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**Exploring Motivational Strategies in a Collaborative Method of
teaching L2 (English): A Case Study of Year 7 and Year 8
Students at an Independent Compulsory School in Gothenburg**

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LAU690

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Rapportnummer: VT12-2910-506



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Abstract

Examensarbete inom lärarutbildningen

Titel: Exploring Motivational Strategies in a Collaborative Method of teaching L2 (English): A Case Study of Year 7 and Year 8 Students at an Independent Compulsory School in Gothenburg

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Termin och år: VT2012

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Rapportnummer: VT12-2910-506

Nyckelord: motivation, L2 or target language, collaborative, motivational strategies

Sammanfattning:

This study aims to examine the effects of collaborative learning techniques for teaching L2, English as a second language, on learners' motivation in relation to the case study groups' responses toward the lesson. The student-respondents of this study are from an independent school here in Gothenburg that has English as the main language of instruction.

Theories on learner motivation introduced by Vygotsky's collaborative perspective in teaching and learning, and Keller's motivational theoretical framework are considered relevant in investigating and understanding the effects of collaborative teaching method on learners' motivation.

A multiple data-gathering procedures were used to gather data. The study combined classroom observations of both the classes involved during the series of lessons, and survey techniques such as questionnaire and follow-up semi-structured interviews of the student-respondents. The results of the survey established students' perspectives on the lesson and its tasks. Results showed that several factors can influence students' motivation, specifically using the collaborative method of teaching. Respondents' positive responses to some motivational parameters used in this study have significantly broadened the teacher-researcher's understanding on how a collaborative method in teaching L2 can possibly offer learning opportunities and a supportive classroom environment that encourage students to be active participants in their learning.

The researcher hopes that this action research will encourage language teachers, specifically those who are new in the profession, to reflect upon their classroom practice in a structured and systematic approach to find potentially useful insights in their own classroom situation and hopefully create or maintain motivational conditions for their students.

Table of Contents

1	Introduction	4
1.1	Background of the study	4
1.2	Previous studies relevant to this research.....	5
1.3	Objective of the Study.....	6
2	Theoretical Framework	7
2.1	Using Action Research in this study	7
2.2	Sociocultural Framework to teaching and learning.....	7
2.3	Collaborative Teaching Method.....	9
2.4	Using Keller’s Motivational System (1983)	11
2.5	Sociolinguistic Perspective on Constructing Identity	12
3	Background of the Lesson	13
3.1	How the lesson was conceived.....	13
3.2	Applying the collaborative techniques in the lesson	14
3.2.1	The Lesson Content and Procedure.....	14
3.2.2	Objectives of the Lesson	17
3.2.3	Formative form of assessment for the tasks	18
3.3	Class respondents and their linguistic profile	19
3.3.1	Establishing the Year levels that the students attended the independent school..	19
3.3.2	Profile of students’ first language or mother tongue.....	20
4	Research Methodology	21
4.1	Observations.....	22
4.2	Face to face Interviews.....	23
4.3	Survey Questionnaires.....	24
4.4	Methods of Data Analysis	25
4.4.1	Observation	25
4.4.2	Face to face Interviews.....	25
4.4.3	Survey Questionnaires.....	26
4.5	Sample Population.....	27
4.6	Ethical standards	27
5	Results of the Observations and Survey	28
5.1	Results of the Observations.....	28
5.1.1	Presentation of the lesson and its tasks	28
5.1.2	Use of hand-outs and classroom resources	29
5.1.3	Group Interaction	30
5.2	Results of the Survey.....	32
5.2.1	Profile of students’ perceived level of proficiency in speaking the L2.....	33

5.2.2	Students' ranking of the different learning activities	34
5.2.3	Students' Learning Activity Suggestions	36
5.2.4	Students' attitudes toward learning English.....	36
5.2.5	Students' Interest in the Lesson	39
5.2.6	Students' Perspectives on the Relevance of the Lesson.....	42
5.2.7	Students' Perspectives on their expectancy of success in the lesson	44
5.2.8	Student perspectives on satisfaction and rewards gained from lesson.....	47
6	Discussion	50
7	Conclusion	55
7.1	Relevance of the Study.....	56
7.2	Recommendations for further study	56
8	References	57
9	Appendix	58
9.1	Assessment Criteria for Oral Presentation	58
9.2	Assessment Criteria for the Essay	59
9.3	Survey Questionnaire	60
9.4	Face-to-face Interview Questions.....	67
9.5	Sample Essays	68
9.5.1	Essay 1.....	68
9.5.2	Essay 2.....	70
9.5.3	Essay 3.....	72
9.5.4	Essay 4.....	74
9.5.5	Essay 5.....	76
9.5.6	Essay 6.....	78
9.5.7	Essay 7.....	81
9.5.8	Essay 8.....	83

1 Introduction

In this section, the concept of motivation is defined and described; previous related studies that helped formulate the main objective of this study are mentioned; and the purpose of the study together with the questions that have been investigated are given.

1.1 Background of the study

Dörnyei and Ushioda defines motivation as “*the direction and magnitude of human behavior that concerns the choice of a particular action, the persistence with it, and the effort expended on it.*” (2011, p.4)

Understanding why students choose to behave the way they do is something that educators would like to find out to be able to create relevant learning opportunities. However, the concept of motivation is far more complex and dynamic as one could imagine.

Being complex makes it a struggle for education psychologists and researchers to come up with a consensus in understanding this concept. The fact that it involves human choices and action makes it as well dynamic in nature. Being dynamic in its nature does not either make it easier for researchers to point out as to whether motivation is primarily a cause or effect of learning.

Within the educational field, the general consensus is that motivation functions in a cyclical relationship with learning and is theorized in terms of positive cycles or negative cycles which involve positive cycles linearly shown as: high motivation → high achievement → high motivation; while the negative cycles shown as: low motivation → low achievement → low motivation (Dörnyei & Ushioda 2011: 5-6). However, this linear approach to understanding motivation should be taken with caution considering that motivation is rather a complex phenomenon that cannot simply be interpreted basing on cause-and-effect binary states before and after a task or an event. If a comprehensive understanding of motivation could possibly be done through exploring its binary effects, then it would have been enough to assess the work of students and base how motivated they are according to their grades. There are factors that may affect an individual’s choice of action in the different phases of the learning process. An individual’s choice of action can be a response to various internal and external influences. As according to Dörnyei and Ushioda (2011):

“Motivation to do something usually evolves gradually, through a complex mental process that involves initial planning and goal setting, intention formation task generation, action implementation, action control and outcome evaluation.” (p.6)

This multi-faceted approach has prompted current developments in understanding motivation from a linear approach to a socio-dynamic perspective. The socio-dynamic perspective takes into account the different phenomena, and learner characteristics or organic interactions that evolve around the individual during the learning process. These interactions may be relevant in shaping the learner’s motivation at various times when experiencing L2 or second language

learning. Thus, this relational view, which is based on a socio-dynamic perspective, recognizes the fact that language learners are thinking and feeling human beings located in different cultural and historical contexts that can definitely affect their motivation to learn. As quoted from Dörnyei and Ushioda (2011), Sealey and Carter explains:

“[...] a key difference between a linear and relational approach is that relational approach is not concerned with identifying ‘variables’ and tracing cause-effect relationships (e.g. how task performance impacts on self-efficacy or vice versa). It focuses attention instead on the evolving network or dynamic system of relations among relevant features, phenomena and processes – relations which are complex, unpredictable, non-linear and always unique, since every person and context are unique.” (p.77)

Despite the complexity of understanding motivation through a relational approach, this research attempts to understand why the student-respondents of this study showed active participation in the lesson and persistence in completing their tasks through getting their perspectives on the lesson considering different motivational parameters. It would be interesting to know the factors that may have encouraged the case study group’s active participation since after all the effectiveness of a teaching method and the success of a lesson depend heavily on motivated students.

1.2 Previous studies relevant to this research

There are a number of research and studies about learner motivation and its impact on academic achievement, its impact on instructional procedures, and its effect on student motivation. Most of the studies that are considered relevant in this research are those given in Dörnyei and Ushioda’s *Teaching and Researching Motivation* (2011). One of the studies mentioned and which has contributed to the interest of this study is the large-scale study of Sharan and Shaulov in 1990. This study has shown strong evidences that cooperatively organized classrooms have a substantial impact on learner motivation. It has likewise provided a clear and comprehensive account that the motivational level of people who joined and worked in groups was significantly higher than when they were working on their own.

Another study that has influenced this research is that of Cheng and Dörnyei (2007): *The Use of Motivational Strategies in Language Instruction: The Case of EFL Teaching in Taiwan*. The study aimed at determining the Taiwanese teacher-respondents’ perspectives on the importance of the list of motivational strategies in their teaching practice and how often they implemented the given strategies listed by the researchers.

1.3 Objective of the Study

The main purpose of this study was to explore and examine the effects of collaborative learning techniques for teaching L2, English as a second language, on learners' motivation in relation to the case study groups' responses towards the lesson.

This study would specifically look into the following questions:

- What can be observed from the students' reactions to the given lesson materials and classroom resources, to the assistance and support available in the classroom, and to group work?
- What are the students' actual responses to the lesson materials, to the given tasks, and to working as a group?
- How does group work potentially influence the motivation of the different groups of learners in this lesson?
- Does learners' perceived level of proficiency influence their attitudes toward the learning activities and in learning the L2?
- What are the major motivational factors that have contributed to the participation of the students in the lesson?
- What are the emerging dominant factors that may have helped to encourage interest in the lesson?
- What are the outstanding factors among the given motivational categories that encouraged the students to reach the goals of the lessons?
- What are the factors that made the students felt satisfied and rewarded at the end of the lesson?

2 Theoretical Framework

In this section, theoretical frameworks considered relevant for investigating the issue and the specific questions that are involved in this study are discussed. These frameworks were chosen to facilitate understanding on how the issue of the study was conceived and how it should be investigated.

2.1 Using Action Research in this study

Michael J. Wallace describes Action research as a systematic approach in looking at an issue that:

“[...] involves collection and analysis of data related to some aspect of our professional practice. This is done so that we can reflect on what we have discovered and apply it to our professional action. This is where it differs from other more traditional kinds of research, which are much more concerned with what is universally true, or at least generalizable to other contexts.”(p.16-17).

Action research is considered as a form of a structured reflection that can be used to evaluate or make sense of the different issues and situations that can be encountered in one's professional practice since it uses systematic approaches and techniques to investigate these issues.

Since this research involved investigating a phenomenon in the teacher-researcher's classes using the collaborative teaching method, the case study approach was therefore used. Wallace emphasizes that *“case studies concentrate on what is unique (i.e. with individual units: an individual student; an individual event; a particular group; a particular class; a particular school; etc.)”* (p.161). The results of the study cannot therefore be taken as statistically generalizable but can be more accessible to the practicing professional or the one investigating his or her own practice. However, this does not mean that the results cannot be used to support a theory. One thing that is seen as an advantage for this kind of research is that it generates more human interest since it is not only focused on generalizing statistical findings. It makes findings and results more accessible and valuable, probably not only to the researcher but to others as well who are interested in making positive changes in their teaching practice.

2.2 Sociocultural Framework to teaching and learning

The Russian Psychologist Lev Vygotsky is the founder of the sociocultural approaches to learning and development. These approaches were first applied by Vygotsky and his colleagues in the 1920s and 1930s. His theory is principally based on the premise that culture and language play a central role in human development. We co-create social, cultural,

historical meanings through interacting with others and our environment. For decades, educational psychologists and researchers have been interested in using the sociocultural approach in understanding motivation as a phenomenon that is socially distributed and culturally constructed in our interactions with others (Dörnyei & Ushioda, 2011).

Vygotsky's teaching and learning framework views students and teachers as collaborative partners who unite and work for common goals. Second language applications in this teaching perspective involve collaborative interactions as a meaning-making process between teacher and students, the teacher and the class, and students and students. These social interactions in the classroom may involve talking and discussing a given topic, giving and getting constructive feedback from the teacher and peers, sharing ideas as guided by the teacher and capable peers.

The roles of both teacher and student play an important part in the meaning-making process in the classroom. The teacher should recognize and take its role as a facilitator in his/her student's co-creation of knowledge. The teacher's guided assistance through his or her experiences and expertise of the subject is seen as a significant and influential factor in providing a challenging and stimulating learning environment. It must also be noted that the students' role in this meaning-making process takes a valuable contribution to learning. In other words, teacher's guidance and assistance and the meaningful input that students share during the discussions or interactions provide the basis of a more enhanced level of understanding. John-Steiner and Mahn (2011) states that in classroom learning, the student plays an active role and constantly informs the teacher as their mutual negotiation and collaboration build knowledge (p. 197) .

To further explain Vygotsky's theory on language development as a result of social interactions, Lightbown and Spada (2006) states:

“In Vygotskian theory, greater importance is attached to the conversations themselves, with learning occurring through the social interaction. Sociocultural theory holds that people gain control of and reorganize their cognitive processes during mediation as knowledge is internalized during social activity.” (p.47)

Another aspect that has to be considered in a sociocultural classroom is the so called semiotic mediation. The role of artifacts such as computers and the use of culturally known themes in lessons are seen as important factors in creating meanings in classroom. With the help of physical, social and symbolic tools such as paint brush, computers, people, classroom, language or mathematical symbols; we are able to connect the external and the internal, the social and the individual (Dörnyei & Ushioda, 2011). With successful participation of these different cultural tools, a higher form of understanding and construction of knowledge are created and experienced by the collective participants.

2.3 Collaborative Teaching Method

The contributions forwarded by Vygotsky's sociocultural approach in learning and teaching have been used and interpreted in varied ways by contemporary scholars. A teaching method inspired with this perspective is the Collaborative teaching. This employs a method in which it organizes classroom instruction that focuses on promoting cooperation to achieve common learning goals. Dörnyei and Ushioda (2011) specifically refer to this method as cooperative learning and emphasize its unique motivational set-up as follows:

*“In a cooperatively organized classroom, students work in small groups in which each member shares responsibility for the outcome and is equally rewarded (which can be contrasted to a ‘competitive’ structure in which students work against each other and only the best ones are rewarded). In many ways, cooperative learning can also be seen as a philosophy that **maximizes student collaboration**, and investigations have almost invariably proved that this approach is superior to most traditional forms of instruction in terms of producing learning gains and student achievement. Cooperative learning has been shown to generate a powerful **motivational system** to energise learning...”* (2011, p. 27-28).

To be able to design a lesson according to the characteristics of a collaborative classroom, the following perspectives should be considered:

First, there should be shared knowledge and authority among teachers and students. Teacher's knowledge and skills about content and instruction are considered important in guiding and providing information to the students. However, a collaborative teacher also values and builds upon the knowledge, personal experiences, language, and culture that students bring to the learning situation (Tinzmann, et al., 1990). It is important to emphasize here the role of the teacher as a guide in the mutual process of recreating meanings. To explain further, the role of the teacher should not be taken as the sole source of knowledge but as someone who attempts to guide the possible emergence of individual and collective meanings constructed by the students during the process of participation (Cobb & Yackel, 1996). Students' contribution in terms of ideas that they have constructed according to their understanding of the topics being discussed are therefore relevant in this process. Empowering students in this way help them engage in critical and creative thinking and participate in open and meaningful dialogue.

Second, teachers should take the role as mediators. In a collaborative classroom, the teacher should take an increasing role as a mediator for students to connect new information to their experiences and to learning the topic being discussed in class. Successful mediation also refers to coaching students through giving hints or cues, providing feedback, redirecting students' efforts, and helping them use learning strategies to increase their sense of responsibility for their own learning.

The process of coming up to solutions should include negotiation among the participants involved in the lesson, the teacher and the pupils. In this sense, the social norms that have to be observed to be able to achieve a collaborative classroom situation should include

discussions focusing on explaining and justifying solutions, attempting to make sense of explanations given by others, indicating agreement and disagreement, and questioning alternatives in situations to solve conflicts that may arise in the negotiation of the different interpretations and solutions suggested by the pupils. This account of renegotiation processes as part of classroom social norms is noted by Cobb and Yackel (1996) in their classroom based research to be processes that are jointly established by teachers and students as members of the classroom community instead of an individual psychological process.

Third, a heterogeneous grouping of students should be observed. In a collaborative classroom, everyone learns from everyone else. This means that no student should be deprived of the opportunity for making contributions and appreciating the contribution of others. Every student's background, perspectives, experiences that can influence the meaning-making process should be taken as positive contribution. As Tinzmman et al. (1990) states:

"[...] a critical characteristic of collaborative classrooms is that students are not segregated according to supposed ability, achievement, interests, or any other characteristic. Segregation seriously weakens collaboration and impoverishes the classroom by depriving all students of opportunities to learn from and with each other. Students we might label unsuccessful in a traditional classroom learn from "brighter" students, but, more importantly, the so-called brighter students have just as much to learn from their more average peers. Teachers beginning to teach collaboratively often express delight when they observe the insights revealed by their supposedly weaker students."

It is important to note that group work refers to every member of the group contributing and creating ideas together, which means that there should be cooperation as a group or a team in achieving the lesson's objectives. According to Blatchford, et al:

" [...] cooperative group work is often associated with particularly structured groups, often with a heterogeneous mixture of ability, gender and ethnicity, and particular learning tasks, pupils may, during their everyday classroom activities, be asked to undertake group work for a variety of tasks and in a variety of groupings (2003, p.1)."

Fourth, multiplicity of tasks should be created in the lesson. Teachers in collaborative classrooms facilitate learning through creating tasks that encourage diversity of activities or projects that involve sharing of ideas and discussing solutions. The learning tasks should allow students to aim at high standards of performance through involving thought processes that encourage them to make decisions and come up with solutions. Encouraging critical thinking and decision-making can foster confidence and create appropriately challenging tasks. Moreover, these learning tasks should also enable students to make connections to real-world objects, events and situations in their own and an expanded world, and tap their diverse perspectives and experiences (Tinzmman et al., 1990).

2.4 Using Keller's Motivational System (1983)

To understand and examine the effects of the collaborative teaching method for teaching L2 on learner motivation, components that are relevant in examining motivational patterns among students were applied into the survey. The motivational components listed in Keller's motivation system (1983) that was adopted by Crookes and Schmidt in expanding the theoretical framework of L2 motivation served as the guideline for the items that have to be included in the survey. This framework is specifically used in this study considering that it would mainly explore motivation factors that are rooted within the classroom setting or in the learning situation level. Dörnyei (1994) conceptualized L2 motivation within a framework of three relatively distinct levels: language level which encompasses various components related to aspects of the L2, such as culture and the community; the learner level involves individual characteristics that the learner brings to the learning process; and the learning situation level (Dörnyei & Ushioda, 2011).

