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Motivating English Language Learners: An Indonesian Case Study

Abstract

Motivation is a complex issue, especially when considered in the Asian context, where passive learning and teacher-centered lessons dominate. This study attempted to identify student-preferred motivational strategies that would correlate to increased attention and engagement among and increased levels of intrinsic motivation in Chinese Indonesian students in a Year 12 English classroom. Student surveys indicated preferences for the use of audiovisual material and the use of collaborative reading quizzes. The implementation of these strategies resulted in positive levels of attention and engagement in the classroom, but no increase in levels of intrinsic motivation were observed.

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Comments

Action Research Report Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Education

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Motivating English Language Learners:
An Indonesian Case Study

by

Rebekah Nichols

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Action Research Report
Submitted in Partial Fulfillment
of the Requirements for the
Degree of Master of Education

Department of Education
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April 2014

Motivating English Language Learners:
An Indonesian Case Study

by Rebekah Nichols

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Abstract

Motivation is a complex issue, especially when considered in the Asian context, where passive learning and teacher-centered lessons dominate. This study attempted to identify student-preferred motivational strategies that would correlate to increased attention and engagement among and increased levels of intrinsic motivation in Chinese Indonesian students in a Year 12 English classroom. Student surveys indicated preferences for the use of audiovisual material and the use of collaborative reading quizzes. The implementation of these strategies resulted in positive levels of attention and engagement in the classroom, but no increase in levels of intrinsic motivation were observed.

In an increasingly global society, students in senior high schools are being prepared to take their places in a world in which the boundaries between cultures are blurred. Students in developing nations such as Indonesia are seeking tertiary education in universities abroad because they believe these institutions to be the best preparation for success in international business. For many, the goal of a college education not only requires the mastery of the basic course content necessary for a high school diploma, but also the mastery of the English language, which is considered to be the language of international business and education. In order to be successful at the tertiary level, these students often attend schools in which English is used as the language of instruction at the secondary level as well. For students who are learning English as a foreign language, an English ESL classroom is an overwhelming environment as both the content of the course and the language of instruction require intense concentration and effort. Because of the mental energy required for success, it is crucial that these students develop the intrinsic motivation to learn and to be actively engaged in the classroom.

Much has been written on the topic of motivation and the teaching strategies used to foster intrinsic motivation in students. Many of these studies have focused specifically on motivational strategies that are effective in the subjective subject matter and assessment often found in English literature classes. Research has also been frequently devoted to the specific emphasis on motivational strategies employed in classrooms devoted to second language acquisition. There is, however, little research devoted specifically to students who are both learning English as a foreign language and using that language as the primary medium of instruction. The purpose of this study was to examine the effectiveness of motivational teaching strategies in fostering intrinsic motivation and engaging Chinese Indonesian students in learning within an English ESL classroom.

Research Questions

To address the issue stated above, this study explored the following research questions:

1. How effective are student-preferred motivational strategies in engaging Chinese Indonesian students in learning within a Year 12 English ESL classroom?
2. How effective are student-preferred motivational strategies in fostering intrinsic motivation in Chinese Indonesian students in a Year 12 English ESL classroom?

Definitions

For the purpose of this study, the definitions below will be used for each of the following key terms. Unless otherwise indicated, all definitions were written by the author to clarify the particular context of this study.

Area of Study: The Area of Study comprises fifty percent of the HSC English ESL curriculum. This module is a thematic approach to studying texts in a variety of genres and mediums. In the 2009-2014 syllabus, the HSC Area of Study is Belonging. Two prescribed texts of different genres are studied in the classroom, and students are required to study additional texts of their own choosing.

Bahasa Indonesia: Bahasa Indonesia, also referred to simply as Bahasa or Indonesian, is the official language of the Republic of Indonesia. Literally, it means "the language of Indonesia" and refers to the means of wider communication mandated for use in a diverse and multi-lingual society.

Chinese Indonesian: In the context of this study, Chinese Indonesian refers to a specific ethnic minority in the Republic of Indonesia. Chinese Indonesian students are ethnically Chinese, yet they are from a subculture that has not maintained a language separate from the

dominant culture. As such, these students, though recognized as being culturally and ethnically distinct from native Indonesians, do speak Bahasa Indonesia as their first language.

EFL: EFL is an acronym for "English as a Foreign Language" and specifically refers to those students who are learning to speak, read, and write English in a context in which the English language is not used as a means of wider communication. This is to be distinguished from an ESL (English as a Second Language) context, in which it is often assumed that students are surrounded by the English language outside the classroom environment. EFL students primarily use the English language within the confines of a classroom or school setting and may have limited practical experience in speaking and hearing English.

ELL: ELL is an acronym for "English Language Learners" and refers to those students who have learned or are learning to speak English as a second or third language. In the context of this particular study, the students are already considered to be relatively proficient in English speaking, listening, reading and writing skills, as English is used as the medium of instruction in a content-based classroom. However, the practical language ability of these students varies greatly from individual to individual. Likewise, a single student's ability may not be consistent for all skill types. Therefore, these students are still ELL learners in an EFL context, despite their use of the language within the classroom on a daily basis.

English ESL: In this study, this term refers specifically to the course of study from the Board of Studies in New South Wales, Australia. The course is to be distinguished from Standard English and Advanced English. English ESL is specifically limited to those students who have spent five years or less in an English-only educational environment. Any student who has spent six or more years in an English-only educational environment is required to take Standard English, the same course taken by native English speakers, regardless of what his or her first language may be. The course is designed for use in Australia, where students are

presumed to be in an ESL environment. For the current study, however, the context of the course is within an EFL environment.

Higher School Certificate (HSC): The HSC is the most advanced level of secondary education in New South Wales (NSW), Australia. Governed by the Board of Studies for NSW, the HSC courses are designed for those students intending to pursue university education. The School Certificate exams, conducted at the conclusion of Year 10, are designed to measure individual students' progress in "foundation knowledge and skills" for language, math, science, and social studies ("School certificate tests," n.d.). Students in Year 11 and Year 12 choose courses in specific disciplines based on their interests and abilities. Preliminary courses in Year 11 lead directly to HSC courses in Year 12. No student may enroll in an HSC course without first completing the Preliminary level for that course. At the conclusion of HSC English ESL, all students will sit for a statewide standardized exam consisting of short answer and essay questions over unfamiliar spoken and written texts as well as those texts prescribed for study by the HSC English ESL syllabus.

Intrinsic Motivation: In this study, intrinsic motivation refers to a student's effort exerted for the goal of learning that is motivated by his or her own goals or desire to learn, rather than to gain an external reward.

L2: This abbreviation is used by linguists to refer to any language learned as a second language in addition to one's native tongue. For the purpose of this study, however, L2 will refer specifically to the English language, whether it is the second, third, or fourth language of the study's participants.

Motivation: Motivation is "the energy that prompts a person to act in a certain way" (Graham, 2003, Chapter 16, para. 1), or "goal-directed behavior …[that] includes three components: (a) a desire to achieve a goal, (b) effort expended in achieving the goal, and (c)

favorable attitudes toward this activity" (Bradford, 2007, p. 302). In this study, the term will refer specifically to an individual student's desire to learn which prompts him or her to focus attention and effort on a particular task or classroom activity.

Orientation: In this study, orientation refers to the goals or objectives that produce within a student the desire to learn. Orientation is seen as the foundation and source of motivation.

Year 12: For this study, the participants will be referred to as Year 12 students. In Indonesia, students are referred to by year-level designations rather than grade levels. Year 12 students in this study are in their final year of secondary education and are preparing to sit for the HSC exams. Year 12 studies run for 12 months (October – September) with two month-long breaks in December and June/July. Year 12 immediately follows 9 months of Year 11 Preliminary coursework (January – September) that includes one month-long break in June/July and 4 months of Year 10 studies (July – December).

Literature Review

The issue of motivation is a complex topic, but it is one of the most influential factors in producing successful L2 acquisition (Bradford, 2007). Although teachers do not create motivation in students, they do create environments that either foster or hinder students' motivation for learning (Daniels, 2010). Even if a student enjoys school and has a positive attitude about his or her classroom environment, this does not necessarily link to achievement unless the positive attitude is also linked to the individual student's motivation to learn (Bernaus & Gardner, 2008).

Some prominent paradigms for motivation focus on the use of rewards and punishments to engage students in classroom learning, but these methods have been demonstrated to be counter-productive in producing intrinsic motivation for individual students (Daniels, 2010). Citing the work of Eysenck (1982) and Wlodkowski (1982),

Graham (2003) has argued that rewards and punishments are only effective when applied to the tediousness of everyday activities because "when an extrinsic reward is offered for doing something that is already interesting in itself, intrinsic motivation actually decreases (Chapter 16, section 7, para.5)." Daniels (2010) posited that one reason for this is increased stress in students who often find such systems lacking in meaning. Although rewards and punishments are effective at managing classroom behavior, such methods "do not…foster an intrinsic, long-term desire to learn, behave, and achieve" (Daniels, 2010, p. 29). In fact, Eysenck's (1982) research has demonstrated that when these external supports are removed, many students will revert to their previous behavior (cited in Graham, 2003), indicating that no intrinsic motivation has been produced.

Though rewards and punishments may be insufficient to do so, fostering intrinsic motivation in students is valuable. Graham (2003) indicated that this is particularly true for Christian educators because God is concerned with heart attitudes and not just external measures of success. The process of learning and the attitude with which a student approaches it can be seen as acts of worship intended for the glory of God (Graham, 2003). Furthermore, in the specific context of this study, the development of intrinsic motivation is an essential element in producing life-long learners, which is a stated goal of the educational process ("Mission, vision, value," n.d.).

Yet encouraging intrinsic motivation in students has pragmatic goals, as well, because students without intrinsic motivation often engage in self-handicapping practices such as task avoidance or procrastination that often accompany declines in achievement (De Castella, Byrne, & Covington, 2013). This is especially true in second language learning, for intrinsic motivation is not only the reason that students begin to study the foreign language; it is also the primary factor contributing to their continuing studies (Guilloteaux & Dornyei, 2008). Even when students have access to excellent pedagogical resources and demonstrate

exceptional intellectual capacity for language learning, they often struggle to stay committed to the language-learning process without some level of intrinsic motivation (Dornyei, 2005, as referenced in Guilloteaux & Dornyei, 2008). Even students with high grades may discontinue language study when faced with a learning environment that they perceive to be de-motivating (Brown, 2009).

Theories of Motivation

As cited in Deniz (2010), Dornyei and Otto (1998) "define motivation as 'a state of arousal determining the priority of the wishes and desires of an individual and negatively or positively affecting his learning' (p. 1270)." The wishes and desires of an individual closely relate to the concept of orientation.

