A Project entitled

Exploring the Impacts of Cooperative Learning Strategy on Students'

Motivation in Learning English Reading

Submitted by

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submitted to The Education University of Hong Kong

for the degree of *Bachelor of Education (Honours) (English Language) - Primary*

in *May 17*

<u>Declaration</u>

I, Ng Man In   , declare that this research report represents my own work under the

supervision of Associate Professor Dr. CHAN, Kin Sang Jacqueline, and that it has not been

submitted previously for examination to any tertiary institution.

Signed _____

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12-05-2017

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<u>Abstract</u>

The present study compares the impacts of a cooperative learning strategy, the jigsaw method, with traditional whole-class instruction on students' motivation in learning English reading. The participants were 26 Primary 4 local students in one classroom. The students were assigned to learn two different units of reading by using the jigsaw method and traditional whole-class instruction respectively. The first unit used the traditional whole-class instruction as instruction method while the second unit used the jigsaw method. A pre-test and post-test were employed to investigate the differences in students' learning performance under the two methods. Academic Self-Regulation Questionnaires (SRQ-A) and interviews were utilized to compare the effects of these two teaching methods on students' learning motivation. Findings in this study reveal that the reading performance of students under the jigsaw method outperformed students under the traditional whole-class instruction in the tests. The English reading learning motivation could be significantly improved among both moderate and low achievers, while limited improvement was found in high achievers.

1. <u>Introduction</u>

In Hong Kong school curriculum, English Language Education is regarded as a key learning area which aims to develop students' proficiency in English. Hong Kong primary students experience many difficulties in learning English as a second language (L2). Especially in learning reading, it is a complex act of communication, which includes the interaction of a variety of reader-based, contextual and textual variables to produce comprehension (Roe, Smith & Burns, 2005). Students lack reading strategies and skills which prevent themselves from understanding passages in certain content areas (Cummins & Davison, 2007). Students feel that learning reading is an uphill task and thus gradually become passive during lessons and lose their learning motivation.

Learning motivation is an important element of successful second language acquisition (Dörnyei, 2001). Implementing student-centered approaches can increase students' learning motivation in English (Collins & O'Brien, 2003). Many studies found that cooperative learning strategies (CL), which is a student-centered approach, help improving students' motivation. The two fundamental elements of CL are individual accountability and positive independence (Richards and Rodgers, 2014). Individual accountability required every individual in a group take the responsibility for completing tasks. In addition, having positive independence in group work helps to cultivate a supportive learning environment, since learners feel motivated and obliged to encourage the group learning.

The jigsaw method is one of the CL strategies that has received considerable attention in

reading classrooms. It provides a supportive and stress-reduced learning atmosphere to help with developing learners' metacognitive awareness on reading and learning the content deeply with peers in small groups (Meng, 2010).

This study aims to investigate the influences of the jigsaw method on Hong Kong primary students' motivation in learning English reading. Specifically, comparing with the traditional whole-class approach, an experimental research was carried out to examine the effectiveness the jigsaw method via pre- and post-tests, questionnaires as well as interviews in a Primary 4 local reading classroom to address the following research questions:

1. Compared with traditional whole-class instruction, to what extent do students feel more motivated by cooperating with peers?

2. How can the implementation of the jigsaw method affects students' motivation in learning English?

2. <u>Literature Review</u>

2.1 <u>The Importance of Motivation in ESL learning</u>

Motivation is a concept which helps to provide reasons of why people choose to do a specific thing, make them do it consistently, and help them to insist on completing the task (Pintrich, 2013). Rehman and Haider (2013) stated that learning outcome of students can be enhanced by motivating them. When students have learning motivation, they will involve in the learning activities actively (Bahri & Corebima, 2015).

Self-Determination Theory is considered as a theory of motivation (Deci & Ryan, 1985). In contrast to motivation, Gagne and Deci (2005) states that amotivation shows a deficiency of intention of doing an activity.
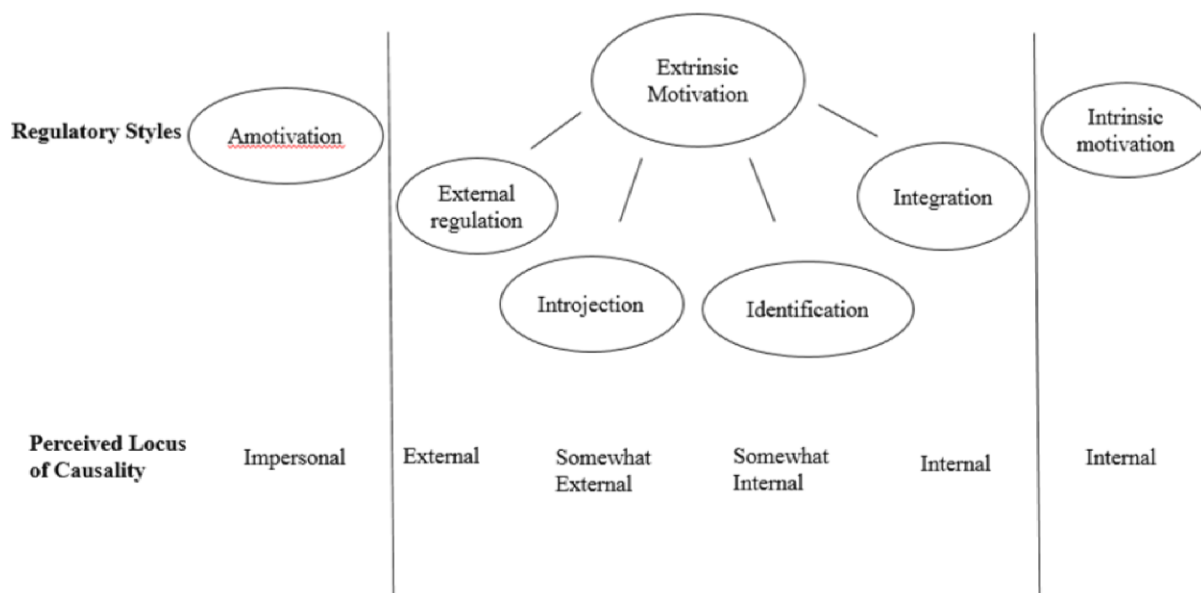
In self-determination theory, based on various reasons that bring on an action, motivation can be distinguished into different sorts. The basic distinction is between intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to the most autonomous and pervasive one to humans. It explains the reason of a person to study English is based on the enjoyment it produces in itself (Ryan & Deci, 2000). Because of the pleasure of learning English for its own sake, students' intrinsic motivation can be enhanced (Ning & Hornby, 2000).