The motivational components given below were applied in formulating the items for the survey, both in the questionnaire and in the interview. Keller's (1983) four motivational conditions of L2 learning which were subsequently proposed by Crookes and Schmidt (1991) involve course specific motivational components that are related to the syllabus, the teaching materials, the teaching method and the learning tasks can be well described by the following four components recommended by Dörnyei and Ushioda (2011):

The first component, which is *interest*, is related to intrinsic motivation and is centered on the individual's inherent curiosity and desire to know more about the lesson and to be involved with the tasks. Factors that can promote interest in the lesson include: (1) making the learning task stimulating through providing an aspect of novelty for students to be curious enough about the topic; (2) creating a variety of task that encourage students to be productive and creative; (3) and encouraging a stimulating learning environment through displaying positive teacher behavior and providing a lesson that is not only meaningful but enjoyable as well.

The second component is *relevance*. This component includes learners' personal needs, values and goals which are related to the extent to which the classroom instruction and course content are seen to be conducive to mastering the target language. Factors that can be seen important in understanding this component involve: (1) increasing the learners' goal orientedness through discussing the objectives of the lesson and relating it to their needs in enhancing their skills; and (2) providing relevant materials in mastering the L2.

The third component is *expectancy*. This component refers to the learners' expectancy of success in doing the tasks and in reaching the objectives of the lesson. This can be assessed through looking at how well the learners think the teacher's assistance and guidance; presentation and familiarity of the tasks; and lesson materials given have compensated the challenge of the task and the amount of effort required from them. The parameters that can be considered in establishing this component may include: (1) offering sufficient preparation time and assistance in achieving the objectives of the lesson; (2) promoting learners' self-confidence in their learning; and (3) promoting classroom norms that encourage group cohesiveness.

The fourth component is *satisfaction*. This component refers to the satisfaction and rewards that the learners experienced in the outcome of the lesson. This feeling of satisfaction has a significant effect on the learner's desire to participate in future lessons. Learners' satisfaction of the general outcome of the lesson relates to both extrinsic and intrinsic rewards such as praise or good marks, and enjoyment and pride, respectively (2011, p.50). The factors that can be explored in this component can include those that: (1) encourage and support intrinsic enjoyment of the learning experience; (2) promote consistency in standards and consequences for success, specifically in assessing students' oral and written production; and (3) provide positive reinforcement and motivational feedback.

2.5 Sociolinguistic Perspective on Constructing Identity

One of the main objectives of the lesson, which was used in this study, was for students to be aware of the varieties of English used in English speaking communities. The main topic of the lesson was focused on why people speak or choose to speak in different ways. For students to be informed about the background of this linguistic reality, the series of lessons were introduced by first presenting Le Page and Tabouret-Keller's (1985) model of linguistic behavior. This model provides the principal factors or linguistic resources that individuals choose to be identified as members of a particular speech community or a particular ethnic group. According to this model, there are a number of different resources that individual choose in indexing their linguistic identity (Fought, 2006): (1) the presence of a heritage language that makes it possible for individuals to be identified as members of a particular ethnic group; (2) use of linguistic features such as pronunciation and lexical items that are distinct in certain varieties, for example words that are widely used among members of the Hip hop community; (3) code-switching that allows a person to choose his manner of speaking depending on situation and person addressed to; (4) use of suprasegmental features such as intonation, which makes it possible for people to use Standard English with different intonational patterns; and (4) choice of discourse patterns or verbal traditions such as being direct or indirect in spoken interactions.

Carmen Fought (2006) explains that in order to get a better understanding of ethnicity and its relation to constructing linguistic identity, social variables such as gender, social class, and age should not be overlooked. Language plays a major role in constructing identity since it can reveal a person's multi-faceted identity, specifically when searching for his or her social role. For example, an African-American person may choose to index its identity through using an intonational pattern distinct to its speech community, and at the same time showing its educational background by using Standard English.

3 Background of the Lesson

In this section, the lesson that was used for the purpose of this study is presented. The lesson's objectives, content, procedure are explained. The assessment criteria and reasons for why such criteria were used are given.

3.1 How the lesson was conceived

Considering that this is an action research, the teacher-researcher finds it important to explain how this study was conceived.

The teacher-researcher found it interesting to investigate a classroom phenomenon which she observed as a teacher trainee in Spring Term 2011. The school involved here was an independent compulsory school in Gothenburg with English as the main language of instruction. It was observed that most of the pupils in the classes involved in this study could be identified as highly motivated in their English lessons, specifically in lessons that had collaborative characteristics. The teacher-researcher found this observation as something unique in these classes and therefore would like to further investigate the situation.

During the teacher-researcher's placement period as a teacher trainee, she has observed that her teacher-mentor (*Lokal Lärarutbildare - LLU*), who was the English teacher in this school, had 6 among 10 lessons based on a collaborative learning environment in which students were divided in groups or work in pairs in doing a variety of tasks such as group discussion or brainstorming, writing an outline or plan of a project, oral presentations, group written reports, drama, among others. In other words, there was so much focus on a communicative interaction among students and teacher. The rest of the lessons were focused on individual task but never on content memorization. Lessons were mostly based on applying the language in writing or speaking. Grammatical structures were usually discussed or given in a form of a written feedback according to the group or individual results of any written or oral task.

As observed, the teacher-mentor (*LLU*) in L2 carefully designed the lessons and assessment criteria for the tasks. The teacher started off the lessons by introducing and discussing the topic in detail with the class. Pupils were informed that the tasks required active participation from each student in the group. Pupils were given time to brainstorm and work on their group project. During the series of lessons, the teacher-mentor (*LLU*) took time to be a part in group discussions and gave on-going feedback and assessment of the group's progress. There were constant and meaningful discussions among the members of the different groups and the teacher.

The lesson used in this study was first used during the teacher-researcher's placement as a practicing teacher-student in this school during Spring Term 2011. The second time that this lesson was used was during Spring term 2012 for the purpose of this study. This lesson was conducted in both year 7 and year 8 classes starting at the same date and within the same length of time. During the introduction of the lesson, students in both classes were informed about the study and were also encouraged to talk about the lesson with the other students belonging to the other class to improve their understanding of the topic and to gather ideas.

3.2 Applying the collaborative techniques in the lesson

The lesson used in this study was designed to fit the requirements of a collaborative classroom as given in section 2.3. The lesson was scheduled to start on 22 February 2012 and end on March 14 2012. However, the lesson was extended until March 21 since students needed more time to rehearse their interview role-play and to write their essay.

3.2.1 *The Lesson Content and Procedure*

A lesson with shared knowledge and authority in the learning process with the teacher as a mediator in the communication process: The introduction phase of the lesson was given on 22 and 23 February. In this phase, a general discussion of the different factors that can influence an individual's speech style was included. An overview of the history of Pop Culture specifically in the entertainment world was presented. The different linguistic resources that may affect a person's way of speaking were likewise discussed. Discussions about the main ideas and the guidelines of the tasks were encouraged after introducing and explaining the topic. In this phase, pupils were encouraged to contribute and talk about any ideas they had about the topic and questions that they might have in mind.

Presentation and discussion of the task requirements, assessment criteria and presentation dates were also presented. Printed copies about the lesson and guidelines for the tasks were given during this phase. Introduction phase included as well information about the different groups.

Aside from guided assistance and input from the teacher in every group discussion; students were encouraged to share ideas and feedback during the planning of their presentation. Lesson materials that were used included themes that are familiar to the students like music and pop-culture ideas that could be easily accessed on the Internet. Students were also given guidelines for the tasks; such as providing strategies on how to present a good oral presentation, how to do an effective rehearsal, and how to write a good essay; providing samples of previous essays; and recommending websites for information.

During the preparation time, the teacher constantly monitored the progress of each group and took time to discuss with the groups about their ideas and plan for the actual role play. Teacher's guidance and feedback were given during the lessons allotted for preparing the presentation. Teacher joined every group for about 10 minutes in every lesson to give feedback about the progress of the groups' work.

A lesson with multiple tasks: The main focus of the lesson was on why people speak English in a variety of ways. Pop Culture was used as the material to understand the different varieties of English used in English speaking countries.

The tasks involved in the lesson were brainstorming, discussing, setting a plan and coming up with a presentation in form of a role-play interview as a group, searching for information on

the Internet, reading and understanding information in the L2, giving feedback to group presentations, asking and answering questions, and writing a 800-word-essay about the main topic: *English in Pop Culture - why people speak in different ways*.

The main tasks involved were oral presentation, question and answer together with peer evaluation exercise, and the essay.

The oral presentation was in a form of a role-play interview for at least 5 – 10 minutes per group, in which every group was given a theme that they had to play out their characters. The presentation dates were scheduled March 5 and 7. The themes included: The British Royal Family, The Beatles, Hip-hop Artists, Prominent Political Leaders, Stand-up Comedians, and female Pop Artists. The suggested ideas that could be included in the interview were factors that their characters may be recognized for their speech style and the factors that influence their way of speaking. Below were the items that each group should consider in their presentation. This guideline was included in the distributed hand-out for this lesson:

- What has shaped the linguistic identity/speech style of the group of speaker/artist/politicians?
- Is their choice of speaking or language influenced by their family background, duties and responsibilities, profession or economic status, or educational background?
- What form of English do they speak, standard or non-standard, generally formal or informal? This should be heard during the interview as well.
- Do they use a lot of slang or informal words/expressions? Give examples.
- What kind of gestures can you observe when these personalities speak? Why do you think they do so? Include these gestures during your role play interview.
- What sort of ideas/themes/messages do your group of speakers relay to the public and why?

Every after each presentation, pupils were encouraged to ask questions and give constructive feedback. A peer evaluation sheet was given for pupils to learn how to give constructive feedback to their classmates. This was also meant to encourage pupils to be active listener in presentations and to share their ideas or ask questions about the topic presented. The teacher gave her feedback basing on content, structure of the interview and oral presentation skills. Please refer to the appendix section for the assessment form of the oral presentation.

Requirements for the individual written task were discussed after oral presentations were completed. Before they started to write the essay an introduction about how to write a good descriptive essay was also discussed and reviewed with the students. A print out of the guideline for the written task was distributed. Sample essays from previous students which were assessed and marked were distributed to give students a concrete example of the structure and discussion of content. The samples were collected back after the classes read them.

Two lessons were allotted for writing the individual essay: March 8 and 12. Printed copy of the finished essay was supposed to be handed-in March 14. Before the date of submission, the

students were reminded to review their work carefully before handing it in. The essay was assessed according to its content, structure, and language use.

The written task was in a form of an individual essay for about 600-800 words. The sequence of the task was meant to give students the opportunity to learn about the topic from their group discussions and would consequently help them in their writing. Information on what to include in the essay was written on the hand-out. The following information was given:

- Essay should include the same ideas that are given in the interview.
- A short introduction about the group theme should be included.
- Body of the essay should include information about why the group or community of speakers speak the way they do. Three specific aspects should be included from the following factors: family background, educational and professional background, interest, group affiliations, among others.
- Conclusion should state opinion/s about how relevant language is as a part of one's identity
- Two lessons will be allotted in writing this essay: March 8 and 12. During these lesson times, the teacher goes around and guide students on the task.
- Printed copy of the essay should be handed in on March 14, Thursday.

It must be noted however that the deadline for the written report was extended due to the delay in completing all the oral presentations and due to the fact that students found it difficult to finish the essay in just two lessons. The final submission of the essay was moved from March 14 to March 21, which gave students 4 one- hour- lesson to work on their essay. Out of 30 students in year 8, five students failed to give it on time. Out of 28 students in year 7, one failed to hand it in on time. (Refer to appendixes 10.1 – 10.8 for sample essays written by students from both classes)

A heterogeneous grouping of students: The classes were divided in groups. The teacher assigned pupils to groups considering their different levels of ability. The teacher ensured that each group was composed of students with different levels of language ability through dividing the classes in groups according to the grouping technique she had learned from her teacher-mentor, in which each group should have a mixed ability of those categorized as “brighter” students and those who were less-able ones. One of the reasons behind this kind of grouping is to encourage more positive results of the given tasks since students are given opportunities to interact with different levels of language proficiency. Connery and Curran (2010) suggest that Vygotsky's theory on meaning making structures depend largely on '*adult guidance and collaboration with more capable peers*' (p.157).

There were 6 groups considering the six different themes that were involved in the lesson: The British Royal Family, The Beatles, Hip-hop Artists, Prominent Political Leaders, Stand-up Comedians, and female Pop Artists. For year 8, each group had 5 members since they were thirty students in the class. For year 7, four of the six groups had 5 members and two groups had only four members since this class had a total of 28 students.

3.2.2 Objectives of the Lesson

3.2.2.1 Objectives according to Lgr11

The objectives of the lesson were based from the English Curriculum for the Compulsory School, Preschool Class and the Leisure-time Centre 2011 (*Skolverket*, 2011:32-42) recommendations under the English subject. Teaching in English should essentially give pupils the opportunities to develop their ability to:

- understand and interpret the content of spoken English and in different types of texts,
- express themselves and communicate in speech and writing,
- use language strategies to understand and make themselves understood,
- adapt language for different purposes, recipients and contexts, and
- reflect over living conditions, social and cultural phenomena in different contexts and parts of the world where English is used.

3.2.2.2 Lesson's content of communication as provided in Lgr11

The content of communication for the lesson and the strategies that were involved in teaching the lesson were likewise based from the recommendations listed in Lgr11 syllabus for teaching English (*Skolverket*, 2011:32-42):

- Living conditions, traditions, social relations and cultural phenomena in various contexts and areas where English is used.
- Strategies to understand details and context in spoken language and texts, such as adapting listening and reading to the type of communication, contents and purpose.
- Different ways of searching for, choosing and assessing texts and spoken language in English from the Internet and other media.
- Language phenomena such as pronunciation, intonation, grammatical structures, sentence structure, words with different registers, as well as fixed language expressions pupils will encounter in the language.
- How texts and spoken language can be varied for different purposes and contexts.
- Language strategies to contribute to and actively participate in conversations by taking the initiative in interaction, giving confirmation, putting follow-up questions, taking the initiative to raise new issues and also concluding conversations.
- Language phenomena to clarify, vary and enrich communication such as pronunciation, intonation and fixed language expressions, grammatical structures and sentence structures.

3.2.2.3 Learners' Objectives

The following learner objectives were considered in this lesson:

- To participate actively in conversations, discussions and to take the initiative to raise new issues and ideas
- To work in groups and learn how to listen and respect other people's ideas
- To understand what shapes or influences the linguistic identity of a person or the person's speech style
- To become aware of the varieties of English and understand why people speak in different ways; specifically its use in Pop Culture and its influence in the different channels of media
- To become aware that a language variety goes with a certain linguistic style and behavior (gestures, movements).

3.2.2.4 Knowledge Requirements for years 7 – 9 integrated into the lesson as provided in the National Curriculum Lgr11

The given knowledge requirements for years 7 to 9 in the National Curriculum Lgr11 from the National Agency for Education (*Skolverket*) were considered when designing this lesson. In order to cover the different production skills that have to be assessed, the lesson was designed to include a number of tasks that could provide possibilities for students in the target language to improve their language skills in speaking, discussing, listening, writing and searching for information in the L2.

3.2.3 Formative form of assessment for the tasks

At the end of the lesson, pupils received a written feedback from the teacher in form of an evaluation sheet so they would be aware of the areas that they were good at and areas they need to improve upon.

The teacher-researcher believes in the strengths of a formative kind of assessment since it involves informational feedback that focuses on the students' progress and competence. A feedback of this kind give students the possibility to understand where they stand with regard to the goals that they have achieved and how they should proceed to make progress in their language skills.

The assessment forms with the criteria for the tasks were shown to the students during the introduction phase (please refer to appendices 10.1 and 10.2). The criteria for both the oral presentation and written tasks were based from the knowledge requirements recommended in the Lgr11. The criteria were specifically based from the knowledge requirement for oral and written production which states that at the end of year 9:

“[...] pupils can express themselves simply, understandably and relatively coherently. [...] In oral and written interaction in different contexts, pupils can express themselves simply and understandably and also to some extent adapted to purpose, recipient and situation.” (Skolverket, 2011:37)

This formative form of assessment has been observed by the teacher-researcher in her previous lessons to be stimulating for students to put more effort on their work. The following forms were shown before they started with their tasks and distributed to them after they have completed their tasks.

Towards the end of the lesson, students were reminded of the final submission date of their individual essay. Before handing-in, pupils were reminded to carefully review their work, specifically for spelling, punctuation and basic-verb agreement. They were also informed that they would get the assessment of their work at least two-weeks after the date of submission.

On April 2, 2012 the teacher distributed back the marked essays together with the assessment criteria. They were given time to read through the feedback and to ask for questions.

3.3 Class respondents and their linguistic profile

The participants were the teacher-researcher's students in the English subject. There were 58 pupil-respondents in this study from Years 7 and 8 classes which were from ages 14-16 in an independent English school in Gothenburg. There were, however, three absences during the distribution of the survey which decreased the number of respondents who answered the survey to 55.