Orientation is the "antecedent of motivation…the goal to which a learner directs his behavior" (Bradford, 2007, p. 303). In the context of language learning, orientation refers to the reasons that a student has for desiring to learn a foreign language. The consideration of what students desire and require is an essential element for stimulating motivation in language learners (Bradford, 2007, referencing Dornyei, 2001). Originally, two orientations for language learning were proposed: integrative orientation and instrumental orientation. Integrative orientation is that which prompts a student to learn language because he or she is interested in culture generally, has a desire to learn more about others, and is desirous of meeting different people. Instrumental orientation is that which prompts a student to learn language because he or she recognizes the utilitarian benefits of knowing the language. In other words, the motivation arises from a pragmatic view of language acquisition (Gardner and Lambert, 1959, cited in Bradford, 2007). Further research has revealed that orientation is much more complex than originally believed and may vary based on the situation. The two-fold approach may be insufficient to fully understand learners' motivations for learning a second language. Despite this growth in research, the dichotomist viewpoint still persists in

Asia: most researchers in this region tend to focus solely on either integrative or instrumental orientation without considering the complexities of the issue (Bradford, 2007).

So, orientation gives rise to motivation and, according to Brown (2001), "motivation determines the goals that one wants to achieve and how much effort one expends to achieve these goals" (cited in Deniz, 2010, p. 1269-1270). Research has identified four main types of goals that motivate students: mastery approach, mastery avoidance, performance approach, and performance avoidance. Students with mastery approach goals desire to learn new things and gain new skills. Those with mastery avoidance goals seek to prevent the loss of skills and competence. Students with performance approach goals want to show their superiority in comparison to others, whereas those with performance avoidance goals seek to avoid showing their own incompetence (Liem & Nie, 2008). The argument has been made, however, that this goal-based understanding of motivation is too largely based on the Western tradition.

Spence (1985) argued that even though psychologists study social science, they have often employed the empirical methods generally associated with the natural sciences. As a result, many psychologists have assumed that their findings are universal and not limited by the historical and sociocultural context in which their research was conducted. They have presumed themselves to be "objective and value free" when in fact "their construction of social reality is shaped by…the culture in which they were reared" (p. 1285). The goal-based understanding of motivation is fueled by an emphasis on the individual that, according to Spence (1985), underlies most prominent theories of motivation. This individualism arises from a Protestant work ethic that is dominant in America and similar Western cultures due to the historical influence of the Puritans, an influence not found in Eastern contexts. Comparative studies between the United States and Japan in math and science achievement have revealed different cultural emphases on autonomy versus interdependence. In contrast to

the Western focus on the individual, the more dominant paradigm in the East is an identification with the group in which an individual's desires are of less significance than those of the community. These culturally distinct expressions of motivation indicate that theories of motivation presumed to apply to all people are in fact shaped by the individualistic Western mindset and are therefore limited in their applicability to Eastern societies in which the community of greater significance (Spence, 1985).

Therefore, perhaps particularly relevant to the current study is the question of whether or not these individualistically-based insights into learning and motivation can be applied to an Eastern context. Several studies have specifically sought to address this issue. Maehr and Nicholls (1980) posited that motivation is shaped by beliefs about what traits a culture considers to be worthwhile and acceptable (cited in Liem & Nie, 2008). In response to the differences between a Western emphasis on individualism and an Eastern emphasis on collectivism, Yu and Yang (1994) proposed a distinction in motivation between cultures that promote the success of individuals and cultures that promote the success of the group. Western students might prefer to seek their own goals in their own way, while Eastern students are motivated to seek "externally determined goals in a socially desirable way" (cited in Liem & Nie, 2008, p. 899). Schwartz (2005) identified ten types of basic values that are present to differing degrees in various cultures: security, conformity, tradition, benevolence, universalism, self-direction, stimulation, hedonism, and achievement (cited in Liem & Nie, 2008). Even within cultures that are similar in orientation (individual vs. social), the different relative worth given to each of these values will affect the motivations of students (Liem & Nie, 2008).

This question was further addressed by De Castella, Byrne, & Covington (2013), who sought to compare motivation between Eastern students in Japan and Western students in Australia. They found that "despite cross-cultural differences in achievement motivation and

self-regulation, there is little evidence for cross-cultural differences in underlying motivational processes" (p. 869) and that there are "no discernible cultural differences in the relationship among motives, goals, and outcomes" (p. 874). In other words, these researchers found evidence that learners in different cultural contexts who were given the same measure to determine motivational level showed similarities in behavioral patterns and achievement outcomes. Though the underlying cultural values may differ, motivation affects the learning achievement of all human beings in similar ways.

Yet motivation is not a static thing. Research has shown that motivational levels decline as students advance in school, and that motivation in L2 acquisition in particular is consistent with this general trend (Ghenghesh, 2010; Lamb, 2007). This should not be surprising, as a student's level of motivation is often based on his or her perceptions of competence and control within the classroom (Fulk, 1994). Developmental changes occurring in adolescence cause students to desire increased levels of control, yet larger class sizes and fewer individual task-based lessons found in junior and senior high contradict this felt need (Lamb, 2007). It is this phenomenon that makes the study of motivation among high school students particularly salient.

This emphasis on the changing levels of motivation return to the definition articulated by Brown (2001), in which one factor in motivation is "how much effort one expends to achieve…goals" (cited in Deniz, 2010, p. 1269-1270). How is effort to be measured? At least one observation-based study chose to quantify learners' motivated behavior as fitting into three categories: attention, participation, and volunteering for teacher-fronted activity (Guilloteaux & Dornyei, 2008). These measurements were challenged by Ellis (2009), who argued that attention was "a psycholinguistic construction, not a behavioral one" (p. 106). He suggested the term *alertness* instead (Ellis, 2009). Dornyei & Guilloteaux (2009) agreed that this term is a more useful one for measuring motivated behavior, as it avoids confusion

between *attention*, which tends to be passive, and *participation*, which tends to be more active. They concurred that a "useful distinction exists…between active and passive academic responding" (Dornyei & Guilloteaux, 2009, p. 110). Ellis (2009) further argued that learning and achievement could not be measured through the number of times a student participated in class. Instead, he proposed focused on qualitative aspects of participation, including question-asking and taking risks. The goal, in his perspective, is to identify what motivates students to engage in qualitative behaviors and which of these motivated behaviors are best predictors of L2 learning (Ellis, 2009). Dornyei & Guilloteaux (2009) agreed that a "more finely tuned analysis" (p. 110) of links to specific motivated behaviors would be of great benefit. In fact, they had previously noted that "hardly any research has been done to examine the extent to which motivational strategies are culture specific" (Guilloteaux & Dornyei, 2008, p. 73). Given this context, the present study's focus seemed worthwhile.

Motivational Strategies

According to Guilloteaux and Dornyei (2008), "motivational strategies refer to (a) instructional interventions applied by the teacher to elicit and stimulate student motivation and (b) self-regulating strategies that are used purposefully by individual students to manage the level of their own motivation (p. 57)." Both the Guilloteaux and Dornyei (2008) study and the present study focus solely on the first of these two definitions. As cited in Guilloteaux and Dornyei (2008), Dornyei (2001) proposed four basic ways that teachers engage students in learning. First, they create a basic motivational context in the class atmosphere and by creating a rapport with the students. Second, teachers use motivational strategies to generate internal motivations and positive attitudes towards learning. Third, teacher use motivational strategies in situation-specific tasks to maintain and protect motivation. Finally, by giving praise and effective feedback, teachers push students to reflect on their own achievement in a way that that promotes long-term motivation (Guilloteaux & Dornyei, 2008).

Using Dornyei's construct for organizing motivational strategies is a helpful way to synthesize the wealth of research that has been conducted in the general concept of motivational strategies and their effectiveness in the classroom. Many sources agree that the key to a basic motivational context is the teacher's personality, particularly his or her willingness to be open and share his or her life with students (Daniels, 2010; Deniz, 2010; Palardy, 1999). Generation of internal motivations and positive attitudes toward learning occurs through the creation of meaningful tasks (Daniels, 2010; Frey & Fisher, 2010) that are characterized by student choice (Frey & Fisher, 2010) which may take the form of assignment menus and flexible due dates (Fulk, 1994). In addition, motivation is sparked, maintained, and protected through brief and interesting lesson introductions and clear directions (Fulk, 1994) accompanied by a clear relevance of the material to the lives of the students (Daniels, 2010; Fulk, 1994; Palardy, 1999). Finally, self-evaluation is encouraged through the use of self-scoring, self-correcting (Deniz, 2010; Fulk, 1994), peer evaluation (Deniz, 2010; Frey & Fisher, 2010), and positive feedback from teachers (Deniz, 2010; Frey & Fisher, 2010) that recognizes "students' fears, worries, and anxieties" (Daniels, 2010, p.28).

For greatest usefulness, however, these general principles should be narrowed down to specific strategies that are particularly useful within an English classroom. The intentional use of imagery and symbols to represent literary texts and abstract concepts should motivate students to learn in English class (Daniels, 2010). Additionally, English classrooms have been identified as being ideal for collaborative learning (Frey & Fisher, 2010), especially in evaluation of literature reading (Quinn & Eckerson, 2010). Finally, Western educators have found success in shifting the focus from right and wrong answers to a more open-ended approach that encourages critical thinking (Daniels, 2010).

Given the particular context of the current study, it is also beneficial to examine specific strategies that have been useful in other L2 contexts and to identify any potential overlaps between the two. It is here that the research is most fascinating, as contradictory results can be found. Unlike their Western counterparts, some L2 learners do prefer a more detailed right, wrong approach to learning, as they find the open-ended approach to be overwhelming and discouraging (Brown, 2009). Others indicate a desire for a more individualized, passive approach to learning because language anxiety prevents active participation in some settings, particularly in pair or group work (Brown, 2009; Deniz, 2010). Yet there are some principles that remain the same as within a traditional English classroom setting. Second language learners also appreciate the use of clear instructions, inclusion of multisensory approaches, and recognition for their effort and positive feedback from instructors (Deniz, 2010). In the category of strategies that encourage self-reflection, one study of Asian students found that the use of learning journals and goal-setting was quite effective, though challenging for the students at first (Sampson, 2010).

Importance of perception

The sometimes contradictory findings in studies conducted in L2 contexts provide a foundation for one of the key principles for the use of motivational strategies in cross-cultural contexts. It is commonly accepted that when teachers employ motivational strategies in their classrooms, it will result in "tangible positive changes in their students' overall motivational disposition" (Guilloteaux & Dornyei, 2008, p. 73). Yet research shows that many times it is not necessarily the identification of specific motivational strategies that determines their effectiveness in promoting learning. Rather, it is how these strategies are perceived by the students.

Many times, teachers and students perceive the relative benefits of a particular strategy in opposite ways. For example, one study of L2 learners found that teachers valued

communicative strategies that emphasize the exchange of ideas and information over a detailed analysis of grammar. Their students, on the other hand, preferred the more detailed, grammar-focused approach to learning. Possibly, this is due to the learners' experiences in other classes. When exposed in other classes to primarily objective format tests, students may come to value that form of evaluation and expect it even in an L2 acquisition context (Brown, 2009).

Another study found a discrepancy between the numbers of motivational strategies that teachers believed they were employing and the number of strategies perceived as motivating by the students. This study concluded that in order for strategies to be effective in influencing attitudes and motivation, students have to perceive strategies as being effective. The authors suggest, therefore, that teachers should assess their students' perceptions of the strategies used their classrooms (Bernaus & Gardner, 2008). In fact, "after teachers have identified their preferred pedagogical practices, they should design their own personalized questionnaires to administer to their students…as a springboard to brief discussions" (Brown, 2009, p. 57). Because the research indicates that the correlation between motivation and achievement in L2 contexts is more complex than many believe (Bernaus & Gardner, 2008), teachers should engage in dialogue with students to clearly communicate the rationale for choosing certain activities and to hear the students' concerns about strategies currently being employed in the language learning context, not so that teachers will use "only strategies and techniques that students approve of, but [so] that they should try to bridge the gap between their perceptions of effective teaching and those of their students" (Brown, 2009, p. 57).

