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ABSTRACT

This paper reviews the history, definitions, descriptions, and current trends in whole language, an alternative language teaching philosophy. The entire construct of motivation is reviewed and defined. The purpose of this study is to investigate whether the implementation of the whole language approach affects student motivation in an English as a foreign language (EFL) university setting. Results show that the whole language approach had two effects on EFL university students' motivation: (1) all subjects were able to achieve their goals; and (2) 65 percent put in greater effort than in previous EFL studies, whereas 30 percent put in equal effort. The whole language approach had a positive influence on the students' motivation. The subjects reported several possible reasons for the positive results, including the following: the continuity of the course, being able to learn new material, enjoyment of the course and class activities, being able to keep up with the rest of the class, few opportunities to get off-task, higher expectations, interesting content, and improvement of language skills. The role of teachers and the attitudes of students were also held to be important factors. (Contains 25 references.) (KFT)

EFFECTS OF *WHOLE LANGUAGE* ON EFL STUDENTS' MOTIVATION

by

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ABSTRACT

This pilot project reviews the history, definitions and descriptions, and current trends of *Whole Language*, an alternative language teaching philosophy. Moreover, the construct of *motivation* is reviewed and defined. The purpose of the project is to investigate whether the implementation of *Whole Language* affects students' motivation in an English as a foreign language university setting. A description, subjects, method of data collection, results, implications, and limitations are presented.

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CHAPTER 1. INTRODUCTION

1.1. Background

Many learners of a foreign language (FL) probably recall countless hours of translating sentences and memorizing vocabulary and grammar rules (Brown, 1994, p. 17). One reason for this experience can be that the *Grammar Translation* method was applied by the teacher. Richards and Rodgers (1998) claim that *Grammar Translation* has no theoretical background, but primarily encourages students to read texts in the FL. Grammar rules and vocabulary memorization are emphasized, and very little attention is paid to speech and listening. Lessons are devoted to sentence translation between the native language (L1) and FL; and the L1 is the language of instruction (pp. 3-5). For example, McCaslin (1989) explains that she, as a language student, was forced to memorize "dictionary definitions" and break down sentences syntactically (p. 223). Brown (1994) adds that in many language learning settings, the students are not actively practicing the target language, and pronunciation is emphasized (p. 16). This is often the case in *Grammar Translation* classrooms.

Richards and Rogers (1998) further explain that *Grammar Translation* is still a widely used method (p. 5). Brown (1994) suggests that a main reason why FL teachers still implement the *Grammar Translation* method is that it does not require a high level of competence in the FL (p. 17). That is, teachers only need limited skills in the FL because the *Grammar Translation* method focuses on sentence translation and vocabulary memorization and minimal FL generation. Teachers and students do not actively engage in producing the foreign language,

neither in oral or written form. Brown (1994) adds that assessing the students in a *Grammar Translation* classroom becomes a simple routine. The exams often consist of direct sentence translation and grammar rule recall, making the exams easy to design and grade (p. 17).

Grammar Translation does not encourage the students to become active participants in the language learning process. Both Piaget and Vygotsky emphasize that the learners must be active if they are to learn (cited in McCaslin, 1989, p. 225). Vygotsky further claims that the teacher should be a "facilitator, a more capable peer or adult." The educational environment, according to Vygotsky, is an opportunity for the learner to engage in difficult tasks (cited in McCaslin, 1989, p. 225). Vygotsky suggests that teaching is more than just relaying information. Unfortunately, relaying information such as grammar rules and vocabulary is often the case in *Grammar Translation* classrooms.

As mentioned by Richards and Rogers, FL teaching approaches used in classrooms around the world have actually not changed much in the past decades, and *Grammar Translation* is still a popular teaching method (p. 5). There are many other teaching approaches and philosophies available to FL teachers. One recent language learning philosophy that is becoming more popular is called *Whole Language*. Though it is a growing movement in native and second language (SL) classrooms, *Whole Language* has yet to become recognized as a legitimate teaching philosophy in many FL environments.

Whole Language is a vaguely defined teaching philosophy that lacks a practical foundation. *Whole Language* basically concerns the integration of the

four major language modalities in each class activity: speaking, listening, reading, and writing. The students should be active and have an opportunity to practice these four modalities in an environment that promotes collaboration and communication. (A detailed discussion about the *Whole Language* teaching philosophy is provided in Chapter 2.)

As mentioned, very few foreign language teachers implement *Whole Language* practices into their classrooms. Even fewer *Whole Language* research studies have been conducted. The *Whole Language* research studies that have been conducted are narrow in scope (Educational Research Service, 1991, p. 18). Since there are so few *Whole Language* research studies, teachers who possess knowledge about both *Whole Language* and research methods are in a position to make significant contributions to the field. Raimes (1991) argues that instead of placing pure researchers in the classroom, it may be necessary for classroom teachers to conduct their own research. By being able to conduct solid research, teachers do not have to depend on external researchers and theorists (p. 423). Kenneth Goodman (1980) suggests that in order for successful *Whole Language* research to occur, both the teachers and the students need to become a part of the actual "research team" (p. 211).

When conducting research in the area of language learning, a researcher must consider variables that affect the students' acquisition of the language (Ellis, 1994, p. 471). An individual difference such as motivation falls under this category. Ehrman and Oxford (1995) argue that motivation "is one of the key influences on language learning success" (p. 68). Dörnyei (1994) explains that

motivation is one of the most significant variables in second language acquisition (p. 274). Skehan (1991) also suggests that there is a connection among individual differences, teaching approaches, and language acquisition (p. 281).

1.2. Statement of Purpose and Research Question

To be further discussed in section 2.5., there is a connection between teaching approach and an individual difference such as motivation (Skehan, 1994, p. 281). Skehan (1994) suggests that the students' motivation can be affected by the teaching approach implemented by the teacher (p.276). Skehan (1994) further proposes that the individual differences can, in turn, affect the students' acquisition of the target language (p. 276). Assuming that the connection between teaching approach, individual differences, and language acquisition exists, the connection can be illustrated by the following model:

Teaching Method => Individual Differences => LA

In terms of this particular research study, the model would take on the following characteristics:

Whole Language => Motivation => EFLA
(EFLA = English as a Foreign Language Acquisition)

Following the theoretical connection, the next step would be to conduct a research study investigating the practical aspect of this connection. That is, a researcher should investigate whether a certain teaching approach has an effect on the students' motivation and second or foreign language acquisition. One research study of interest would be to investigate the connection between the influence of

motivation on language acquisition. However, the focus of this particular study is on the first two areas of the model, teaching method and individual differences.

More specifically, the purposes for this research study are:

1) To promote the *Whole Language* teaching philosophy in an EFL university classroom.

2) To investigate whether there is a connection between *Whole Language* and students' motivation.

This research study attempts to answer the following research question: Does the *Whole Language* teaching philosophy affect students' motivation?

CHAPTER 2. LITERATURE REVIEW

2.1. *Whole Language*: Background and Definition

The basic ideas of *Whole Language* have strong traditional backgrounds. Yetta Goodman (1989) explains that the *Whole Language* philosophy has its roots in seventeenth century Europe. A renowned scholar at that time, John Amos Comenius, argues that learners can "discover new information: by being introduced to what is familiar to them within their life experiences" and "by being able to manipulate concrete objects being studied" (quoted in Yetta Goodman, 1989, pp. 113-114). Furthermore, Comenius emphasizes that children need to enjoy the learning situation in order to learn, and that the learning must be meaningful (quoted in Yetta Goodman, 1989, p. 114). What Comenius describes is not dramatically different from the modern *Whole Language* philosophy.

Whole Language is actually not a completely "new" way of teaching language. Several recognized disciplines have influenced the *Whole Language* movement. Yetta Goodman (1989) explains that research in reading and composition have both had a significant effect on *Whole Language* scholars (p. 119). One reason why the fields of composition and reading have influenced *Whole Language* is that composition and reading teachers have recognized that their students had to use language in order to solve problems (Yetta Goodman, 1989, p. 115). That is, by learning to manipulate language, students can accomplish tasks that would otherwise not be accomplished. This is also one of the key elements of *Whole Language*. For example, by learning to present arguments and supporting evidence in an organized document, students can

convince a target audience that certain changes should be implemented such as adding more computers to a computer lab, or extending the opening hours of the cafeteria.