Given that not many class activities are planned to be intrinsically enjoyable (Ryan & Deci, 2000). Most of the activities students do, strictly speaking, cannot be regarded as intrinsically motivated. Extrinsic motivation is considered as a practical mean for achieving successful English learning (Dörnyei, 2001). Contrasting with intrinsic motivation, extrinsic motivation

explains the reason why a person carries out an activity is because of external regulation, such as reward, instead of its instrumental value (Ning & Hornby, 2010). There are 4 subtypes of the motivation to show a degree of gradual integration and internalization from autonomous motivation to controlled motivation, which are external, introjected, identification and integration. External regulation is the least autonomous type of the extrinsic motivation which behaviors are enacted to avoid a punishment or get a reward. The next sort of extrinsic motivation is introjected motivation which refers to behaviors are enacted to avoid self-derogation or satisfy self-aggrandizement. A greater autonomy form of extrinsic motivation is identified regulation, whereby behaviors are perceived as valuable. Integrated regulation is the most autonomous type of extrinsic motivation. Once identified regulations have been synthesized of the self, integration exists.

The sub-theory of self-determination theory postulates the idea that the satisfaction of the basic psychological needs in autonomy, competence and relatedness facilitate one's process of internalization. Autonomy is defined as the experience of the behavior of devoting energy and willingly. Competence is the experience of behavior of willingness to meet challenges. The intrinsic motivation of students can be maintained only when they feel competence and autonomous. Regarding relatedness, which provides a sense of connectedness to the society, is centrally important to boost one's extrinsic motivation. With the three basic psychological needs, motivation of doing an activity can be improved. Comparing with traditional teaching settings, students are reported generally better autonomy, competence and relatedness when

they are instructed by CL.

2.2 The Implication of Whole-class Instruction Versus CL in ESL Learning

Whole-class instruction is a traditional realm which has already operated for numerous years. Learning motivation theorists contend that under the learning environment of the instruction, students incline to compete with each other in order to achieve reinforcement (Al-Halal, 2001). The goal attainments of students are unrelated and independent, causing the academic effort cannot be encouraged by peers typically (Ning & Hornby, 2010).

Teacher is the most appropriate professional to decide which strategies are the most suitable for students to use in class. With the implementation of whole-class instruction, students are restricted since they may not find opportunity to freely select the ways that they are interested in using to solve problems in learning English (Al-Halal, 2001). The strategy may result in making students, especially those at primary levels who love being admitted their identities, less motivated from the atmosphere of one-way instruction that teacher direct to them (Al-Halal, 2001).

CL is an innovative method that extremely opposite to the traditional one, which advocates the idea of every student share the same learning goal in a classroom (Johnson and Johnson, 2003). The relationship between students in a classroom may become more positive and interdependence, and hence students' motivation in learning English can be increased (Kagan & Kagan, 2009). Motivation perspectives on CL can be focused on group dynamics, goal and

reward structures (Dörnyei, 2001). The reward structure that used in CL is basically related to group rewards, which means students are generally assessed as a group (Ning & Hornby, 2010).   By giving group rewards, students' extrinsic motivation can be enhanced.

Many experts in CL insist the idea that having some external reasons to work with peers in cooperative groups can help with the development of intrinsic motivation to English learning in the long run (Ning & Hornby, 2010). Students can feel that their peers are eager to support and learn with each other in cooperative learning groups, and accordingly having more motivation in learning (Kagan & Kagan, 2009). The significance of creating a supportive, positively interdependent and caring environment is emphasized in CL. Students will be more willing to voice out their thoughts as they feel the support from their peers, and thus become motivated to work for their group goals (Johnson and Johnson, 2003).

There are, however, some drawbacks found on using CL to improve students' learning motivation. When forming cooperative learning groups in class, it is difficult to ensure every team member is fully engaged. In normal teaching and learning circumstances, in order that the lesson could be smoothly run, the slow learners may be left out by the other team members (Apple & Duncan-Hewitt, 2000). From the perspective of higher achievers in class, allocating students at learning paces in a group will require high energy expenditure (Apple & Duncan-Hewitt, 2000). The learning motivation of higher achievers, therefore, is hard to maintain under this circumstance.

2.3 <u>Present studies on using CL</u>

Studies on CL were conducted by various researchers. Shaaban (2006) carried out an 8-weeks research on studying the influence of Jigsaw II method on improving grade five EFL learners' motivation to read. The study took place in a Beirut private school, which a total of 44 students were assigned randomly to control and experimental group conditions. The control group used whole-class instruction during lessons. The Motivation to Read Profile was distributed to all participants in both groups upon the completion of the research. The result revealed Jigsaw II method was more effective than whole-class instruction in boosting with EFL learners' motivation to read.

In Turkey, Gömleksiz (2007) conducted a 4-week study to compare the effects and attitudes on using traditional teacher-centered strategy versus Jigsaw II method on learning English. There were 66 engineering students from two classes in a university involved, which one class was assigned as experimental group to use Jigsaw II method while the other was control group to use traditional method for learning English. During the research, an attitude scale together with the pre-and post-tests were distributed for students to complete in order to understand students' change of attitude and achievement under the different circumstances of teaching instructions. The result showed that the experimental group which adopted Jigsaw II method performed better than the control group, evidenced that the cooperative learning environment can provide a better learning condition to motivate students' learning.

Through a comparison of traditional teacher-led instruction with jigsaw method and drama,

Law (2011) looked in the effects of CL on enhancing students' achievement goals, autonomous motivation and reading proficiency in a Hong Kong fifth grade class. The participants were grade five students in nine classes from three primary schools. The three classes in each school were randomly assigned to the experimental and control conditions. Students were required to complete a pre-test on Chinese language proficiency. At the end of the programme, a reading test and two questionnaires were distributed to students to assess students' higher-order skills on reading comprehension, their achievements with respect to their learning goals, as well as their degree of autonomy respectively. The findings revealed that both drama and jigsaw approaches were more likely to enhance higher levels of autonomy and mastery goals of students than the approach adopted in the control group since the learning activities could arouse students' interests and intrinsic motivation.

Nornby and Ning (2010) worked on an 18-weeks comparative study in a northern China university to study the impacts of using CL on tertiary English as foreign language (EFL) in students' learning motivation. Two classes in the university were picked randomly as experimental and control groups. The execution of traditional instruction only took place in the control group, while the experimental group adopted CL. Pre-test was administered to students in both groups before the study commenced, which required students to fill in a LLOS questionnaire to measure their motivation in learning English. At the end of the study, students had to complete LLOS again as the post-test. The result revealed that traditional teacher-led instruction was inferior to CL in increasing students' intrinsic motivation in

learning English, whereas no significant differences could be found on other facets of students' motivation.