The Indonesian Context

The final point that must be considered as foundational for the present study is the specific characteristics of the Indonesian context. Three factors seem to be relevant: the role

of the English language in Indonesian culture, the values Indonesians associate with English language learning, and the background educational philosophies dominant in the culture.

The role of English. Indonesia gained its independence from the Netherlands as recently as 1950. Lauder (2008) reported that at time, the leaders made an intentional choice to choose English over Dutch as the foreign language of choice to be used in Indonesian culture. This decision was two-fold. First, it was an explicit rejection of the colonialist power they were ousting. Second, it was recognition that English had a higher status as an international language. Therefore, English language education is compulsory in junior and senior high schools, though the law allows that it may also be taught in elementary schools as well (Lauder, 2008).

Despite this mandate, English has no official status as a language of governance or usefulness in daily life. This makes Indonesia clearly distinct from its neighbors Malaysia, Singapore, and the Philippines, all of which have given English a special status alongside a preferred national language within a multilingual setting. Instead, in Indonesia, the English language has been regarded as a tool to be used as a means to an end – economic development (Lauder, 2008).

Lauder (2008) discussed two reasons that English has been relegated to the fringes of daily usage in Indonesia. First, the diverse cultural and religious context of Indonesia has inspired its leaders to promote unity and a sense of national pride. One method for doing this has been the promotion of Bahasa Indonesia. The government has pushed hard to ensure that Indonesian is used in all high social and governmental contexts, allowing the local dialects to be used for low and informal settings. Second, some in leadership fear the cultural associations of the English language. They fear that adapting the language wholesale will result in the conservative values of Islam being challenged by the "threat of Western 'liberal values'" (Lauder, 2008, p. 13).

Though the English language is seen as being necessary for "access to international markets, scientific knowledge, and expertise" (Lauder, 2008, p. 17), it is not given a particularly high status in society, though more and more Indonesians are engaging in "code-mixing English into their daily use of Indonesian" (Lauder, 2008, p. 14).

Values and motivations. This historical background provides an excellent context for understanding Bradford's (2007) research into the motivational orientation of Indonesians. Few studies have been conducted regarding the orientations of Indonesian learners. All of these are presented through the lens of the dichotomist viewpoint and present Indonesian students as being purely instrumentally motivated. Bradford (2007) has found that though this may be true, Indonesian ELLs can also be characterized by values and motivations generally associated with a more integrative orientation (Bradford, 2007).

The pragmatic use of English is highly valued, specifically as it relates to economic gain. The motivations effective for most Indonesian ELLs involve the ability to communicate in the workplace, the possibility to advance to a higher social position, and the opportunity to pursue higher levels of education (Bradford, 2007). In this regard, then, Indonesians fit the model of instrumental orientation for English language learning. Yet there are also elements of integrative orientation in Indonesian ELLs, as well, though they are mitigated by instrumental concerns. Indonesians do report using English language media, but they do not identify the desire to participate in media as a goal for learning English as foreign language. They do express a desire to befriend native English speakers, but they do not desire to integrate. For example, they are not motivated to mimic native speaker pronunciation or non-verbal communication techniques. Any attempts to integrate seem to be focused as means to an end for social or economic advancement and are therefore more instrumental in nature than integrative (Bradford, 2007).

In addition to Bradford's work, Liem & Nie (2008) tested Yu and Yang's social-oriented achievement motivation theory through a comparison of Indonesian and Chinese students. Though both China and Indonesia are collectivist societies, they are distinctly different as well. Influenced by Confucianism, China has a tradition of valuing things such as interpersonal harmony, but China's economic reforms have led to a more prominent emphasize on Western values such as individualism and independent, creative thinking. Indonesia, on the other hand, remains inclined toward conservative and collectivist values promoted by the Muslim faith. Historically, Indonesia has focused more on regional relationships as opposed to global partnerships. It was not until after the Asian financial crisis of 1998 that Indonesia sought to engage with the West (Liem & Nie, 2008).

This delayed foray into global relationships has led Indonesians to highly value security, conformity, tradition, and universalism. Therefore, Indonesian students are likely to be comfortable achieving goals set by authority figures as long as they can do so while conforming to the group (Liem & Nie, 2008, p. 902).

Educational philosophies and background. This lack of emphasis on critical thinking and original thought is evidenced in traditional Indonesian classrooms in which lessons focused on the teacher are extremely ingrained (Bjrok, 2005 cited in Mattarima & Hadam, 2011). Furthermore, EFL students in Indonesia tend toward passive learning and demonstrate a lack of motivation in learning English (Mattarima & Haddam, 2011).

Yet despite this history, Lamb's (2007) study of Indonesian EFL junior high students indicated that they had positive reactions to the use of oral language and an enthusiastic atmosphere in the classroom especially when English-language learning was specifically related to the social context of their lives (Lamb, 2007).

Conclusion

A careful synthesis of this literature suggests that a study examining effective motivational strategies in the context of an Indonesian English ESL classroom should have the following traits:

1. *Collaborative**:*** Because of the Indonesian value of conformity and compliance, strategies focusing on student choices are likely to be less effective than in other contexts. However, collaborative learning strategies found to be effective in Western English classrooms could be embraced by their collectivist mindset.
2. *Multisensory:* Because most L2 students indicate a preference for the use of imagery and symbols in learning, this will most likely be effective in this context as well.
3. *Forwarding-Thinking**:*** Given the Indonesian propensity to see English as a tool for advancement, strategies that clearly target skills needed in English-speaking universities could be included, even if they stretch the boundaries of the Indonesian educational comfort zone. For example, practice with spoken language could help students build confidence for their future academic careers. In addition, learning journals focused on goal-setting would be a way for individuals to begin practicing the skills in independent and creative thinking that they will need in Western universities.

In addition to these characteristics, an effective research project must include a measure for evaluating student perceptions of motivational strategies to ensure their maximum effectiveness.

Methodology

Participants

The participants in this study were 62 Year 12 students at a midsized international Christian school in Jakarta, Indonesia. The study took place in the English ESL class for

those students preparing to take the Higher School Certificate (HSC) exam. These students, aged 16 to 17 years old, speak English as a second language; most (97%) of them speak Bahasa Indonesia as their first and preferred language, and can thus be characterized as EFL students. The majority of the students are upper class Chinese Indonesian students.

Research Design

The study began with the administration of two surveys to measure students' initial levels of intrinsic motivation and to identify the motivational strategies that students perceive to be most conducive to fostering motivation. The surveys were administered to all 62 students on the same day.

The initial week of the study involved analyzing these results and comparing them to the best strategies identified in the research process. The result of this initial analysis led to the identification of two specific strategies employed in the remaining weeks of the study.

Each strategy was implemented for a period of approximately two weeks, for a total of seven lesson plans. Lessons during this time period were structured to intentionally include these two strategies in the classroom environment as the students began their thematic Area of Study of the prescribed literary texts. Strategy 1 was implemented in three lessons, Strategy 2 in four lessons (See Appendix D).

Three distinct external observers collected data in a total of six different collection points. The data collection points reflect the implementation of three different lesson plans, and each of the three groups of year 12 students was observed at least once. Class 12.1 was observed for Lessons 1, 5 and 7. Class 12.2 was observed for Lessons 1 and 7, Class 12.3 for Lesson 7 only.

At the beginning of the implementation for the first strategy, Observer 1 and Observer 2 recorded evidence of student alertness and participation as an indicator of students'

motivational levels. Each observer recorded data while Lesson Plan 1 was implemented with two different groups of students on different days of the week.

At the beginning of the implementation for the second strategy, Observer 1 again recorded similar observations for one group of students when Lesson Plan 5 was implemented. At the ending of the implementation for the second strategy, Observer 1 and Observer 3 recorded observations as Lesson Plan 7 was implemented for three different groups of students on two different days of the week.

All three external observers were colleagues of the teacher-researcher. Two were American expatriates; one was an Indonesian national who attended college and graduate school in the United States and speaks fluent English. Two of the observers hold master's degrees in education. Observer 1 is an American with a master's degree in education. Observer 2 is an Indonesian with a master's degree in education, and Observer 3 is an American without a master's degree. All three observers received an orientation with the teacher-researcher that included an overview of the research design, research questions, and a definition of terms.

At the conclusion of the study, the same survey for measuring student motivational level was again administered at the same time to all students present in class (59 students) to measure any changes in overall motivational levels.

Materials

The materials used to conduct this study included the "Student Motivational State Questionnaire," written and tested by Guilloteaux and Dornyei (2008) and deemed to be an effective measure for overall student motivation levels (Appendix B). Additionally, Brown's (2009) "Effective Foreign Language Teacher" was adapted with permission to fit the specific context of EFL learners in classes using English as the medium of instruction (Appendix A). The observations of student alertness and participation levels were recorded using

Guilloteaux and Dornyei's (2008) "MOLT Classroom Observation Scheme" (Appendix C). Both the "Student Motivational State Questionnaire" and the "MOLT Classroom Observation Scheme" were used in their original forms without modification.

Lesson plans designed by the teacher-researcher intentionally included two strategies identified by the students and supported by research as conducive to motivation (Appendix D). Reading materials for this unit included song lyrics and biblical texts related to belonging in relationship with God and man and a compilation of newspaper and magazine articles discussing the concept of belonging in Indonesia.

Procedure

The design of this study was intended to identify any correlations between specific motivational strategies and (1) students' alertness and participation in class and (2) students' reported levels of intrinsic motivation. The initial surveys were designed to measure the students' baseline from previous educational experiences. The observations during the lessons that implemented these motivational strategies were intended to provide a point of comparison for student-reported responses. The final surveys were intended to measure any changes in motivation based on the specific implementation of strategies in this study. The researcher's goal was to use a compilation of observations and data from questionnaires to identify the specific motivational strategies that are most likely to inspire Chinese Indonesian EFL students to be more alert and participatory in class. The teacher-researcher hopes that these strategies can be more regularly and more widely implemented to help create more active and intrinsically-motivated learners.

Results

All surveys were administered during class time. However, students were informed that they had the right to choose not to participate. Despite this, almost all students present in class on the dates in question returned the surveys, as indicated in Table 1. This indicates that

the results from these questionnaires should produce valid data for this particular context. Results for each individual surveys are examined in greater detail below.

Table 1

Questionnaire Return Rates

Survey Name	Number Administered	Number Returned	Percentage Completed
Effective Teacher Questionnaire	62	61	98.4%
Student Motivational State (First Administration)	62	62	100%
Student Motivational State (Second Administration)	59	57	96.6%

Effective Teacher Questionnaire

The "Effective Teacher Questionnaire" was designed to identify student preferences for motivational strategies. The need to combine these survey results with (1) the prescribed curriculum for the HSC course and (2) research-based practices made it difficult to rely solely on student-generated data. However, a question-by-question analysis of the survey results provided some guidance for choosing motivational strategies that would be effective with this particular cohort of students.