Rigg (1993) also claims that research in composition influenced the *Whole Language* movement since composition teachers often emphasize the learning process and not the final product (p. 70). In a composition classroom, students are working with several areas of language on a daily basis. Learners read, write, speak, and listen in each class period, which is also done in *Whole Language* classrooms. Watson (1989) claims that students in a *Whole Language* classroom, just as students in a composition classroom, brainstorm ideas, share, edit, and revise their written works. Students also communicate with one another about what they are writing, problems they encounter, and the processes they go through (pp. 135-136). However, there are clear distinctions between composition and *Whole Language*: whereas the focus in composition courses is on writing, *Whole Language* classes place an equal emphasis on writing, speaking, listening, and reading.

Composition and reading are not the only disciplines associated with *Whole Language*. Kenneth Goodman (1986) explains that the *Whole Language* philosophy is also based on a combination of fields such as linguistics, sociolinguistics, language development, anthropology, education, and psycholinguistics (p. 25). Having ties to a diversity of disciplines makes the *Whole Language* philosophy cross-disciplinary. This is a major reason why *Whole Language* cannot easily be defined.

Rigg (1993) explains that the modern philosophy of *Whole Language* is not a product of linguists, but of "educators" such as Burke, Ken and Yetta Goodman, Watson, and Harste (p. 70). Instead, Watson (1989) claims, the *Whole Language* philosophy is a grass-root movement undertaken by teachers (p. 129). Watson (1989) explains that teachers are the individuals mostly familiar with *Whole Language*. Therefore, Watson (1989) claims, *Whole Language* teachers should describe and define the philosophy (p. 132). However, Watson (1989) further explains, *Whole Language* is uniquely interpreted by each individual teacher. Each educator implementing *Whole Language* brings his or her personal experiences and beliefs into the *Whole Language* classroom (p. 131). In other words, the *Whole Language* philosophy takes on a slightly different persona in each classroom, which is another reason why *Whole Language* is a very difficult teaching philosophy to define. Watson (1989) further claims that *Whole Language* teachers have not often been asked to provide their definitions of the philosophy (p. 132). Instead, the current *Whole Language* definitions have been proposed by theorists.

Myers (1993) claims that *Whole Language* can be defined as "a perspective toward teaching that recognizes the holistic (whole) nature of the four language arts processes - reading, listening, writing, and speaking." Myers (1993) continues that *Whole Language* "is not concerned with practice, as such. Rather, it is concerned with the theory behind practice" (p. 23). Watson (1989) suggests that *Whole Language* is not a strategy, technique, or procedure. Instead, *Whole Language* is a "perspective on language and learning that leads to certain

strategies, methods, materials, and techniques" (p. 134). Myers (1993) adds that educators in New Zealand have this "holistic" view of language learning and that the modern *Whole Language* philosophy has strong roots in that country (p. 9).

In summary, although *Whole Language* has roots in traditional teaching methods, *Whole Language* is not a well defined practice in much of the available literature. Rather, it is a perspective on teaching. *Whole Language* has been influenced by several established academic disciplines such as composition and reading. There has been little connection between the application of *Whole Language* and the development of its theories. Therefore, *Whole Language* is an elusive philosophy to describe.

2.2. *Whole Language*: Language, Teaching, and the Classroom

Yetta Goodman (1989) explains that the view of language adopted by *Whole Language* scholars is primarily based on the twentieth century scientific research on language learning (p. 114). Teachers who implement *Whole Language* practices into their classrooms seem to share certain beliefs about language. Rigg (1993) claims that many *Whole Language* teachers view language as "creation and communication of meaning" (p. 71). Rigg (1993) further claims that *Whole Language* teachers view language as a social phenomenon since it contributes to communication and relationships among people and is used in social contexts (p.73).

Many traditional teaching methods such as *Grammar Translation* break down the target language into individual segments (Watson, 1989, p. 134). Rigg

(1993) notices *Whole Language* proponents claim that a given language cannot be broken down into small segments, but language needs to be treated as a whole (p. 70). Kenneth Goodman (1986) suggests that teaching isolated language elements changes the language into a "non-language" (p. 20). In contrast to traditional methods, *Whole Language* proponents have a holistic view of language. All four areas (speaking, listening, reading, and writing) must be integrated, not separated, in each language lesson (p. 133). Although *Whole Language* teaching begins by "presenting the whole and then helping the students in mastering its parts as need dictates," Myers (1993) explains that isolated elements are indeed taught frequently in a *Whole Language* classroom (p. 13). Rigg (1993) explains that teachers can prepare mini-lessons in areas that the students need improvements in (p. 74). These mini-lessons are often short and diverse in order not to overemphasize one particular skill while ignoring another.

Myers (1993) also points out that there is a crucial interrelationship among the four language modalities. Language should, therefore, be viewed as a whole (pp. 22-23). A reason for integrating all areas in teaching is based on the domino-effect. Myers (1993) claims that some research show that when students acquire a new lexical element through reading, they will more likely understand the meaning of that element when it is used in oral speech (p. 19). This is supported by the National Assessment of Educational Progress, which claims that "better readers tend to be better writers" (pp. 22-23). Myers (1993) adds that research show that "better listeners also tend to be better speakers" (pp. 22-23). Myers (1993) suggests that teachers who want to help their students improve their

writing skills should integrate reading, listening, and speaking into their lessons (p. 24).

The holistic view of language that *Whole Language* proponents promote will influence how *Whole Language* teachers physically structure their classrooms. In a traditional classroom such as a *Grammar Translation* classroom, students are not encouraged to collaborate, but they complete assignments and activities individually. Students translate sentences and memorize vocabulary and grammar rules on an individual basis. In contrast, Haverson (1991) explains that a *Whole Language* classroom should be set up as a workshop environment where students collaborate and socialize when completing assignments (p. 187). Nelson (1991) explains that in order for workshops to work effectively, a proactive and interactive environment must be established. The teacher must construct and maintain a safe environment, model desired behavior, and guide the students. In a workshop environment, the students must share their work and help one another (pp. 54-56).

Rigg (1993) adds that not only do the students collaborate in a *Whole Language* environment, but the teacher also collaborates with the students in order to facilitate their learning (p. 71). Rigg (1993) explains that in traditional classrooms, the students' roles are more as passive receivers of information (p. 71). Heilman et al. state that FL and SL learners often are accustomed to traditional classrooms (p. 541). In a *Whole Language* environment, Rigg (1993) concludes, it is important that students and teachers are encouraged to take risks and learn from their mistakes (p. 187).

Recall from section 2.1., the emphasis in *Whole Language* classrooms is not on a final product, but on the learning process. For example, Rigg (1993) points out that in the *Whole Language* workshop environment, writing groups should not start correcting errors until a rough draft has been produced. This practice gives the students and teacher more opportunities to work on organization, style, clarity, and overall use of language (p. 73).

Not only is collaboration and interaction promoted by *Whole Language* teachers, but Pearson (1989) explains that teachers of *Whole Language* also emphasize discovery learning. The role of the teacher shifts from a traditional instructor to a facilitator (p. 237). In a classroom of this nature, Pearson (1989) explains, each learner will construct his or her own meaning of a given text [in contrast to being told the "correct" interpretation by the teacher]. However, since *Whole Language* classrooms have a workshop structure, collaborative search for meaning of a text is also encouraged (p. 234). By emphasizing discovery learning and collaboration, Pearson (1989) concludes, one major goal of the *Whole Language* movement can be achieved: decreasing the gap between the real world and the school environment (p. 234).

As pointed out, *Whole Language* teachers promote collaborative learning and a learner-centered environment. In contrast, traditional methods emphasize individual learning and a teacher-centered classroom. Therefore, the *Whole Language* philosophy challenges the rationale behind traditional teaching methods to some extent. While traditional methods still dominate the FL classrooms, teachers who implement *Whole Language* seem to embrace it. Staley (1997)

claims that traditional teaching focuses on the "five-point" essay, which offers students few opportunities to write about something they enjoy. Staley (1997) further explains that when she began teaching EFL in Japan, she used traditional teaching methods. She insists that "something was missing." Though the students could produce grammatically correct essays at times, they did not understand "the real issues behind the essays." The students were not able to see the relationship between their writing and the real world. By emphasizing the existing relationship between writing and the "real world," Staley (1997) points out, the *Whole Language* movement "counteracts" the traditional teaching methods (1997).

To summarize, *Whole Language* proponents recognize the interconnections among all areas of a language. That is, a language cannot be broken down into separate elements, but the four language modalities must be practiced simultaneously: reading, writing, speaking, and listening. By adopting this view of language learning, *Whole Language* teachers arrange their classrooms into a workshop environment. In this setting, a search for collaborative meaning becomes important. Individuals are also encouraged to create their own meaning of language within the context of the language community.