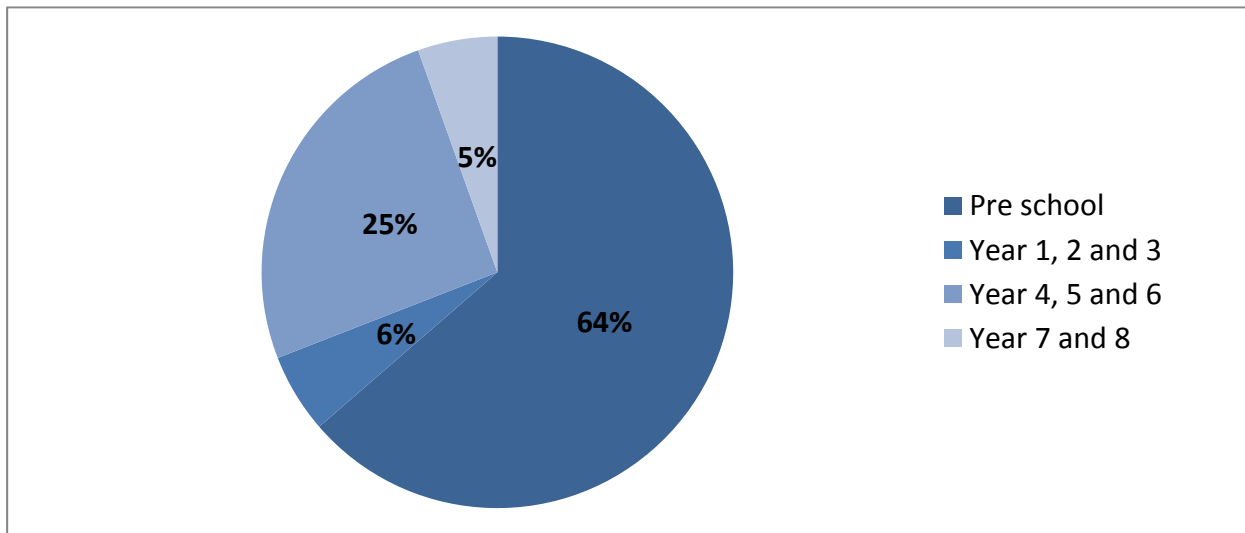
To be able to establish some points about the profile of the student-respondents, the survey questionnaire included the following items to get information about: when they started in this school shown in Table 1; and their first language or mother tongue to see if both classes are as multi-lingual as they appear to be as shown in Table 2.

3.3.1 Establishing the Year levels that the students attended the independent school

The results below show that 64% of the 55 respondents joined this school during their pre-school to early primary years which appears to be divided almost equally in both classes. This can indicate that majority of the students has the same length of exposure to the English language used as the language of instruction, and to this school norms of encouraging high level of expectations for students' academic achievement.

Year Level	Year 7	Year 8	Total
Nursery	5	5	10
Kindergarten	1	0	1
Reception	9	9	18
Infants	3	3	6
Year 1	0	1	1
Year 2	1	0	1
Year 3	1	0	1
Year 4	3	2	5
Year 5	3	3	6
Year 6	2	3	5
Year 7	0	0	0
Year 8	0	1	1
Total	28	27	55

Table 1: Indicates year level when student started attending the school, 2012 Research



Graph 1: Indicates the distribution of students according to when they started attending this school, Research 2012.

3.3.2 Profile of students' first language or mother tongue

With regard to the question about their mother tongue, 62% of the pupil-respondents in both classes speak other languages aside from Swedish. Their first language included 38% Swedish; 22% English; and 40% speak one of the following: Chinese, Persian, Arabic, Czech, Spanish, Somali, Russian, Polish, Welsh, Burmese, Gujarati, Urdu, Ukrainian and Luganda. Basing from this result, both classes can be identified as bi-lingual or multi-lingual considering that most of the students are exposed to at least two or more languages.

The first language or mother tongue or native language is the language that is first learned by the child. The languages learned from birth are considered the person's 'first' languages (Lightbown & Spada, 2006). English in this case cannot be directly referred to as the only L2 or second language for most of the students but can be their first, third or fourth language. In their book: *How Languages are Learned*, Lightbown and Spada (2006) referred to the term second language as any language other than the first language so it may refer to the third or fourth language learned.

Language	Year 7	Year 8	Total
Swedish	8	13	21
English	6	6	12
Other	14	8	22
Total	28	27	55

Table 2: Students' Mother Tongue, Research 2012

4 Research Methodology

As mentioned in section 2.1, this study used the case study approach since it focused on a unique case of students and on a specific teaching method used by the teacher-researcher herself on her own classes. Wallace (1998) states that “the specific and limited nature of the case study approach may make it more accessible to the practicing professional” (p.161). This explains why studies using this approach generate results that are more valuable and practical findings for the researcher herself rather than results that are generalizable. Wallace (1998) points out that even if it is possible to investigate a number of related cases, the results can not be categorized as conclusive in any statistical sense.

Wallace (1998) further states that choosing a case study approach in action research is recommendable since case study investigations have the following possible aims: to solve a problem or know more about an issue; to find out if a specific theory applies in the researcher’s particular case; to be able to generate hypotheses on certain learning situations; and to be able to make interesting illustrations of one’s ideas and work to colleagues.

A qualitative approach is often used in case studies with a multiple data gathering procedures such as observations, interviews, pictures, questionnaires, among others (Stukát, 2011). This combination, as what Stukát (2011) referred to as triangulation, is used to get more than one perspective of the issues being researched and thus increases reliability.

In similar view, Brown and Rodgers (2002) refer to a methodological triangulation as “the attempt to understand some aspect of human behavior by studying it from more than one standpoint, often making use of both quantitative and qualitative data in doing so (p.243).” In addition, both researchers have suggested that examining the data from at least two points of view will maximize credibility and dependability of findings. For a qualitative study, credibility is analogous to the concept of internal validity in a quantitative study, which refers to the degree to which the results can be accurately interpreted. For example, to get more valid answers from one’s own students or to avoid biased answers, it would probably be preferable to distribute an anonymous questionnaire to fill in (Wallace, 1998). Dependability on the other hand is analogous to the concept of reliability in quantitative studies which refers to the degree to which the results can be trusted (Brown & Rodgers, 2002). As mentioned earlier, reliability can be improved through using triangulation.

Since this study is investigating a unique case, the results tend to be more qualitative and illuminative. This study is illuminative, which means not conclusive in any statistical sense, since it tried to throw some new light on the issue being investigated and to gain insights into one’s own teaching. It can also be classified as predominantly qualitative compared to quantitative as it heavily relied on gathering non-numerical data through using research techniques such as field observations and interviews (Brown & Rodgers, 2002).

The complementary use of the quantitative approach was done through applying descriptive statistics. It was applied to describe the groups involved in terms of their characteristics and behavior. Moreover, it tried to establish the perspectives or opinions of the student-

respondents on the lesson using central tendency, Likert scales, frequencies and percentages. Analyzing surveys through descriptive statistics have been used in language teaching and learning and have been an effective tool in understanding better how things are operating in a classroom or in describing abilities, performances, and other characteristics of the learners involved in a particular study (Brown & Rodgers, 2002).

Considering that this study is using research techniques such as observation, interviews and questionnaires that intrude on the respondents' time, its nature can then be considered as intrusive. On the issue of intrusion, Wallace (1998) emphasizes that:

“Very often the degree of intrusion, can however, be mitigated by sensitive handling: interviews, for example, can be kept short in duration, and questionnaires can be part of a normal evaluation process.” (p.43)

This study used the triangulation method or which is also referred to as the multiple data-gathering procedures such as classroom observations of both the classes involved, conducting a survey questionnaire and follow-up semi-structured interviews with the pupils to improve credibility and reliability of the results.

4.1 Observations

This research technique was used in order to get more information about the actual responses of the pupils and how they experienced the series of lessons. According to Stukát (2011) observation is the most appropriate technique if one wants to find out what people are actually doing, which is not only basing their actions according to what they say they do. Another advantage in this technique is the possibility of getting direct impressions from watching, registering actions and listening to what is being said on the actual field, without any other direct influences on the data such as restrictions that a student may feel in answering interview questions that his or her own teacher is conducting. Observation also minimize the aspect of intrusiveness as it is not taking the student-respondents' time unnecessarily.

As this is an action research, the aim is not to assess or evaluate or to get generalizable findings, but to explore what is going on in the classroom through using observation. The observation was done by the teacher-researcher herself during the series of lessons involved in this study. The focus of the observation in this study was on the students: (1) on the way they responded to the presentation of the lesson and its tasks; (2) on the way they used the teaching aids available; (3) and on the way they interacted and worked in groups, specifically on their on-task and off-task behavior, and on how communication was done between the members in relation to working on the assigned tasks.

Real time observation was the method used of gathering the data. This means that the observation is observed and analyzed as the teaching and learning actually happens in the classroom without any use of electronic means of recalling the data, such as audio or video taping (Wallace, 1998). The data were recorded through taking notes and marking checklists

of the items that needed to be observed. This choice of recording was seen best appropriate by the researcher to maintain the respondents' anonymity and to lessen effects of intrusion. Another advantage of observing how student-respondents behaved on the field is the opportunity of verifying information provided in face to face encounters.

4.2 Face-to-face Interviews

Wallace (1998) states that interviews are used “[...] when we want to tap into the knowledge, opinions, ideas and experiences of our learners...” (p.124). This can be possible through asking questions and recording the answers to make them be available when data reflection and analysis will be done.

Face to face interview is time consuming as it requires time to interview respondents and in transcribing the data. The researcher considered it more practical to conduct a group interview with three students in each group. The time allotted for each group was between 15 to 20 minutes to make it a short interview and lessen the aspect of intrusiveness on the respondents' private time. The respondents were informed about the duration of the interview and this was kept conscientiously to the schedule in order not to go beyond what was arranged. The disadvantages that can come along with a group interview include the risk of group pressure and thus responses may be influenced by the other's opinion; and the possibility of interviewees withdrawing themselves from saying their honest opinion on questions they consider sensitive (Stukát, 2011).

The interviews were done in one of the group rooms familiar to the respondents since they usually used this group room when working in groups. The researcher considered this group room to be a natural part of the students' learning environment where they could feel comfortable with and where the interview process would not be disrupted. Stukát (2011) emphasizes the importance of an interview area that is free from any unnecessary disturbances and where both respondents and researcher feel safe.

The interviews were done as soon as the entire lesson was finished. Respondents' answers were transcribed directly during the interview to get a written version of it. The interviews were not tape recorded to maintain the respondents' anonymity. In analyzing the data, the researcher coded every item of information so that similarities and differences between the different items in the answers would be identified.

4.3 Survey Questionnaires

A survey questionnaire was designed in establishing pupils' attitudes and perspectives on the lesson. The questionnaires were distributed at the end of the lesson after the tasks were completed and after the pupils have received the assessment of both their oral and written tasks. The student-respondents were given the whole duration of the lesson, which was one hour, to be able to answer the questionnaire carefully. Students were informed that aside from the fact that answering the questionnaire was part of the study, it was also for the teacher to get a better understanding on the strengths and weaknesses of the lesson and would probably lead to improving one's teaching practice.

The questionnaires were intended to be anonymous so respondents' identity would not be revealed and to encourage more honest and informative responses.

The teacher-researcher was around at the time the pupils answered the survey forms. This was to ensure that the students understood the instructions and to answer any questions that they might have regarding the survey. Distribution of survey questionnaire was considered to be time economical in getting all the sample population to answer questions that could give light to the issue being investigated. It also made possible getting answers from a larger number of respondents, which was necessary to get results that are more representative of the group being studied.

The questions used were both closed and open questions. The closed ones allow the informants to choose from limited range of possible answers, while the open ones give them the opportunity to answer the things they have in mind according to how they understand the questions given. Wallace (1998) explains that the advantages of closed questions are "that they usually make the questionnaire easy and quicker to fill in... [and that they also facilitate] a quicker and more reliable scoring of the responses (p.135)".

The survey employed a complex questionnaire which comprised of the following items that may lead us to understand the characteristics of the classes, their self-perception on their linguistic proficiency, and their attitudes and perspectives toward the given lesson using the collaborative teaching method:

- 1) Number of years that the majority of the respondents in each class joined the school which could establish their exposure to the target language;
- 2) Mother tongue of the majority of the respondents to see if both groups were exposed to different languages or having a multilingual background as they appear to be;
- 3) Their perception on their proficiency in the L2/target language;
- 4) Their perspective on the usefulness of the given learning activities in a language class;
- 5) 10 attitudinal variables to get the students' attitude toward learning L2 in a 5-point Likert scale type items;
- 6) 43 5-point Likert type items ranging across different motivational variables that are based from the four motivational components listed in Keller's Motivation System (1983) which includes interest, relevance of the lesson, expectancy of success, and rewards and satisfaction gained from the lesson.

It must be noted that the first three items mentioned above were considered as important factors in knowing the similarities of both classes considering that they were given the same lesson. This was important to establish considering that the classes under study were nonequivalent groups in terms of age and the year level they belong to.

To be able to get the respondents' opinions, views, perceptions and attitudes toward L2 learning and the lesson in general, the Likert scale survey was used. This type of survey is generally considered useful in registering respondents' reactions on a 1 to 5 scale depending of course on how fine-tuned the researcher would like the answers to be (Brown and Rodgers, 2002:120).

The survey questionnaire was distributed to both classes on April 5, 2012.

4.4 Methods of Data Analysis

This section explains further how the data gathered from the different research techniques used were analysed.

4.4.1 Observation

The approach that was used in analyzing the data was the unstructured method. One advantage of this kind of approach is its flexibility. The researcher can pick up and note any possible observation that it gets on the actual field which can be useful in the study. Wallace (1998) describes the approach as:

“This is essentially an impressionistic approach whereby we note whatever seems of most importance and relevance, given our purpose for observing. It is in some ways the most straightforward but also the most subjective approach. It is important to remember that when we analyse something impressionistically, we do so in the light of our existing personal constructs: our ideas and beliefs related to what we are observing.” (p. 109)

An impressionistic approach may also be considered along with other investigative techniques to get an analysis of data in a more objective kind. It must also be noted that the observer should observe the situation in the field and not assess or evaluate according to one's personal opinion.

4.4.2 Face to face Interviews

The element of subjectivity is a concern in interviews. Most of the time, it is difficult to ascertain the truth of the reply. Respondents may not be so open and honest when giving their opinions, specifically in cases where the teacher is conducting the interview. However, as mentioned earlier, the reliability of the data can be increased through completing this technique with another data-gathering procedure such as the questionnaire.

A semi-structured interview was used. The questions were read from a carefully prepared interview schedule, most of the questions were however open questions to be able to develop

the interview and get more in-depth understanding of the respondents' answers. In semi-structured interviews, the schedule may contain prompts such as comments or follow-up questions that may encourage interviewees to give more detailed responses (Wallace, 1998). Asking questions from a prepared interview schedule allows the interviewer to ask similar questions to the respondents involved. The interview schedule involved questions that were focused on getting students opinions and attitudes towards the lesson; within the parameters of Keller's (1983) motivation system. (Refer to Appendix 11.4 for the questions used in the interview.)

A stratified sampling was used to choose the 30 respondents of the face-to-face interview. This was to ensure that different categories of the total population of respondents are represented or that there were equal numbers of female and male participants. Every name of the 58 respondents was written on a piece of paper, the researcher then separated the female from the male names. There were two separate boxes according to gender. The researcher picked 15 respondents from each box. The groups for the interview were also picked out randomly.

Frequency analysis was applied to tally the number of times an item appeared in the answers for the interview questions.

4.4.3 Survey Questionnaires

Frequency and percentage analysis were equally applied to count up the number of people who answered an item in the survey questionnaire. Both were used to facilitate easier understanding of the compiled numerical data presented in tables. The results are presented as follows in this study:

- 1) A graphical display of data is given for item number 1 on the survey to clearly show the dominant profile characteristics of the classes.
- 2) Table 3.3 shows the students' perceived level of proficiency in spoken production. After establishing the results in this category, the classes were further divided into two groups of respondents. Group A which has the highest level of perceived proficiency, and Group B who has a lower level of perceived proficiency or those who answered other options than the first alternative. (Refer to 5.2.1 for more information of the students' perceived level of proficiency)
- 3) Item number 4 which is about marking the different learning activities has its results shown through Line Graph 4-3 to position the different mean values according to the ranking of the different choices of learning activities given by Group A and Group B.
- 4) Tables are also used to show results for the different categories in establishing attitudes toward learning the L2 and perspectives on the lesson basing on the four motivational components of Keller's Motivational Framework (1983). Every component is evaluated by using the factors that affect student motivation. The items are in statement types and evaluated by students using the following Likert scales: 5= Strongly Agree; 4= Agree; 3= Uncertain; 2= Disagree; 1= Strongly Disagree. The tables show results comparing Group A and Group B's views and perceptions toward L2 learning and the lesson in general.

4.5 Sample Population

For an action research, sample size is not a major issue considering that the entire population that the researcher includes in its investigation is the total population of the group involved in the study. In this case study, the total population involved the classes that the teacher-researcher would like to get the responses from.

Considering that the teacher-researcher's main purpose of the study is to examine the effects of a collaborative classroom on L2 learner motivation in the senior levels of the compulsory school venue, the total number of students in both year 7 and year 8 classes, which she was teaching, was the target population. This consisted of 58 students-respondents. The participants were the teacher-researcher's pupils in the English subject. The student-respondents were from ages 14-16 studying at an independent compulsory school in Gothenburg. The language of instruction in this school is English. (Refer to section 3.3 to get more detailed description of the respondents)

There were three absences during the distribution of the survey which decreased the number of respondents who answered the survey to 55.

4.6 Ethical standards

Before conducting the research, the teacher-researcher discussed her intention of conducting a case study with the school principal. The discussion included the purpose of the study and the need for student-participants. Permission was granted by the principal for the study to take place. It was agreed though that the strict principle of anonymity must be used, which means that participants must remain anonymous throughout the study. Names of students and the name of the school are not mentioned in this paper. In this way, the ethical issue of confidentiality is strictly considered.

Researcher ethics with regards to using students' time and effort were also considered. Wallace (1998) states that students' time and effort should not be misused through engaging them in activities that do not contribute to their learning. This study involved a lesson designed by the teacher-researcher for students to improve their skills in the target language.

It must be noted that before students were asked to participate in answering the survey questionnaire and in the face-to-face interviews, they were informed about the purpose of the study and they were advised that they could refuse to participate if they chose to. Thus, the principle of voluntary participation was applied in this sense.

5 Results of the Observations and Survey

The following questions were taken into consideration when writing the results:

- What could be observed from the students' reactions to the given lesson materials and classroom resources, to the assistance and support available in the classroom, and to group work?
- What are the students' actual responses to the lesson materials, to the given tasks, and to working as a group?
- How does group work potentially influence the motivation of the different groups of learners in this lesson?
- Did the learners' perceived level of proficiency influence their attitudes toward the learning activities and in learning the L2?
- What were the major motivational factors that have contributed to the participation of the students in the lesson?
- What were the emerging dominant factors that may have helped to encourage interest in the lesson?
- What were the outstanding factors among the given motivational categories that encouraged the students to reach the goals of the lessons?
- What were the factors that made the students felt satisfied and rewarded at the end of the lesson?