The questionnaire contained a total of 24 statements to which students responded either "Strongly Agree, Agree, Disagree, or Strongly Disagree" (See Appendix A). The "Strongly Agree" option was given a value of 4, "Agree" a value of 3, "Disagree" a value of 2, and "Strongly Disagree" a value of 1. Individual scores were then averaged together to find the mean score for the cohort. The scores closest to 4 were considered to be the strongest preferences of the students in general.

Table 2 indicates that students preferred that "An effective English-as-a-foreign-language teacher should use predominately real-life materials (e.g., music, pictures, food, clothing) in teaching both the language and the culture rather than using the textbooks (Question 21)." In addition, students felt strongly that "An effective English-as-a-foreign-language teacher should teacher grammar and writing skills by giving examples…"(Question 20, Table 2). Finally, the survey data indicated that the students shared a relatively strong belief that "An effective English-as-a-foreign-language teacher should base at least some part of students' grades on completion of assigned group tasks" (Question 2, See Table 2).

Table 2

Effective Teacher Questionnaire Detailed Results

Question	Average (Mean) Score	Question	Average (Mean) Score
21	3.38	8	2.77
19	3.21	16	2.77
20	3.18	17	2.74
9	3.11	22	2.72
13	3.11	23	2.72
1	3.07	12	2.59
2	2.97	18	2.48
3	2.92	10	2.46
14	2.92	11	2.30
7	2.90	5	2.07
4	2.89	6	2.07
24	2.87	5	2.05

Further insights can be gained when considering related questions as a group. When consolidating the results into categories, it is revealed that students strongly preferred teaching strategies that related to the culture of English language speakers and the use of technology, as indicated in Table 3.

Table 3

Effective Teacher Questionnaire Results Consolidated by Category

Results by Category	Average (Mean) Score
Culture (Questions 3,9,21)	3.14
Computer Based Technology (Question 1)	3.07
Grammar Teaching (Questions 10, 16, 18, 20)	2.72
Communicative Language Teaching Strategies (Questions 11, 12, 2, 4, 15, 21, 23, 24)	2.72
Error Correction (Questions 5, 8, 13)	2.65
Assessment (Questions 2, 6, 10, 23)	2.55
Target Language Use (Questions 7, 14, 17, 19, 22, 23)	2.17

MOLT Classroom Observation Scheme

The "MOLT Classroom Observation Scheme" was intended to record observations of student alertness and participation levels in response to the implementation of the strategies indicated above. The scheme provides opportunity to record a wide variety of motivational techniques including both the teacher's actions and the activity design as well as the level of response from students (Appendix C). Rather than using the term *alertness*, the "MOLT Classroom Observation Scheme" uses the term *attention* to refer to a more passive learning style. *Engagement* and *eager volunteering* are used to measure the more active responses present in the classroom. Observers record both the actions of the teacher and the response of the students once per minute throughout the class period. A motivational strategy is considered to be successful if more than two-thirds of the class is attentive or engaged and if more than one-third of the class is eagerly volunteering. This instrument was not specifically designed to measure the responses to the two specific strategies chosen for this project;

however, the instrument proved to be useful in recording and quantifying the success of the implementation.

Data from the "MOLT Classroom Observation Scheme" collection points were analyzed by adding together the total amount of time observers were in the classroom for each teaching strategy. Then, the number of minutes that students were recorded as being attentive, engaged, or volunteering were added together and divided by the total number of minutes, resulting in a percentage of time the students were demonstrating motivated behavior in response to each strategy.

Results for Strategy 1 are presented in Table 4. During the implementation of Strategy 1, observers were present for 146 minutes total. Of that time, more than two-thirds of the students were demonstrating attentive behavior for a total of 74 minutes, or 50.7% of the total teaching time. More than two-thirds of the students were actively engaged in classroom activities for 46 minutes, or 31.5% of the total time. Finally, more than one-third of the students were eagerly volunteering for 9 minutes, or 6.2% of the total teaching time. Overall, Strategy 1 resulted in 129 minutes of learner motivated behavior, representing 88.4% of the total teaching time.

Table 4

MOLT Observation Results for Strategy 1: Music & Culture

Observed Behavior	Number of Minutes Observed	Percentage of Class Time
Attention (>2/3)	74	50.7%
Engagement (>2/3)	46	31.5%
Eager Volunteering (>2/3)	9	6.2%
Total Motivated Time	129	88.4%

Note. The total number of minutes observed for Strategy 1 was 146 minutes. All percentages are calculated using this figure.

Similar results for Strategy 2 are presented in Table 5. During the implementation of Strategy 2, observers were present for a total of 161 minutes. More than two-thirds of students were demonstrating attentive behavior for 104 minutes, or 64.6% of the total teaching time. Engagement was observed in more than two-thirds of students for a total of 33 minutes, or 20.5% of total teaching time. No students were recorded eagerly volunteering during the implementation of this strategy. Significant learner motivated behavior was observed in a total of 137 minutes, or 85.1% of total teaching time.

Table 5

MOLT Observation Results for Strategy 2: Collaborative Reading Quizzes

Observed Behavior	Number of Minutes Observed	Percentage of Class Time
Attention (>2/3)	104	64.6%
Engagement (>2/3)	33	20.5%
Eager Volunteering (>2/3)	0	0%
Total Motivated Time	137	85.1%

Note. The total number of minutes observed for Strategy 2 was 161 minutes. All percentages are calculated using this figure.

The final step of analysis was to combine the results of both strategies for an overall picture of learner motivated behavior during the course of the study. The results of this compilation are found in Table 6. During the study, students were observed for a total of 307 minutes, 178 in which attentive behavior was observed (58.0% of instructional time). Engagement was observed for 79 minutes, (25.7% of instructional time). Observers recorded students eagerly volunteering only 9 minutes (2.9% of class time), for an overall percentage of learner motivated behavior being observed in 86.6% of instructional time.

Table 6

MOLT Observation Combined Results

Observed Behavior	Number of Minutes Observed	Percentage of Class Time
Attention (>2/3)	178	58.0%
Engagement (>2/3)	79	25.7%
Eager Volunteering (>2/3)	9	2.9%
Total Motivated Time	266	86.6%

Note. The total number of minutes observed for Strategies 1 & 2 was 307 minutes. All percentages are calculated using this figure.

Student Motivational State Questionnaire

The final instrument used in this study was the "Student Motivational State Questionnaire" originally designed to be used with the "MOLT Classroom Observation Scheme" (Guilloteaux & Dornyei's, 2008). In this survey, students were asked to respond to twenty different questions about their general motivational level. Each question allowed a response on a scale from one (representing "Definitely Not True") to six (representing "Totally True") (See Appendix B). In most cases, the closer a response was to six, the greater the motivational level indicated. However, six questions on the survey (questions 7, 8, 16, 18, 19, and 20) were worded negatively, and low scores for these questions were considered to be indicators of student motivation. Therefore, to compute an overall mean score for the student's motivational level, these six questions were reversed. A response of one became a six, a two became a five, and so on. A mean motivational score was calculated for each individual survey, and then a mean score for the entire cohort was determined. This procedure was done for both administrations of the "Student Motivational State Questionnaire," before the implementation of Strategy 1 and after the end of Strategy 2. The scores from both administrations are recorded in Table 7.

Table 7

Motivational State Overall Results

Motivational Survey	Mean Scores	Percent Increase/Decrease
First Administration	3.6	---
Second Administration	3.3	-8.3%

Note. A mean score of 6 would represent the highest possible motivational score.

Before the implementation of any motivational teaching strategies, the mean score for the cohort was a 3.6. At the end of the study, the mean score for the cohort had fallen to a 3.3, representing a decrease in motivational level of 8.3%. In order to understand this decrease, a more detailed analysis was attempted. The mean scores for each question on the survey were calculated and compared. Results are shown in Table 8.

An increase in motivational score was seen for questions 1, 17, and19, indicating that students had a slight increase in desire to have more English classes and a greater increase in desire to volunteer in class. Likewise, students indicated that they were less likely to fear being laughed at by their peers.

The most significant decrease in motivational score was indicated by question 8, indicating that students felt English class to be more of a burden at the end of the project than at the beginning. Other notable decreases in motivational score (defined by the teacher-researcher as those with a decrease of ten percent or greater) were indicated in questions 4, 6, 7, 9, 10, and 11. These scores indicated that students wanted to spend less time in English class (question 4) and more time working on other subjects (question 7). Students now felt that the content of English class was either too easy or too hard (question 6) or was not useful for the future (question 9). Students were less inclined to feel that they were making progress (question 10) and less likely to believe that they would receive good grades (question 11).

Table 8

Motivational State Detailed Results

Question	Average (Mean) Score (First Administration)	Average (Mean) Score (Second Administration)	Change	Percent Increase/ Decrease
1	2.5	2.6	0.1	4.0%
2	3.3	3.0	-0.3	-9.1%
3	2.8	2.6	-0.2	-7.1%
4	2.4	2.1	-0.3	-12.5%
5	3.7	3.6	-0.1	-2.7%
6	3.0	2.7	-0.3	-10.0%
7R	3.3	2.9	-0.4	-12.1%
8R	4.3	3.4	-0.9	-20.9%
9	4.7	4.0	-0.7	-14.9%
10	3.8	3.4	-0.4	-10.5%
11	3.7	3.2	-0.5	-13.5%
12	3.5	3.2	-0.3	-8.6%
13	5.4	5.3	-0.1	-1.9%
14	3.8	3.7	-0.1	-2.6%
15	3.6	3.4	-0.2	-5.6%
16R	3.0	2.8	-0.2	-6.7%
17	2.3	2.5	0.2	8.7%
18R	2.8	2.6	-0.2	-7.1%
19R	4.2	4.5	0.3	7.1%
20R	4.4	4.0	-0.4	-9.1%

Note. A mean score of 6 would represent the highest possible motivational score.

Discussion

Overall, the results of the study did not confirm the teacher-researcher's expectation that student motivational levels would increase as a result of intentional implementation of student-preferred motivational teaching strategies in the classroom. However, the final analysis suggests that, despite the slight decrease in overall motivational level, some positive trends have been observed. Furthermore, several of the negative trends may be explained by external factors and may not be directly related to the classroom activities implemented in this study.

Effective Teacher Questionnaire

Although an analysis of the "Effective Teacher Questionnaire" results was an essential part of the study, the results are in many ways unsurprising. As noted above, students preferred motivational strategies that included the use of real-life materials. This result is not surprising, as the literature suggested that a multisensory approach should be effective in teaching EFL learners (Deniz, 2010). Furthermore, students indicated a preference for the use of specific examples in teaching. This finding is consistent with previous research by Brown (2009) indicating that L2 students prefer specific guidance to open-ended responses.