2.3. *Whole Language*: Curriculum, Materials, and Environment

Recall from section 2.2., a *Whole Language* classroom differs from a traditional classroom. A *Whole Language* curriculum also differs from traditional curricula. Traditionally, curricula are designed by a school board prior to the start of school. Teachers have little influence on the design of the curriculum, and the

focus is on teaching the students content such as grammar rules and vocabulary. The school-board provides the teachers with a structured document, the curriculum, that carefully breaks down what content to teach and how it should be taught. That is, the curriculum is designed to methodically take the teacher through the lessons in a manner decided by the school-board.

In contrast to traditional curricula, Watson (1989) explains, *Whole Language* teachers design their own curriculum. Teachers investigate several topics, lessons, and unit themes. *Whole Language* teachers also take their past teaching experiences into consideration when determining what to include in the curriculum (p. 136). Each individual teacher designs a unique curriculum. Therefore, there is not an established *Whole Language* curriculum. Still, there are some general aspects in a *Whole Language* curriculum that should be addressed: 1) Students must be actively involved, 2) All four language modalities must be practiced in each activity: reading, writing, listening, and speaking, 3) The classroom must be student-centered, and 4) The focus must be on the learning process.

Yetta Goodman (1989) points out that *Whole Language* proponents advocate what sometimes is called a "learner-centered or child-centered curriculum." The emphasis is not on the content but on the learner. However, the idea of a learner-centered environment is not unique to educators. Yetta Goodman (1989) explains that John Dewey, twentieth century philosopher, also emphasizes the significance of the learner-centered environment (p. 116).

Many traditional curricula focus primarily on content. On the other hand, content is not the primary focus in a *Whole Language* curriculum, but the focus is on the learner. Promoters of *Whole Language* suggest that learners need to be actively involved in the learning process and be able to draw parallels between their background knowledge and new information. Kenneth Goodman (1986) explains that the curriculum in a sense becomes "dual" since the focus is on developing language through the use of content (p. 30). In this "dual" curriculum, the role of the teacher changes dramatically. Yetta Goodman (1989) suggests that the teacher also becomes a learner (p. 114). A *Whole Language* teacher is constantly learning new things about the material and the students. Due to this unconventional perspective on teaching, Rigg (1993) explains, *Whole Language* may be particularly appropriate in L2 settings since whole language classrooms are "language nurturing" (p. 77).

Heilman et al. (1998) explain that some educators believe that "students learn best when reading and writing are naturally connected to oral language" (p. 76). Writing and speaking are language activities, so "what is true for oral language is also true for written language" (p. 76). By connecting oral and written language, teachers of *Whole Language* classes do not use the same materials as teachers who teach in traditional classrooms. For example, in a traditional classroom, a pre-determined set of teaching materials such as text books and work books is provided by the school board. In a *Whole Language* classroom, the teacher, not the school board, decides what teaching materials to use (p. 75). For instance, *Whole Language* teachers may use poetry, short stories, newspaper

articles, maps, pictures, movies, or music. Therefore, mass-producing *Whole Language* materials becomes impossible. Producing appropriate teaching materials can be a challenging task for any teacher, including *Whole Language* teachers. Therefore, Kenneth Goodman (1989) claims, *Whole Language* teachers should be confident in their abilities to produce their own authentic teaching materials in order to meet the demands of the students (p. 218).

In summary, there is not an established *Whole Language* curriculum. Each teacher designs his own curriculum. However, there are some elements that *Whole Language* teachers should consider when designing their curricula. *Whole Language* teachers also design their own teaching materials in order to meet the needs of the students.

2.4. *Whole Language*: Assessment

Not only is the curriculum and teaching materials non-traditional in a *Whole Language* classroom, but the assessment of students is non-traditional as well. Myers (1993) claims that *Whole Language* teachers do not use traditional methods of assessing students such as worksheets, standardized exams, and teacher-made tests (p. 30). Instead, alternative assessments such as portfolios, writing samples, observations, self assessment, and conferences are emphasized.

A portfolio, for example, can be a collection of a student's work over a period of time. The portfolio can show the student's language development and growth. A portfolio can include items such as essays, invention works, peer reviews, video tapes, cassette tapes, and writing samples. The writing samples can

be short or long, depending on the assignment. The student may include a short homework assignment to show his particular response to that assignment, or the writing sample can be longer and include a journal entry or rough draft.

The teacher-conducted observations can be holistic or specific. For example, the teacher may observe a particular student during an entire lesson in order to see his language behavior over a longer period of time; or the teacher may observe a student for only a few moments in order to assess his use of a particular language element.

Self-assessments are based on students evaluating their own learning. For example, following a small-group activity, the teacher can administer a questionnaire where the students have to assess their own performance, learning, and contributions to the group.

In a conference, the teacher and student can discuss the student's progress with a specific assignment. They can also discuss ways for the student to improve on specific language skills. These conferences can be informal conversations where the teacher asks the student questions in addition to giving advice.

In summary, *Whole Language* teachers use alternative methods of assessing students. For example, portfolios, observations, self-assessment, and conferences are common types of assessments in *Whole Language* classrooms.

2.5. *Whole Language*: Author's Description

Whole Language is a very complex and elusive philosophy. The published *Whole Language* literature provides a general framework but lack specifics. The

scholars in the field emphasize that *Whole Language* is a perspective toward teaching and not a method of teaching. Therefore, the *Whole Language* literature does not provide many concrete connections with classroom procedures. Teachers who wish to implement the *Whole Language* philosophy into their classroom must, therefore, read the literature, generate a tangible description, and make their own connections to classroom procedures. That was the case for the author of this research project. The description of *Whole Language* applied for this particular *Whole Language* project included:

- Students must practice all four language modalities in every class activity.
- Only teach isolated language elements in the form short mini-lessons connected with a holistic discussion of the isolated elements.
- Students must collaborate in every class activity.
- Only use alternative forms of assessments.
- Minimize teacher-centered activities such as lecturing and maximize student-centered activities.
- Use teaching materials other than standardized, mass-produced textbooks.

2.5. Motivation: Background and Definition

Ellis (1994) explains that there are many individual learner differences such as age, aptitude, and motivation (p. 471). Skehan (1991) suggests that

individual differences such as language aptitude, motivation, learner strategies, and learner styles are important factors in language learning settings. These factors are also important in language acquisition research (p. 277). Skehan (1991) remarks that aptitude, motivation, learner strategies, and learner styles are connected and can be illustrated by a model showing the influences on language learning (p. 277):

Aptitude				OUTCOME
Motivation		Learner Strategies		linguistic
I.Q.	=>		=>	- proficiency
Personality		Learner Styles		- errors
Age				nonlinguistic
				- affective

In this model, Skehan (1991) suggests that learner strategies and learner styles have an intermediate role between factors such as motivation and linguistic proficiency. That is, learner strategies and styles can "mediate the influence" of, for example, motivation. This model also suggests that there is a connection between the individual differences of motivation, learner strategies, and learner styles. These individual differences can, in turn, influence the outcome such as linguistic proficiency.

Skehan (1991) suggests that in the past it was believed that an individual difference such as motivation could not be influenced (p. 276). Ellis (1994) claims that while some factors such as age cannot be influenced, others such as motivation can (p. 473). Skehan (1991) continues that a more recent development in individual differences research has proposed that motivation can be influenced by variables such as type of instruction. The instruction can take into

consideration the "characteristics of learners, and thereby become more efficient" (p. 276). That is, the teacher can consider the learners' attributes and subsequently influence their motivation by implementing a certain type of instruction that fits their particular characteristics.

Recall the models from section 1.2., which illustrate the connection between teaching method, individual differences, and language acquisition. In connection with that model, Skehan (1991) explains that there have been relatively few research studies conducted investigating how different teaching methods influence the students' motivation (p. 281). Therefore, defining and investigating the construct of motivation in connection with second/foreign language acquisition should be encouraged.

Discussions of motivation in the context of language learning are a relatively recent phenomenon. In fact, it was not until the late 1950s that motivation became a concern among language learning experts. Scholars have proposed several definitions the latter half of this century. Motivation is a relatively complex construct, so it is nearly impossible to provide an accurate, yet brief definition.

Some scholars of language learning engaged in defining motivation in the 1950s. According to Crookes and Schmidt (1991), the concept of motivation was carefully explored in 1959 by Gardner and Lambert. Crookes and Schmidt (1991) continue to explain that Gardner and Lambert initially divided motivation into two distinct categories: 1) integrative motivation and 2) instrumental motivation (p. 471). Integrative motivation, according to Gass and Selinker (1994), refers to a

language student learning a second or foreign language for the sake of learning. That is, the student has an inner desire to learn the language. For example, the student may want to become integrated into a society where that particular language is spoken (p. 252). Instrumental motivation, on the other hand, refers to a student learning a second or foreign language for external reasons. For example, the student may need to improve his language skills in order to receive a promotion or pass a language exam (p. 253).