5.1 Results of the Observations

Most of the observations were focused on the visible responses of students to the lesson given by the teacher, specifically on how communication took place between students and teacher, and students and students in understanding and carrying out the instructions and guidelines for the tasks, and how group work interactions took place.

The observations included here were the ones recorded by the teacher-researcher during the entire duration of the lesson. The lesson started February 22, 2012 and ended on March 21, 2012. Some of the face to face interview responses are considered here since these responses validate the on the field observations.

5.1.1 Presentation of the lesson and its tasks

During the entire duration of the lesson, the teacher tried to be active in going around the different groups to check on their progress. There were constant follow-ups on things that the groups were uncertain about. Most of the uncertainties were around the guidelines for the tasks. It was unfortunately not enough to present the lesson in two lessons considering that the students came up with questions on how the ideas could be integrated into their presentation.

The introduction phase was basically meant to discuss the lesson and give students the opportunity to ask questions about the topic and the tasks that were given. It was also meant for students to know which group they belonged to.

It took a lot of further explanations as to how the tasks should be done. Discussions about the requirements were repeated to the whole class for at least three times during the duration of

the lesson as the teacher observed that almost half of the class needed further clarifications about the tasks.

Discussion about the topic was done by the different groups in the classroom or in the group rooms. The teacher constantly monitored their progress and ensured that they discussed about the topic.

The oral presentation task was in a form of a role-play interview in which pupils gave ideas about their assigned group of speakers' linguistic background by imitating their speech and linguistic behavior in a form of an interview. During the presentations, the researcher observed pupils to be eager to do their presentation and at the same time eager to listen and see what the other groups came up with. The teacher-researcher observed further during the presentation that even those students who had a relatively lower level of proficiency were ready to do their part and had cue cards with them. Most of the students gave their full attention to the role-play interviews presented.

After each presentation, a group which was assigned by the teacher to give its feedback on how well the presenting group did their presentation in terms of the following criteria: speaking loud and clear, establishing eye-contact with the audience, providing useful props/materials on the stage. Good communication between the students were observed, specifically when they gave feedback to each other. Most of the students took the feedback positively and mentioned that the feedback on their presentation would certainly improve their performance next time. Some pupils came up with questions after each presentation which allowed the presenting group to explain issues that were uncertain to the audience or even talk about ideas that were relevant to their theme but were not included in their role-play interview.

5.1.2 Use of hand-outs and classroom resources

Joining the group discussions and sitting together with the group had been rewarding on the part of the teacher as some of the students referred to the printed hand-outs of the guidelines and requirements. It was observed however that after three lessons, 4 out of the six groups lost their copies. Information was then sent electronically to avoid the same situation to occur. This situation had been observed in previous lessons. It seemed that students preferred instructions and guidelines to be sent through their e-mail to getting them on print-outs.

Out of six groups, about three groups had to be constantly reminded about referring to the guidelines given for the task to be on the right track. During the interviews, 11 out of 30 respondents said that it is good to get guidelines but they have to be written preferably in basic vocabulary. One of the students said in the interview: *“It is good to get guidelines in all the tasks. But sometimes they are not easy to understand since the words are complicated. It was good that some of my group explained it to me.”*

Most of the students found it easy to get information about their topic on the Internet. Those who found very little information approached me and asked for website recommendations. Almost all of the groups let each member search for a specific information. After the search,

they discussed and tried to put the information together by writing the dialogue in their own words using the ideas that they had but not without asking what the teacher thought about it.

The group presentation was generally well-performed and had relevant content according to the given guidelines. Classroom atmosphere was generally supportive and stimulating. It appeared that the students could answer the questions about their sub-topic during the 'question and answer' portion of the presentation without making too much effort.

At the end of the entire lesson, assessment forms were given to the students. Majority of the students in both classes take the assessment forms seriously. Most of approached the teacher-researcher and asked further questions about the written feedbacks and asked for advise on how they could possibly improve themselves on certain areas. Communication of this nature was mostly done by those students who could be categorized as the "brighter" students in class. To be able to give opportunities for lesser able students to be a part in conversations such as how to improve their skills, the teacher had to approach and initiate the talk.

5.1.3 Group Interaction

During discussion and preparation of the task, the group members were not spared from experiencing difficulties in dealing with each other. Most of the problems encountered were reported by the pupils themselves and some were observed by the researcher.

The following concerns came up during the times that pupils needed to discuss, plan and prepare for their tasks:

(1) Conflict of ideas on how the presentation should be done; (2) some members tried to 'boss around' and delegate duties to the rest of the group members without asking; (3) some members did not contribute any ideas or were passive; (4) a member or two refused to cooperate at some points due to some personal relationship problem which was unknown to the teacher; (5) some members wasted time talking about other topics rather than focusing on what was given, and (6) some would like to change their groups. When approached by the pupils about these problems, the teacher made sure to talk to the persons involved and advised the rest of the group to continue with their tasks. Students were also reminded to try to focus on their task to be able to complete it as a group. Most of the time, these advices were followed by the students concerned.

There were times that pupils requested to change their group. This was however denied basing from the teacher's previous experience. Changing group does not help at all times, instead it creates more problems since this encourages others to change as well which can lead to an uncontrollable situation. Besides, allowing pupils to change groups will jeopardize the reason for grouping the class as heterogeneously as possible or as mixed ability groups. Unless there is a total communication breakdown, the teacher thinks that it is best to encourage pupils to learn to communicate better with their assigned group by setting aside their personal differences.

Classroom observations showed that three out of the six groups in each class did not encounter conflict of interests or misunderstandings in their group. These groups were the

ones who had a clear distribution of duties among the group members from the very start and those who had written down their presentation plan as soon as the tasks were assigned. One or two of the members in these groups took the initiative to assign duties which were accepted by the rest of the group members. The ones taking the lead were those who had a good linguistic ability in the target language. The distribution of duties was in a way hierarchical in nature, according to ability. Those who could be identified as less confident in their linguistic skills were assigned to do the power-point while those who led the group took the initiative to decide on the main points that would be considered in the presentation. When the group leaders asked other group members on what they think about their suggestions, the ideas were accepted without any question.

The other three groups had a livelier discussion about their ideas and took time to come up with a consensus on what ideas should be included and how the oral presentation should be done. Similar with the other three groups who had established a closer cooperation among its members, there was one or two who appeared to be passive in the discussion when the teacher- researcher was around. When asked during the interview how important it is for a teacher to be a part in group discussions, one of the respondents said:

Student 1: "When the teacher is not around, discussions become lively and very informal, it is like we come up with different ideas, even strange ones sometimes. But when the teacher is around everybody tries to speak with sense, maybe a bit formal."

In general, it was observed that most of the groups focused on their tasks. There were times that some groups were involved in off-task activities like talking about other topics and doing some other assignments.

5.2 Results of the Survey

The items that are discussed here include all the items given in the survey questionnaire and from the 30 face-to-face interviews. Items 1 to 6 in the questionnaire form were aimed at establishing the characteristics of the classes and to establish any differences in their attitudes in learning the L2 and their level of proficiency.

Once the perceived level of proficiency was established, the respondents were divided accordingly to how they perceived themselves as learner of L2. Group A are respondents who have a high level of perceived proficiency in the L2 while those who have a lower perceived level of proficiency belonged to Group B. Items 7 to 10 were given to be able to establish students' perspectives on the lesson depending on which group they belonged to.

The tables show the number of respondents in percentage that answer a specific degree of agreement in every statement item. The results in percentage are based from the answers given by the respondents in each group, Group A and Group B. The different components that are included in Keller's Motivational Framework are further subdivided into different factors that are considered important in describing each component and in determining the motivational factors that have contributed to the participation of the students in the lesson. Moreover, tallies on the number of similar answers from the interview part were also noted down.

In each category of the motivational components included in Keller's Motivational Framework (1983), the following information is considered:

- The emerging dominant motivational factor/s that encouraged Group A and Group B to be interested in the lesson and its tasks.
- The contributing factors that made the lesson conducive to mastering the target language.
- The relevant factors that have influenced the groups' expectancy of success in doing the tasks and reaching the objectives of the lesson.
- The major factors that contributed to learners' experience of reward and satisfaction in the outcome of the lesson.

5.2.1 Profile of students' perceived level of proficiency in speaking the L2

To be able to establish how pupils perceived their language proficiency in speaking, the criteria from the *Common European Framework of Reference for Languages: Learning, teaching, assessment* (2001:26-27) were adapted in the questionnaire.

Alternative 1	I always feel like other students speak better than I do.
Alternative 2	I can interact in a simple way, ask and answer simple questions in very basic areas or on very familiar topics.
Alternative 3	I can communicate in simple and routine tasks requiring a simple exchange of information on familiar topics and activities. I usually cannot understand enough to keep the conversation going.
Alternative 4	I take part in a conversation on topics that are familiar, of personal interest or relating to everyday life (e.g. family, hobbies, travel, daily events on the news)
Alternative 5	I can take an active part in discussing familiar contexts, explaining and giving reasons for my views.
Alternative 6	I can take part in any conversation or discussion about any topic without taking so much effort in expressing myself using the right words and expressions.

Table 3.1: Speaking Proficiency Criteria adapted from *Common European Framework of Reference for Languages: Learning, teaching, assessment* (2001:26-27), Research 2012

Proficiency Level	Year 7	Year 8	Total
Alternative 1	2	2	4
Alternative 2	3	1	4
Alternative 3	2	1	3
Alternative 4	1	1	2
Alternative 5	3	5	8
Alternative 6	17	17	34
Total	28	27	55

Table 3.2: Students' perceived level of proficiency in spoken production Research 2012

62% of the respondents answered alternative number 5 which indicates that most of the respondents are confident in using the language when interacting with their peers and teachers. There were 17 respondents in each class that answered alternative number 5. The rest of the pupils answered one of the alternatives from levels 1 to 5.

Basing on the answers given on the perceived level of proficiency in speaking, the respondents are divided in two groups as follows:

Group A is composed of students who answered alternative 6, which refers to those who considered the highest level of proficiency. This group has 34 student-respondents.

Group B is composed of students who answered the rest of the levels 1 to 5 proficiency in speaking. This group has 21 student-respondents.

Dividing the classes in two different groups according to their perceived level of proficiency can more or less guarantee a credible explanation when it comes to evaluating the students' attitudes toward learning the L2 and their perceptions on the lesson. Their perceived level of proficiency in speaking is a relevant factor in this lesson considering that the learning activities are mostly centered on collaborative efforts of learning and thus in oral production using L2: discussing about the topic and planning for the presentation in groups and doing an oral presentation in class.

5.2.2 Students' ranking of the different learning activities

The teacher-researcher has been in this school for almost three terms starting from Spring Term 2011. It was observed that the main teaching method used in the English subject encouraged a collaborative classroom mostly using the following learning activities stated in the options shown in Table 4-1 and table 4-2. The student-respondents have been exposed to these learning activities even before this study was conducted.

The respondents were asked to give marks from one to five according to how they rate the activity's usefulness in improving their English: 5 = very useful; 4 = quite a lot; 3 = so-so; 2 = not really; 1 = not at all. An item that gets the full score of 5 out of the 55 respondents will gain a total sum of 275, in which 5 as the highest number of ranking given multiplied by the total number of respondents (55 x 5).

The results on Table 4-1 and Table 4-2 show that the 55 respondents have marked all of these learning activities with almost the same level of usefulness in improving their language skill. To be able to establish the central tendency or where the set of numbers tend to cluster around a particular value, the mean or the average was calculated. The mean is the sum of all the values in a distribution divided by the number of values (Brown and Rodgers, 2002:128). For example for alternative 1 in Table 4-1, the total sum of the values given to the different ranks ($1 \times 1 + 2 \times 3 + 3 \times 6 + 4 \times 7 + 5 \times 17$) is 138; divide 138 by the number of respondents in Group A which is 34 then it will be 4.06.

Table 4-1 below shows that the highest mean values tend to be around alternatives 2 and 6, group oral presentation and writing about a topic respectively. Group A students tend to give more values on oral presentation and on discussing and working in groups. Group B,

however, tends to value more the written productions which are writing about a topic and vocabulary exercises. The activity that has the lowest mean value is (5) listening to the teacher discussing the lesson for Group A. Group B has its lowest mean value in discussing and working in groups. Line Graph 4-3 is also given here to show the comparison between Group A and Group B's ranking of the learning activities.

Alternative	Values in Percentage					Values in Frequency					Mean value
	1	2	3	4	5	1	2	3	4	5	
1. Reading the required literature in the English subject	3%	9%	18%	21%	50%	1	3	6	7	17	4.06
2. Oral presentation	0%	0%	12%	47%	41%	0	0	4	16	14	4.30
3. Discussing and working in groups	6%	3%	15%	18%	59%	2	1	5	6	20	4.21
4. Listening to the teacher presenting the lesson	9%	12%	21%	21%	38%	3	4	7	7	13	3.68
5. Discussing a given topic with the teacher	3%	9%	15%	50%	24%	1	3	5	17	8	3.82
6. Writing about a topic	0%	12%	9%	38%	41%	0	4	3	13	14	4.10
7. Reading comprehension exercises	6%	12%	18%	41%	24%	2	4	6	14	8	3.65
8. Vocabulary exercises	3%	12%	15%	38%	32%	1	4	5	13	11	3.85
9. Searching for information on the Internet	3%	15%	21%	32%	29%	1	5	7	11	10	3.71

Table 4-1: Group A Students' ranking of the different learning activities Research 2012

Alternative	Values in Percentage					Values in Frequency					Mean value
	1	2	3	4	5	1	2	3	4	5	
1. Reading the required literature in the English subject	14%	5%	14%	38%	29%	3	1	3	8	6	3.62
2. Oral presentation	5%	5%	29%	33%	29%	1	1	6	7	6	3.76
3. Discussing and working in groups	14%	5%	19%	43%	19%	3	1	4	9	4	3.28
4. Listening to the teacher presenting the lesson	5%	14%	14%	33%	33%	1	3	3	7	7	3.76
5. Discussing a given topic with the teacher	5%	0%	29%	43%	24%	1	0	6	9	5	3.86
6. Writing about a topic	5%	0%	24%	38%	33%	1	0	5	8	7	3.95
7. Reading comprehension exercises	5%	29%	14%	14%	38%	1	6	3	3	8	3.52
8. Vocabulary exercises	10%	14%	5%	19%	52%	2	3	1	4	11	3.90
9. Searching for information on the Internet	14%	10%	24%	19%	33%	3	2	5	4	7	3.48

Table 4-2: Group B Students' ranking of the different learning activities Research 2012

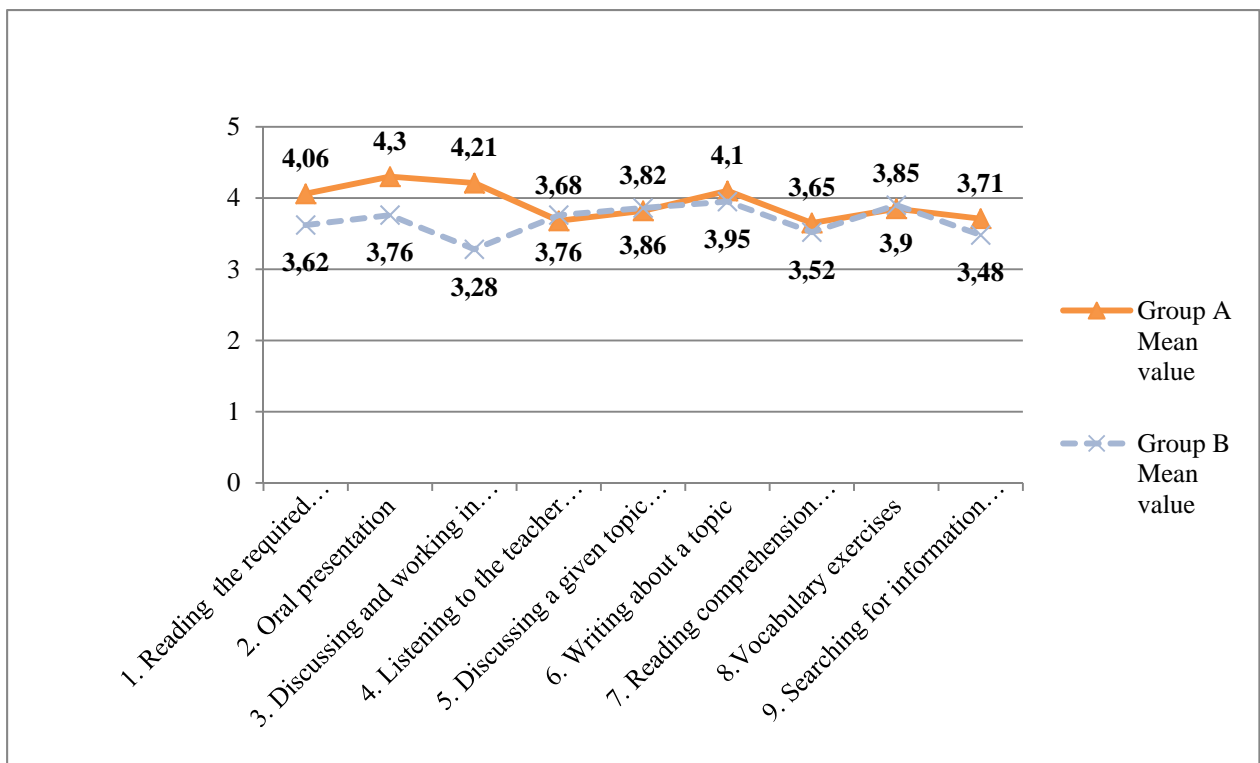


Table 4-3: Comparing Preferences of Learning Activities between Group A and Group B

5.2.3 Students' Learning Activity Suggestions

In this item, 19 out of the 55 respondents wrote that they considered the learning activities given in item 4 sufficient enough in improving their L2 proficiency. 15 of these respondents have not suggested any other learning activities. Nine of the respondents have suggested that drama can be useful in learning how to convey their ideas, three suggested language games, 4 suggested watching films and discussing its content, and three suggested debate exercises. Six of the students added the information that they should be given the chance to choose topics for oral presentations.

5.2.4 Students' attitudes toward learning English

The pupils' attitudes toward learning English and reasons for their interest in learning the language were also established by asking them to rate their degree of agreement using the 5 point Likert scale on the given statement-type items. The scales for statement-type items included: SA = strongly agree; A = agree; U =uncertain; D = disagree; SD = strongly disagree.

