100,00% | 100,00% |

E2

| | | | (Group) | | Total |
|-----------|---|---------------|------------------|----------------|--------------|
| | | | Jan 16 | June 16 | |
| E2 | 1 | Number | 4 | 1 | 5 |
| | | % | 26,70% | 6,70% | 16,70% |
| | 2 | Number | 3 | 2 | 5 |
| | | % | 20,00% | 13,30% | 16,70% |
| | 3 | Number | 2 | 1 | 3 |
| | | % | 13,30% | 6,70% | 10,00% |
| | 4 | Number | 6 | 7 | 13 |
| | | % | 40,00% | 46,70% | 43,30% |
| | 5 | Number | 0 | 4 | 4 |

| | | | | | |
|--------------|--|---------------|---------|---------|---------|
| | | % | 0,00% | 26,70% | 13.30% |
| Total | | Number | 15 | 15 | 30 |
| | | % | 100,00% | 100,00% | 100,00% |

E3

| | | | (Group) | | Total |
|--------------|----------|---------------|-----------|---------|---------|
| | | | Jan 16 | June 16 | |
| E3 | 3 | Number | 1 | 0 | 1 |
| | | % | 6,70% | 0,00% | 3.30% |
| | 4 | Number | 2 | 1 | 3 |
| | | % | 13,30% | 6,70% | 10.00% |
| | 5 | Number | 12 | 14 | 26 |
| | | % | 80,00% | 93,30% | 86,70% |
| Total | | Number | 15 | 15 | 30 |
| | | % | 100,00% | 100,00% | 100,00% |

E4

| | | | (Group) | | Total | |
|-----------|--------------|---------------|---------------|---------|---------|---------|
| | | | Jan 16 | June 16 | | |
| E4 | 1 | Number | 5 | 1 | 6 | |
| | | % | 33,30% | 6,70% | 20.00% | |
| | 2 | Number | 4 | 0 | 4 | |
| | | % | 26,70% | 0,00% | 13,30% | |
| | 3 | Number | 0 | 0 | 0 | |
| | | % | 0,00% | 0,00% | 3,30% | |
| | 4 | Number | 3 | 1 | 4 | |
| | | % | 20,00% | 6,70% | 13,30% | |
| | 5 | Number | 3 | 13 | 16 | |
| | | % | 20,00% | 86,70% | 52.30% | |
| | Total | | Number | 15 | 15 | 30 |
| | | | % | 100,00% | 100,00% | 100,00% |

E5

| | | | (Group) | | Total |
|--------------|---------------|---------------|----------|---------|--------|
| | | | Jan 16 | June 16 | |
| E5 | 1 | Number | 1 | 0 | 1 |
| | | % | 6,70% | 0,00% | 3.30% |
| | 2 | Number | 3 | 2 | 5 |
| | | % | 20,00% | 13,30% | 16.7% |
| | 3 | Number | 2 | 3 | 5 |
| | | % | 13,30% | 20,00% | 16.70% |
| | 4 | Number | 7 | 4 | 11 |
| | | % | 46,70% | 26,70% | 36,70% |
| | 5 | Number | 2 | 6 | 8 |
| | | % | 13,30% | 40,00% | 26.70% |
| Total | Number | 15 | 15 | 30 | |
| | % | 100,00% | 100,00% | 100,00% | |

E6

| | | | (Group) | | Total |
|-----------|----------|---------------|----------|---------|--------|
| | | | Jan 16 | June 16 | |
| E6 | 1 | Number | 1 | 0 | 1 |
| | | % | 6,70% | 0,00% | 3.30% |
| | 2 | Number | 7 | 3 | 10 |
| | | % | 46,70% | 20,00% | 33.30% |
| | 3 | Number | 1 | 1 | 2 |
| | | % | 6,70% | 6,70% | 6.70% |

| | | | | | |
|-------|---|--------|---------|---------|---------|
| | 4 | Number | 6 | 6 | 12 |
| | | % | 40,00% | 40,00% | 40,00% |
| | 5 | Number | 0 | 5 | 5 |
| | | % | 0,00% | 33,30% | 16,70% |
| Total | | Number | 15 | 15 | 30 |
| | | % | 100,00% | 100,00% | 100,00% |