In the mid 1980s, Gardner adds to the idea that motivation can be divided into two distinct categories. Gardner (1985) explains that motivation not only can be divided into two distinct categories, but that it also concerns "a goal, effortful behavior, a desire to attain the goal and favorable attitudes toward the activity in question" (p. 50).

Motivation is also defined by psychologists. According to Brehm and Self (1989), the aspect of motivation often used in psychology involves potential and arousal motivation. Potential motivation "is created by needs and/or potential outcomes and the expectation that performance of a behavior will affect those needs and outcomes" (p. 111). Arousal motivation, on the other hand, only occurs "to the extent that the required instrumental behavior is difficult, within one's capacity, and is justified by the magnitude of potential motivation" (p. 111).

Regardless of the context motivation has been placed in, existing definitions have had an impact on the field of second language learning. More specifically, a focus for second language scholars has been on the role of motivation in the actual learning environment. Dörnyei (1994) claims that the

increased focus on motivation has encouraged a fair amount of second language research (p. 273). However, Dörnyei (1994) adds that not enough research studies have been conducted on how to actually motivate students in the classroom (p. 274). Subsequently, there may be a need for practically oriented research studies that address motivation in connection with language learning.

As the research question in this research study points out, this project investigates how the students' motivation is affected in a *Whole Language* classroom. This study concerns the field of foreign language learning and not psychology. Therefore, the definition used in this study is closely related to the definition proposed by Gardner (1985). More specifically, for the purpose of this research study, motivation is defined and measured as:

1) A student's personal goals.

2) A student's success in achieving his personal goals.

3) A student's overall effort during the studies.

CHAPTER 3. RESEARCH METHODOLOGY

3.1. General Background

The study concerns whether a *Whole Language* course influences EFL university students' motivation. The subjects were students in a university setting the summer of 1999. The class met three times per week, and each meeting was approximately three hours. The subjects were taught EFL through the *Whole Language* method. In each class-meeting, a variety of activities were conducted, which encouraged the students to actively practice the four language modalities. The activities were not designed prior to the semester, but generated as the course progressed. A sample *Whole Language* activity implemented in the classroom is provided in Appendix VII. The subjects indicated that their previous EFL studies had been in traditional classrooms, primarily *Grammar-Translation.*

To investigate the research question posed, questionnaires were administered to the subjects. The purposes of the questionnaires were to:

1) Collect data in order to establish a profile of the subjects.

2) Collect data about the subjects' motivation in previous EFL studies.

3) Collect data about the subjects' motivation in the *Whole Language* course.

The subjects were administered the questionnaires on three separate occasions throughout the semester:

1) Prior to the course.

2) In the middle of the course.

3) At the conclusion of the course.

The subjects who participated in the study completed the questionnaires anonymously. Each questionnaire took approximately 30 minutes for the subjects to complete. A total of five questionnaires were administered:

1) Background questionnaire (Appendix II). The purpose of this questionnaire was to collect thorough data about the subjects' history.

2) Motivation in previous EFL studies (Appendix III). The purpose of this questionnaire was to collect data about the subjects' motivation in their previous EFL studies.

3) Expectations of the *Whole Language* course (Appendix IV). The purpose of this questionnaire was to collect data about the subjects' expectations and goals prior to the *Whole Language* EFL course.

4) Mid-term questionnaire (Appendix V). The purpose of this questionnaire was to collect data about the subjects' motivation during the first half of the course.

5) Post-course questionnaire (Appendix VI). The purpose of this questionnaire was to collect data about the subjects' motivation during the entire *Whole Language* course.

In addition, after half the semester, the subjects were asked to discuss their spontaneous reactions to the *Whole Language* course. The open-ended prompt read: "my spontaneous reactions to the course so far." The purpose of this was to elicit the subjects' spontaneous reactions to the *Whole Language* teaching philosophy. These responses are provided in Appendix I.

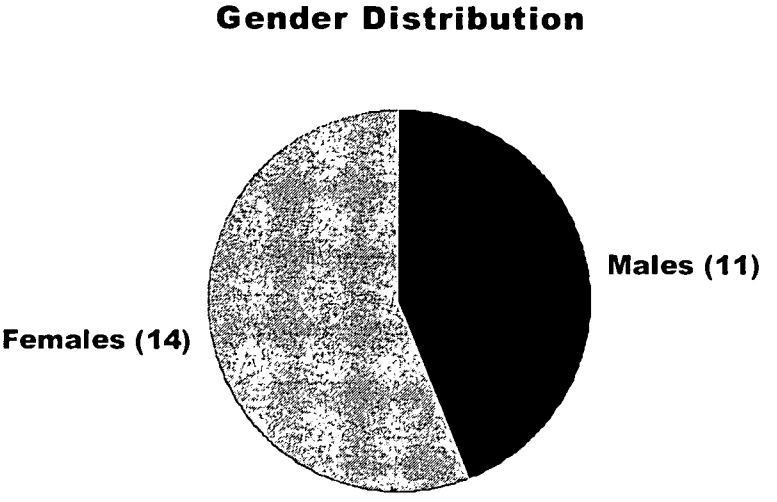
In summary, the subjects were administered five questionnaires. The purpose was to elicit data that would provide answers to the research question: What effect does the *Whole Language* teaching philosophy have on EFL university students' motivation? The questionnaires were collected and the responses are summarized in section 3.2. and Chapter 4.

3.2. Subjects

Gender and Age

Through an anonymous background questionnaire (Appendix II), a profile of the subjects could be established. 25 subjects, 11 males and 14 females, volunteered to participate in this study. 22 subjects were native speakers of Swedish. 3 subjects were non-native speakers of Swedish. One subject was a native speaker of English (American English). The ages of the subjects ranged from 19 to 37. On the next page, a table and a chart are provided which illustrate the age and gender distributions of the subjects.

Age	Males	Females
19	0	1
20	1	2
21	1	2
22	0	1
23	2	4
24	1	0
25	4	1
29	0	1
30	1	1
33	1	0
37	0	1

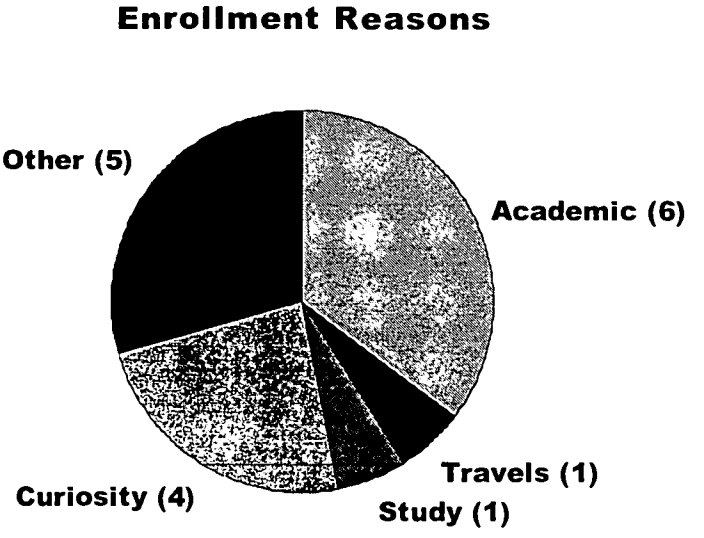


Professions

Of the 25 subjects, 23 were full-time university students majoring in a diversity of fields such as computer science, informational science, economics, and law. One subject was an English teacher; and one subject was a public relations consultant.

Reasons for Enrolling in the Course

The subjects had different reasons for enrolling in the course. A chart illustrating the reasons for the subjects for enrolling in the course is provided below.



Previous English Studies

Ten subjects had previously earned between 3 and 51 university credits in the English language. Fifteen subjects had no prior English credits. The distribution of the subjects' previous English credits is illustrated in the table below.

University English Credits	Number of Subjects
0	15
3	1
6	1
9	1
12	2
24	1
48	1
51	1

Foreign Travels where English was the Mean of Communication

Twenty-three subjects had traveled to countries where they had to communicate in English. Countries included Australia, Belgium, Canada, England, Germany, and the United States. Two subjects had never traveled to a foreign country where they had to use English as the mean of communication. The distribution of the subjects' foreign travels is illustrated in the table below.

