

PAYAP UNIVERSITY

APPENDICES

APPENDIX A

Teacher Focus Group Interview

The following questions will be used to guide an open-ended interview with 4 teachers from the Migrant Learning Center

- 1) What do you think initially motivates students to come to the Thinking Classroom Foundation to study English?
- 2) What classroom behaviors do your students display to indicate that they are motivated? How do they show that they are demotivated?
- 3) During what circumstances and activities are these behaviors displayed?
- 4) Do you think low attendance towards the middle and end of the term indicate lack of motivation?
- 5) What types of classroom activities do you think are most engaging for your students? Which activities are the least motivating?

APPENDIX B

Motivation Survey

Please use a pencil to circle the number which best reflects your opinion on the following statements. Thank you very much for your time.

	Strongly Agree	Unsure	Strongly Disagree
1. Studying English is important to me because I would like to make friends with foreigners.	3	2	1
2. Studying English is important to me because it will help me when traveling.	3	2	1
3. Studying English is important to me because it will enable me to know various cultures and people.	3	2	1
4. Studying English is important to me because without it I cannot be successful.	3	2	1
5. Studying English is important to me because I may need it later for my job or school.	3	2	1
6. I do not really like learning English and I do it only because I may need the language.	3	2	1
7. I really like learning English.	3	2	1
8. I get nervous and confused when I am speaking in my English class.	3	2	1
9. I am afraid that other students will laugh at me when I speak English.	3	2	1
10. I frequently study English outside of class and think about what I have learned.	3	2	1

APPENDIX C

Observation Form

1. Which of the following behaviors did I notice in my students during this class?
2. During what circumstances and activities were these behaviors displayed?
3. What is the difference in observed motivation between this class and previous classes?

Excerpt from the teacher diary

Wednesday 16 September 2009

What can I say about today? Well, first of all, many students are still showing up 10-15 minutes late. I think I just need to keep starting earlier and earlier and hopefully soon, we can start on time. We started out with a tongue twister today. The students were enthusiastically practicing and were laughing and smiling. I think they like it. They need serious help with pronunciation. So, since I have a lot of the higher level students now, the class dynamics is different. These students, though they are at a higher level, they are not used to speaking and not used to having everything explained in English. So, they may appear bored, but I think it's good for them. The conversation is always good, though without fail, some students do not do it, or they cannot understand the directions, so they sit around doing nothing. As for the book, it's too easy for some and way too hard for others. It seems that the listening is really useful and most students seem to like it. 2 hours is very short. The time always runs out too quickly. I guess what I'm noticing is that the students want more conversation practice.

Thursday 17 September 2009

I could still sense a bit of boredom today. People had to wait a lot for the next thing. I need to try to make things a little bit harder. It's still too easy for a lot of people. I don't like the classroom setup. For some reason, there were 20 extra chairs and 2 extra tables in the classroom, making it impossible for anyone to move around. On top of that, the AC is freezing cold in one spot, and the rest of the room is boiling and stuffy. Conversation practice was fine, but overall the lesson was boring, even for me. I would like to try something different tomorrow. Song? Poem? And today we started between 9:20-9:30. Late comers!!!! You'll be the death of me.

Friday 18 September 2009

There was a lot of talking going on while I'm trying to teach. J was the main culprit, so I moved him up to the front near me. Things improved slightly after that. I think I'm going to make him sit by me from now on. I don't want to have to yell for people to hear me. I realize I don't do a very good job of explaining new words and concepts. We tried a song today. Free Fallin' by John Mayer. They liked it. I think. I saw them paying attention and smiling a lot. But I don't know how useful it is for them. Is it practical? At any rate, I think it's something they enjoy. They liked the conversation. Maybe we need more speaking practice. Today we had a pop quiz on the body parts, which I think was good as well, even though some of them got every question wrong. Today we only started 10 minutes late—an improvement from yesterday.

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APPENDIX D

Individual Interviews

1. Which activities did you enjoy the most during this week?
2. What activities did you least enjoy?
3. What do you think helped you to improve the most this week?
4. What do you think did not help?
5. What parts of this week was too easy? What was too difficult?

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