E7

| | | | (Group) | | Total |
|-------|--------|--------|-----------|---------|---------|
| | | | Jan 16 | June 16 | |
| E7 | 2 | Number | 0 | 4 | 4 |
| | | % | 0,00% | 26,70% | 13,30% |
| | 3 | Number | 2 | 0 | 2 |
| | | % | 13,30% | 0,00% | 6,70% |
| | 4 | Number | 5 | 3 | 8 |
| | | % | 33,30% | 20,00% | 26,70% |
| 5 | Number | 8 | 8 | 16 | |
| | % | 53,30% | 53,30% | 53,30% | |
| Total | | Number | 15 | 15 | 30 |
| | | % | 100,00% | 100,00% | 100,00% |

Table 2

| Group | | A1 | A2 | A3 | A4 | A5 | A6 | A7 | B1 | B2 | B3 | B4 | B5 | B6 |
|----------|------------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Jan2016 | Mean | 1 | 1,07 | 3,47 | 2,47 | 1,2 | 2,6 | 2,67 | 3,13 | 1,87 | 1,4 | 4,2 | 3,13 | 4,47 |
| | N | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
| | The standard deviation | 0,00 | 0,26 | 0,99 | 1,46 | 0,41 | 1,40 | 1,50 | 1,36 | 1,36 | 1,06 | 1,08 | 1,51 | 1,06 |
| June2016 | Mean | 1 | 1,13 | 2,6 | 2,07 | 1,33 | 2,27 | 1,8 | 2 | 1,33 | 1,27 | 4,47 | 3,6 | 4,87 |
| | N | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
| | The standard deviation | 0,00 | 0,35 | 1,24 | 1,34 | 0,62 | 1,22 | 0,78 | 1,00 | 0,49 | 0,80 | 0,74 | 1,30 | 0,35 |

| deviation | | | | | | | | | | | | | | |
|-----------|------|------|------|------|------|------|------|------|------|------|------|------|------|-----|
| B7 | C1 | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 | D1 | D2 | D3 | D4 |
| 4,4 | 4 | 1,87 | 2,8 | 1,33 | 1,33 | 2,2 | 1,33 | 2,8 | 2,4 | 1,73 | 1,33 | 3,93 | 1,87 | 1,7 |
| 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 3 |
| 1,18 | 1,00 | 1,06 | 0,94 | 0,49 | 0,49 | 1,15 | 0,72 | 1,70 | 1,24 | 1,28 | 0,62 | 1,28 | 1,06 | 1,1 |
| 4,53 | 3,13 | 1,67 | 1,53 | 1,27 | 1,47 | 2,13 | 1,27 | 3,27 | 2,2 | 1,47 | 1,2 | 4,13 | 1,93 | 0 |
| 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 1,4 |
| 0,83 | 0,74 | 0,62 | 0,52 | 0,46 | 0,52 | 1,41 | 0,46 | 1,75 | 1,42 | 0,74 | 0,41 | 1,06 | 1,28 | 0,7 |
| 4 | | | | | | | | | | | | | | |
| D5 | D6 | D7 | E1 | E2 | E3 | E4 | E5 | E6 | E7 | | | | | |
| 3,27 | 3,53 | 3,07 | 2,93 | 2,67 | 4,73 | 2,67 | 3,4 | 2,8 | 4,4 | | | | | |
| 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | | | | | |
| 1,34 | 1,30 | 1,49 | 1,39 | 1,29 | 0,59 | 1,63 | 1,18 | 1,08 | 0,74 | | | | | |
| 3,07 | 4,47 | 3,07 | 3,6 | 3,73 | 4,93 | 4,67 | 3,93 | 3,87 | 4 | | | | | |
| 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | | | | | |
| 1,10 | 0,74 | 1,71 | 1,50 | 1,22 | 0,26 | 1,05 | 1,10 | 1,13 | 1,31 | | | | | |

The arithmetic means represents how each item in the Questionnaire was answered.