Number of Foreign Travels	Number of Students
0	2
1	2
2	3
3	3
4	2
Other	13

High School Exchange and/or Au-Pair Programs

Eighteen subjects had never participated in a high school or au-pair exchange program, while seven subjects had. Five subjects had been au-pairs in countries where English is spoken. Two subjects reported that they had participated in high school exchange programs. One subject had been an exchange student in England, and the other subject in the United States.

English-Oriented Leisure Activities

The table below illustrates the subjects' leisure activities involving the English language.

Leisure Activity	Number of Hours	Number of Students
Reading novels, Internet, Magazines	0-2	5
	3-6	9
	7-8	2
	9-14	5
	15+	1
Watching Movies	0-4	9
	5-6	8
	7-9	1
	10+	4
Listening to Music	0-9	10
	10+	12
Watching Television	0-9	15
	10+	7
Other	0	13
	1-2	4
	3-9	3
	10+	2

In summary, the class originally consisted of 25 subjects, 11 males and 14 females. The ages of the subjects ranged from 19 to 37 years. 23 subjects were full-time university students, and 2 subjects were full-time workers. However, 8 subjects dropped out of the study during the semester. The main reasons for the subjects to enroll in the course was academic, but several subjects also claimed that they were curious about the English language. 10 subjects had previously studied English on the university level, while 15 subjects had no previous experiences in studying English at a university. 23 subjects had traveled to foreign countries where they communicated in English, while 2 subjects had never done so. 5 subjects had previously been au-pairs in countries where English is spoken, while 20 subjects had not had that experience. The majority of the subjects engaged in leisure activities such as Internet surfing, television watching, and reading where English is the mean of communication on a weekly basis.

CHAPTER 4. RESULTS OF THE RESEARCH STUDY

Note: only the items on each questionnaire pertaining to motivation as defined in section 2.2. are discussed in this chapter. The questionnaires in their entirety are provided as appendices following the *References*.

Recall from section 2.5., Skehan (1991) proposes that there is a connection between teaching approach and motivation (p. 281). In association with Skehan's claim, assuming that it holds true, recall the proposed model illustrating the theoretical connection between *Whole Language* and motivation. The results in this section indicate that such connection exists in practice.

4.1. Personal Goals – Pre-Course

As explained in section 2.5., one aspect of motivation pertains to a student's personal goals. By administering a first pre-course questionnaire (Appendix III), data were collected about the subjects' personal goals in their previous EFL studies. By administering a second pre-course questionnaire (Appendix IV) data regarding the subjects' personal goals for the *Whole Language* course were collected. These data were used to answer the research question: What effect does the *Whole Language* teaching philosophy have on EFL university students' motivation?

Previous English Studies

Eleven subjects reported that their main goal of previous English studies was to receive a passing or "good" grade. The remaining 6 subjects reported other reasons:

1) To learn English to receive benefits and advantages in his professional life.

2) To be the best in his class(es).

3) To be able to read academic and professional journals written in English.

4) To be able to communicate effectively in English when traveling.

5) Curiosity about English and American literature.

Whole Language Course

All 20 subjects reported that their personal goals involved an overall improvement of their English language skills. The subjects mentioned areas such as writing, reading, speaking, listening, grammar, vocabulary, and source documentation.

4.2. Mid-Course Motivation - *Whole Language*

As explained in section 2.5., one aspect of motivation concerns the student's personal goals. A second aspect of motivation pertains to whether a student achieves his initial goals; and a third aspect concerns a student's effort

during the studies. Through the mid-course questionnaire (Appendix V), data could be collected in order to investigate two areas:

1) Whether the subjects had achieved their personal goals during the first half of the semester.

2) The subjects' effort during the first half of the semester.

By addressing personal goals and effort after half the semester, the collected data could provide tentative answers to the research question: Does the *Whole Language* teaching philosophy affect students' motivation?

Personal Goals

Of the 17 subjects responding, 16 reported that their goals had been met up to this point. As discussed in section 4.1., the subjects' personal goals for the *Whole Language* course included improvements in areas such as reading, writing, speaking, and listening. The subjects reported a diversity of reasons why they had achieved their personal goals after only half the semester. Some common responses included:

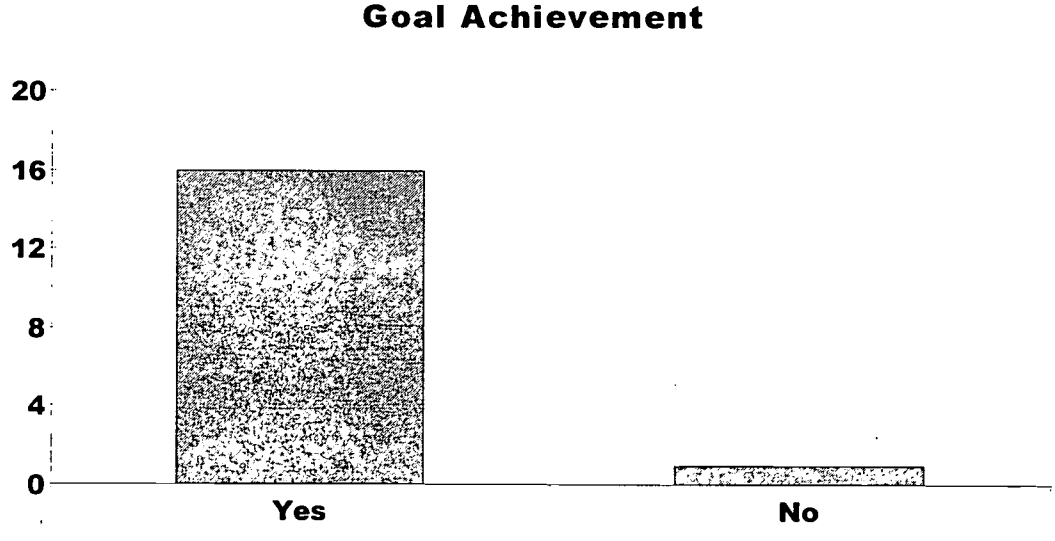
1) Developing skills during class time.

2) Improving in composition and grammar.

3) Improving ability to express themselves, both in writing and speaking.

4) Expanding the vocabulary.

5) Identifying weak areas and improving them.



Effort

Of 17 subjects, 10 claimed that they had put more effort into this course than previous studies. Reasons reported by the subject for the increased effort included:

1) Learned something for the first time, so the studies became more important.

2) Wide variety of exercises.

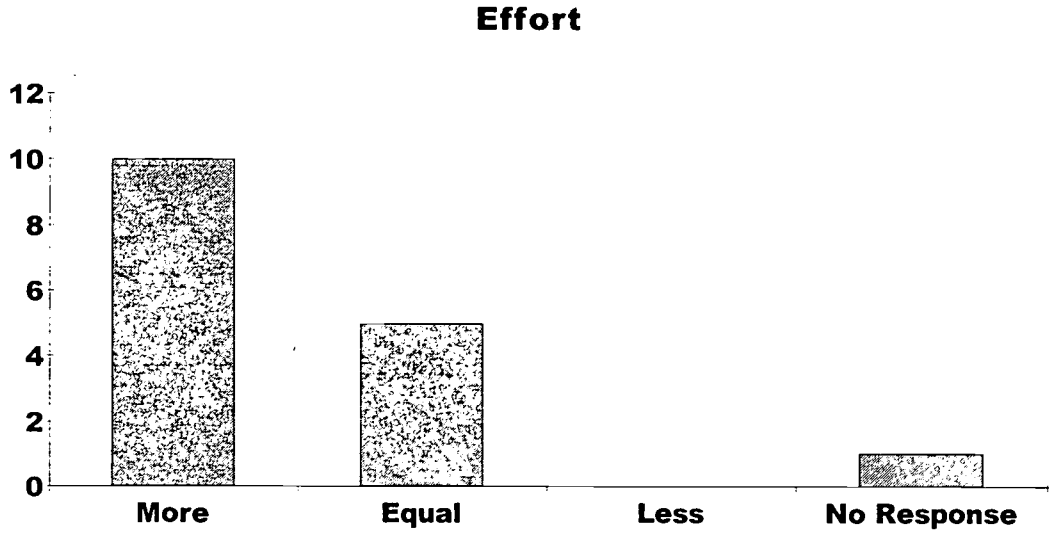
3) Clearly improving the language skills.

4) Very few opportunities during class-time to get off task.

5) The expectations of the students were higher than previous EFL studies.

6) More interesting than his previous English studies.

Six subjects reported that they had put in an equal amount of effort into this course as their previous English studies. One subject did not indicate his effort in the *Whole Language* course in relation to his previous EFL studies.