3. <u>Research Method</u>

3.1 <u>Purpose and Rational of the Study</u>

Although many researchers examined the effectiveness of CL in different levels of student learning, 'research gaps' still exist. First, most of the studies were done with their analysis of CL in foreign countries, with only limited research on Hong Kong context. Second, there is only few studies focused on how a particular CL method, such as the jigsaw method, improve local students' motivation on English reading. Researchers found that it is hard to adopt CL in Hong Kong (Thanh-Pham, Gillies & Renshaw, 2009). The learning styles between Western and Hong Kong students are very different. Students in the western countries are taught with student-centered approaches, which strongly encouraged to construct their own knowledge and interact with peers through facilitations by teachers under a harmony and ideal learning environment (Levinsohn, 2009). In contrast, the examination-oriented and competitive learning atmosphere in Hong Kong violates the principles of CL. In Hong Kong, students generally learn passively and silently by accepting the knowledge transmitted by teachers through teacher-centered approaches (Sit, 2013). Based on the variations between Western countries and Hong Kong classrooms, the results of CL found in foreign countries may not be relevant to that of Hong Kong classrooms. In order to bridge this gap, the present study is

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being carried out accordingly.

The present study has its significances in the field of CL on English teaching and learning. First, given the current curriculum reform that emphasizes on the effective use of teaching strategies to promote positive and supporting atmosphere in learning reading, the study is a timely response to this call in exploring the effects of CL in Hong Kong context. Second, the effectiveness of CL examined can be used as an insight for teachers to adopt appropriate strategies to improve their teaching and students' learning.

3.2 <u>Participant</u>

The participants were 26 Primary 4 Hong Kong students (16 boys and 10 girls) in a class from a local primary CMI (Chinese as the medium of instruction) school. The school is located in a Hong Kong urban area, and most students came from underprivileged families who seldom had an opportunity to practice English in their daily life. All students are Chinese, and their first and second languages are Chinese and English respectively. The same group of students (N=26) was first taught through traditional whole-class instruction, and then followed by the jigsaw method.

3.3 <u>Research Procedure</u>

Approval to carry out this research study was obtained from the Human Research Ethics Committee of the Education University of Hong Kong. The researcher served as a novice

teacher of the English course for the participants during her teaching practicum. She is an English major university student and had a particular interest in adopting CL on English teaching. Prior to the study, the researcher studied a CL course and familiarized herself with the jigsaw reading technique.

The study was commenced from late November to early December in 2016. An experimental research was used to investigate the effects of CL on students' motivation in learning English reading. Consent forms were distributed for school principal, students and their parents to sign after a brief explanation of the purpose, procedure and what CL method to be used. The research started after obtaining the required approvals.

3.3.1 Direct Instruction with the Traditional Whole-class Instruction

The students were taught by the traditional whole-class instruction in the first unit reading in late November. The title of the reading text was "Hobbies and Interests". The text was extracted from a textbook, "New Magic", and the length and level of it were adjusted by the researcher. In lessons one and two, the teacher introduced the new vocabulary words in the reading text. In lessons three and four, the teacher explained the target sentence structures and grammar items to the students. In the last two lessons, the teacher taught the text directly, and asked students questions about it. During the teaching, no group activities were introduced and all students were required to learn and work individually.

3.3.2 The Jigsaw Method

The jigsaw approach was applied in teaching the second unit reading in early December. The title of the second reading text was "Christmas Party". Similar to the directed instruction of traditional whole-class instruction, the level and length were adjusted based on the original text in the textbook "New Magic". A total of six lessons were used. In lessons one and two, the teacher explained the new vocabulary words in the reading passage. In lessons three and four, the target sentence structures and grammar items were taught. In the last two lessons, the jigsaw method was used to teach the text. Students were assigned to six home groups, with four students who had different learning abilities and paces in each group. Each student in a group was asked to read one part of the text individually. Upon finishing the reading, members who read the same part of the text formed six expert groups. The students were given some guided questions related to the part to explore and discuss together in each of the expert groups. After the discussion, all students went back to their home groups to report what they had discussed on their own part in the expert groups by turns. Students were required to mark down the important ideas about the other parts of the text given by their group mates. To ensure students' understanding of the topic, the teacher walked around to monitor and offered help if needed during the discussion.
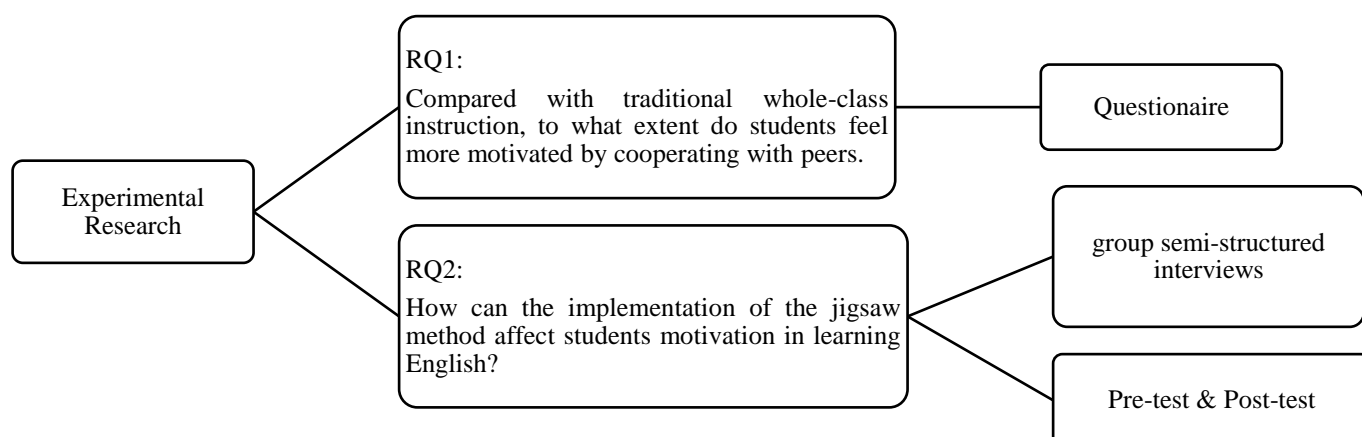
3.4 <u>Measures</u>

During the research, a questionnaire was used to track students' responses, which the results

would be expected for answering the first research question. Furthermore, semi-structured

interviews and pre and post-tests were administered which the results could be used for

answering the second research question.

3.4.1 <u>Pre-test and Post-test</u>

At the end of the first unit reading, a pre-test with six multiple choice questions was

distributed to the students for assessing their understanding and learning performance of the

text. Similarly, the students were required to finish a post-test with six multiple choice

questions after the second unit teaching. Although the questions of the two tests were different,

the levels were adjusted by the researcher to be the same.

3.4.2 Academic Self-Regulation Questionnaire (SRQ-A)

At the end of the whole teaching on reading by using different methods of traditional and Jigsaw instructions, the Academic Self-Regulation Questionnaire (SRQ-A) was adapted and distributed to the students for understanding their motivation on learning the first and second unit. The original format for the SRQ-A was introduced by Ryan and Connell who described the validation of it in 1989 (Ryan & Connell, 1989). SRQ-A is a questionnaire which used to understand four aspects of the students learning motivation, including external regulation, introjected regulation, identified regulation and intrinsic motivation. To ensure the participants can understand the questions, the English version of SRQ-A was adapted and translated by the researcher into Chinese. In the extracted questionnaire, the students were asked to indicate to what extent they agreed with the 16 statements that described reasons for doing classwork in English reading lessons. Each statement represents one type of motivation. In response to the 16 statements, the students were asked to indicate the extent on a 4-point Likert scale, with 1=strongly agree to 4=strongly disagree.