The table below shows the comparison of the attitudes of Groups A and B toward learning the L2.

Attitudes toward learning English	SA		A		U		D		SD	
	A	B	A	B	A	B	A	B	A	B
1. Intrinsic value felt when learning L2										
(1) I really enjoy learning English.	41%	24%	50%	62%	9%	10%	0%	5%	0%	0%
2. Cultural Interest										
(1) I prefer to listen to music, watch films and read texts in English as opposed to my native language/or any other language.	76%	62%	12%	10%	12%	29%	0%	0%	0%	0%
(2) I find English an important language to learn because it enables me to learn more about what is happening in the world.	76%	62%	21%	24%	0%	10%	3%	0%	0%	5%
3. Integrativeness										
(1) I prefer instructions spoken in English to instructions spoken in Swedish.	50%	38%	15%	19%	32%	29%	3%	5%	0%	10%
(2) It is important to learn English since it enables me to communicate better in this school.	62%	62%	29%	33%	9%	0%	0%	0%	0%	5%
(3) It is important to learn English since it is a language used in many countries.	91%	90%	6%	5%	0%	0%	3%	0%	0%	5%
4. Linguistic self-confidence										
(1) I feel confident speaking English to my peers and teachers.	71%	38%	24%	33%	3%	5%	3%	5%	0%	19%
5. Instrument for future success										
(1) Learning English is important for my future career.	79%	71%	15%	10%	6%	10%	0%	0%	0%	10%
6. Ought-to L2 self										
(1) It is important to study English since I want to be able to express my ideas better in the language.	71%	48%	29%	43%	0%	5%	0%	0%	0%	5%
(2) It is important to learn English since an educated person should be able to speak English fluently.	59%	62%	26%	10%	6%	19%	9%	5%	0%	5%

Table 6: Student attitudes toward learning English Research 2012

The items in Table 6 are based on finding out the pupils' attitudes toward learning the language and reasons why they think learning this language should be in their interest. The results showed that most of the pupils have positive responses by answering mostly strongly agree and agree on the following items: intrinsic value felt when learning the language; their cultural interest in the language in relation to the preferred language they listen to in the

cultural/entertainment field; the integrative values of associating oneself to native speakers of the L2; their linguistic confidence in using the language; and learning the language as an instrument for future ambitions. If taken both answers, strongly agree and agree, then both groups have more than half of its population have answered in the positive level of agreement compared to the uncertain and negative degrees of agreement.

There are however significant discrepancies that can be seen from the answers given by both groups. For item 1-1, only 24% of Group B while 41% in group A answered with strongly agree response on the item regarding enjoying learning the English subject. For item 3-1, only 38% of group B while 50% of Group A answered with strongly agree to preference in instructions spoken in English to those spoken in Swedish.

The major discrepancy in the level of agreement to the items is given in item 4-1 in which Group A has 78% while 38% in Group B strongly agreed to be confident in speaking the L2 in school. In item 6-1, 71% of group A answered that it is important to study English to be able to express their ideas better in L2 while only 48% of Group B agreed strongly. Both groups however reached a mutually strong agreement to the need to learn English since it is a global language as shown in item 3-3. The figures showed 91% for Group A and 90% for group B.

In item number 4-1, only 38% of the respondents in Group B answered strongly agree in feeling confident speaking with their peers and teacher which could be explained by their perceived level of proficiency as compared to those in Group A, which has 78% on this item. There is also a significant difference between these groups' choices on items 5 and 7. It appears that Group B which has a lower level of perceived proficiency in speaking has a reluctant attitude to the need of improving verbal communication in the L2.

As shown in the tables and graph given in section 3.3 and the tables given in this section, both years 7 and 8 classes had no huge differences in their educational profile, in their number of years of exposure to the school climate, and in their attitudes toward the learning activities and in learning the L2. To maintain as much as possible a valid evaluation of their opinions and views about the lesson, the students' perspectives on the lesson would be discussed carefully by grouping these students according to their perceived level of proficiency.

5.2.5 Students' Interest in the Lesson

Item number 7 in the survey questionnaire listed statement items that show reasons why pupils chose to stay focused on their tasks during the series of lessons.

The table below shows how pupils rate their level of agreement to the statements concerning what stimulate their curiosity that made them sustain their interest in the topic and the tasks as the course went on. The rating included: strongly agree, agree, uncertain, disagree, and strongly disagree. The answers strongly agree and disagree are categorized to be positive answers while answers stating disagree and strongly disagree are considered as a negative view on the item given.

Establishing interest in the lesson	SA		A		U		D		SD	
	A	B	A	B	A	B	A	B	A	B
1. Making the learning tasks stimulating										
(1) The topic was interesting which made it easier for me to work on the tasks.	26%	0%	41%	43%	24%	33%	6%	14%	3%	10%
(2) I enjoyed discussing the theme with my group.	29%	14%	44%	43%	24%	24%	3%	10%	0%	10%
(3) I had fun doing the given tasks.	35%	33%	24%	29%	32%	10%	6%	5%	3%	24%
(4) I gave my full attention to the oral presentations since I found it interesting to listen to the various themes assigned to the other groups.	41%	33%	44%	43%	15%	14%	0%	5%	0%	5%
(5) I felt encouraged to write down my ideas in my essay since I found the topic fascinating to write about.	26%	14%	56%	24%	15%	33%	0%	19%	3%	10%
2. Creating a variety of tasks										
(1) The tasks given were challenging which required us to use the given preparation time in the best way possible.	41%	24%	35%	57%	12%	10%	12%	5%	0%	5%
3. Encouraging a stimulating environment										
(1) I worked hard to live up to my teacher's high expectations for how well I can perform in any given task.	50%	14%	29%	33%	15%	38%	6%	10%	0%	5%
(2) I found the lesson meaningful in improving my English.	41%	10%	26%	52%	26%	19%	6%	14%	0%	5%

Table 7: Student interest in the lesson Research 2012

The eight items included in the table above are based from the factors that may affect students' interest in pursuing a task that is assigned to them in the given lesson. Basing on the results, both groups have answered positively in almost all of the items.

Making the learning tasks stimulating: Did the lesson provide an aspect of novelty or uncertainty that made the students curious enough to know more about the topic? The main topic of the lesson was English in Pop Culture. Pupils were carefully grouped by mixing different levels of language ability and each group was given a sub-topic or theme. The different sub-topics or themes included: The British Royal Family, The Beatles, Hip-hop Artists, Prominent Political Leaders, Stand-up Comedians, and Female Pop Artists.

Item 1-1 received the lowest number of positive responses compare to the other items. Only 26% of Group A answered strongly agree on their opinion about the topic being interesting; while none of Group B answered strongly agree. On the other hand, a significant number of students in both groups have agreed that they found the lesson meaningful in improving their English.

Only less than half of the respondents in both groups answered agree to the lesson being interesting and could have affected their performances on the given tasks. This result is confirmed by the respondents' answer in item 1-5 which appears as the second among the least number of positive responses from both groups. Only 26% of Group A stated that they found the topic fascinating to write about and only 14% in Group answered the same. In addition, only 41% of Group A answered strongly agree on finding the theme enjoyable to discuss with in the group, while there were 14% in Group B who answered similarly.

The highest numbers of disagree and strongly disagree responses were given in 1-1 item which indicated that the topic did not stimulate the interest of the students to be focused on the tasks.

However, it must be noted that 18 out 30 in the interviews said that working in groups can make any topic interesting to discuss, depending of course, as according to them, the kind of people they are working with. One of the students said:

Student 1: "It is fun to work in groups since even if the topic is not so interesting, it becomes interesting in a way because everybody comes up with different ideas... even ideas that may not be so important anymore in our topic. Well, sometimes I think that we get carried on with not so good ideas and we spend time more on those instead of... on ideas that are important to the topic. But still it's fun!"

The highest numbers of strongly agree responses from both groups are in item 1-4 which referred to giving full attention to the oral presentations with different topics. On the other hand, the highest numbers of disagree and strongly disagree responses could be found in item 1-5 which indicated that students did not find it fascinating to write about the topic assigned to their group.

Creating a variety of tasks: Did the lesson provide a variety of tasks that encourage pupils to be productive and creative? The tasks involved were brainstorming or discussions in group about the topic, searching for information on the Internet, planning for the presentation, oral presentation, assessing group performance, questions and answers after each group has presented, and writing a 600-800-word essay.

With regard to item 2-1 which is about spending time efficiently in doing their tasks, students ranked this second among the highest number of responses from both groups.

In the interviews, 16 out of 30 mentioned that the tasks were from slightly to being very challenging because of one of the following reasons: difficult to find information on the Internet about their theme, and it was a new topic so it was hard to express their ideas around it. For the rest of the respondents they said that it was not really that challenging since they are used to these kinds of tasks like doing oral presentations and essay writing; that they could easily find information on the Internet; and that it was more or less a common knowledge which could easily be searched on the Internet; since the group members cooperated well in doing their duties; enough time was given for them to finish the tasks; and that the sample essays helped a lot in understanding how they should write about the topic.

One of the students mentioned in the interview, when asked if the lesson was interesting in general:

Student 2: *“The lesson was quite different from the usual way of learning English ... when one focus so much on the nouns, adjectives, adverbs and how to use them. In this one, we get to search for information and plan how our group should do the presentation. We need to find our own solutions.”*

Encouraging a stimulating environment: The series of lessons were started off with a word of encouragement from the teacher-researcher. Students were reminded that the tasks, considering the topic involved, could be challenging to most of them but still possible to get very good results considering their ability. However, statement item 3-1 which gives indication on how well the teacher’s opinion on the pupils’ language ability had affected the latter’s interest in the lesson gave a large discrepancy in the different groups’ responses. Only 14% of Group B and 50% in Group A answered strongly agreed. Considering the lesson to be meaningful in improving their language skills was other hand received a good number of positive responses: Group A has 41% on strongly agree and 26% on agree. Group B has 10% on strongly agree and 52% in Group B.

As an overall assessment in this component, most of the respondents in both groups considered the lesson more meaningful in improving their English but did not significantly consider the topic interesting to discuss and write about. Most of the groups have significantly given a high number of positive responses to the variety of tasks being challenging and therefore the preparation time had to be used efficiently.

5.2.6 Students' Perspectives on the Relevance of the Lesson

The statement items involved in this component tried to establish how students assess the significance of the lesson in relation to their needs, in this case in mastering the L2.

Student Perspective on the Relevance of the Lesson	SA		A		U		D		SD	
	A	B	A	B	A	B	A	B	A	B
1. Increasing the learners' goal-orientedness										
(1) I find the lesson useful in improving my writing skill in English.	41%	33%	38%	57%	12%	10%	3%	0%	6%	0%
(2) I find the lesson useful in improving my speaking skill in English.	47%	33%	32%	52%	12%	14%	6%	0%	3%	0%
(3) I find it important to learn about the topic since it is something that I can relate to my daily experiences.	38%	19%	38%	48%	15%	24%	9%	10%	0%	0%
(4) Being aware of the different varieties of English will help me adapt my speech according to whom I am talking to or in what situation I am in.	53%	14%	29%	52%	9%	33%	6%	0%	3%	0%
(5) I find it important to understand why English is used in different ways in Pop Culture.	53%	38%	24%	38%	9%	14%	6%	10%	9%	0%
2. Efficient use of learning materials in mastering L2										
(1) I find working in a group a good way of learning how to improve my communication using English.	41%	24%	32%	29%	18%	43%	9%	0%	0%	5%
(2) Discussing different ideas shared in my group made me understand what the topic was all about.	44%	33%	35%	48%	9%	19%	9%	0%	3%	0%
(3) I have learned a lot about the topic through searching on the Internet.	62%	33%	26%	43%	12%	14%	0%	5%	0%	5%
(4) I find it important to help a lot in completing our group tasks since I wanted my group to get a good assessment on our work.	65%	57%	21%	38%	15%	5%	0%	0%	0%	0%

Table 8: Student Perspective on the Relevance of the Lesson Research 2012

Increasing the learners' goal-orientedness: The results show that most of the students have responded positively to the items given under this category. However, there are some discrepancies in the views that both groups have given.

For example, in achieving the goal of L2 in relation to the lesson's objectives (1-4), respondents in Group A has 53% strongly agree responses while only 14% of Group B answered the same. The aspect of finding the lesson as important since they could relate it to their daily experiences which is given as item 1-3 received the least number of strongly agree responses from both groups. Under this category, item 1-5 received the highest number of differences in number of students who rated strongly agree.

Under this category, the highest numbers of disagree and strongly disagree responses were given in item 1-5 which indicated that students did not find it relevant to learn why English is used in different ways in Pop Culture.

The highest number of uncertainties was given in item 2-1 which referred to considering group work as a good way of improving one's communication in using the L2.

Relevance of the provided learning materials in mastering L2: Mastery of L2 can be achieved in different ways such as using the language when participating and contributing in group discussions and through searching for relevant information on the internet. For item 2-1, 43% of Group B respondents answered that they were uncertain whether or not group work provided an opportunity for them to improve their communicative ability in the L2. The outstanding number of strongly agree responses in this category is 2-4 in which it states that it is important to help a lot in completing our group tasks since they wanted to get a good assessment.

In the interview, 14 of the 30 respondents said that their group came up with good ideas and if not for them working together their presentation would not have been good.

As an overall assessment on the results given under this component, the responses given toward achieving the objectives of the lesson received the least number of positive responses in its items. The contributing item that could have encouraged students to finish the tasks could have depended on the relevance of working towards a common goal as a group to get good results from the task assessment.

5.2.7 Students' Perspectives on their expectancy of success in the lesson

The different statement items included in this table are parameters in evaluating if the students think that they were given the necessary opportunities in the lesson to achieve their goals, specifically in learning the L2 and performing the tasks required.

Student Perspectives on their expectancy of success in the lesson	SA		A		U		D		SD	
	A	B	A	B	A	B	A	B	A	B
1. Offering sufficient preparation and assistance										
(1) Our teacher explained clearly the guidelines for the tasks which made it easy for me to carry on with the tasks.	29%	19%	32%	48%	21%	14%	12%	10%	6%	10%
(2) My teacher was more than willing to clarify questions that I had about the topic.	44%	29%	35%	24%	15%	33%	6%	10%	0%	5%
(3) Our teacher's feedback on how we should proceed with our group work helped a lot in making our presentation a good one.	41%	14%	29%	43%	21%	29%	6%	0%	3%	14%
(4) Our teacher's enthusiasm on the topic encouraged my interest in it.	44%	24%	26%	52%	24%	5%	3%	10%	3%	10%
(5) Our teacher's on-going feedback during our group discussions helped us understand how we should proceed with our work.	38%	24%	35%	38%	18%	19%	3%	10%	6%	10%
(6) Our teacher gave us enough time to work on the tasks therefore the results were good.	41%	14%	29%	38%	18%	24%	9%	14%	3%	10%
(7) The sample essays about the topic which were written by previous pupils helped me understand more how to write my essay.	44%	29%	24%	29%	18%	24%	15%	5%	0%	14%
2. Promoting learners' self-confidence in their learning										
(1) I agree with my teacher that doing the tasks would help improve my language skills.	32%	29%	12%	24%	21%	24%	24%	10%	12%	14%
(2) It was easy to find information about our theme on the Internet.	50%	24%	24%	38%	18%	29%	9%	5%	0%	5%
(3) I find the given guidelines for the tasks good enough to understand how I should proceed with my work.	47%	19%	29%	33%	12%	33%	12%	10%	0%	5%
(4) The topic with its given tasks were challenging but were within our ability.	56%	29%	29%	48%	12%	10%	3%	0%	0%	14%
3. Promoting group cohesiveness and group norms										
(1) Our group worked together to make our presentation a success.	44%	57%	24%	33%	24%	0%	9%	0%	0%	10%
(2) I encouraged the group to follow the guidelines for the given task to get good results.	38%	24%	35%	38%	24%	33%	3%	5%	0%	0%
(3) Being divided in smaller groups provided opportunities for me to share my ideas without being worried that I might say something wrong.	50%	29%	26%	48%	12%	10%	12%	5%	0%	10%
(4) I encouraged every member in my group to come up with ideas that would make our presentation a success.	29%	33%	21%	43%	29%	0%	15%	14%	6%	10%

Table 9: Students' Perspectives on their expectancy of success in the lesson Research 2012

The results show that students from both Groups A and B have significantly positive perceptions on the significance of the learning activities and teacher's engagement in achieving the objectives of the lesson and performing well in the tasks. Taking into consideration the percentage of respondents who have answered in both strongly agree and agree options, more than half of the number of respondents of each group answered positively in every given item. Most of the disagree and strongly disagree responses were given in item 1-1 which indicated that the students did not think that the teacher clearly explained the guidelines for the tasks.

Offering sufficient preparation and assistance: For item 1-1, only 29% of Group A and 19% answered that the teacher had clearly explained the guidelines for the task. 1-5 item, which is about the teacher's feedback being helpful in making the groups' presentation a good one, received one of the least number of strongly agree answers. There is only 38% of Group A while 24% of Group B who has answered with strongly agree on this item.

Items 1-2 and 1-7 received the most number of strongly agree responses from both groups. These items state that the teacher was more than willing to clarify uncertainties about the topic and the sample essays helped in writing their essay. In addition, item 1-4 which states the teacher's enthusiasm had encouraged learners' interest in the topic has received the highest number of positive responses from both groups. In the interviews, only 12 students said that the guidelines given were good but could have been better.

Most of the disagree and strongly disagree responses were focused on item 2-2 which stated that doing the tasks could improve the students' language skills.

During the interviews, 17 of the 30 respondents mentioned that all they need to be successful in a given task was to get clear instructions and the rest would be up to them to plan and search for information. 13 out of 30 respondents suggested teacher's role as a facilitator who introduces a lesson and gives guidance to pupils to get good results in their task. Here are some answers from students when asked how important they think it is that teachers take active part in planning for and discussing about the topic with their groups:

Student 1: *"Teachers need to be around in group discussions since we need to know what they think about our group's ideas... and to guide us through our work. We need to know what the teachers think so it can lead to something better. It is possible to get good results without getting help from the teacher but it will take more time to do the tasks."*

Student 2: *"I think teachers should be there to guide us in our work, without understanding how a task should be done... then it is impossible to show progress and success in our work. I mean it is important that teachers explain since students might interpret them (guidelines) in a wrong way."*

Student 3: *"Guidelines are important since without them students may come up with ideas that are unnecessary or irrelevant to the tasks. Guidelines given during the introduction of the lesson helped a lot and the sample essays were an extremely good inspiration."*

Promoting learners' self-confidence in their learning: Students should be aware why they are involved in a learning activity. They need to be informed why the activities can contribute in improving their language skills and in achieving the objectives of the lesson. Giving guidelines for the tasks can be a way of encouraging them to be confident in what they are doing.