4.3. Post-Course Motivation - *Whole Language*

As mentioned earlier, one aspect of motivation in this research study concerns a student's personal goals. Other aspects of motivation pertain to the student achieving his goals and his effort during the studies. Through the post-course questionnaire (Appendix VI), data was collected in order to provide answers to the following two questions:

1) Did the subjects achieve their personal goals during the *Whole Language* course?

2) How was the subjects' effort during the *Whole Language* course in relation to their previous EFL studies?

By addressing personal goals and effort following the completion of the course, the collected data could provide answers to the research question: What effect does the *Whole Language* teaching philosophy have on EFL university students' motivation?

Personal Goals

Of 17 subjects, 17 reported that they had achieved their personal goals in the *Whole Language* course. The subjects offered several reasons. Some of the more common included:

1) Improving the English skills covering speaking, listening, reading, and writing.

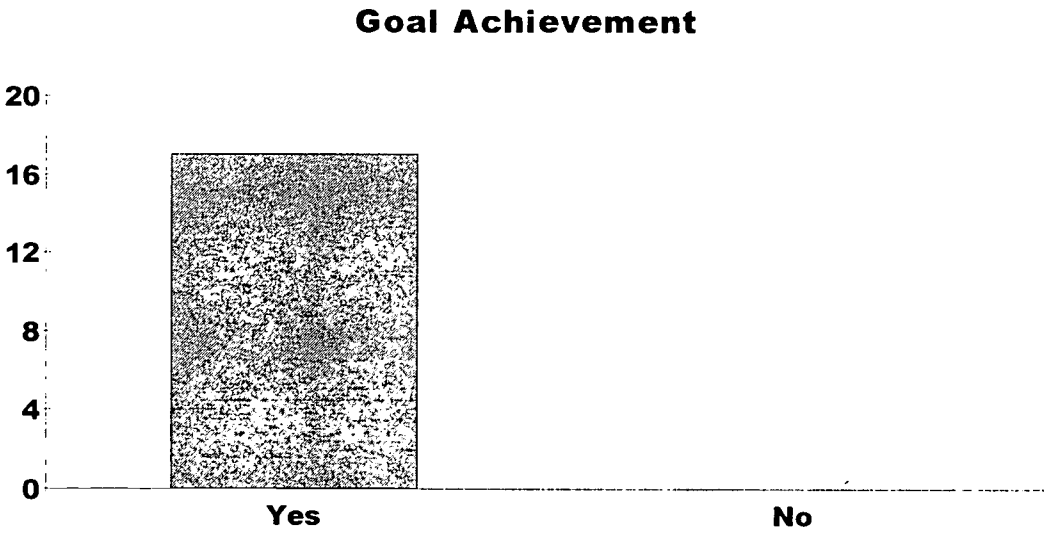
2) Improving confidence using English.

3) Learning "new things."

4) Improving grammar and sentence structure.

5) Eliminating errors when writing and speaking.

6) Actively practicing reading, writing, listening, and speaking.



Effort

Of 17 subjects, 11 reported that they had put more effort into the *Whole Language* course than into their previous EFL studies. They added several reasons why their effort was greater:

1) The continuity of the course.

2) To learn the material.

3) The enjoyment of the course and class activities.

4) To keep up with the rest of the class.

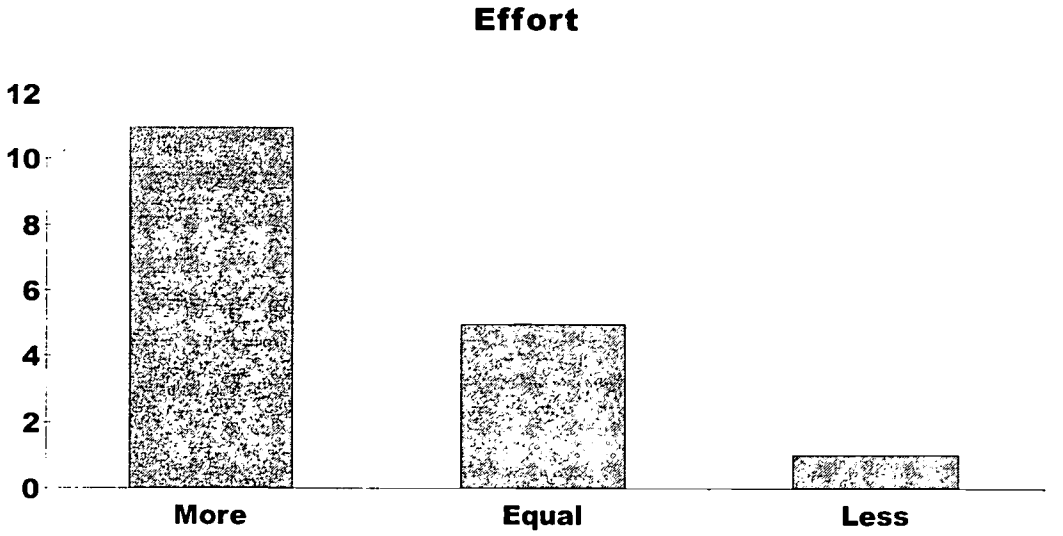
Five subjects reported that their effort was about the same. Comments included:

1) Their attendance effort was better but their homework effort was worse.

2) It was only a summer course.

3) Never putting any effort into school.

One subject reported that he had put in less effort because it was a summer course. He claimed he had other priorities than studying English.



4.4. Summary of the Results

16 subjects claimed that their goals had been achieved around mid-term. All 17 subjects claimed that they had achieved their personal goals at the conclusion of the course. In terms of effort, the majority of the subjects put in more effort into the *Whole Language* course than they did in their previous EFL studies. At mid-term, 10 of the 17 subjects reported that their effort in the *Whole Language* course was greater than in previous EFL studies. At the conclusion of the course, 11 subjects claimed that their effort had been greater than in previous EFL studies. Both at the mid-term mark and the at conclusion of the course, 5 subjects reported equal effort. Only 1 subject reported less effort in the *Whole Language* course than in previous EFL studies.

A comparison of the responses between mid-term and the conclusion of the course shows that the subjects offered similar reasons for achieving their personal goals. Their responses included:

- An overall improvement of all four language modalities.
- Active participation by the students.

In terms of their effort, the students responses were very similar as well. They reported that their effort was influenced by the fact that:

- They improved on their skills.
- The course was interesting.
- The course offered continuity.

CHAPTER 5. CONCLUSION

Motivation is a significant factor in language learning environments. This research study defined motivation as a student's goals and success and effort in reaching his goals. The purpose of the study was to promote the implementation of the *Whole Language* philosophy in a university EFL classroom and to investigate whether it had an effect on the subjects' motivation. Recall from section 2.5., Skehan (1991) claims that there is a connection between the teaching approach and individual differences such as motivation (p. 281). This study focused on whether the connection between *Whole Language* and motivation exists:

Whole Language => Motivation

The initial data were collected from 25 subjects enrolled in the course at the University of Karlstad, Sweden in the summer of 1999. The mid-term and final data were collected from 17 students as a result of mortality. The instrument of collecting data was questionnaires.

The findings in this research study suggest that the *Whole Language* course had two effects on university EFL students' motivation:

1) 100 percent of the subjects were able to achieve their goals.

2) 65 percent of the subjects put in greater effort than in previous EFL studies while 30 percent put in equal effort.

As discussed in section 4.1., the subjects had set out a variety of goals before the course began. The results suggest that the subjects in the *Whole Language* class were able to achieve their initial goals.

The results in section 4.2. and 4.3. show that the majority of the subjects put greater effort into the *Whole Language* course than into their previous EFL studies – 10 subjects of 17 around mid-term, and 11 subjects of 17 at the conclusion of the course. 5 subjects had put forth equal effort both at mid-term and the conclusion of the course. Only 1 subject at the end of the course reported less effort. These results show that some students tended to put forth more effort while other students' effort remained the same. Since only 1 subject reported less effort, it can be suggested that the vast majority of the subjects put in more, or equal, effort into the *Whole Language* course as they did in their previous EFL studies. Since the majority of the subjects achieved their personal goals and put in greater effort than in previous EFL studies, it can be suggested that there is a connection between teaching approach and motivation, just as Skehan suggests. That is, the *Whole Language* course had a positive influence on the subjects' motivation.

The subjects reported several possible reasons why their motivation was greater than in previous EFL studies:

1) The continuity of the course.

2) To be able to learn the material.

3) The enjoyment of the course and class activities.

4) To be able to keep up with the rest of the class.

5) Learned something useful, so the studies became more important.

6) Wide variety of exercises.

7) Clearly improving the language skills.

8) Very few opportunities during class-time to get off task.

9) Higher expectations.