3.4.3 Group Semi-structured Interviews

In order to further understand the reasons of affecting the motivation under the jigsaw method as identified in the questionnaires, six students with different English proficiency, including two high, moderate and low achievers were invited to carry out interviews in the last day of using the said teaching instruction. For each round of the interviews, two students with the

same learning level were grouped for attending a 20 minutes long group interview. The researcher mainly asked semi-structured questions during the interviews. All conversations were marked down as notes and recorded.

4. Findings

Analyzes were carried out to examine the differences of learning performance and learning motivation between the traditional whole-class instruction and the jigsaw method. Excel and SPSS 21.0 for Windows was utilized to analyze the data collect from pre- and post-test and questionnaires respectively.

4.1 Differences between Students' Learning Performance in English Reading

In table 1, the sum of the mean score in the pre-test was 2.73 while that in the post-test increased slightly to 3.19. The students' performance could be distinguished from three learning levels, namely poor (scores 0-2), good (scores 3-4) and distinction (scores 5-6). As in table 2, nearly half of the students (12 students) were in the poor level in the pre-test while only less than one-third of them (8 students) were in this poor level in the post-test. None of them scored 0 mark in the post-test. The number of students who were in the good level increased lightly from 12 in the pre-test to 14 in the post-test. As for the distinction level, 2 students were in this group in the pre-test and it doubled in the post-test. The results proved that the English reading performance could be increased as more students were in good and

distinction reading level after the adoption of CL.

Table 1   Sum of the mean score in the pre-test and post-test

	Pre-test	Post-test
Sum of the mean score	2.73	3.19

Table 2   Score(s) of the pre-test and the post-test

Score (s)	0	1	2	3	4	5	6
Number of Students (Traditional Instruction) in the Pre-test	2	3	7	5	7	1	1
Number of Students (Jigsaw Method) in the Post-test	0	2	6	8	6	3	1

4.2 Differences between Learning Motivation In English Reading

Table 3 shows the differences of four types of learning motivation, which are intrinsic motivation, introjected regulation, external regulation and identified regulation, between the traditional instruction and the jigsaw method. In the area of intrinsic motivation, the results showed that the mean in the traditional instruction was 2.37 and that in the jigsaw method was 1.81. In terms of introjected regulation, the traditional instruction had a mean of 2.61 and the jigsaw method had 2.39. As for external regulation, the mean of the traditional instruction was 2.65 and that of the jigsaw method was 2.45. The means of the identified regulation in the

traditional instruction and jigsaw method were 2.11 and 1.80. From the results, the means of

the four types of motivation in the jigsaw method were more near to 1 (strongly agree) than

that in traditional instruction. In other words, the result showed that the English reading

learning motivation of students under CL was greater than that of traditional whole-class

instruction.

Table 3   Results of the SRQ-A

SRQ-A (16 items)	Group	Mean	SD
Intrinsic motivation (3 items)	Tra	2.37	1.12
	Jig	1.81	0.88
Introjected regulation (5 items)	Tra	2.61	1.16
	Jig	2.39	1.08
External regulation (5 items)	Tra	2.65	1.05
	Jig	2.45	0.92
Identified regulation (3 items)	Tra	2.11	1.06
	Jig	1.80	0.85

Note: Tra = traditional instruction; Int = jigsaw method; SD = standard deviation

4.3 Differences of Students' Attitude towards the Traditional Whole-class Instruction and the jigsaw method

The interview results showed that the attitudes towards traditional whole-class instruction among students with different learning abilities varied.

4.3.1 Students' Attitudes towards the Traditional Whole-class Instruction

In the interviews, all interviewees pointed out that most of the time in the traditional whole-class instruction lessons were directed by the teacher while little time was given to them to express their ideas.

All interviewees showed a negative feeling towards using the traditional whole-class instruction for learning English reading. Students felt that using traditional whole-class instruction could not reinforce their own learning. *"I feel bored and tired when I have to read the whole reading passage alone."* A high achiever pointed out and another interviewee nodded to show his agreement. Similarly, the moderate and low achievers expressed the same view. Some interviewees opposed to the abovementioned technique for providing equal learning opportunity. *"Even I raised my hand, you (the teacher) did not choose me to answer questions. For most of the time, you chose the other students."*, *"If I do not understand the content, I cannot ask the teacher immediately during lessons… I will bother other students' learning and the teacher's teaching."* a high achiever and a low achiever mentioned respectively. The low achievers stated in the interview that the teaching method could not

encourage their English learning. *"I seldom raise my hand to answer questions… I cannot fully understand the reading passage… my classmates will laugh at me if I answer the questions wrongly."* a low achiever said and the other agreed with it.

4.3.2 <u>Students' Attitudes towards the Jigsaw Method</u>

A majority of interviewees expressed that they were fond of using the jigsaw method to learning English reading. *"I think reading alone is boring but reading with peers is interesting… I like it!"* A high achiever pointed out this in the interview to show his eagerness to the jigsaw method and the other two students, including a moderate and low achiever, shared the same view with it. Most of the students agreed that their understanding of the reading passage could be strengthened with the aid of the high achievers. *"Some students in our group are high achievers, I can ask them questions. It makes me understand the passage better."* A moderate achiever pointed out. The low achievers also thought that the high achievers could teach them. *"(A student's name) in my group is a high achiever, I can ask him immediately if I do not understand."* a low achiever stated. At the same time, the high achievers were motivated through helping their peers. *"I feel happy because I can teach my classmates."* A high achiever mentioned and another agreed. The English reading learning could also be encouraged to moderate and low achievers. The interviewees showed their willingness to share their own ideas to their others during lessons. Some of them mentioned *"It is extremely interesting and not that stressful… it's okay if I answer something wrong in*

my group." and *"Even I answer something wrong in my group, they (my groupmates) will not laugh at me. They may think I need their help… then they offer more help for me."* Unlike traditional whole-class instruction, the high achievers believed that they could have equal opportunities to express their ideas during lessons. *"I have opportunity to voice my thoughts in this lesson… I have enough time to share."* a high achiever mentioned and another student nodded.

However, the opinions of the interviewees towards enhancing learning progress were negative. *"I spend so much time on teaching (a student's name), it slows down my progress."* a high achiever expressed his feeling. Another high achiever shared the same view. *"Apart from (a student's name), no one in my group can help with my learning… (other two students' name) do not write the answers in the worksheet."* she said. The high achievers did not agree that their learning progress could be enhanced by the jigsaw method. Similarly, the moderate achievers stated that their learning progress were slow down. *"In my group, there is a student suffering from hearing problem, we have to repeat what we say for many times... it slows down our progress."* To facilitate the learning progress, the high and moderate achievers tended to push the low achievers to finish their work faster. *"(A student's name) urge me to write faster. I dislike it! I feel annoyed!"* one of the low achievers expressed his feelings on the learning experiences of being pushed by others in the group work.