Furthermore, Bradford's (2007) research indicated that Indonesian students tend to be instrumentally motivated. Consistent with this is the finding that these students strongly preferred teaching strategies that related to the culture of English language speakers. Although an interest in culture is generally associated with those motivated by integrative orientation (Bradford, 2007), in the context of this particular study, cultural knowledge can be perceived as being of pragmatic value. Most of the students in this cohort plan to attend university in Western countries, particularly Australia and the United States. Therefore, it is reasonable that they would see value in being exposed to the cultures of these countries, as this will provide them with the skills needed to adapt socially in the new environment.

By combining these preferences, the teacher-researcher determined that an effective strategy for motivating this particular group of students would be the use of music and cultural references in the classroom. The HSC curriculum does not specify the specific ways in which a teacher can expose students to the various aspects of belonging. However, Ipeka's implementation of the HSC curriculum (see Appendix F), uses this as an opportunity for Biblical integration. The Ipeka implementation of the HSC indicates that the first sub-topic

for the Area of Study is a mini-unit called "Belonging in the Bible." Based on these survey results, the teacher-researcher chose to use contemporary Christian songs, music videos, and YouTube clips to teach about identity, connection to people, and connection to place. Furthermore, these song lyrics were analyzed to identify some of the language and textual features that students would be expected to identify and write about on the HSC exam (See Appendix D).

Identification of a second strategy was more difficult based solely on the survey results. However, the teacher-researcher suspected that perhaps group work would be successful as a motivational teaching strategy. The survey data did indeed indicate that the students shared an interest in the use of group work for instruction and grading (Question 2, See Table 2). A preference for group work could be considered contrary to the findings of Brown (2009) and Deniz (2010), but it can be explained in this context by Liem & Nie's (2008) findings that Indonesians tend to be strongly collectivist in nature.

The second mini-unit of the Area of Study prescribed by Ipeka's implementation of the HSC curriculum (Appendix F) is entitled "Belonging in Indonesia." Students are asked to read a compilation of newspaper and journal articles related to the aspects of belonging in their specific cultural context. This content seemed to coincide with the collaborative reading quizzes used successfully by Quinn & Eckerson (2010). Therefore, the teacher-researcher designed a series of collaborative reading quizzes to use as the second motivational teaching strategy (See Appendix E).

MOLT Classroom Observation Scheme

When considering the results of the MOLT Classroom Observation Scheme for Strategy 1, it is not surprising that there would be greater levels of attention than engagement. Though in most cases, engagement (participation) would be desired over mere attention

(alertness), it cannot necessarily be expected that this would be the case in a strategy that makes heavy use of the more passive activities of listening to music and viewing video clips. Though the teacher-researcher might desire that students would be engaged in taking notes during the discussion of each audiovisual text, such behavior is not the norm for this particular context. These students have indicated that they fear they cannot listen well and write notes at the same time. The fact that they are learning in a second language clearly contributes to this fear. Though they do need to practice the skill of note-taking while listening, it is not unexpected that they would not voluntarily choose to do so. Therefore, the higher levels of the more passive attention are warranted for this strategy.

It is likewise not surprising that the use of audiovisual material in the classroom would have a higher rate of success than the use of collaborative reading quizzes. The teacher-researcher's intuition confirms that this strategy is more likely to find success with these particular students as it is less demanding on them. They have often expressed a dislike of both reading and writing, so it is not surprising that a strategy targeted at both these skills simultaneously would be less successful than a strategy based on listening and viewing, which they perceive to be a more enjoyable.

This stated dislike for reading and writing in general makes the MOLT results for Strategy 2 even more encouraging. To have 85.1% of class time in which more than two-thirds of students are attentive to and/or engaged in learning while reading and writing is a higher percentage than the teacher-researcher anticipated. Perhaps the reason for this is the fact that the reading and writing took place in pairs and/or small groups. These findings suggest that group work is indeed a successful strategy for use with Chinese Indonesian students.

When further considering the results of the MOLT observations of Strategy 2, it is not surprising that there would be no obvious eager volunteering, as the nature of the activity does not lend itself to the need for volunteers. It is also quite possible that as the teacher-researcher moved throughout the classroom answering questions for the different pairs, the students did volunteer answers within the context of their small groups, albeit outside the notice of the observer.

It is surprising, however, that the percentage of time students were engaged was lower than the percentage of time they were merely attentive. The nature of the activity – reading and writing with a partner – suggests that students should be more active and less passive in their learning. Further discussion of this discrepancy appears below.

Overall, the teacher-researcher is pleased with the results of the MOLT observations. It seems significant for more than two-thirds of the students to be attentive and/or engaged for 86.6% of class time. Intuition says that this percentage would be lower in other classes or in English class at other times. However, this data would have greater significance if it could be compared to observations done in a more controlled environment. The compilation of this data would be useful in determining whether or not the recorded learner motivated behavior in 86.6% of class time is as high as the teacher-researcher suspects.

Student Motivational State Questionnaire

Though the results of the Student Motivational State Questionnaire failed to meet the teacher-researcher's expectations, they are still significant. Guilloteaux and Dornyei (2008) note that there is a "significant, positive relationship between the students' self-reported motivation and their motivated classroom behavior, suggest[ing] that the students' appraisal of the language course in general has a bearing on how they approach the specific learning tasks in the course, regardless of their attitudes toward the actual task" (p. 70). It is quite

possible that this phenomenon can account for the seeming discrepancy between the results of the MOLT Classroom Observation Scheme" and the "Student Motivational State Questionnaire." As noted previously, EFL students in Indonesia tend toward passive learning and demonstrate a lack of motivation in learning English (Mattarima & Haddam, 2011). Though the teacher-researcher hoped that an intentional focus on student-preferred motivational strategies in the classroom might lead to increased intrinsic motivation, it is not contrary to the research to find that this is not the case. Ultimately, students must take responsibility for their own learning, both inside and outside the classroom.

It might be expected that if the levels of intrinsic motivation did not measurably increase that they would instead stay the same. The results of this study seem to indicate the opposite – that an intentional emphasis on student-preferred motivational strategies produced a decline in intrinsic motivation. Several factors must be considered in understanding these results.

To help illuminate some of these factors, it is helpful to consider the specific questions in which the teacher-researcher observed a decline greater than ten percent from the initial to final administrations of the motivational survey. First, the students' responses to question 8 indicated that English was a greater burden to them at the end of the study than at the beginning. This change could simply be a matter of timing. The second survey was administered just as students were receiving instructions for their mid-year exams. In HSC English ESL, the mid-year exam is the first time that the students are required to write about their student-chosen related text(s). Preparing for this exam will require students to work outside of class to choose and analyze texts. It could very well be true that the increased burden of English class comes from the work expected outside of class and not the activities implemented in the class. This seems likely, for it is the teacher-researcher's observation that Chinese Indonesian students tend to be more resistant to homework than their American

counterparts. Expecting students to work outside class time is simply not the norm in a system in which lessons focused on the teacher are extremely ingrained (Bjrok, 2005 cited in Mattarima & Hadam, 2011).

Second, question 7 indicated that students have an increased desire to spend time working on subjects other than English. Again, the approach of mid-year exam can potentially explain this. Students may feel that they cannot truly study for the English exam, but they feel that they can study for math, physics, or chemistry. They may have a greater felt need for focusing on other classes just prior to the exam period.

Third, question 9 indicated that students perceived that English class is less useful for their future lives at the end of the study than at the beginning. The first administration of the "Student Motivational State Questionnaire" occurred just as the students had completed the HSC module requiring the completion of a research report. It is easy for students to see the connection between research skills and their future academic careers. It is more difficult for them to see the connection between their lives and the skills they develop while conducting a thematic, analytical study of texts. Because they cannot readily see how the critical thinking they are doing will benefit them in the future, they may be inclined to think that the Area of Study work is less useful for their futures.

Fourth, questions 10 and 11 indicate that students feel they are making less progress and are less confident that they will receive good grades. This decrease can perhaps be accounted for the by fact that in between the first and second administrations of the "Student Motivational State Questionnaire," they received their scores for their research projects. The reality of the low scores in the class as a whole and the large number of plagiarized papers may have awakened the students to a more realistic view of their abilities in HSC English

ESL. Though the decrease in these indicators of intrinsic motivation is disappointing, it is perhaps not unexpected.

Finally, a close analysis of the "Student Motivational State Questionnaire" responses does indicate a possible positive trend. Increases in factors relating to intrinsic motivation were seen in questions 17 and 19. These indicated that students may feel a greater desire to volunteer in class and a concurrent decrease in fear that they will be laughed at by classmates. Perhaps this is a positive indicator that the students did indeed enjoy and respond positively to the strategies implemented over the course of this study. Perhaps the inclusion of audiovisual material and collaborative reading quizzes led them to feel that the learning environment of English ESL has improved. These results give the teacher-researcher hope that intentional focus on these strategies has positively benefited the students and that further implementation of these and similar strategies could possibly foster an increase in intrinsic motivation in the future.

Summary

In response to the research questions posed above, the teacher-researcher believes that the data from the "MOLT Classroom Observation Scheme" supports the conclusion that student-preferred motivational strategies are effective in engaging Chinese Indonesian students in learning in a Year 12 English ESL classroom.

However, the data from the "Student Motivational State Questionnaire" tends to support the conclusion that student-preferred motivational strategies are not effective in fostering intrinsic motivation in Chinese Indonesian students in a Year 12 English ESL classroom.

Limitations

Though interesting trends have been observed in this study, several factors limit the usefulness and interpretive significance of the data. First, there is the possibility that observed changes are not statistically significant. The sample size is small, and the study lacks a control group to measure whether or not these changes are outside the realm of chance.

Second, the study was subject to a variety of factors that could potentially have impacted the results. Many of these factors have been discussed above, yet two additional factors should be considered as well. The first factor is the interruption in implementation and observation that occurred halfway through the study. The teacher-researcher's illness and resulting two weeks' absence from school in the middle of the project required that the timeline for data collection be adjusted accordingly. As a result, there was a distinct gap between the implementations of Strategy 1 and Strategy 2. It is possible that during this time students lost any momentum they had gained. Perhaps if the timeline had been more continuous, positive trends in increased motivation could have been observed.

Furthermore, this delay in data collection required that observations take place at inopportune times. For several days during the observation period, the students' schedule was compressed to allow for early release and participation in a school-sponsored sports tournament. In an ideal scenario, the observations would not be scheduled on early release days or during a tournament. Both the special schedule and the distraction of the sporting events served to limit the effectiveness of in-class activities. Because the early release schedule was in effect for one and a half weeks, the entire length of the tournament, it was impossible to avoid this unfortunate timing.

The early release schedule also contributed to a second potentially significant limiting factor. During the compressed schedule, more teachers are teaching at the same time, making

it difficult to find someone to observe. In this case, it was not possible to find a single individual who was available for all class periods in which data collection took place. The observation data is therefore subject to the variations in perceptions between observers. This is perhaps most notable in the MOLT results for Strategy 2.

As noted above, the observation data for Strategy 2 (See Table 5) suggested a surprising and counter-intuitive finding: when reading and writing with a partner, the students were engaged a lower percentage of the time than they were merely attentive. The nature of small group work suggests that students should in fact be more active and less passive in their learning, but this was not observed. Perhaps this deviation from the expected results can be explained through a second mitigating factor: the use of multiple outside observers.