10) More interesting than previous English studies.

As suggested by Dörnyei (1994) and Ehrman and Oxford (1995), motivation is a factor in language learning environment (p. 274) and (p. 68). When conducting classroom research pertaining to motivation, the actual definition needs to be stable, clear, and preferably simple. Within this framework, the definition of motivation needs to capture the core of the concept. This study only applied definitions of motivation used in language learning. Maybe the definitions in psychology should also be used to more accurately define the concept. Perhaps a combination of definitions used in language contexts and psychology could serve this purpose. Motivation is, after all, often associated with psychology. That is, motivation concerns the activity inside people's heads.

Several subjects indicated that the teaching method influenced both their motivation and attitudes. The construct of attitude was not a part of the definition of motivation in this paper. The responses by these subjects imply that there is a connection between attitudes and motivation. The constructs of motivation and attitude may have a significant connection, and connection may need to be acknowledged in a study focusing on motivation. As explained by Gardner (1985), motivation cannot only be divided into two distinct categories, but it also concerns "a goal, effortful behavior, a desire to attain the goal and favorable attitudes toward the activity in question" (p. 50). Attitudes may influence the subjects' motivation, just as motivation may influence attitudes. Therefore, it

would be of interest to establish a clear connection between attitudes and motivation in an EFL context and recognize that connection in a definition.

The role of the teachers is an important factor in second and foreign language classrooms. Teachers need to identify why they implement a new teaching method and what they are trying to accomplish with it. By recognizing the purpose of experimenting with a "new" teaching method, students will learn that there is no optimum method for teaching and learning a second or foreign language.

As explained in section 2.5., personal goals and effort are important aspects of motivation. Students need to set initial goals in their language studies and then try to achieve those goals. Teachers play a crucial role in the students' goal setting. Only the students themselves are in control of their own goals, but the teacher can assist the students in setting realistic goals in that particular context. Goals that are too high may never be reached, while goals that are too low may be reached with little effort. Therefore, the teacher needs to assist the students in setting appropriate goals and adjusting their goals throughout the semester. When the students realize that the goals are both appropriate and attainable, the students may exert sufficient effort in the course.

Teachers have the ultimate control of what occurs in the language classroom. Through the implemented teaching method, it is possible for teachers to influence the effort students put forth. An exciting teaching method may contribute to the degree of effort exerted by the students. A teaching method that

encourages the students to set appropriate goals and in the process exert sufficient effort in reaching the goals is desirable.

5.3. Limitations of the Study

First of all, there was a problem with the design of the research study itself: the study only used one group. The subjects were asked to recall information about their previous EFL studies. Some students had vague recollections of their previous EFL studies, while some students had only studied English in countries other than Sweden. Moreover, some students had just finished high school, while some students had graduated from high school over 10 years ago. Subsequently, it was a problem to collect accurate data pertaining to the subjects' previous English experiences. Therefore, a similar study in the future would benefit from a different design. The design could be improved by making it a time-series design or in-depth interviews. The first half of the semester would appropriately be the control group where the subjects were taught EFL in a traditional fashion, and data would be collected. The second half of the semester would, subsequently, be the experimental group where the *Whole Language* method was implemented, and data would be collected. The researcher could then more accurately compare changes in the students' motivation from a traditional course to the *Whole Language* course.

Secondly, the instrument itself caused some problems. Not only were the questionnaires the primary source of data collection, but the questionnaires only elicited subjective responses. Also, the questionnaires may not accurately

addressed the description of *Whole Language* applied in this project accurately. Subsequently, the analysis of the collected data could have been inaccurate. Since no other instrument was used, there was nothing for the researcher to compare the results with. For a future research study, several instruments and methods of collecting data is suggested. Ethnographic studies, qualitative studies, and an instrument designed for objective scoring could complement the questionnaires.

The third issue causing some problems was mortality. After the first two weeks, eight subjects had dropped out of the research study. The number of subjects decreased from 25 to 17. The fact that the course was taught in the summer may have caused this problem. Many subjects enrolling in this particular summer course had taken courses in the spring and fall semesters as well. After a few days in summer school, some subjects may have realized that they actually do not have the desire to study during the summer, so they decide to drop. Therefore, future research would benefit from conducting this study during the regular semesters, spring or fall.

A fourth issue causing problems in this study was the connection between motivation and the teaching method. This is connected with the instrument of collecting data, the questionnaires. The actual questions may not have been providing a clear connections between teaching method and motivation. Subsequently, the questionnaires may have been ambiguous, which could lead to ambiguous responses. Several responses suggest just that. Some responses by the subjects did not clearly specify whether it was the *Whole Language* method or other variables such as individual exercises or lack of recollection about previous

EFL studies that actually influenced their motivation. On the instruments for collecting data, future research should strengthen the connection between motivation and the teaching method implement in addition to clarify the purpose of the study. By doing so, the subjects may be able to determine and respond accordingly as to whether the teaching method or other variables influenced their motivation. Also, interviews with the subjects to compare the written responses would be appropriate.

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APPENDIX I

SUBJECTS' SPONTANEOUS REACTIONS TOWARD THE *WHOLE LANGUAGE* COURSE

After half the course, approximately 40 hours of instruction, the subjects participating in the research study were asked to anonymously write half a page discussing their spontaneous reactions to the course up to this point. 18 subjects responded to the open-ended prompt: my spontaneous reactions to the course so far. The subjects' responses were analyzed, and the descriptive adjectives throughout their responses were marked. Of the 18 subjects responding to the question, nobody reported any negative aspects of the teaching philosophy used to teach this course, only about the daily homework and one specific method of learning grammar. In other words, not one subject reported a single descriptive adjective having a negative connotation or denotation toward the *Whole Language* teaching philosophy. On the other hand, all 18 subjects reported several descriptive adjectives having various degrees of positive connotations and denotations. Following are the spontaneous responses from all 18 subjects regarding their feelings about the *Whole Language* course.

"I appreciate ... new tactics in teaching it [the course]. It's good to have several different things to do every session ... we don't get bored. ... subject of the homework well thought out. ... minim[al] marking is effective. It helps us to concentrate on the mistakes ... helps us avoid making the same mistakes in the future."

"Fun ... as in different and easygoing. Exercises ... enjoyable and engaging. The activities allow groups to interact, share ideas, laughter, mistakes and ... practise oral skills. The group of students is easy to work with ... comfortable enough to open up and join in. Great variation ... exercises."

"I like the course very much. ... inspiring. One learn[s] things all the time, and the exercises ... engaged. I like your teaching methods."

"The class is fun. It is good to have different games ... lightens up the day ... never gets boring. It is not often the classes [other courses] are this much fun and I still learn something."

"The course is very motivating and makes me interested in learning. ... The atmosphere in the classroom is very relaxed which makes it more fun to participate in the exercises."

"The course so far has been good for me. I think I've learned a lot ... daily homework is not something I like very much."

"... the grading system ... is excellent because it helps you stay motivated throughout the entire course. ... [compared to traditional grading systems] I think you learn more this way when you are being graded throughout the whole course. ... contents of the course ... really good ... I've learnt a lot."

"... class has been very good socially. Everybody works together and nobody is afraid to speak. That is not the situation in many other classes. The exercises ... very varied and include speaking more than in previous English courses. It feels good that [participating and completing] in-class activit[ies] and

homework pays off, so that the grade isn't decided over just a test. ... it has been fun and instructive."

"... more interesting than I thought it would be. ... teaching in a different way than what I am used to. It is good that we are writing a lot in English. ... appreciate the practice."

"At first, I didn't very much like the teaching methods you used, but then I realized that it wasn't the methods. ... You have become used to us, and we have become used to you. ... enjoyed the grammar auction ... like the journals."

"I like the way you are teaching us. ... I fancy this way of working! to correct our own mistakes and to learn by that. ... I feel that I've already improved my grammar ... practice [not only root memorization]."

"It's a good idea to work with several smaller assignments instead of a few bigger ones. ... Practical stuff ... is useful[ ] for academic work."

"... this course has been great. ... a lot of different activities in class. It helps keeping one focused ... lessons more fun and less monotonous. It's good that one's homework counts for something."

"I like this type of course very much. ... learning new stuff every day, and I am already becoming more secure [ ] writing and speaking in English. ... Over[ ]all I am more than satisfied and glad that I chose this course. It really helps me to improve my English."

"I like this course. The activities ... different every day ... prevents one from getting bored. ... I'm not really that happy about the 'minim[al] marking'

method. I find it frustrating not to know exactly where I've made the mis[ ]takes. ... I can understand that it's a good way to learn grammar."