It is rewarding to see that item 2-4, which has something to do with the topic being challenging but within their ability, received the most strongly agree responses among the items under category 2: promoting self-confidence among learners. This could be supported with the fact that most of the respondents gave a considerably high number of positive responses to items 2-2 and 2-3. With regard to access to information, results show that most

of the students found it easy to get information about their topic on the Internet. Looking at item 2-3, 76% of the respondents in Group A while 52% in Group B gave their positive responses to the support they get from the guidelines given for their tasks.

In the interview, one of the respondents said:

Student 1: *“Of course teachers should be there to give guidelines for the task. But we should be given the chance to do things on our own... Sometimes teachers talk too much, some of the things that they say... like we get to remember them but most of the time I guess most of us don’t remember. What I mean is that it is best to let students discuss the topic too and ... come up with their own ideas.”*

Promoting group cohesiveness and group norms: Group work was used to encourage students to cooperate and come up with results on the given tasks. The written task was meant to be done after the oral presentation as the teacher-researcher hoped that discussion in the group about their assigned sub-topic would encourage them to write about the topic.

Item 3-1 has the most outstanding number of strongly agree responses from both groups, 44% for group A and 57% for group B. This item states that the group worked all together to make their presentation a success. Results on this item are consistent with the results given on 2-4 in Table 8 where students are asked to rank their level of agreement on how important it was to help in completing their group tasks. This item in Table 8 received as well the most number of students who strongly agreed on the importance of working as a group.

Under category 3, there is a significant discrepancy in the number of positive responses to encouraging members to work together; Group B has a higher number of respondents who gave their positive responses on this item compared to group A. Most of the disagree and strongly disagree responses were given in item 3-4 which indicated that they did not agree to giving their encouragement to the other members of their group to come up with ideas that would contribute to the success of their work.

During the interviews, 12 of the 30 students mentioned that they preferred to work on their own since most of their group members did not put a lot of effort in preparing for their presentation. Here are some opinions from students who were not satisfied with how their group worked and with the results of their tasks:

Student 1: *“I had to say to some people to give their ideas. I tried to push people to give ideas and to work. Sometimes it helped, sometimes not. So, I had to put extra effort to even do other people’s work.”*

Student 2: *“I guess that the result of our group project depended a lot on how we worked as a group. Even if some members did not contribute much, discussing did contribute to the results.”*

Student 3: *“I find group work unfair to those who really work hard. Sometimes the work is divided unequally. The good thing is that in a group you can rely on other people but individually you do it yourself. My group was not so much involved in the discussions...as the same as before; my group wasn’t really bringing the project forward. But of course I tried to push people to do their job.”*

Student 4: “I don’t actually think I learned very much compared to working alone. Because the group work was kind of working alone when you are given different things to do... I mean, every one of us did their own work individually.”

In terms of maintaining good cooperation and group ambience, results show that more than half of the population in each group have answered positively. Results in item 3-3 show that 76% in Group A while 77% in Group B considered that being in smaller groups gave them opportunities to share their ideas without being worried of getting ridiculed or embarrassed.

For Group B in this motivational component has a significant number of respondents who answered 33% uncertain to the following items: 1-2, 2-3, and 3-2. The items included uncertainties on the teacher’s willingness to explain the topic, if the given guidelines for the tasks were good enough to proceed with their tasks; and in encouraging the group to follow the guidelines to get good results.

5.2.8 Student perspectives on satisfaction and rewards gained from lesson

The statement items involved in this component speak about how the students experienced the outcome of the lesson. The items are therefore focused on the rewards and satisfaction gained from the lesson in terms of how it was meaningful in increasing their ability in L2 and how the feedbacks were experienced.

Satisfaction and rewards gained from the lesson	SA		A		U		D		SD	
	A	B	A	B	A	B	A	B	A	B
1. Encouraging and supporting intrinsic enjoyment of the learning experience										
(1) I enjoyed the lesson.	47%	14%	32%	33%	18%	29%	3%	10%	0%	14%
(2) I have contributed well to the success of our group tasks.	71%	48%	24%	43%	6%	10%	0%	0%	0%	0%
(3) I find the lesson and its tasks meaningful to further develop my language skills.	44%	33%	24%	43%	29%	14%	3%	10%	0%	0%
(4) Taking part in discussions and oral presentation helped me gain more confidence in speaking in class.	59%	24%	9%	57%	21%	10%	12%	0%	0%	10%
(5) I look forward to a lesson similar to this lesson.	26%	10%	41%	24%	24%	43%	9%	10%	0%	14%
2. Maintaining consistent standards and consequences for success										
(1) Following the guidelines for how to write the essay has helped me gain more confidence in writing.	47%	29%	29%	48%	21%	24%	3%	0%	0%	0%
(2) My teacher has assessed my group’s work fairly according to the evaluation criteria described in the class.	56%	38%	18%	43%	24%	14%	3%	5%	0%	0%
(3) My teacher has assessed my essay fairly according to the evaluation criteria described in the class.	59%	29%	15%	43%	24%	29%	3%	0%	0%	0%
3. Providing positive reinforcement and motivational feedback										
(1) Thinking about my teacher’s words of praise on how well we worked on our tasks makes me feel encouraged to focus on achieving better results in the future.	44%	29%	35%	33%	15%	33%	0%	5%	6%	0%
(2) After handing my work, I looked forward to getting the task assessment form from my teacher to see how well I did my work.	56%	48%	24%	33%	12%	19%	9%	0%	0%	0%
(3) I am satisfied with the feedback about our oral presentation that my group received from another group.	38%	33%	41%	38%	12%	29%	6%	0%	3%	0%

Table 10: Students’ perspectives on the satisfaction and rewards gained from the lesson, Research 2012

Encouraging and supporting intrinsic enjoyment of the learning experience: 71% of Group A respondents and 48% of Group B strongly agreed to having contributed well to the success of their group tasks stated in 1-2. This item showed the most number of strongly agreed responses from the groups. The second highest number of strongly agree responses from both groups is item 1-3 which states that the respondents found the tasks meaningful in developing their language skills.

There is however a substantial discrepancy between the groups in the number of respondents who strongly agreed to item 1-1 which points out if they enjoyed the lesson. Group A has 47% while Group B has only 14% who considered the lesson enjoyable. Another large discrepancy between the groups' strongly agree response can be seen in item 1-5, it appears that most respondents in Group B do not look forward to having a similar lesson in the future. It appears though that both of the groups have a very favorable response to item 1-2 indicating satisfaction on their contribution to the success of their group tasks.

Results on the uncertain responses showed a significant 43% of students in Group B who were uncertain on looking forward to a similar lesson.

Maintaining consistent standards and consequences for success: Both of the groups have positively responded in items 2-1, 2-2, and 2-3. The highest number of strongly agree responses for both groups is given in item 2-2. Both groups considered the teacher being fair in evaluating their group work according to the criteria discussed earlier in class. The second highest number of strongly agree responses is on item 2-3 which states that the teacher had evaluated their essays fairly according to the given criteria discussed. A significant difference can be seen though in item 2-1, only 29% of Group B respondents strongly agreed that the guidelines for the essay helped them in writing the essay; while 47% of Group A answered strongly agreed.

Providing positive reinforcement and motivational feedback: Feedback can come in different forms. In this lesson, the teacher discussed about the assessment forms which would be distributed at the end of the lesson and tried to start off every lesson by telling students that with their ability they can always complete their tasks with good results. Students were also encouraged to give their constructive feedback on the group presentations.

Item 3-2, which states that the respondents looked forward to getting the task assessment form from the teacher after completing their tasks, received the most strongly agree responses from both groups. On the other hand, item 3-3 received the least number of strongly agree responses from both groups. Item 3-3 has to do with whether or not respondents are satisfied with the feedback that they received from their peers on their oral presentation.

33% of Group B gave an uncertain response to item 3-1 which indicated that they were uncertain on whether or not the teacher's words of praise would encourage them to work harder on future tasks.

When asked if they were satisfied with the feedback that they received, 21 out of the 30 respondents in the interview said that they were satisfied. The following are some opinions given during the interviews:

Student 1: *“Yes, the feedback was fair in relation to the effort I put in my work. The good thing is that I know what is good and bad about my work.”*

Student 2: *“Yes, I got what I deserve for working hard... and I know what to think about to be better next time.”*

Student 3: *“Yes, it feels good to know my strengths and things to improve.”*

However, there were some of the respondents who did not experience getting the feedback as valuable to their learning despite the fact that the teacher encouraged the students to read what was written on their assessment form and to ask questions if there were things that they did not understand.

Student 1: *“I don’t know. I don’t usually understand how to use the feedback that I get.”*

Student 2: *“There should be more explanation as to why we get the feedback. I look at it and then forget about it.”*

6 Discussion

Examining the effects of collaborative learning techniques for teaching L2 to determine motivational factors that may have influenced both the groups' engagement in the lesson had been a challenge to the teacher-researcher. As mentioned earlier, motivation is a complex concept that includes different social and cultural interrelationships that can take place within the classroom. There are also possible outside influences in the macro-level, such as family and school in general. The motivational factors discussed in this section are the ones that appeared to be dominantly significant basing from the perspectives given by the two different learner groups: Group A and group B.

(1) Attitudes toward learning the L2

As shown in the results given in items 1 to 6, both year 7 and year 8 classes showed minor differences in their educational profile such as their exposure to the school venue based according to when most of the respondents attended this independent school, their attitudes toward the learning activities and in learning the L2, and their perceived level of proficiency.

There are two orientations that can influence the learner's success in learning a new language. First, the integrative orientation talks about the learner's personal interest to assimilate with the people and culture of the target language. Second, the instrumental orientation refers to *'the practical value and advantages of learning a new language'* (Lambert, 1974:98). Respondents of the study considered both orientations to be important as most of the students were interested in learning English to be able to communicate better in their school where English is the main medium of instruction; to be able to understand and communicate when they travel; and is seen as important when using information from the Internet (see Table 6 in 5.2.4 for the results on attitudes toward learning English).

It must be stressed here that the respondents were familiar to the learning activities used in the lesson and have a significantly high number of positive responses towards learning English. There were some discrepancies in the results between the groups of learners when the perceived level of proficiency was taken into consideration. Establishing the students perceived level of proficiency in speaking was a relevant factor in this lesson considering that the learning activities were mostly centered on collaborative efforts of learning and thus in their oral production using L2.

It appeared that Group B which has a lower level of perceived proficiency in speaking has a reluctant attitude to the need of improving verbal communication in the L2. Establishing the pupil-respondents' attitudes toward the L2 and perception of their own language proficiency are important factors in understanding how these respondents perceived their competence and ability in the language since these factors can shape and influence their motivation in doing communicative tasks. Studies have shown that learners who believe that they can be successful in the given tasks tend to be persistent in their effort to attain good results. Bandura's efficacy beliefs explain this kind of behavior:

“Efficacy beliefs are the foundation of human agency. Unless people believe that they can produce desired results and forestall detrimental ones by their actions, they have little incentive to act or persevere in the face of difficulties. Whatever other factors may operate as guides and motivators, they are rooted in the core belief that one has the power to produce effects by one’s action.” (Dörnyei and Ushioda, 2011:16)

On the other hand, results of the students’ perspectives on the lesson showed that the perceived level of proficiency cannot be pointed out as the sole determining factor responsible for encouraging student participation in this lesson. There were motivational strategies embedded in this collaborative lesson that could have encouraged both groups to some significant extent in choosing to be focused on the tasks and being persistent in achieving the goals of the lesson.

The motivational factors that gained most of the groups’ favorable responses, which refer to strongly agree and agree, are the ones listed and discussed further in this section.

(2) Sustaining interest through a variety of tasks

Although students did not consider the topic to be very interesting, their interest in the lesson was possibly sustained through the different tasks and the different sub-topics that were involved. Pupils were carefully grouped by mixing different levels of language ability and each group was given a sub-topic or theme.

In addition, designing the lesson with a variety of tasks could have contributed to maintaining both the groups’ interest in the lesson. Lightbown and Spada state that: “one way of encouraging motivation in the classroom is to vary the activities, tasks, and materials to avoid decrease in attention and increase in boredom among the learners. Although learners are reassured by classroom routines, cases have shown that lessons that consist of the same routines and patterns can lead to a decrease in learners’ interest levels” (2006:65).

To give more light to this perspective, Brophy (2004) states that student can possibly be stimulated in engaging in classroom activities if they experience them to be meaningful and worthwhile and not necessarily intrinsically enjoyable (Dörnyei and Ushioda, 2011:108). More than half of the population of both groups perceived the lesson as meaningful.

(3) Increasing motivation through support and providing a stimulating environment in achieving learners’ goals

Another major factor that possibly influenced the groups’ positive perception on the lesson could be the stimulating environment that the teacher-researcher tried to maintain in the classroom. Teachers can positively influence their students’ motivation to learn by giving them a supportive learning environment. The motivational impact of teachers on their students’ learning process can be in positive or negative ways, which means that everything that teachers do and how they interact with their students in the classroom may affect their students’ motivation (Lightbown & Spada, 2006).

Graham Crookes and Richard Schmidt's (1991) work in the field of educational psychology points out several areas in pedagogical practices that can positively contribute to increase levels of motivation in the classroom. One of these included the possibility of teachers to make their students get motivated into the lesson which can depend on the kind of remarks they make about forthcoming activities included in the lesson specifically at opening stages of lessons (Lightbown and Spada, 2006:65).

According to Dörnyei and Ushioda, "*Another factor which many believe to be the most important ingredient of motivationally successful teaching is enthusiasm (2011:110).*" The topic was not only something that the teacher considered interesting but also a topic that she learned from her experiences and from her university courses. In addition to the teacher's familiarity with the topic, similar lesson plan was used in one of her classes during the previous school year. However, there is still much to be done to make the presentation of the task even clearer as most of the students considered the instructions and guidelines to be difficult to understand.

Another way of providing positive reinforcement and a stimulating environment is through giving motivational feedback. Feedback can come in different forms. Sometimes a word of praise can be more than enough to encourage students to believe in themselves. In this lesson, students were encouraged to give their constructive feedback on the group presentations. The teacher-researcher gave some points which the students needed to consider before giving their feedback, specifically on how the group did their presentation according to the presentation skills taught in class. Students were also informed about the importance of focusing on the positive points of the presentation. This is one way of promoting cohesiveness among the class members and at the same time encouraging them to express their opinions without the fear of being ridiculed. Moreover, the series of lessons were started off with a word of encouragement from the teacher-researcher, reminding pupils that the tasks with the topic involved could be challenging but possible to achieve with good results considering their ability.

In addition to providing motivational feedback, the lesson offered learning opportunities for the learners to address their need of mastering the L2. Both oral interactions and written production were integrated in the lesson. Searching for information and discussing in groups were mainly considered for learners to know more about the topic and practice their linguistic skills. As stated in the main premise of expectancy-value theories, individuals apply reasonable effort and appreciate the value of the learning activities if they are given learning opportunities that will help them to be successful in the given tasks. As stated in Dörnyei and Ushioda's *Teaching and Researching Motivation*, "*A key tenet of expectancy-value theories [...] is that we do things best if we expect to succeed and, to turn this statement round, we are unlikely to be motivated to aim for something if we feel we will never get there.*" (2011:115). Research suggests that teachers can create a classroom environment that capitalizes on student interests and student engagement in the lesson through providing the right instructional behaviors and a well-organized lesson. Thus, offering students sufficient preparation and assistance; giving them information about the criteria involved in making their task successful; and removing any obstacles to success by creating a pleasant classroom climate in

terms of working together to achieve goals are strategies that can be considered to possibly increase students' expectancy of success.

(4) The significance of group work

Group work in a collaborative sense means that members of the group actively share in the meaning-making process. This is one of the reasons why group work is a challenging learning activity on the part of the teacher. It involves a lot of effort in guiding group discussions, in enabling the members to co-operate together, and seeing to it that everybody understands guidelines and instructions, and that every student participates in creating ideas.

It must be noted that learner motivation may be shaped by goals which are not focused only in academic achievement. There are other goals that may have influenced student participation in this lesson such as maintaining solidarity with peers or conforming to classroom rules that are according to the school's norms on behavior and academic standards.

In the different motivational components, both groups have positive perceptions on group work. Most of the items that had a significantly high number of strongly agree responses from both groups referred to the following: I find it important to help a lot in completing our group tasks since I wanted my group to get a good assessment on our work; Our group work together to make our presentation successful; and I have contributed well to the success of our group tasks. These favorable responses to group work can be explained as follows: *"In cooperative situations there is a sense of obligation and moral responsibility to the 'fellow-cooperators...The satisfaction for successful task completion is increased by the shared experience and the joint celebration."* (Dörnyei and Ushioda, 2011: 12)

However, it would have probably given more opportunities for less able students to be grouped in a different way. As observation had shown, most of the students that took the lead in preparing the presentation were those who could be categorized as the more able ones. Distribution of duties was also observed as hierarchical were the decisions regarding how the presentation should be structured were taken by the able students. In the interviews, there were respondents who could be categorized as "brighter" students who experienced that they did most of the work and some of the members of the group were too passive.

(5) Rewards and Satisfaction

How students feel and experience a lesson can significantly influence their attitude towards the next learning activities for the subsequent lessons. It is therefore necessary for teachers to think about ways that will build self-confidence and self-esteem among their students. If learners feel that they have doubts on their ability to do a task then it is more likely that they will not be able to progress in their learning (Dörnyei and Ushioda, 2011: 120). This can hold true even if classroom resources are available and even if the brightest motivational ideas are employed.

The feeling of satisfaction is one of the major components of motivation since it encourages students to be confident in doing future tasks. As mentioned earlier, rewards in this lesson were not based on grades but rather on informational feedback on what students can do and what they need to improve since the teacher-researcher would like to focus on the effort that

students have contributed in accomplishing a task and not on the end product itself. This form of assessment had been used in previous lessons. Covington explains the problem of focusing on grades as reward for achievement:

“To the extent that students equate their worth with competitive achievement, grades can take on a disproportional, distorted meaning and become pursued with an unnatural urgency. When this intensity is combined with the fear of failure – essentially the fear that come may be judged incompetent, hence unworthy, then the pursuit of grades becomes an ordeal and the virtually assured result is defensiveness and excuse making (2004:96).”