5. <u>Discussion</u>

5.1 <u>Improving Self-confidence in Learning English Reading</u>

Enhancing students' English learning performance has always been an essential aim of English lessons (Birch, 2007). The results of the pre-test and post-test in this study revealed that the jigsaw method helped students increase their learning performance more effectively and successfully. This finding was supported by the view of Slavin (1983) that changing from a traditional competitive learning environment to a cooperative one did not deteriorate but significantly improve students' learning outcome and achievement. Moreover, the moderate and low achievers mentioned in the interviews that they were more confident to share their thoughts in cooperative learning groups. According to Harris (2009), having successful English reading experiences helps increase students' self-confidence in learning English. With high self-confidence, students are more likely to believe themselves to be able to perform well during lessons, and they are willing to try their best in learning reading accordingly. Many existing research studies indicated the positive relationship between self-confidence and motivation. Students who had high self-confidence in learning English were found to have remarkable level of intrinsic motivation (Benabou & Tirole, 2002). As a result, using the jigsaw method is more likely to stimulate their interest and desire in learning English reading than the traditional whole-class instruction.

5.2 Arousing Classroom Learning Atmosphere

Under the supportive and collaborative learning atmosphere of the jigsaw method, students take the responsibility for their learning by working with their teammates (Gömleksi, 2007). Students are encouraged to actively share their personal thoughts and participate in group discussion in their cooperative groups. Unlike the traditional whole-class instruction, all the high, moderate and low achievers are given opportunities to freely voice their thoughts. All students in the interviews showed their willingness and eagerness to contribute their opinions with their peers. Utilizing the jigsaw method helps to minimize learning anxiety of moderate and low achievers in English reading. Every member in the group helps and learns with each other to complete the reading task. No one would laugh at these learners even they answered something wrong in the cooperative learning groups. Instead, they could seek help from high achievers in the groups when they faced difficulties in reading. The high achievers mentioned in the interview that they enjoy helping their peers. Having positive learning experiences, relationship and cohesiveness with peers are effective ways to highly motivate students' learning motivation in English reading (Dörnyei, 2001).

5.3 Catering for Learner Diversities

Sears (2006) stated that cooperation for learning is regarded as the greatest way for deep understanding. It puts much emphasis on exchanging information among peers in cooperative groups. Moderate and low achievers who work individually easily give up once they get stuck

(Felder & Brent, 2007). Comparing with traditional whole-class instruction, both moderate and low achievers pointed out that the jigsaw method helps to facilitate their understanding of reading. This finding is in line with a previous study that students' reading proficiency could be enhanced through cooperative learning activities (Law, 2011). All moderate and low achievers preferred working with others, believing they could learn better, and obtain help from their peers. The moderate and low achievers working cooperatively could keep going even they get stuck (Felder & Brent, 2007). When the moderate and low achievers faced problems in reading, they could ask the high achievers in their cooperative groups, instead of the teacher for information immediately. Once their problems were solved, they could continue their reading. In this case, the reading learning progress and learning motivation of the moderate and low achievers could be greatly enhanced.

Even though Hampton and Grudnitski (1996) stated that low achievers benefit most from the jigsaw method, they still face different challenges when they work in cooperative groups. As mentioned in the interview, a low achiever did not agree to the way that high and moderate achievers used to facilitate the reading learning progress in the cooperative learning group. In order to enhance the progress, the high and moderate achievers did control the group learning progress by urging the lower achiever to read faster. In the interview, the low achiever showed his annoyance and frustration towards their lack of control in their learning progress, which lowered their learning motivation accordingly (Tombak & Alitun, 2016).

Motivation research suggested that challenging tasks are more motivating to high achievers in

learning English (Lai, 2011). As the top students in the cooperative groups, high achievers may not experience the challenge or stimulation under CL (Shindler, 2009). In the interview, the two high achievers mentioned that no one could stimulate their learning in their groups, in which their learning needs could not be catered.

Besides, the learning progress of higher achievers decreases by spending energy and time to help lower achievers in cooperative learning groups (Apple & Duncan-Hewitt, 2000). Because of the slow learning progress of the low achievers, both high and moderated students in this study expressed their frustration with delays in finishing the reading tasks. The reading learning motivation of higher achievers is hardly to maintain under the high-energy expenditure and absence of challenging tasks in CL.

5.4 Increasing the Enjoyment in English Reading

Many present studies revealed that learning English becomes more enjoyable with CL. The findings in this study show a positive relationship between the jigsaw method and perceptions towards learning English reading. In the interviews, the students stated that they preferred using the interesting jigsaw method to the boring traditional instruction through learning reading with peers. The findings in the Academic Self-Regulation Questionnaires (SRQ-A) also revealed the improvement of learning enjoyment under CL. From the results, intrinsic motivation, introjected regulation, external regulation and identified regulation increased significantly after the intervention of CL.

According to Turner (1995), having a sense of enjoyment in learning seems to be synonymous with having the learning motivation. The amount of students' interest and enjoyment in English reading determines the level of their learning motivation (Lai, 2011). The greater the enjoyment students found in English reading, the more learning motivation they have.

6. Limitations

There are several limitations in the present study which may affect the validity of the findings. First, this study was constrained to 8 lessons involving only 26 participants in one Primary 4 classroom. The limited sample size and duration of data collection may not be able to reflect the differences between CL and traditional instruction on Hong Kong primary students' English reading learning motivation in general. Second, it is not a general practice for a researcher to be a novice teacher at the same time. Students' perception towards the teacher may be one of the factors besides CL to influence their learning motivation. Further studies should use both experimental group and control group to compare CL and traditional instruction, with only one teacher assigned in teaching each group.

7. Conclusion

To conclude, the present study has investigated the impacts of CL on students' learning motivation in English reading. With CL, all students could learn English reading more confidently under a pleasant and supportive learning atmosphere. The learning needs of both

moderate and low achievers can be catered through working with high achievers, while high achievers are hard to be benefited from their peers in cooperative groups. To ensure all students can be benefit from CL, especially for high achievers, further studies on how to improve their learning motivation in English reading effectively are required.