The schedule difficulties noted above made it necessary to enlist the aid of multiple outside observers. During the lessons in which Strategy 2 was implemented, the observations were conducted by two different observers; one indicated a much higher percentage of engagement than the other. The data collected by Observer 3 indicated that for 23 of 37 minutes (62.2% of class time) more than two-thirds of students were engaged. He recorded that two-thirds of students were attentive for only 11 out of 37 minutes (29.7% of class time), concentrated at the beginning and end of the class period. These results are opposite from those recorded by Observer 1. She recorded only 11 out of 37 (29.7%) minutes of engagement in the first class she observed alongside 23 out of 37 minutes (62.2%) of attentive behavior. In the other two classes she observed, Observer 1 reported no engagement, but she did record attentive behavior in 25 out of 37 minutes (67.6% of class time) in the second class she observed and 44 out of 51 minutes (86.3% of class time) in the third class she observed. Her total numbers record 11 out of 125 minutes (8.8% of class time) of engagement and 92 out of 125 minutes (73.6% of class times) of attentive behavior. The

difference in total percentage time of attentiveness and engagement observed by Observers 1 and 3 is summarized in Table 9.

Table 9

MOLT Observation Variance between Observer 1 and Observer 3

Observer	Percentage of Time Observed: Attention (>2/3)	Percentage of Time Observed: Engagement (>2/3)
Observer 1	29.7%	62.2%
Observer 3	73.6%	8.8%

This disparity suggests that Observer 1 tabulated the data incorrectly. It is quite possible that when she indicated attentive behavior she intended to indicate engagement. These results would be more consistent with the data recorded by Observer 3 and the results expected from a strategy focused on reading and writing with a partner. Though Observer 1 received an orientation from the teacher-researcher, her orientation was before her observation of Lesson 1. It is possible that by the time she observed Lessons 5 and 7 she had forgotten or confused the difference in terminology between *attention* and *engagement.*

This potential error in the data collection highlights one of the most significant ways that this study could be improved in the future. For the most reliable results, all observations would need to be recorded by a single observer.

Suggestions for Further Research

This study's findings suggest several possible avenues for further research. Interesting data could be obtained by observing the same cohort of students in a variety of classes with a variety of teachers using vastly different teaching strategies. Having data gathered in such a diversity of situations could provide a better context for understanding the effectiveness of

each particular motivational strategy. Comparison between the students' responses to different strategies would reveal more insights about the relative impact of individual strategies on classroom participation.

In addition, future studies could be done to identify other student-preferred motivational strategies. Additional survey data gathered from a larger and more diverse group of students could reveal additional motivational strategies worth studying. It is conceivable that the identification of additional strategies and their long-term implementation could in fact begin to foster intrinsic motivation in Chinese Indonesian students.

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APPENDIX A

EFFECTIVE TEACHER QUESTIONNAIRE

Adapted by permission from Alan V. Brown (Brown, A.V. (2009). Students' and teachers' perceptions of effective foreign language teaching: a comparison of ideals. *The Modern Language Journal, 93,* 46-60.)

Instructions: Please reflect on your personal beliefs regarding what characterizes effective foreign language teaching. Carefully read each statement and indicate to what extent you agree or disagree by circling the statement that best describes your opinion. There are no right or wrong answers, just those that are right for you. Your sincere, personal responses will guarantee the success of the study. Thank you.

An effective English-as-a-foreign-language teacher should:

1. frequently use computer-based technologies (Internet, CD-ROM, email) in teaching English.

   Strongly Agree Agree Disagree Strongly Disagree

2. base at least some part of students' grades on completion of assigned group tasks.

   Strongly Agree Agree Disagree Strongly Disagree

3. devote as much time to the teaching of culture as to the teaching of language.

   Strongly Agree Agree Disagree Strongly Disagree

4. require students to use English outside of class with other English speakers (e.g., Internet, email, clubs, community events, etc.)

   Strongly Agree Agree Disagree Strongly Disagree

5. not correct students immediately after they make a mistake in speaking.

   Strongly Agree Agree Disagree Strongly Disagree

6. allow students to respond to questions about listening or reading assignments via Bahasa Indonesia rather than English.

   Strongly Agree Agree Disagree Strongly Disagree

7. not use Bahasa Indonesia in the English classroom.

   Strongly Agree Agree Disagree Strongly Disagree

8. only correct students indirectly when they produce oral errors instead of directly (e.g., correctly repeating back to them rather than directly stating that they are incorrect.)

   Strongly Agree Agree Disagree Strongly Disagree

9. be as knowledgeable about the culture(s) of those who speak English as the English language itself.

   Strongly Agree Agree Disagree Strongly Disagree

10. not grade language production (i.e., speaking and writing) primarily for grammatical accuracy.

    Strongly Agree Agree Disagree Strongly Disagree

11. teach English primarily by having students complete specific tasks (e.g., finding information about an author's life) rather than grammar- or skill-focused exercises.

    Strongly Agree Agree Disagree Strongly Disagree

12. have students respond physically to commands in English (e.g., "stand up," "pick up your book," etc.)

    Strongly Agree Agree Disagree Strongly Disagree

13. address errors by immediately providing explanations as to why students' responses are incorrect.

    Strongly Agree Agree Disagree Strongly Disagree

14. require students to speak in English beginning the first day of class.

    Strongly Agree Agree Disagree Strongly Disagree

15. not use predominately small groups or pair work to complete the activities in class.

    Strongly Agree Agree Disagree Strongly Disagree

16. mostly use activities that practice specific grammar points or writing skills rather than activities whose goal is merely to exchange information or ideas.

    Strongly Agree Agree Disagree Strongly Disagree

17. ask students to begin speaking English for all class discussions and conversations only when they feel they are ready to.

    Strongly Agree Agree Disagree Strongly Disagree

18. not present a particular grammar point or writing skill without illustrating how the structure is used in a specific, real-world context.

Strongly Agree Agree Disagree Strongly Disagree

19. speak English with native control of grammar, accent, intonation, and fluency.

Strongly Agree Agree Disagree Strongly Disagree

20. teach grammar and writing skills by giving examples of grammatical structures or written texts before explaining the grammar rules or writing principles.

Strongly Agree Agree Disagree Strongly Disagree

21. use predominately real-life materials (e.g., music, pictures, foods, clothing) in teaching both the language and the culture rather than using the textbooks.

Strongly Agree Agree Disagree Strongly Disagree

22. not simplify or alter how they speak so that students can understand every word being said.

Strongly Agree Agree Disagree Strongly Disagree

23. base at least some part of students' grades on their ability to interact with classmates using English.

Strongly Agree Agree Disagree Strongly Disagree

24. use activities where students have to find out unknown information or ideas from classmates using English.

Strongly Agree Agree Disagree Strongly Disagree

APPENDIX B

STUDENT MOTIVATIONAL STATE QUESTIONNAIRE

Instructions: Please reflect on your personal beliefs regarding English class this semester. Carefully read each statement and indicate to what extent you agree or disagree by circling the number that best indicates your opinion. There are no right or wrong answers, just those that are right for you. Your sincere, personal responses will guarantee the success of the study. Thank you.

1. I wish we had more English lessons at school this semester.

1----------2----------3----------4----------5----------6

Definitely Not True — *Totally True*

2. I like English this semester.

1----------2----------3----------4----------5----------6

Definitely Not True — *Totally True*

3. English is one of my favorite subjects at school this semester.

1----------2----------3----------4----------5----------6

Definitely Not True — *Totally True*

4. When the English lesson ends, I often wish it would continue.

1----------2----------3----------4----------5----------6

Definitely Not True — *Totally True*

5. I want to work hard in English lessons to make my teacher happy.

1----------2----------3----------4----------5----------6

Definitely Not True *Totally True*

6. I enjoy my English lessons this semester because what we do is neither too hard nor too easy.

1----------2----------3----------4----------5----------6

Definitely Not True *Totally True*

7. I would rather spend time on subjects other than English.

1----------2----------3----------4----------5----------6

Definitely Not True *Totally True*

8. Learning English at school is a burden for me this semester.

1----------2----------3----------4----------5----------6

Definitely Not True *Totally True*

9. In English lessons this semester, we are learning things that will be useful for the future.

1----------2----------3----------4----------5----------6

Definitely Not True *Totally True*

10. I feel I am making progress in English this semester.

1----------2----------3----------4----------5----------6

Definitely Not True *Totally True*

11. I believe I will receive good grades in English this semester.

1----------2----------3----------4----------5----------6

Definitely Not True *Totally True*

12. I often feel a feeling of success in my English lessons this semester.

1----------2----------3----------4----------5----------6

Definitely Not True *Totally True*

13. I am sure that one day I will be able to speak, read, and write in English.

1----------2----------3----------4----------5----------6

Definitely Not True *Totally True*

14. In English lessons this semester, I usually understand what to do and how to do it.

1----------2----------3----------4----------5----------6

Definitely Not True *Totally True*

15. This semester, I think I am good at learning English.

1----------2----------3----------4----------5----------6

Definitely Not True *Totally True*

16. I am worried about my ability to do well in English this semester.

1----------2----------3----------4----------5----------6

Definitely Not True — *Totally True*

17. I often volunteer to do speaking presentations in English lessons.

1----------2----------3----------4----------5----------6

Definitely Not True — *Totally True*

18. I get very worried if I make mistakes during English lessons this semester.

1----------2----------3----------4----------5----------6

Definitely Not True — *Totally True*

19. I am afraid that my classmates will laugh at me when I have to speak in English lessons.

1----------2----------3----------4----------5----------6

Definitely Not True — *Totally True*

20. I feel more nervous in English class this semester than in my other classes.

1----------2----------3----------4----------5----------6

Definitely Not True — *Totally True*

APPENDIX C

Extract from the MOLT CLASSROOM OBSERVATION SCHEME																										
Minutes	Teacher's Motivational Practice																					Learner's Motivated Behavior				
	Generating, maintaining, & protecting situation-specific task motivation																			*Encouraging Positive Retrospective Self-Reflection*						
	Teacher Discourse											*P.S.*		*Activity Design*													
	Social Chat (Unrelated to the lesson)	Signposting	Stating Communicative Purpose/Utility of Activity	Establishing Relevance	Promoting Integrative Values	Promoting Instrumental Values	Arousing curiosity or attention	Scaffolding	Promoting Cooperation	Promoting autonomy	Referential Questions	Pair Work	Group Work	Tangible reward	Personalization	Creative/Interesting/Fantasy Element	Intellectual Challenge	Tangible Task Product	Individual Competition	Team competition	Neutral feedback session	Process Feedback Session	Elicitation of self/peer correction session	Effective Praise	Class Applause	Attention (>2/3 of Class)	Engagement (>2/3 of Class)	Eager Volunteering (> 1/3 of Class)
1																											
2																											
3																											
4																											
5																											
6																											

APPENDIX D

LESSON PLANS

IPEKA International Christian School

Daily Lesson Plan

Teacher/Year level/Course: Rebekah Nichols, Year 12, ESL
Module/Unit/Topic: Area of Study: Belonging in the Bible
Date: Week 3, Period 2: 21/23 January 2014 (Thesis Project Lesson Plan 1)

Essential Questions:

- What does the Bible say about belonging?
- How do composers use different mediums and textual features to communicate meaning in an engaging way?
- What strategies & skills should I practice in order to discern meaning from texts from a variety of mediums and genres?
- What connections do I see between the texts I've studied, other texts in different mediums, and genres, and my personal experience?