The form of assessment given to the students may have contributed to their eagerness to get feedback on their work. 80% of Group A and 81% of Group B indicated that they looked forward to getting the assessment form on how they performed on the tasks.

7 Conclusion

Collaborative learning techniques used in this lesson have contributed to creating a classroom atmosphere in which students showed interest in the lesson for the following reasons:

- 1) since it provided learning activities that stimulated to some extent their curiosity;
- 2) since they considered most of the lesson procedures to be relevant in improving their language skills;
- 3) since they considered the lesson materials and resources as supportive in achieving good results;
- 4) and that their efforts and contribution in their group work were fairly recognized and assessed through the teacher's on-going feedback and evaluation of the group's progress.

Results showed that there were motivational factors within the motivational system of Keller (1983) that influenced students' participation in the lesson and its tasks. It also showed that there were minor discrepancies between Group A and Group B's opinion and engagement in the lesson. It appeared that the more students received learning stimulation through the different tasks, the fewer incidents they had to be idle or inattentive in the lesson.

Group work or peer influence played an important part in the lesson since students perceived it important to work for a common goal together. It must be noted here in this case that the grouping of students should be reconsidered carefully which means that another grouping technique could have been more suitable in encouraging interaction in the group. An interaction where all students share duties and responsibilities in doing the task could perhaps been better encouraged if members of the group were not hand picked by the teacher. The conditions where one speaker or two took the role as the authoritative speaker and who in this case were supposed to transfer information to the others who play a fairly passive role was consistently observed in every lesson by the teacher-researcher. However, group work should not be about a few students who are sharing their ideas; it should be about producing and creating together. As much as able students have something to share to benefit the group, less able ones must also be seen as vessels of information.

Working in groups requires as well group norms that students are aware of, specifically in tolerance and acceptance of other's ideas. Students should be used to working in teams or as a group for collaboration to take place effectively.

Moreover, providing on-going feedback during the lesson and informational feedback on the students' performance encouraged students to work towards the lesson's objectives and can possibly influence their engagement in future lessons.

Clear and simple instructions play a significant role in communication. There were difficulties on the part of the students to fully understand what they were supposed to do during the initial stage of the lesson. Situation of this kind was remedied when the teacher engaged more in group discussions and was available when students had uncertainties about the guidelines or instructions. In this case, teachers' knowledge and expertise in communicating the context in

the L2 was a key factor in the learning process, specifically in communicative-based lessons such as this that required students and teacher to use L2. There were a number of challenges that had to be met by the teacher on her own with almost 30 students in each class to ensure that communication in every group was working effectively.

The collaborative method of teaching was not conducted without any challenges, specifically on the part of the teacher. It required time, a well-thought and well-prepared lesson plan. In addition, strategies that may help develop the students to be organized and to be participative should be provided to help them cope with the demands of the tasks. Most importantly, the teacher needs to be a focused observer, actively engaged in the activities and be supportive in encouraging everyone to work together. This is where team teaching or sharing a lesson with a colleague can be of great help, specifically in bigger classes.

The positive perspectives of the students and their engagement in the lesson confirm to a significant extent Dönyei and Ushioda's (2011) views on cooperative learning and motivation which emphasizes that cooperatively organized classroom allows students to be more energized in their learning compared to the traditional kind of teaching where interactions are kept to a minimum.

7.1 Relevance of the Study

The researcher hopes that this action research will encourage language teachers, specifically those who are new in the profession, to reflect upon their classroom practice in a structured and systematic approach to find potentially useful insights in their own classroom situation and hopefully create or maintain motivational conditions for their pupils.

7.2 Recommendations for further study

This study only explores the motivational motives that can take place in the classroom taking a specific instructional method. It must be noted however that there are other social and cultural factors on a broader perspective that could have influenced the student-respondents' motivation. The kinds of ethos, the general climate and policies that are promoted in schools as a whole can have a significant influence in socializing student motivation. In this regard, it would be interesting to study the impact of the teaching norms, academic expectations and disciplinary policies of the school as a whole on the students' achievement driven attitude.

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9 Appendix

9.1 Assessment Criteria for Oral Presentation

CRITERIA	EVALUATION		
Language	1	2	3
Clear and appropriate vocabulary			
Clear explanation of ideas			
Linguistic factors are included			
Content and Structure	1	2	3
Ideas are relevant to the topic			
Flow of ideas is good			
Examples are given			
Presentation skills and materials	1	2	3
Well-prepared and confident in speaking			
Power point presentation is good			
Loud and clear voice			
Good eye contact			
Bibliography provided			

Ratings:

1 = has met the criterion satisfactorily; 2 = has done a good job; 3 = has done a very good job

Teacher's Comments:

9.2 Assessment Criteria for the Essay

CRITERIA	EVALUATION		
Content	1	2	3
Introduction is interesting			
Factors that influence a person's speech style are clearly defined			
Examples are given and explained			
Structure	1	2	3
Paragraphing is good and coherent:			
Introduction, Body and Conclusion			
Proper use of cohesive devices			
(examples: in addition, moreover, firstly, because,			
finally, recently, perhaps, in other words, etc.)			
Language usage and sentence construction	1	2	3
Correct use of words and basic vocabulary			
Correct spelling and use of punctuations			
Basic subject-verb agreement is observed			
Bibliography			

Ratings:

1 = has met the criterion satisfactorily; 2 = has done a good job; 3 = has done a very good job

Teacher's Comments:

9.3 Survey Questionnaire

Student Assessment of the Lesson
English in Pop Culture
Why different people speak in different ways

The purpose of this study for which this questionnaire is designed is to examine your attitudes and opinions on the lesson in relation to the way the topic was taught during the series of lessons.

All the responses and information that you give will be treated with confidentiality and will only be used for the purpose of this study.

Please give your honest answer by ticking the box that corresponds to your answer and by writing your answer on the space provided.

Thank you for your participation.

1. In which class did you start in this school?

- Nursery
- Kindergarten
- Reception
- Infants
- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6
- Year 7
- Year 8

2. What is your first language or mother tongue?

- Swedish
- English
- Other (Please specify)

3. How good are you in speaking English when interacting with your peers and teachers?

- I always feel like other students speak better than I do.
- I can interact in a simple way, ask and answer simple questions in very basic areas or on very familiar topics.
- I can communicate in simple and routine tasks requiring a simple exchange of information on familiar topics and activities. I usually cannot understand enough to keep the conversation going.
- I take part in a conversation on topics that are familiar, of personal interest or relating to everyday life (e.g. family, hobbies, travel, daily events on the news)
- I can take an active part in discussing familiar contexts, explaining and giving reasons for my views.
- I can take part in any conversation or discussion about any topic without taking so much effort in expressing myself using the right words and expressions.

4. How useful are the following activities in improving your skills in English?

Rate the level of importance each of these work values from 1 (**Least useful**) to 5 (**Most useful**):

	1	2	3	4	5
1. Reading the required literature in the English subject					
2. Oral presentation					
4. Discussing and working in groups					
5. Listening to the teacher presenting the lesson					
7. Discussing a given topic with the teacher					
8. Writing about a topic					
9. Reading Comprehension Exercises					
10. Vocabulary Exercises					
11. Searching for information on the Internet					

5. Is/Are there any other classroom activity/activities that you can suggest which you think can improve your English?

6. Attitudes towards learning English

Below are statements that may have influenced your interest in or focus on studying English.

Please tick the appropriate box that corresponds to your degree of agreement to the given item.

SA = Strongly Agree; A = Agree; U = Uncertain; D = Disagree; SD = Strongly Disagree

	SA	A	U	D	SD
1. I really like learning English.					
2. I prefer to listen to music, watch films and read texts in English as opposed to my native language/or any other language.					
3. It is important to learn English since it is a language used in many countries.					
4. I find English an important language to learn because it enables me to learn more about what is happening in the world.					
5. It is important to study English since I want to be able to express my ideas better in the language.					
6. It is important to learn English since it enables me to communicate better in this school.					
7. I prefer instructions spoken in English to instructions spoken in Swedish.					
8. I feel calm and confident speaking English to my peers and teachers.					
9. It is important to learn English since an educated person should be able to speak English fluently.					
10. Learning English is important for my future career.					

7. Student Interest in the Lesson

Below are statements that may indicate how interested you were in this lesson, specifically in doing the tasks.

Please tick the appropriate box that corresponds to your degree of agreement to the given item.

SA = Strongly Agree; A = Agree; U = Uncertain; D = Disagree; SD = Strongly Disagree

	SA	A	U	D	SD
1. The topic was interesting which made it easier for me to work on the tasks.					
2. I enjoyed discussing the theme with my group.					
3. I had fun doing the given tasks.					
4. I gave my full attention to the oral presentations since I found it interesting to listen to the various themes assigned to the other groups.					
5. I felt encouraged to write down my ideas in my essay since I found the topic fascinating to write about.					
6. The tasks given were challenging which required us to use the given preparation time in the best way possible.					
7. I worked hard to live up to my teacher's high expectations for how well I can perform in any given task.					
8. I found the lesson meaningful in improving my English.					

8. Student Opinion on the Relevance of the Lesson

Below are statements that may indicate the extent to which your personal needs and goals in improving your English were met in this lesson.

Please tick the appropriate box that corresponds to your degree of agreement to the given item.

SA = Strongly Agree; A = Agree; U = Uncertain; D = Disagree; SD = Strongly Disagree

	SA	A	U	D	SD
1. I find the lesson useful in improving my writing skill in English.					
2. I find the lesson useful in improving my speaking skill in English.					
3. I find it important to learn about the topic since it is something that I can relate to my daily experiences.					
4. Being aware of the different varieties of English will help me adapt my speech according to whom I am talking to or in what situation I am in.					
5. I find it important to understand why English is used in different ways in Pop Culture.					
6. I find working in a group a good way of learning how to improve my communication using English.					
7. Discussing different ideas shared in my group made me understand what the topic was all about.					
8. I have learned a lot about the topic through searching on the Internet.					
9. I find it important to help a lot in completing our group tasks since I wanted my group to get a good assessment on our work.					

9. **Student Opinion on Lesson Procedure(how the lesson was done)**

Below are statements that may indicate whether or not you think that the lesson had provided challenging and meaningful opportunities for you to improve your English skills.

Please tick the appropriate box that corresponds to your degree of agreement to the given item.

SA = Strongly Agree; A = Agree; U = Uncertain; D = Disagree; SD = Strongly Disagree

	SA	A	U	D	SD
1. Our teacher explained clearly the guidelines for the tasks which made it easy or me to carry on with the tasks.					
2. My teacher was more than willing to clarify questions that I had about the topic.					
3. Our teacher's feedback on how we should proceed with our group work helped a lot in making our presentation a good one.					
4. Our teacher's enthusiasm on the topic encouraged my interest in it.					
5. Our teacher's on-going feedback during our group discussions helped us understand how we should proceed with our work.					
6. Our teacher gave us enough time to work on the tasks therefore the results were good.					
7. The sample essays about the topic which were written by previous pupils helped me understand more how to write my essay.					
8. I agree with my teacher that doing the tasks would help improve my language skills.					
9. It was easy to find information about our theme on the Internet.					
10. I find the given guidelines for the tasks good enough to understand how I should proceed with my work.					
11. The tasks together with the topic were challenging but were within our ability.					
12. Our group worked together to make our presentation a success.					
13. I encouraged the group to follow the guidelines for the given task to get good results.					
14. Being divided in smaller groups provided opportunities for me to share my ideas without being worried that I might say something wrong.					
15. I encouraged every member in my group to come up with ideas that would make our presentation a success.					

10. Satisfaction and Rewards gained from the Lesson

Below are statements that may indicate how satisfied you are with the support and feedback you received during the lesson in relation to the results of the given tasks.

Please tick the appropriate box that corresponds to your degree of agreement to the given item.

SA = Strongly Agree; A = Agree; U = Uncertain; D = Disagree; SD = Strongly Disagree

Satisfaction and rewards gained from the lesson	SA	A	U	D	SD
1. I enjoyed the lesson.					
2. I have contributed well to the success of our group tasks.					
3. I find the lesson and its tasks meaningful to further develop my language skills.					
4. Taking part in discussions and oral presentation helped me gain more confidence in speaking in class.					
5. I look forward to a lesson similar to this lesson.					
6. Following the guidelines for how to write the essay has helped me gain more confidence in writing.					
7. My teacher has assessed my group's work fairly according to the evaluation criteria described in the class.					
8. My teacher has assessed my essay fairly according to the evaluation criteria described in the class.					
9. Thinking about my teacher's words of praise on how well we worked on our tasks makes me feel encouraged to focus on achieving better results in the future.					
10. After handing my work, I looked forward to getting the task assessment form from my teacher to see how well I did my work.					
11. I am satisfied with the feedback about our oral presentation that my group received from another group.					

9.4 Face-to-face Interview Questions

(1) Interest

Do you think that the topic was fun to discuss but at the same time challenging enough that made you work harder on the tasks? Give reasons for your answer.

What do you think were the things that made you interested to do the tasks/ or not want to do them?

(2) Relevance

What do you think of the idea of working in a group in this lesson? Do you think that it has helped you understand more about the topic?

What did you learn in your group discussion that you would not have learned otherwise if you worked on your own?

(3) Expectancy of Success in the Tasks

Do you think that the result of your group work depended a lot on how you and your peers discuss the topic?

What do you think were the reasons why your group work was successful or not successful? (In terms of resources given: lesson materials such as printed guidelines for the tasks, discussion of the topic, sample essays, time given for preparing the tasks.)

How important do you think it is that teachers actively involve themselves in group discussion? Do you think their support and guidance can help the quality of the work?

Do you think that teacher's guidance is important in understanding a task in order to complete it? Or do you think that it is still possible to have good results without any help from a teacher?

Were the guidelines for the tasks clear? If yes, in what way/ways were they made clear? If no, why were the guidelines not clear to you?

Were the lesson materials and resources good enough to help you carry on with your tasks?

(4) Rewards

How do you define the lesson in general, was it meaningful?

How about the various tasks involved like brainstorming, planning for your presentation, oral presentation, etc. Do you think that these activities made the lesson meaningful?

In what way has the lesson improved your language skills? In for example, speaking, organizing things, communicating with your group mates, listening, and writing?

In what way have these improved your skills? Did this make you stay focused or busy all the time during the lessons?

Do you look forward to having a lesson of this kind again, such as having group work, open discussion with your teacher, writing about the assigned topic, or others?

9.5 Sample Essays

9.5.1 Essay 1

English
Year 7

The Beatles and why they talk like they do

The Beatles had four members, Paul McCartney, John Lennon, Ringo Starr and George Harrison, and they were all English, so naturally they would all speak with an English accent. However, there are many different types of English accents, not only one or two, and the different members do not speak the same way, so now I am going to try to explain why.

So, originally, they all come from Liverpool, and so they spoke with a Scouse accent, like a lot of people do there. However, Paul McCartney and George Harrison both went to the same grammar school, Liverpool Institute. They met going home from school on a bus. This, being a grammar school and all, would affect Paul McCartney and George Harrison's accents, since this would make them speak with a bit more refined and correct Standard English accent.

Ringo Starr (or Richard Starkey as his real name went) nowadays still sounds English, but has some American pronunciations at times, thanks to The Beatles living in America for a while, which you would notice if you heard him talking. Ringo got an inflammation around the area of his lungs, so he had to be at the hospital when he was about 13 years old. The large amount of time he had to be at the hospital meant that he fell behind in school, which in turn meant that he could not go to a grammar school, which was part of the reason that he does not speak like Paul and George.

John Lennon was not very well off in the start. He failed several exams, and so had to get into Liverpool College of Art, and not the grammar school that Paul and George got into for example. This college, obviously not focused on grammar, did not make him speak with a more refined Standard English accent, so that is why he spoke like that. An important thing to note is that John Lennon does speak with a scouse accent, however quite a soft and old-fashioned one. Since it was quite a while since John Lennon grew up (he was born 1940), the type of scouse that he spoke was different from that of some famous scouse speakers of today. The scouse accent has changed/developed and so it would naturally sound different from that of John Lennon. It is also important to note that John Lennon had travelled a lot with the Beatles, and so would have been introduced to many different types of accents, and so some of that scouse would gradually fade away.

It seems that it was mostly Ringo that was affected by the American accent when just talking, but they were all affected in their singing, especially after they had moved to America. In many of their songs they sound at least somewhat American ("From me to you", or "I want to

Page 1 of 2

hold your hand" are good examples). They would probably eventually sing like this anyway, since the American Rock and Roll was becoming popular, and that style involved a more American accent. There were other British bands that sang in American accents, despite speaking with British accents, like The Who and The Rolling Stones. This is still seen today, with British bands like Depeche Mode and Blur still singing with a somewhat American accent in a lot of their songs. In "Yellow Submarine" for example though, the Beatles sound more neutral.

The Beatles' songs are often written quite informally; with quite a few grammatical faults (I would not call them mistakes since they were made knowingly). The line "She's got a ticket to ride, but she don't care" is sung in "A ticket to ride" and has clear informal text (She's) and even grammatical faults (she don't care), which shows that the Beatles sing with a more relaxed language, they did not try to make everything all correct, they preferred to make it sound good and pleasing to hear, and put a lot of love which very many songs that they made are about, as songs about love were/are still very popular in their texts. A lot of the songs that they made

~~That hopefully elucidated the situation a bit.~~ *You have done a great job in explaining the different factors that affect the Beatles' music.*

Sources (I used information that I found while researching for the interview, and can't remember those links): http://en.wikipedia.org/wiki/paul_mccartney,

http://en.wikipedia.org/wiki/Ringo_starr,

http://en.wikipedia.org/wiki/John_lennon,

http://www.youtube.com/watch?v=L_bci2g7P2s

9.5.2 Essay 2

English
Year 7

Topic:

Our task was to research about the way The Beatles spoke.

The Beatles were formed in Liverpool in 1960 and would be for the next ten years and onwards they would become one of the world's most famous rock and roll bands. The most famous Beatles line up was John Lennon, Paul McCartney, George Harrison and Ringo Starr. However the original members of the Beatles were John Lennon, Paul McCartney, George Harrison, Stuart Sutcliffe and Pete Best.