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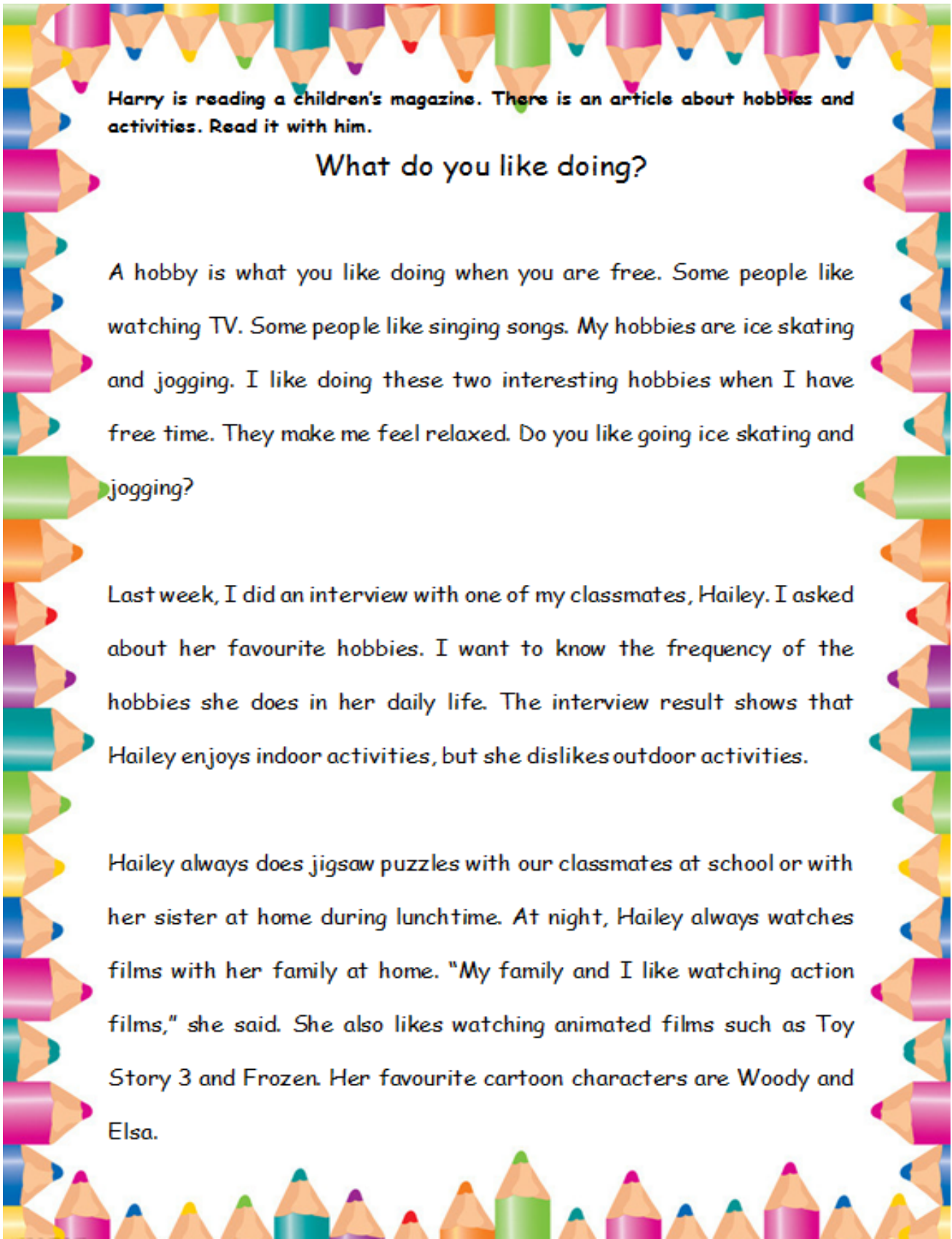
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Appendices

Appendix 1: Reading Passage (Hobbies and Interests) for Traditional Whole-class Instruction

Harry is reading a children's magazine. There is an article about hobbies and activities. Read it with him.

What do you like doing?

A hobby is what you like doing when you are free. Some people like watching TV. Some people like singing songs. My hobbies are ice skating and jogging. I like doing these two interesting hobbies when I have free time. They make me feel relaxed. Do you like going ice skating and jogging?

Last week, I did an interview with one of my classmates, Hailey. I asked about her favourite hobbies. I want to know the frequency of the hobbies she does in her daily life. The interview result shows that Hailey enjoys indoor activities, but she dislikes outdoor activities.

Hailey always does jigsaw puzzles with our classmates at school or with her sister at home during lunchtime. At night, Hailey always watches films with her family at home. "My family and I like watching action films," she said. She also likes watching animated films such as Toy Story 3 and Frozen. Her favourite cartoon characters are Woody and Elsa.

Hailey usually plays computer games when she finishes homework at home. "I am so tired after having many lessons every day. Playing computer games is a good activity that makes me feel relaxed," said Hailey. Besides playing computer games, she often reads books. She likes reading storybooks and biographies, but she never reads comics. "Reading comics is a meaningless activity. There are a few words in the comics only. I cannot learn anything from it," said Hailey. Hailey sometimes surfs the Internet. She enjoys checking the dictionary and reads news online.

Hailey never does sports. "I'm so different from my parents," she said. "My parents love doing sports, but I hate it." Her father likes doing karate and going roller skating. Her mother enjoys hiking. My teacher told us that doing sports is important for children. Children can have a strong body so they do not get sick easily. I am worried about Hailey now because she never does sports.

Do you love doing sports? What hobbies or activities do you like?

Appendix 2: Teaching Material for Traditional Whole-class Instruction

Harry is reading a children's magazine. There is an article about hobbies and activities. Read it with him.

Peppa Pig

What do you like doing? [Title]

Paragraph 1 [Introduction]

[The meaning of hobby]

[The author's (Harry) hobbies]
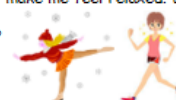
A hobby is what you like doing when you are free. Some people like watching TV. Some people like singing songs. My hobbies are ice skating and jogging. I like doing these two interesting hobbies when I have free time. They make me feel relaxed. Do you like going ice skating and jogging?

Paragraph 2

[The background information of the interview]

Last week, I did an interview with one of my classmates, Hailey, to ask about her favourite hobbies. I want to know the frequency of the hobbies she does in her daily life. The interview result shows that Hailey enjoys indoor activities, but she dislikes outdoor activities.

Paragraph 3

[The interview result: Hailey's hobbies]
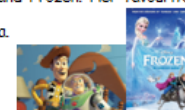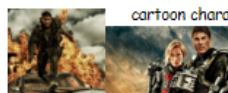
Hailey always does jigsaw puzzles with our classmates at school or with her sister at home during lunchtime. At night, Hailey always watches films with her family at home. "My family and I like watching action films," she said. She also likes watching animated films such as Toy Story 3 and Frozen. Her favourite cartoon characters are Woody and Elsa.

Paragraph 4

[The interview result: Hailey's hobbies]

Hailey usually plays computer games when she finishes homework at home. "I am so tired after having many lessons every day. Playing computer games is a good activity that makes me feel relaxed," said Hailey.

[The interview result: Hailey's hobbies]

Besides playing computer games, she often reads books. She likes reading storybooks and biographies, but she never reads comics. "Reading comics is a meaningless activity. There are a few words in the comics only. I cannot learn anything from it," said Hailey. Hailey sometimes surfs the Internet. She enjoys checking the dictionary and reads news online.