"I have only positive things to say about this way of teaching. ... It's also always easier to learn boring things like grammar [ ] if it's taught in a fun context. The problem is usually that you learn the rules but not how to use them."

"I think this way of teaching works quite well. ... one feels continuously motivated ... plenty of different activities. Apart from being far less monotonous, this method also makes it impossible to do nothing until the week before the exam. Since everything is taken into account, there is no easy escape. Some teachers use continuos grading but fail to make the activities interesting. Instead of being enjoyable way of learning plenty, [other] classes become mental torture."

"I think this course is very good in general[ ]. ... dynamic. In your way [of teaching] we have already served a lot of time [devoted class activities] and avoided confusing things. Everything seems to be just clear."

APPENDIX II

SUBJECT DESCRIPTION - Background Questionnaire

For questions 1-3, please write the response on the blank line.

1. Age? _____

2. Male or female? _____

3. Profession? _____

For questions 4-14, please circle the letter corresponding to one of the provided choices that best describes your situation. Please provide a brief explanation on the blank line directly underneath the circled response. If no provided answer accurately describes your situation, please add that the choice on the blank line next to the choice "other."

3. What is your reason for enrolling in this course?

A. Professional

Explain:

_____

B. Academic

Explain:

_____

C. Foreign Travels

Explain:

_____

D. Foreign Study

Explain:

_____

E. Curiosity about English

Explain:

_____

F. Other

Explain:

_____

4. How many university level English courses have you taken (not counting this course)?

A. 0 B. 1 C. 2 D. 3 D. 4 E. Other (provide the number): _____

5. If circling "B-E," please list the title and credit hours (points) of each course previously taken in the space provided. If circling "A," go to question 6.

6. How many times have you traveled to foreign countries where you spoke English in order to communicate?

A. 0 B. 1 C. 2 D. 3 E. 4 F. Other _____

7. If circling "B-F," please list all countries in the blank space. If circling "A," go to question 8.

8. Have you participated in any sort of exchange program such as high school exchange year or au-pair?

A. Yes B. No

If circling "Yes," please explain in the blank space. If circling "No," go to question 9.

9. Have you taken the TOEFL (Test of English as a Foreign Language) previously?

A. Yes B. No

10. If circling "A," please list the number of times taken and the date (month and year) of the test date in the blank space. If circling "No," go to question 11.

11. Have you conducted any kind of TOEFL preparation studies?

A. Yes B. No

12. If circling "Yes," please explain in the blank space. Include dates (including duration). If circling "No," go to question 13.

13. How much time in hours do you spend **weekly** (estimate) interacting with the English language on each of the following activities (write on the blank line directly following each statement):

A. Reading English such as novels, Internet, magazines: _____

B. Watching English-speaking movies (video **and** movie theater): _____

C. Listening to music where the lyrics are in English: _____

D. Watching English speaking programs on the television: _____

E. Other (please explain in the blank space underneath): _____

14. What other English experiences have you previously had that are not covered in previous questions (do not include high school studies)? If none, leave the space blank.

APPENDIX III

PRE-COURSE QUESTIONNAIRE - Previous English Studies

Please answer each question in the space provided below each question.

1. On a separate sheet of paper, please, explain how your **previous English studies** were taught by the teacher. The following questions may help you, but feel free to add other information as well. What did you do in the classroom? What kind of homework did you have? What kinds of assignments/exams were given? What language was used to teach the lessons? Which areas of English were emphasized? Which areas of English were ignored? Were you actively or passively involved in the lessons?

2. What were your personal goals in **previous English studies**?

3. What expectations did you have on the courses in **previous English studies**?

4. What expectations did you have on yourself in **previous English studies**?

5. What expectations did you have on the teacher in **previous English studies**?

6. How do you feel (attitude) about in-class activities and homework in **previous English studies**?

APPENDIX IV

PRE-COURSE QUESTIONNAIRE - Whole Language Course

Please answer each question in the space provided below each question.

1. What are your personal goals in the ***English Composition and Proficiency*** course?

2. What expectations do you have on the ***English Composition and Proficiency*** course?

3. What expectations do you have on yourself in the ***English Composition and Proficiency*** course?

4. What expectations do you have on the instructor of the ***English Composition and Proficiency*** course?

5. What area(s) of English would you like to improve the most in the ***English Composition and Proficiency*** course?

APPENDIX V

MID-COURSE QUESTIONNAIRE - Whole Language Course

Please circle the closed response (yes or no) and explain each answer in the space provided below the question.

1. Have your personal goals been met so far? Yes No

Please explain:

2. Have your expectations of the course been met so far? Yes No

Please explain:

3. Have your expectations of yourself been met so far? Yes No

Please explain:

4. Have your expectations of the instructor been met so far? Yes No

Please explain:

5. Has you English improved so far? Yes No

Please explain:

6. What areas English would you like to improve on more (see more class activities in)?

7. Do you put forth more or less effort in this course than in other English studies (in class and homework)? Why? Why not?

Please explain:

8. What do you like the most about this course so far?

9. What do you like the least about the course so far?

10. Has your overall motivation to study English increased so far? Yes No
Please explain:

11. How do you feel (attitude) about the in-class activities and homework in this course?

APPENDIX VI

POST-COURSE QUESTIONNAIRE - Whole Language Course

Please circle the closed response (yes or no) and explain each answer in the space provided below the question.

1. Were your personal goals met? Yes No

Please explain:

2. Were your expectations of the course met? Yes No

Please explain:

3. Were your expectations of yourself met? Yes No

Please explain:

4. Were your expectations of the instructor met? Yes No

Please explain:

5. Did you improve your English? Yes No Please explain:

6. Did you put forth more or less effort in this course than in other English studies (in class and homework)? More Less

Why? Why not? Please explain:

7. What did you like the most about this course?

8. What did you like the least about the course?

9. Has your overall motivation toward English studies increased as a result of this course? Yes No Please explain:

10. How do you feel (attitude) about the in-class activities and homework in this course?

APPENDIX VII

SAMPLE *WHOLE LANGAUGE* ACTIVITY

Approximate Class-time

90 minutes

Necessary Materials

Dictionaries

Thesauri

Writing Materials

The poem *Jabberwocky* by Lewis Carol

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.

"Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!"

He took his vorpal sword in hand;
Long time the manxome foe he sought—
So rested he by the Tumtum tree,
And stood awhile in thought.

And, as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came whiffling through the tulgey wood,
And burbled as it came!

One, two! One, two! And through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
He went galumphing back.

"And hast thou slain the Jabberwock?
Come to my arms, my beamish boy!
O frabjous day! Callooh, Callay!"
He chortled in his joy.

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.

Procedure

The teacher begins the activity by reading the poem aloud to the class twice. In the first reading, the teacher orally interprets the poem as containing characters that are scary and barbarian; subsequently, the teacher reads the poem with a cruel, fierce voice in order to depict these images. In the second reading, the teacher orally interprets the poem and its characters as innocent and gentle, thus reading with a soft, tender voice (listening).

Next, the teacher engages the class in a discussion concerning what the poem is about and the differences between the two interpretations. The students will probably mention that they did not understand many of the vocabulary words, but they will probably get the overall meaning through the teacher's use of voice through the two oral interpretations (listening and speaking).

Next, the teacher places the students in groups of three (or four) and hands out one copy of the poem to each group. At this time, the teacher asks the groups to take out their dictionaries and thesauri. Following this, the groups will read the poem and discuss within the groups all the vocabulary words they are NOT familiar with and look them up in the dictionary. Since the poem contains several fictitious words, the students will not be able to find the definitions in the dictionaries. Instead, the teacher asks the groups to interpret each word based on context and substitute it for an existing word that would make the overall meaning, stress pattern, rhythm, and preferably rhyme pattern intact. The groups will inevitably have engage in discussions and use the thesauri in order to find the most appropriate word for each substitution (listening, speaking, and reading).

By considering the two opposite oral interpretations read by the teacher, the groups can now engage in discussing and rewriting the poem into two literally opposite

versions. In the first version, the students substitute the fictitious words with vocabulary that connote cruelty and fierceness. In the second version, the groups substitute the fictitious words with vocabulary that connote kindness and gentleness. When the groups are finished, the members have to read each of the two versions aloud to the class, using appropriate voices (listening, speaking, and writing).

Next, the teacher asks the students to individually write a reflective journal entry in which the students describe their experiences in this activity and new elements of the English language they learned such as vocabulary, interpreting poetry, etc. (writing).

Lastly, the teacher holds a class discussion where the students orally explain their experiences and what they reflected on in their journal entries as well as comment on other students' experiences and reflections (listening and speaking).

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