1. Faithful followers of Christ who 1.1 Have committed to a personal relationship with Christ and have a growing relationship with Him. And 1.3 readily defend a biblical worldview while understanding opposing worldviews. ***2. Independent Critical thinkers who 2.2*** solve complex problems by breaking them down into manageable parts, and ***2.3*** industriously apply what is learned to new situations and ***3. Effective English communicators who*** 3.1 confidently demonstrate accuracy and fluency in English in an academic environment and 3.2 demonstrate the ability to listen and understand in English	Biblical Integration: • Students will explore the concept of Belonging as represented in the Bible: Our identity is found in Christ. Though we are prone to forget it, we are shaped by His grace, not by our own past mistakes.
Unit Objectives: 2. A student describes and explains different relationships among texts. 3. A student demonstrates understanding of cultural reference in texts. 4. A student uses language relevant to the study of English. 5. A student demonstrates understanding of how audience and purpose affect the language and structure of texts. 6. A student interprets texts using key language patterns and structural features.	Lesson Content: • Review key words: perceptions, contexts, connections • Review layers of meaning: Identity at core of belonging • Identity in Christ • Songs about Identity in Christ – Identify language features

7. A student analyses the effect of technology on meaning. 9. A student engages with the details of text in order to develop a considered and informed personal response.			
Time allocated:	Activities:	Assessment:	Materials:
5 min 5 min 10 min 15 min 10 min 10 min 10 min 10 min	Attendance Introduction/Review: • Belonging is perceived differently. • Perceptions are shaped by contexts. • Core of belonging is identity. • Today: Identity through lens of Christian context – Identity in Christ Skit Guys Video: The Skinny on Identity – false sources of identity Powerpoint Presentation Lecture&Discussion/Student Notes: Identity in Christ Skit Guys Video: Identity • Show video (4 minutes) • Summarize message: We are not defined by our sin, but by Christ's redemption. • Discuss textual features that communicate meaning: music, color Song by Casting Crowns: "Who am I" • Summarize message: We are insignificant outside of our identity in Christ. • Discuss Textual Features: Repetition, metaphor Music Video: "Remind Me Who I Am" – Jason Gray • Play video (4 min) • Summarize message: We are tempted to forget our identity in Christ, but God is always faithful to remind us that we are loved by Him. • Discuss textual features: Repetition, Simile, Music, Visual cues Song by Casting Crowns: "The Voice of Truth" • Summarize message: It is hard for us to remember our identity in Christ, but we can choose to focus on what God says about us. • Discuss Textual features: allusion, personification	In a future lesson, students will write a paragraph about the effect textual features have on communicating messages about our identity in Christ.	Handout: Song lyrics Ipad: • Powerpoint • Skit Guys online video link • Itunes: songs & music video
Homework:			
Notes/Reflection:			

IPEKA International Christian School

Daily Lesson Plan

Teacher/Year level/Course: Rebekah Nichols, Year 12, ESL
Module/Unit/Topic: Area of Study: Belonging in Indonesia
Date: Week 7, Period 2: 18/21 February 2014 (Thesis Project Lesson Plan 5)

<table>
<tr><td colspan="2">Essential Questions:
What has shaped my perception of belonging/not belonging?
What elements shape and define an Indonesian identity?
How do composers use different mediums and textual features to communicate meaning in an engaging way?
What strategies and skills should I practice in order to discern meaning from texts from a variety of mediums and genres?
What connections do I see between the texts I've studied, other texts in different mediums and genres, and my personal experience?</td></tr>
<tr><td>2. Independent Critical thinkers who 2.1 are self-directed, 2.2 solve complex problems by breaking them down into manageable parts, and 2.3 industriously apply what is learned to new situations and 2.4 use a variety of study skills to complete tasks on their own.
3. Effective English communicators who 3.1 confidently demonstrate accuracy and fluency in English in an academic environment, 3.2 demonstrate the ability to listen and understand in English, and 3.3 express ideas clearly to a specific audience in English.
4. Prepared members of the global community who 4.3 Work cooperatively to appreciate cultural diversity within Indonesia and around the world.</td><td>Biblical Integration:</td></tr>
<tr><td>Unit Objectives:
1. A student demonstrates understanding of how relationships between composer, responder, text and context shape meaning.
2. A student describes and explains different relationships among texts.</td><td>Lesson Content:
Demonstrate poster - Assessment Task 2 model
Pico Iyer video "Where is Home?"
Read articles – answer questions about connection to place</td></tr>
</table>

4. A student uses language relevant to the study of English. 5. A student demonstrates understanding of how audience and purpose affect the language and structure of texts. 6. A student interprets texts using key language patterns and structural features. 7. A student analyses the effect of technology on meaning. 9. A student engages with the details of text in order to develop a considered and informed personal response. 11. A student analyses and synthesizes information and ideas into sustained and logical argument for a range of purposes and audiences.			
Time allocated:	Activities:	Assessment:	Materials:
5 min 5 min 15 min 50 min	Attendance Poster Demonstration: Sample of Assessment Task 2 product: answer any student questions Pico Iyer video: "Where is Home?" Collaborative Reading Quiz: • Students work with partners/small groups • Answer questions related to video content & textual features • Read two articles with partner: "Third Culture Kids Live Life on a Global Stage" and "Who Do You Think You Are?" • Answer questions related to article content & textual features	Daily grade for collaborative reading quiz completed with group members	Handout: Collaborative Reading quiz #2 Ipad: Pico Iyer video Belonging in Indonesia booklet Teaching notes
Homework:			
Notes/Reflection:			

IPEKA International Christian School

Daily Lesson Plan

Teacher/Year level/Course: Rebekah Nichols, Year 12, ESL
Module/Unit/Topic: Area of Study: Belonging in Indonesia
Date: Week 8, Period 2: 25/27 February 2014 (Thesis Project Lesson Plan 7)

Essential Questions:

- What has shaped my perception of belonging/not belonging?
- What elements shape and define an Indonesian identity?
- How do composers use different mediums and textual features to communicate meaning in an engaging way?
- What strategies and skills should I practice in order to discern meaning from texts from a variety of mediums and genres?
- What connections do I see between the texts I've studied, other texts in different mediums and genres, and my personal experience?

2. Independent Critical thinkers who 2.1 are self-directed, ***2.2*** solve complex problems by breaking them down into manageable parts, and ***2.3*** industriously apply what is learned to new situations and ***2.4*** use a variety of study skills to complete tasks on their own. ***3. Effective English communicators who*** 3.1 confidently demonstrate accuracy and fluency in English in an academic environment, 3.2 demonstrate the ability to listen and understand in English, and 3.3 express ideas clearly to a specific audience in English. ***4. Prepared members of the global community who*** 4.3 Work cooperatively to appreciate cultural diversity within Indonesia and around the world.	Biblical Integration:
Unit Objectives: 1. A student demonstrates understanding of how relationships between composer, responder, text and context shape meaning. 2. A student describes and explains different relationships among texts. 4. A student uses language relevant to the study of English. 5. A student demonstrates understanding of how audience and	Lesson Content: • Collaborative Reading Quiz

purpose affect the language and structure of texts. 6. A student interprets texts using key language patterns and structural features. 7. A student analyses the effect of technology on meaning. 9. A student engages with the details of text in order to develop a considered and informed personal response. 11. A student analyses and synthesizes information and ideas into sustained and logical argument for a range of purposes and audiences.			
Time allocated:	Activities:	Assessment:	Materials:
5 min 5 min 25 min/ 65 min	Attendance Review & Instructions: • This, like Monday, is highly recommended as student-chosen text for HSC exam. • Rules: work with partner, read/discuss together, but own words/own answers (no copying!) • Difficulty vocabulary in this article, but use teacher as resource! Collaborative Reading Quiz: • Students work with partners/small groups • Read articles with partner: "Young, Proud, & Indonesian" • Answer questions related to article content & textual features	Daily grade for collaborative reading quiz completed with group members	Handout: Collaborative Reading quiz #4 Belonging in Indonesia booklet Teaching notes
Homework:			
Notes/Reflection: This lesson was taught to different classes on different days. Two classes had a block (75 min), but one class had only one period (35 min). This explains the duplicate time frames & the shorter nature of this lesson compared to other lessons. The lesson had to be short enough that the last group of students was not disadvantaged in terms of content. The second class had additional time to work outside of class, but the teaching content in the shortened period remained the same.			

APPENDIX E

COLLABORATIVE READING QUIZZES

Year 12 HSC ESL:

Belonging in Indonesia Part Two

With a partner/small group, analyze each of the following texts by answering the questions provided. You may read and discuss together, but you must write your answers in your own words. This will be a daily grade worth 70 points.

Text One: Iyer, Pico. "Where is home?" TEDGlobal. Edinburgh, Scotland. 13 June 2013. Conference Presentation.

1) What is the simple question with a complicated answer that the speaker is often confronted with? What different things can this question mean? (3)

_____
_____
_____

2) What event defined the speaker's understanding of what "home" means? (1)

_____

3) What is the difference that the speaker identifies between the past generations and people today? (2)

_____
_____
_____

4) What is one of the benefits of travel, according to Pico Iyer? (2)

_____
_____
_____

5) How does Pico Iyer describe what "home" means? (Note: There are multiple points in the speech when he discusses this meaning, so there should be more than one answer to this question.) (3)

_____
_____
_____

6) According to the speaker, what brings perspective to the movement so common today? Where does he experience this and how did it impact him? (4)

_____
_____
_____
_____
_____
_____

7) What aspects of belonging are emphasized in this speech? (2)

_____

8) In one or two sentences, summarize the message about belonging that this speech conveys. (3)

_____
_____
_____

Text Two: "Third Culture Kids Live Life on a Global Stage" by Katrin Figge (pages 23 – 25)

1) What is a definition and a synonym for the term "third culture kid"? (2)

_____
_____

2) What characteristics do these individuals share? (Note: Read through the article completely before answering this question. There is more than one answer in more than one place.) (4)

_____
_____
_____
_____

3) What difficulties do TCKs often face? (Note: Read through the article completely before answering this question. There is more than one answer in more than one place.) (4)

_____
_____
_____
_____

4) Identify 1 or 2 language features that the author uses to communicate her message. Identify a concrete detail that is an example of each device. (4)

_____
_____
_____
_____

5) What aspects of belonging are emphasized in this article? (2)

_____
_____

6) In one or two sentences, summarize the message about belonging that this article conveys. (3)

_____
_____
_____
_____

7) In what way(s) is this article similar to the speech by Pico Iyer? (3)

_____
_____
_____
_____

8) In what way(s) is this article different from the speech by Pico Iyer? (3)

_____
_____
_____
_____

Text Three: "Who Do You Think You Are?" by Sara Veal (pages 29-30)

1) Summarize the author's message about belonging. (2)

_____
_____

2) Identify 1 or 2 language features that the author uses to communicate her message. Identify a concrete detail that is an example of each device. (4)

_____
_____
_____
_____

3) What aspects of belonging are emphasized in this article? (2)

_____
_____

4) Compare this article to the speech by Pico Iyer. (4)

_____
_____
_____
_____

5) What traits of TCKs does the author represent? (3)

_____
_____
_____
_____

Synthesis:

1) What do all of these texts have in common? Summarize what you have learned about belonging from engaging with these three texts. (5)

_____
_____
_____
_____

2) With which of these texts to you as a responder best identify? Explain why. (5)

_____
_____
_____
_____

Year 12 HSC ESL:

Belonging in Indonesia Part Four

With a partner/small group, analyze each of the following text by answering the questions provided. You may read and discuss together, but you must write your answers in your own words. This will be a **daily grade worth 35 points**.