Paragraph 5

[The interview result: Hailey's hobbies]

Hailey never does sports. "I'm so different from my parents," she said. "My parents love doing sports, but I hate it." Her father likes doing karate and going roller skating. Her mother enjoys hiking.

[The interview result: Hailey's hobbies]

My teacher told us that doing sports is important for children. Children can have a strong body so they do not get sick easily. I am worried about Hailey now because she never does sports.

Paragraph 6

[Conclusion]

Do you love doing sports? What hobbies or activities do you like?

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Appendix 3: Reading Passage and Learning Materials (Christmas Party) for Jigsaw Method

Material A

A

1. *When is Christmas?*

2. *Why do people celebrate Christmas?*

3. *What is the first activity "I" do at Christmas?*

4. *What are the flavour/ flavours of cookies?*

In many countries, Christmas is on the 25th of December. It is a festival to celebrate the birth of Jesus. I have an interesting plan to celebrate Christmas every year. Let me share my plan to you!

First, my friends come to my home to make Christmas cookies. Because all of us are chocolate lovers, we make many cookies in chocolate **flavour**. Also, we make some cookies in mango flavour. We enjoy making the yummy cookies!

flavour: how <u>food</u> or <u>drink</u> <u>tastes</u>

Task for Expert Group:

1. *When is Christmas?* _____

2. *Why do people celebrate Christmas?* _____

3. *What is the first thing "we" do at Christmas?* _____

4. *What are the flavour/flavours of the cookies?* _____

Task for Home Group:

Paragraph	Main ideas
1st & 2nd (A)	N/A
3rd (B)	The second activity "I" do at Christmas is _____. On the ground and first floor, the things are for _____. On the second floor, the things are for _____. On the third floor, the things are for _____. The things in the store are _____ during Christmas.
4th (C)	The third activity "I" do at Christmas is _____. The food price was _____ and the food taste was _____ in DEF restaurant last year. "My friends" and "I" should go to _____ this year.
5th & 6th (D)	The fourth activity "I" do at Christmas is _____. We take beautiful _____ with Christmas lights. Some people sing _____ there. The last activity "I" do at Christmas is _____. We put all of the presents in a _____. Each of us draws _____ present. Last year, I got an _____. My friends got _____, _____ and _____.

Material B

What is the second activity "we" do at Christmas?

1. *What are the things about on different floors?*

   On the ground floor and first floor

   On the second floor

   On the third floor

2. *How is the price of the things during Christmas?*

Then, we go to a famous **department store** in Tsim Sha Tsui to do Christmas shopping. The store has three floors. On the ground floor and first floors the things are for kids. On the second floor, the things are for men and women. On the third floor, the things are for **teenagers**. Many things in the store are on sale during Christmas.

department store: a large shop which sells different things

teenagers: young people between 13 – 19 years old

Task for Expert Group:

1. What is the second activity "we" do at Christmas? _____

2. What are the things about on different floors?

   On the ground floor and first floor _____

   On the second floor _____ On the third floor _____

3. How is the price of the things during Christmas? _____

Task for Home Group:

Paragraph	Main ideas
1st & 2nd (A)	Christmas is on _____. People celebrate Christmas because it is _____. The first activity "I" do at Christmas is _____. The cookies are in _____ & _____ flavour.
3rd (B)	N/A
4th (C)	The third activity "I" do at Christmas is _____. The food price was _____ and the food taste was _____ in DEF restaurant last year. "My friends" and "I" should go to _____ this year.
5th & 6th (D)	The fourth activity "I" do at Christmas is _____. We take beautiful _____ with Christmas lights. Some people sing _____ there. The last activity "I" do at Christmas is _____. We put all of the presents in a _____. Each of us draws _____ present. Last year, I got an _____. My friends got _____, _____ and _____.

Material C

1. What is the third thing "we" do at Christmas?

2. How was the food price and food taste in DEF restaurant last year?

3. How is ABC restaurant?

4. Which restaurant, ABC restaurant or DEF restaurant, should "we" go this year?

Next, it is time to have dinner. "We should go to ABC restaurant to have our Christmas dinner this year," we said. We tried DEF restaurant last year. The food there was too expensive. Also, the food tasted bad. ABC restaurant is the best Christmas dinner restaurant with a good food price to us. Turkey and Christmas pudding are the most famous food at Christmas. We must eat them!

Task for Expert Group:

1. What is the third thing "we" do at Christmas? _____

2. How was the food price and food taste in DEF restaurant last year? _____

3. How is ABC restaurant? _____

4. Which restaurant, ABC restaurant or DEF restaurant, should "we" go this year? _____

Task for Home Group:

Paragraph	Main ideas
1st & 2nd (A)	Christmas is on _____. People celebrate Christmas because it is _____. The first activity "I" do at Christmas is _____. The cookies are in _____ & _____ flavour.
3rd (B)	The second activity "I" do at Christmas is _____. On the ground and first floor, the things are for _____. On the second floor, the things are for _____. On the third floor, the things are for _____. The things in the store are _____ during Christmas.
4th (C)	N/A
5th & 6th (D)	The fourth activity "I" do at Christmas is _____. We take beautiful _____ with Christmas lights. Some people sing _____ there. The last activity "I" do at Christmas is _____. We put all of the presents in a _____. Each of us draws _____ present. Last year, I got an _____. My friends got _____, _____ and _____.

Material D

1. *What is the fourth activity "we" do?*

2. *What can "we" do and see there?*

3. *What is the last activity "we" do?*

4. *How do "we" get the presents?*

5. *What did "my friends" and "I" get last year?*

After that, we go to watch Christmas lights. We can take many beautiful photos with the Christmas lights. Some people sing Christmas carols there. They share the joy of Christmas to all of the people in the street.

Finally, we exchange our Christmas presents. We put all of the presents in a big bag. Each of us draws one present. Last year, I got an iphone but my friends got a book, a toy car or a cup. It is a game about **luck** because everyone must get different things!

How is your plan for Christmas?

luck: the power that causes things; good luck/ bad luck

Task for Expert Group:

1. What is the fourth activity "we" do? _____

2. What can "we" do and see there?

   do: _____ see: _____

3. What is the last activity "we" do? _____

4. How do "we" get the presents? _____

5. What did "my friends" and "I" get last year?

   "My friends": _____ "I": _____

Task for Home Group:

Paragraph	Main ideas
1st & 2nd (A)	Christmas is on _____. People celebrate Christmas because it is _____. The first activity "I" do at Christmas is _____. The cookies are in _____ & _____ flavour.
3rd (B)	The second activity "I" do at Christmas is _____. On the ground and first floor, the things are for _____. On the second floor, the things are for _____. On the third floor, the things are for _____. The things in the store are _____ during Christmas.
4th (C)	The third activity "I" do at Christmas is _____. The food price was _____ and the food taste was _____ in DEF restaurant last year. "My friends" and "I" should go to _____ this year.
5th & 6th (D)	N/A

Appendix 4: Pre-test Template

You are doing a quiz about the article in the magazine. Blacken ● the correct circles or write the correct letters in the blanks.