Table 3

The overview of answers to research questions 1 – 5.

Whereas a required answer to Interest, Attitudes, and Intrinsic and Extrinsic motivations was represented by number 1, a required answer to Demotivation was number 5.

Answers to research questions 1 - 5

| sample | | Interest | Attitudes | Intrinsic motivation | Extrinsic motivation | Demotivation |
|----------------------|------------------|-----------------|------------------|-----------------------------|-----------------------------|---------------------|
| Jan 2016 | Mean | 2,0667 | 2,0286 | 2,18 | 2,6762 | 3,3714 |
| | N | 15 | 15 | 15 | 15 | 15 |
| | Std. | | | | | |
| | Deviation | 0,55818 | 0,96014 | 0,53479 | 0,57007 | 0,79686 |
| June 2016 | Mean | 1,7429 | 1,5905 | 1,94 | 2,7524 | 4,1048 |
| | N | 15 | 15 | 15 | 15 | 15 |
| | Std. | | | | | |
| | Deviation | 0,56938 | 0,54763 | 0,45795 | 0,47216 | 0,84423 |

Dear Parent(s) or Guardian(s):

I am presently doing my MA (ARABIC) from the University of South Africa .As a partial fulfilment of my course I am conducting a research entitled ‘Assessing the impact of motivational strategies to increase participation of slow learners in Arabic at a Mauritian school, at Form I level.’

In this regard, I am writing to ask your permission for your child to participate in answering the student Questionnaire. It will require her less than 45 minutes.

All children’s questionnaire is considered confidential and individual children’s results will not be shared with school staff. Only children in **FORM I** who have parental permission, and who themselves agree to participate, will be involved in the study.

Your child’s participation is entirely voluntary. She is free to choose not to participate. Should you and your child choose to participate, she can withdraw at any time without consequences of any kind.

However, the final decision about the participation is yours. Should you have any concerns resulting from your child’s participation in this study, please feel free to contact me

(Mr. ABDOOL RYMAN S S) at my email address (salimryman@yahoo.com) or on my Mobile number (57900173)

Thank you in advance for your interest and support.

Mr. ABDOOL RYMAN SHEIK SALIM

Consent Form – Child

(Accompanies the information letter about the study)

I have gone through the information letter concerning the research project entitled ‘Assessing the impact of motivational strategies to increase participation of slow learners in Arabic at a Mauritian school, at Form I level.’ conducted by (Mr. ABDOOL RYMAN SHEIK SALIM) at University of South Africa.

I concede that all information gathered on this project will be used for research purposes only and will be considered confidential. I am aware that permission may be withdrawn at any time, and that I may contact this office if I have any concerns about my ward’s participation in the study.

If I have any questions about the study I can feel free to call the researcher (Mr. ABDOOL RYMAN SHEIK SALIM

Yes – I would like my child to participate in this study

No – I would not like my child to participate in this study.

Name of Child (Printed)

Name of Parent/Guardian (Printed)

Name of Parent/Guardian (Signed) _

Date

Name of Researcher (Signed)

Date

Appendix 3

Questionnaire

QUESTIONNAIRE RELATING TO THE MOTIVATION OF STUDENTS TO STUDY ARABIC LANGUAGE

I would like to ask you to answer the following questions, relating to the study of the Arabic language. This research relates to your motivation to study the Arabic language. By filling out this questionnaire, you will help me to understand better the problems of student motivation to study Arabic. These data will be used in my thesis. It's not a test, so there are no statements on the "right" and "wrong" answers. The questionnaire is anonymous, so you don't have to sign. The only thing I really care about is your opinion, so please answer honestly so that the results of this study could be valuable.

Thanking you in advance for your cooperation.