Text: "Young, Proud, and Indonesian" by Maggie Tiojakin (pages 31 – 35)

1) In the introduction, what message about diversity does the author convey through the story of Fira Millston? (2)

_____
_____

2) What different reactions did Indonesians have to the "neighboring country…accused of claiming certain cultural and traditional arts originating from Indonesia"? (2)

_____
_____
_____

3) According to the author, what are the different ways that younger Indonesians express their culture? (3)

_____
_____
_____
_____
_____

4) Describe what the author calls "new laid-back nationalism." What two successes of this mindset does the author identify? (5)

_____
_____
_____
_____
_____

5) What things have positively shaped outsiders' views of Indonesian culture? (2)

_____
_____
_____
_____

6) How does the author describe the relationship between Indonesians and global mobility? How is the current situation different from the past? How does the story of Andrata Karnali evidence this? (6)

_____
_____
_____
_____
_____
_____

7) In the final section of the article, what difficulties does the author identify regarding the shaping of a national identity? (4)

_____
_____
_____
_____

8) What does the author conclude is the positive focus of Indonesian's national identity? How do the final quotes from Fir and Andrata support this idea? (5)

_____
_____
_____
_____
_____
_____

9) In 1-2 sentences, summarize the author's message about belonging. (2)

_____
_____

10) Identify two language features that the author uses to communicate her message about belonging. List a concrete detail is that is an example of each feature. (4)

_____
_____
_____
_____
_____
_____

Synthesis:

1) The author of “Young, Proud, and Indonesian” is also the author of “Identity Crisis”, which you read earlier (pages 10-12). Combining the messages of both articles, how would you summarize Maggie Tiojakin’s view of what it means to be Indonesian? (3)

_____
_____
_____
_____
_____
_____

2) As a responder, which parts of this text do you best identify? Explain why you have this reaction, and develop your personal response using examples from your own life. (3)

_____
_____
_____
_____
_____

APPENDIX F

EXCERPT OF IPEKA YEAR 12 CURRICULUM MAP

Subject
Year 12 HSC English as a Second Language

Topic: Area of Study: Belonging
Teacher: Rebekah Nichols
Allocated time: 70 indicative hours
Date: January - April

Biblical Integration	ESLRs	Essential Questions

• Students will explore the concept of Belonging as represented in the Bible:
  • Our identity is found in Christ. Though we are prone to forget it, we are shaped by His grace, not by our own past mistakes.
  • We are part of the Body of Christ. We each have different roles, and we need each other.
  • Our citizenship is in heaven. This sometimes puts us at odds with the world around us, but we have hope that we are heading towards our eternal home.
 	
• Students will explore the issue of racism through a Biblical lens. All people, regardless of race, are special to God. God's heart is for oppressed people. As Christ's followers, we are called to show love and mercy to all people and to help bring justice to a fallen world.
	1. Faithful followers of Christ who
	1.1 Have committed to a personal relationship with Christ and have a growing relationship with Him.
	1.2 Have Christlike character
	1.3 readily defend a biblical worldview while understanding opposing worldviews.
	2. Independent Critical thinkers who
	2.1 are self-directed,
	2.2 solve complex problems by breaking them down into manageable parts, and
	2.3 industriously apply what is learned to new situations and
	2.4 use a variety of study skills to complete tasks on their own.
	3. Effective English communicators who
	3.1 confidently demonstrate accuracy and fluency in English in an academic environment,
		• What elements comprise the concept of belonging/not belonging?
		• What has shaped my perception of belonging/not belonging?
		• What does the Bible say about belonging?
		• How does God want me to treat others?
		• How can I respond to injustice in a sinful world?
		• What elements shape and define an Indonesian identity?
		• How does context shape the composition and interpretation of texts?
		• How do composers use different mediums and textual features to communicate meaning in an engaging way?
		• What strategies and skills should I practice in order to discern meaning from texts from a

	3.2 demonstrate the ability to listen and understand in English, and 3.3 express ideas clearly to a specific audience in English. ***4. Prepared members of the global community who*** 4.2 Refuse to bully 4.3 Work cooperatively to appreciate cultural diversity within Indonesia and around the world. 4.4 compassionately reach out to improve the lives of others.	variety of mediums and genres? • How can I become an effective speaker? • How do I organize my ideas about belonging into cohesive paragraphs and essays? • How can I effectively apply the writing process in brainstorming, drafting, revising, and editing? • What connections do I see between the texts I've studied, other texts in different mediums and genres, and my personal experience? • How can I be an active learner and develop good study skills?
Standards/Outcomes	**Textbooks and Resources**	**Assessment**
1. A student demonstrates understanding of how relationships between composer, responder, text and context shape meaning. 2. A student describes and explains different relationships among texts. 3. A student demonstrates understanding of cultural reference in texts. 4. A student uses language relevant to the study of English. 5. A student demonstrates understanding of how audience and purpose affect the language and structure of texts. 6. A student interprets texts using key language patterns and structural features. 7. A student analyses the effect of technology on meaning. 9. A student engages with the details of text in order to develop a considered and informed personal response.	Prescribed Texts: • *Unpolished Gem* by Alice Pung • *Rabbit Proof Fence* by Phillip Noyce Supplemental Texts: • "Belonging in Indonesia" booklet – compilation of articles from *The Jakarta Post* and *Weekender* magazine • Song Lyrics: "The Voice of Truth" by Casting Crowns "Who Am I" by Casting Crowns "If We Are the Body" by Casting Crowns "We Are the Body" by Mandi Mapes "We Are" by Kari Jobe "Where We Belong" by Steven Curtis Chapman "Home Where I Belong" by B. J. Thomas "A King and a Kingdom" by Derek Webb "This is Home" by Switchfoot	• **Assessment Task 2:** Students will use visual means to create a poster that represents their personal perceptions of belonging as shaped through contexts and connections. Students will record themselves speaking about their poster, providing detailed analyses of the images they have chosen. ***ESLRs Assessed:*** 1.1, 2 (all), 3.3, 4.3 ***Outcomes Assessed:*** 1, 3, 12, 13 • **Assessment Task 3:** Students will read, analyze, and answer questions about unseen texts related to belonging. Students will write an essay to a prompt about belonging using their prescribed texts and student chosen text. Students will listen to a recorded text and demonstrate understanding by answering questions based on that text.

11. A student analyses and synthesizes information and ideas into sustained and logical argument for a range of purposes and audiences. 12. A student draws upon the imagination to transform experience and ideas into texts, demonstrating control of language. 13. A student reflects on own processes of responding and composing.	"Beautiful Letdown" by Switchfoot • Blog Post: "A White Stone and a New Heart" • Music Video: "Remind Me Who I Am" by Jason Gray • Speech: "Where is Home?" by Pico Iyer • Paintings/Works of Art: "American Gothic" by Grant Wood "Automat" by Edward Hopper "Cahill Expressway" by Jeffrey Smart "Christina's World" by Andrew Wyeth "Despair" (1894) by Edvard Munch "Ennui" by Walter Richard Sickert "Hunters" by Banksy "Mariana" by John Edward Millais "Nighthawks" by Edward Hopper "Picnic at Wittenham" by George Warner Allen "Something More" by Tracey Moffat "Sunday Evening" by Russell Drysdale "The New School" by Jeffrey Smart "Unemployment" by Ben Shahn "Waterlilies" by Banksy	***ESLRs Assessed:*** 2 (all), 3 (all) ***Outcomes Assessed:*** 2, 4, 5, 6, 7 • **Internal Assessment Tasks:** • Reading comprehension quizzes • Literary analysis paragraphs and essays • Learning Journal/Portfolio
Students learn to	**Teaching Strategies / Activities**	**Students' Activities**
• Aspects of belonging and not belonging • The vocabulary and grammar of "belonging" • The textual features of nonfiction memoir, songs, paintings, feature articles, spoken texts, and film • Identity in Christ • Belonging to the Body of Christ • Citizenship in heaven • Factors influencing Indonesian national identity	• Present additional texts related to belonging • Facilitate understanding of prescribed and additional texts • Teach textual features for written, spoken, and visual texts • Teach and model the vocabulary and grammar of belonging • Model analysis of texts • Model writing essays • Provide feedback on student writing	• Read/view/listen to, discuss and analyze texts • Take and use notes • Brainstorm ideas relating to belonging and not belonging • Draft, write, revise, and edit paragraphs and essays related to belonging • Collaborate with classmates to analyze texts • Respond to texts using learning journals and in-class writing assignments • Reflect on individual learning processes

• Historical context of the Cambodian struggles under Pol Pot and the stolen generation of Australian aborigines • The structure and format of literary analysis and personal response essays • The writing process		• Quizzes on vocabulary and content of texts • Grammar and listening exercises • Maintain portfolio of class notes & handouts • Choose related texts for individual analysis and writing

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Education

M.Ed., Curriculum and Instruction, Dordt College (2014)

M.A., Linguistics, University of Texas at Arlington (2002)

B.A., Bible, Bryan College (2000)
Minors: Greek, History, Linguistics
Thesis Topic: A Biblical Theology of Missions

Academic employment

Teacher (10-12), Ipeka International Christian School, Jakarta, Indonesia (2013 – present)

Tutor (2-Graduate), Varsity Tutors, Houston, Texas (2010 – 2013)

Teacher (7-12), Cypress Christian School, Houston, Texas (2007-2010)

Teacher (9-12), Mindanao International Christian Academy, now Faith Academy Mindanao, Davao City, Philippines (2004-2006)

Graduate Teaching Assistant (First year English), University of Texas at Arlington, Arlington, Texas (2001 -2002)

Academic Awards

Dean's Scholarship, Bryan College (1996 – 2000)

Publications and Presentations

"Common Core Standards: Reading and Writing in the Disciplines" – professional development workshop for senior high teachers at Ipeka International Christian School (February 2014)

"Essential Questions" – professional development workshop for Ipeka International Christian School (January 2014)

"What is Differentiated Instruction?" – professional development workshop for first year teachers at Bear Creek Elementary School, Houston, Texas (November 2012)

"Finding Truth in Fiction" – Presentation at ACSI Regional Conference, Davao City, Philippines (November 2005)

"Biblical Integration in Teaching English" – presentation at ACSI Facilitator Training Seminar, Davao City, Philippines (October 2005)

Paul, Rebekah. (1997). Persecution and Politics. *Today's Issues Confronted by Tomorrow's Leaders: Essays on Selected Human Rights Topics.* Dayton, TN: Bryan College, 16-29.

Professional Memberships

English Teacher's Association of New South Wales