1. Where does Hailey do jigsaw puzzles?
   - ○ **a** at school & at home
   - ○ **b** at park & at home
   - ○ **c** at her sister's school & at home
   - ○ **d** at school

2. What kind/ kinds of films does Hailey like watching?
   - ○ **a** animated films and horror films
   - ○ **b** action films
   - ○ **c** action films & animated films
   - ○ **d** horror films

3. If Hailey wants to learn English words from reading books, which type of book she should NOT choose?
   - ○ **a** storybook
   - ○ **b** biography
   - ○ **c** comic
   - ○ **d** novel

4. Why does Hailey say "I'm so different from my parents"?
   - ○ **a** Hailey's father likes doing karate but her mother likes going hiking
   - ○ **b** Hailey does not like doing sports but her family likes it
   - ○ **c** Hailey likes doing karate but her mother likes going hiking
   - ○ **d** Hailey likes watching films but her family does not like it

5. Why do "I" feel worried?
   - ○ **a** doing sports is important for children
   - ○ **b** Hailey's father likes doing karate and going roller skating
   - ○ **c** Hailey may get sick easily
   - ○ **d** Hailey has a strong body

6. Write the letters (A-F) to show the frequency of the hobbies Hailey does in her daily life.

   A. surf the Internet   B. read comics   C. watch films
   D. do sports   E. do jigsaw puzzles   F. read books

   Highest   Lowest

   _____ & _____ > _____ > _____ > _____ > _____

Appendix 5: Post-test Template

You are doing a quiz about the article in the magazine. Blacken ● the correct circles or write the correct letters in the blanks.

1. What is Christmas about?
    ○ **a** on the 25th of December   ○ **b** many countries
    ○ **c** an interesting plan   ○ **d** the birth of Jesus

2. Which flavour/ flavours of cookies does/do we make at Christmas?
    ○ **a** mango flavour & coconut flavour   ○ **b** chocolate flavour
    ○ **c** chocolate flavour & mango flavour ○ **d** mango flavour

3. If "I" want to buy a Christmas present to "my parents", which floor in the department store **SHOULD** I go?
    ○ **a** ground floor   ○ **b** second floor
    ○ **c** first floor   ○ **d** third floor

4. Why do we say "We should go to ABC restaurant to have our Christmas dinner this year"?
    ○ **a** The taste of food is good but the price of food is expensive there
    ○ **b** The taste of food is bad but the price of food is cheap there
    ○ **c** The taste of food is good and the price of food is cheap there
    ○ **d** Turkey and Christmas pudding are the famous food there

5. Why do "I" say "It is a game about luck" in paragraph 7?
    ○ **a** we exchange our Christmas presents
    ○ **b** we can only draw one present
    ○ **c** we do not know what present we can get
    ○ **d** the present brings me good luck

6. Write the letters (A-E) to show the sequence of "our" plan for Christmas.
    A. go Christmas shopping   B. exchange Christmas presents
    C. make cookies   D. watch Christmas lights
    E. have Christmas dinner

    1st   last
    _____ → _____ → _____ → _____ → _____

Appendix 6: Academic Self-Regulation Questionnaires (SRQ-A) Template

<探討合作學習策略對學生英語學習動機的影響>

本研究的目的是透過與傳統課堂學習的教學模式比較，探究運用合作學習策略對香港小學學生在英語學習動機的影響。另外，研究亦有助於老師日後選擇能夠對提升學生學習動機的教學方法進行教學。所有研究資料絕對保密，亦會在完成研究後被銷毀。

以下句子是解釋你選擇參與課堂活動的原因，
若你對當中的原因感到十分同意時，請圈下「非常正確」；
感到部份同意時，請圈下「部份正確」；
感到不太同意時，請圈下「不太正確」；
感到完全不同意時，請圈下「完全不正確」

甲. <u>為什麼我會參與英語課堂活動？</u>

1. 為了老師不會責罵我。
   非常正確　　　　　部份正確　　　　　不太正確　　　　　完全不正確

2. 因為我想老師覺得我是一個好學生。
   非常正確　　　　　部份正確　　　　　不太正確　　　　　完全不正確

3. 因為我想學習新事物。
   非常正確　　　　　部份正確　　　　　不太正確　　　　　完全不正確

4. 如果我不完成英語課堂活動，我會感到慚愧。
   非常正確　　　　　部份正確　　　　　不太正確　　　　　完全不正確

5. 因為英語課堂活動有趣。
   非常正確　　　　　部份正確　　　　　不太正確　　　　　完全不正確

6. 因為進行英語課堂活動是一個規則。
   非常正確　　　　　部份正確　　　　　不太正確　　　　　完全不正確

7. 因為我享受參與我的英語課堂活動。
   非常正確　　　　　部份正確　　　　　不太正確　　　　　完全不正確

8. 對我來說，完成英語課堂活動是很重要的。
   非常正確　　　　　部份正確　　　　　不太正確　　　　　完全不正確

乙. 為什麼我在英語課堂嘗試表現良好？

9. 因為這是我應該要做的事。
   非常正確　　　　　部份正確　　　　　不太正確　　　　　完全不正確

10. 因為我的老師會覺得我是個好學生。
    非常正確　　　　　部份正確　　　　　不太正確　　　　　完全不正確

11. 因為我享受把英語課堂作業好好地完成。
    非常正確　　　　　部份正確　　　　　不太正確　　　　　完全不正確

12. 如果我的表現欠佳，我可能會有負面的後果。
    非常正確　　　　　部份正確　　　　　不太正確　　　　　完全不正確

13. 如果我的表現欠佳，我會覺得自己很差。
    非常正確　　　　　部份正確　　　　　不太正確　　　　　完全不正確

14. 在英語課堂表現良好，對我來說是很重要的。
    非常正確　　　　　部份正確　　　　　不太正確　　　　　完全不正確

15. 如果我在英語課堂表現良好，我會為自己感到驕傲。
    非常正確　　　　　部份正確　　　　　不太正確　　　　　完全不正確

16. 如果我在英語課堂表現良好，我可能因此而得到獎勵。
    非常正確　　　　　部份正確　　　　　不太正確　　　　　完全不正確

Appendix 7: Semi-structured Interview Questions

Semi-structured interview questions

1. Do you feel the lesson today is different from the previous lesson, for example the learning atmosphere, teaching and learning style? Why?

2. Do you enjoy the lesson today more than the previous lesson? Why?

3. Will the lesson today encourage or discourage your English teaching in the future? Why?

1. 與過去的課堂相比，你覺得今天的課堂有不同的地方嗎，例如學習氣氛、教與學的模式？為什麼？

2. 與過去的課堂相比，你是否更享受今天的課堂？為什麼？

3. 今天的課堂會否鼓勵你在日後的英語學習？為什麼？