Yours truly

Mr. ABDOOL RYMAN SHEIK SALIM

For each statement, please circle the number that best describes your agreement or disagreement with the statement. The questionnaire is to be completed without

unnecessary thinking; I'm interested in your immediate reaction to the statements. At the same time, please read and fill it out carefully as for the good result of the study, it is very important to get the real picture of your feedback.

1 = strongly agree 2 = agree 3 = I don't know 4 = disagree 5 = strong disagree

A. Interest in Arabic language

5. If I were visiting an **Arabic** speaking country I would like to be able to speak the language of the people.

1 2 3 4 5

6. I wish I could speak the **Arabic** language perfectly.

1 2 3 4 5

7. I want to read the literature of **Arabic** language in the original language rather than a translation.

1 2 3 4 5

8. I wish I could read newspapers and magazines in the **Arabic** language.

1 2 3 4 5

9. If I planned to stay in an **Arabic** speaking country, I would make a great effort to learn the language.

1 2 3 4 5

10. I would study the **Arabic** language in school even if it were not required.

1 2 3 4 5

11. I enjoy meeting and listening to people who speak the **Arabic** language.

1 2 3 4 5

B. Attitudes toward Learning Arabic

1. I really enjoy learning **Arabic**.

1 2 3 4 5

2. **Arabic** is an important part of the school programme.

1 2 3 4 5

3. I plan to learn as much **Arabic** as possible.

1 2 3 4 5

4. I hate **Arabic**.

1 2 3 4 5

5. I would rather spend my time on subjects other than **Arabic**.

1 2 3 4 5

6. Learning **Arabic** is a waste of time.

1 2 3 4 5

7. When I leave school, I shall give up the study of **Arabic** entirely because I am not interested in it.

1 2 3 4 5

C. Intrinsic motivation to study the Arabic language

1. I prefer class work that is challenging so I can learn new things.

1 2 3 4 5

2. It is important for me to learn what is being taught in this class.

1 2 3 4 5

3. I like what I am learning in this class.

1 2 3 4 5

4. Even when I do poorly on a test I try to learn from my mistakes.

1 2 3 4 5

5. I think that what I am learning in this class is useful for me to know.

1 2 3 4 5

6. I think that what we are learning in this class is interesting.

1 2 3 4 5

7. Understanding this subject is important to me.

1 2 3 4 5

8. I have chosen **Arabic** language because I've been to an **Arabic** speaking country and I want to be able to communicate with the people more.

1 2 3 4 5

9. I have chosen **Arabic** language because I like the language.

1 2 3 4 5

10. I have chosen **Arabic** language because I want to be able to communicate with native speakers and foreigners.

1 2 3 4 5

D. Extrinsic motivation to study the Arabic language

1. The reason why I want to learn the **Arabic** language is that it will help me to get a better job.

1 2 3 4 5

2. The reason why I want to learn the **Arabic** language is that I want to please my parents.

1 2 3 4 5

3. The reason why I want to learn the **Arabic** language is that I will need it for my university studies.

1 2 3 4 5

4. The reason why I want to learn the **Arabic** language is that I will need it for working abroad.

1 2 3 4 5

5. Studying **Arabic** is important to me because other people will respect me more if I have knowledge of it.

1 2 3 4 5

6. The reason why I study the **Arabic** language is that it is a core subject.

1 2 3 4 5

7. I have chosen the **Arabic** language because I did not want to study Urdu language.

1 2 3 4 5

E. Demotivation to study the Arabic language

1. I don't like **Arabic** because I haven't got talent for languages.

1 2 3 4 5

2. I don't like **Arabic** because I am not good at it.

1 2 3 4 5

3. I don't like **Arabic** because I think that I will not need it.

1 2 3 4 5

4. I don't like **Arabic** because I think I had bad teachers.

1 2 3 4 5

5. I don't like **Arabic** because I think it's difficult.

1 2 3 4 5

6. I don't like **Arabic** because I don't understand it.

1 2 3 4 5

7. I don't like **Arabic** because it's boring.

1 2 3 4 5

Thank you for your willingness and time spent filling in this questionnaire