They all lived a pretty simple life though they ^{were} very well educated. John was educated at the Dovedale Primary and Quarry Bank grammar School. Paul studied music and art and at the age of eleven he was one of four children who passed the 11+ exam, known as "the scholarship" in Liverpool which meant he was able to go the Liverpool Institute for Boys which was a grammar school. Paul was at the grammar school between 1953 to 1960 and got the grade A in English and Art. George also attended the same grammar school as Paul. Ringo suffered from a lot of illnesses and ^{diseases} which meant he had to be in hospital for most of his childhood. This meant he fell behind in school and therefore didn't get the grades that he needed to have to attend a grammar school, because of this he speaks with a less Standard English accent compared to the others.

According to the interviews we listened to, The Beatles spoke with a mixture of formal and informal language. When they spoke you could hear directly that they were from Liverpool but they still spoke with a pretty Standard English accent. I think they lost a wee bit of the Scouse accent when they went to live and perform in the US. They still use Liverpoolian words such as me instead of my.

The Beatles had very funny, straight-forward and original style when they were interviewed. They were very famous for always picking and making fun of each other. They were also very sarcastic and used to make sarcastic jokes.

John Lennon was considered as the leader of the group. He often took lead of the group as well as the interviews.

They also used to finish ~~each~~ each other's sentences. For example if John started a sentence then Paul would continue it and Ringo would finish it. However, George, who was the youngest Beatle, did not finish any of the other lad's sentences. He was much quieter and preferred to sit back and watch the others talk rather than him.

Very good point { The Beatles sang with an American accent but spoke with an English/Liverpudlian accent. The reason why they sang with an American accent was because it was very popular that rock and roll groups would sing with an American accent because the rock and roll came from America. For example famous British rock and roll groups such as the Who and the Rolling Stones did the same.

Most of the songs that the Beatles wrote were written informally especially the songs written by Lennon and McCartney. Ringo and George did not write that many songs but when they

did Ringo write mostly informally and George wrote mainly in formal language with the odd informal song.

Generally,

All in all in whatever way they speak, they will always be considered as one of the best rock and roll groups in the world.

I think this topic was quite fun even though I felt it was wee bit hard to find the information about how the Beatles spoke. But you did a very good job searching for the most important ones!

~~XXXXXXXXXXXX~~
Bibliography: <http://www.ringostarr.com/biography/>, <http://www.johnlennon.com/biography/>,
http://en.wikipedia.org/wiki/Paul_McCartney, <http://www.imdb.com/name/nm0005200/bio>,
<http://www.youtube.com/watch?v=QAnFVnji8DA>,
<http://www.youtube.com/watch?v=0V11OH2dXwg>,
<http://www.youtube.com/watch?NR=1&feature=fwp&v=8-ydua3F1Ik>

9.5.3 Essay 3

English
Year 7

Female pop artists Essay

We all speak differently. We speak differently because we have been influenced by our origins, heritage, environment and peers. People also have different social class and responsibilities that they are affected by. For example the president of the United States wouldn't speak in the same way as a pop artist such as Rihanna. Important people like the king have to speak in a formal way because he is respected and conservative.

Our goal was to understand and interpret different linguistic features of female pop artists. There are many different famous female pop artists. They are influenced differently in their music depending on their education, family, country, environment and heritage. I researched about Shakira and her linguistic features but I also learned about other famous female artists.

Shakira was born in a small town called Barranquilla in Columbia. Her accent comes from the Spanish culture and the environment she lived in as a child. Today she is a famous female artist and her linguistic features have changed because of her fame. She lived in a small town that was mainly devoted to Latino music however she wanted to sing rock and pop music. When she was 13-14 years old she decided that she wanted to be a singer so she and her mother moved to a bigger city in Columbia. Since she has travelled the world on her tours she has had to learn to speak formal English. Now she speaks very good English but with a small trace of Spanish. In her songs she sometimes uses Spanish and English together. In her song "Loca Loca" the word means crazy but she also uses English language in the song. She uses her cultural background and language in her music career. Columbia is a part of the South American culture. In addition, Shakira brought some of that culture into the pop world.

Another very famous female artist is Lady Gaga. She is known for her crazy costumes and her extravagant shows. Actually she grew up in a high class area in New York and she was classmates with Paris Hilton. Her voice is relaxed and a low tone. Her voice is very special and I don't think her background has influenced it very much. Her voice when singing and talking normal^s is very different. She has a slight American accent but you can't hear it that much. Her previous life was conservative and her family was respected and I think that lead to her breaking
led

out of her shell. Sometimes her behavior is provocative and inappropriate but ^{thus led} that lead to her fame. In her song "born this way" she really expresses herself and shows to other people that she is not afraid of being different from others and she encourages others to be independent. In interviews however, she speaks formally.

Female artists often perform songs containing specific language or themes. It is important what they write in their songs and the meaning of their music. For example many female artists sing about love and heartbreak which they have experienced themselves. Many also want to be portrayed as a strong independent woman and want to be role models for women and girls.

Bibliography:

<http://sv.wikipedia.org/wiki/Portal:Huvudsida>

<http://www.youtube.com/>

9.5.4 Essay 4

THE LANGUAGE OF PROMINENT LEADERS

The group I got to work with was prominent leaders. They are very important people who are always watched by millions. They have a hard job of representing huge masses of people and making vital decisions every day. They have both friends and enemies however they have to keep balancing on the fragile threads of society and always make it work in the best way they can. Most of them are idolized and serve as role models for the population.

Of course they always have to look, behave and most importantly speak in a very sophisticated, formal and intelligent way. Most prominent leaders are politicians and in politics it is all about popularity. That plays a major role in how their speech is influenced.

People in every country want their leaders to be very serious and no politician will be taken seriously if they look, speak and behave inappropriately. They have to always be perfectly mature and formal in everything they do. So if they behave very well, look very classy and elegant and speak in a very intellectual manner they will most likely be popular with the population and bring themselves into progress.

Also to even become a politician in the first place you have to have a stunningly perfect education. If you think logically, most schools which give a great amount of education also require quite "clean" and formal work. In Ukraine, that is another way of showing respect for teachers. So politicians already learn to speak in the way they do at a young age.

Take the example of the politician I was in the play, Yulia Tymoshenko. She has an incredibly good education which she got at a strict school. Yulia's family was fragile, there were often fights so instead of spending time at home she locked herself up in her room and studied. Her parents ended up divorced and she was often involved in court cases. That is also a source from which she could have learned her way of speaking. Her language did not appear to her overnight,



she gained it over the years as she went deeper and deeper into politics and became more important.

I think that language is a very important part of a ~~human's~~ ^{person's} identity since one of the first things people look at and the thing they judge you on is your language. The way you speak has to suite the kind of personality you have. For example Yulia Tymoshenko who is a politician kept her formal and sophisticated language even as she walked into her jail cell. Compared to me, a normal middle class teenager her language is complex and much more intellectual but my language is much more formal than for example the language of the people who live in the wild west.

So, in conclusion, Language is a huge part of our modern day society. It makes the ranks of the society more apparent and shows a great part of any personality. It is very important to have a good education and to be able to speak properly.

9.5.5 Essay 5

English
Year 7

English Pop-Culture assignment

Stand-up comedy

a usual
type of
introduction -
could have
started with
quotes or
questions that
can start
off your
essay
interestingly!

In this essay I will talk about stand-up comedy especially focusing the linguistic aspect of it. I will begin with a slightly philosophical point.

Throughout the history, people have amused themselves by looking at special entertainers such as clowns and 'fools'. Those entertainers were special because they could easily make one laugh to tears. And how did they manage that? Well it could depend on many things such as funny faces and comical dancing, but were those really the things that got people to turn their looks towards these individuals? Of course they did very often, but they could not have been as ^{attractively entertaining} attracting if the entertainers would not have used their speech. Their loud voices, high and low-pitched screams, funny jokes and moans, would attract people's attention from all over the place!

Today we have so-called stand-up comedians that fulfill the duty of public entertainers. They entertain the crowd by performing in shows on stage. With the help of modern-day mass media they can manage to attract viewers from all over the globe on a truly massive scale. But even today those comedians require a special style of voice to be considered funny in the society. These voices and styles commonly originate from the atmosphere and community the person is brought up in. The dialect, voice speed and pronunciation are major factors of any person's speech and they are usually coming from that person's background. This can be simply described by saying: "a person brought up in Miami will almost certainly not have a British accent." Of course it really does not matter what dialect or language a stand-up comedian uses as long as it is funny and as long as it is directed at the right type of crowd.

As I might have mentioned earlier, comedians use jokes. Jokes can be very different: all from being funny because they describe an event in a funny way, to stupid jokes which make people laugh because they are so bad. Stand-up comedians, especially the ones that are shown for a very diverse public, usually aim at entertaining the people of a lower class and using simple jokes, first of all because it is easy to come up with more simple jokes, and second, because the people of higher class possibly will laugh at the jokes as well. In other words, the really famous stand-up comedians equip themselves with lots of simple jokes and stories that they can use whenever they get the opportunity. Jokes can often be about famous people such as politicians and popular singers. This is because the crowd knows those people well and feels satisfied of that they can understand whom the jokes are about. And now returning to my main point: would jokes really be funny without language? Of course that is an absurd question but after thinking it through, one can understand the actual meaning of it. No joke will be funny without different voice tones and different voice speed. Those are vital tools used by professional stand-up comedians. → a very good point!

Another point that I should cover is telling about today's stand-up comedians and their linguistic styles and ways of handling the crowd. One of the most famous present-day stand-up comedians is Adam Sandler. Adam uses different impressions of people and changes them in a funny way. He was born in Brooklyn, New York so he did not have a great neighborhood to grow up in. I think that living in a tough place can teach a person confidence and I think that Adam Sandler used that confidence to

pull himself through to becoming a famous comedian. Adam's language is Standard English with a slight hint of American accent. ^{Standard can be either American English}
^{↳ makes your sentence confusing? British English}

As world trends change so do stand-up comedians. People get tired of their humor if it is repetitive or the comedian runs out of jokes and/or stories. New, younger generations come in their place and previous comedians cannot catch up with the new standards. They become unpopular and soon completely vanish from people's lives.

Special thanks to: www.imdb.com

Your conclusion is too short. You should have discussed here the importance of language as part of a person's identity. In your topic, how do these comedians use language as part of their identity or how does language represent their identity as comedians? How important is it?

9.5.6 Essay 6

English
Year 8

Identity

The Beatles' Linguistic Aspects

Those in their fifties remember them as four icons of the world, others as a naively confident band, and some as the start of a new era in music. The Beatles are considered being one of the only bands to be able to manipulate with the world audience in a peaceful way; they could alter the minds of their fans in practically any way they wanted. The Beatles were obliged to face 'haters' too, however. The 'haters' found the actions of the members of the band degrading, especially when it came to drugs and other misuses, but also odd – due to the unique linguistic characteristics of each of the members of the band. The prominent feature that differed them from other bands, made them worldwide icons and respected legends, is the originality of their songs. The Beatles stood out among other rock bands and wiped their competitors. One might think that this was due to their dynamic structure of melody and harmony in their songs, or even their touching lyrics – but would this make them immortal icons of the world's music industry? The evident answer is no as numerous bands, performing and progressing in identical ways, could be named that we don't repute today – at least not in the same quantity and with the same respect as we refer to The Beatles. Queen, for instance, was a rock-band that wrote reforming pieces that are still played today – but do we study the band members in schools? No. The Beatles must've been unique in a different way aside from their everyday jobs in the music industry. To become so magnificent, they must've been extremely original and impossible to copy in front of their fans and the world in general; and they were in their linguistic styles.

A person's
One's linguistic style is derived from various personalities and characteristics of the environment one lives in or the people one was raised by. One's linguistic style doesn't necessarily stay static and continuous during one's life; on the contrary, it tends to alter. In one's first years, the linguistic style is derived from one's mother or other guardian. As a child, the mother is the only person we really look up to and therefore influences us the most. As we develop and eventually hit puberty, our linguistic style tends to change. It isn't only mutated by our friends and surrounding but, and more importantly, by our idols and trending world icons. We don't only adapt our linguistic style to these circumstances; we change our personalities and characteristics, including hair styles and clothing, to fit into society. Obviously, it depends on how strong-minded one is, is one ready to give up regular life to follow one's idols or will one carry on living regularly – this depends on the strength of one's soul. If let, these worldwide icons will be able to manipulate our actions and change our everyday lives; something The Beatles did with millions of fans, but how?

During the 60s and 70s, The Beatles had a humongous fan-base; and they were becoming more and more aware of this. The Beatles started off writing mainstream-typed lyrics and were dominating through their instrumental talent. The songs were about love, hate, joy and victory – the regular themes of rock songs. However, as the band's fan-base grew bigger and the band started realising the support they had from their fans, their lyrics changed. They changed in a way that made them remembered and studied still today. They changed the attitude the fans had towards the band. They changed the way the world saw the band – they reformed everything. The lyrics began to be darker, more psychologically distant, more mysterious and odd. This was due to the change of lifestyle of every respective member of the band. The Beatles were introduced to occult and exorcist theories of life and started to take drugs. This wasn't a change reserved only for The Beatles – The Beatles changed the world with their absurd behaviour. Every member of the band wasn't the same, however, they differed and often opposed each other over moral issues; which eventually lead to the band splitting. So, in what way did each member evolve, and why?

English
Year 8

It is obligatory to start with the one considered being the base of The Beatles – the one always making them a tad better, John Lennon. Raised in Liverpool, he attended the Writing and Art School which induced him to be creative naturally throughout his entire childhood. It was evident from his teen years that he had an enormous talent for writing lyrics and accompanying them with perfect melodies. Although both him and Paul McCartney are considered to be the 'start and flow' of the band, the truth that John Lennon was the more talented one remains. John was certainly the most intellectual and politically influenced one of them all. John started off by writing touching lyrics about love and passion which was noticed and brought a lot of reputation to the band. When introduced to cynical concepts and sentimental perspectives of the world by various peaceful movements, John's lyrics wandered off in another direction, ~~however~~. They became more mysterious and abnormal. It is debatable if they were purposely cluing the fans to join the spiritual conspiracies to which the band members belonged to, or if they were aberrant due to the negative impact drugs had on John. An optimal example would be the song 'Tomorrow Never Knows' which is widely accepted as their most supernatural piece. Were the lyrics, written by John, deliberately demanding the fans to start frequently meditating, were they passing on any of the hundreds of messages deciphered by intellectuals studying the lyrics today, or was it just a coincidental mash-up of John's feelings at the current time? These uncertainties about the band make them unique, original and still remembered today – "and one can thank the LSD for that", says Ringo, a member of the band, in a chuckle. In real-time life, John was very calm and self-conscious; this is rather remarkable as one might think that drugs are supposed to make you more open, and so they did with the other members, but John just kept on getting more and more enclosed, until he was silenced completely by one of his biggest fans. It may be said that his mono-toned voice and low profile were a part of his genetic identity; however it is more plausible that this came from his good education and discipline in front of the public.

Another member worth mentioning is Ringo Starr; the opposite of John as far as personality is concerned. Ringo's tough childhood left no trace on Ringo's personality whatsoever, but it did affect his intellect. Brought up by only one parent, his mother, Ringo practically "didn't give a shit", phrased from his own words, about his education. Although doing well in practical subjects, Ringo couldn't read nor write at the age of 15 and was forced to drop out from his high school as he simply wasn't managing it. His career started when he was introduced to the drums by his stepfather during his time as a barman. There was no doubt that Ringo was extremely competent with his hands and had the potential to become one of the world's best drummers. Ringo didn't play a major part in the band, he obeyed and looked up to the others. This was mainly due to his low intellect derived from his childhood. Ringo's low intellect is evident during interviews; he tends to have sarcastic remarks and always has an answer to everything, which sometimes makes him look immature, especially when he interrupts other band members while talking. He was, probably unconsciously due to his low intellect, dragged into alcohol and drug misuses in the 70s. He encountered extreme financial problems and was forced to move to Monaco for tax exile. Ringo's lack of intelligence can be noticed in quotes he is famous for saying, for example one about the Vietnam War: "Put the politicians in a boxing ring, and let them battle it out." - Although it may seem as a creative attitude towards wars, it really is impossible and supernaturally demanding to promote such an idea.

As a whole, the Beatles had strong West-English accents ^{since they come} hence them all coming from Liverpool and often dropped British words here and there, such as 'cheers' and 'bugger'. This linguistic originality and characteristic uniqueness led The Beatles to their immense popularity. They became so popular that people started wearing their hair-cuts and imitating their habits, such as taking drugs. The band as a whole became a genuine icon not only to

English
Year 8

regular fans, but even to other rock groups; they started a completely new branch in the music industry. Their innovations and lifestyles influenced hundreds of millions around the world... and still do so today.

I deliberately picked John and Ringo as examples. John's linguistic style is mainly derived from the environment he spent most of his life in; a creative and mysterious one. His linguistic characteristics are prominent in his lyrics, through which he was able to show his personality in a creative manner. Ringo's linguistic style is mainly derived from his childhood and, more importantly, education. Although his mum tried to push him to study and do well in school, he didn't. Ringo never really reached a ^{and} high level of ^{education} intelligence and was always forced to either not talk at all or else he'd embarrass himself as he often spoke nonsense. I believe that his sarcasm during interviews is derived from this lack of education. Nonetheless, Ringo's childhood taught him to be a strong person; he went through various diseases and difficulties, including affairs with family members. "He was able to point out the positive even from the saddest news", says George Harrison, the fourth band member, about Ringo. Ringo is said to be the one holding the band together for so long.

Personally, I think that education and people you grow up with are the two main features that determine your linguistic style and personality. Although your education follows with you your entire life, you can choose to let it go during your teen years and change the way you speak and act. Furthermore, your employment may have an effect on your linguistic style - it may require you to speak formally or only use slang - but I believe it will only be a minor one and that you will go back to your natural style when you are away from the job; at home. In conclusion, I think that every one of us chooses in which way our linguistic style develops and that our will determines how we will behave in front of others.

Hip hop culture

~~Introduction:~~

When people talk about Hip hoppers they usually get images in their mind of black people with big neck chains, flashy big cars, ladies and money, in hip hop culture it's called "bling". Many people also think of the black ghetto artists accents which is the hip hop dialect/accents. Media, fashion and mainly the music industry has seen the massive business potential of this subculture and has therefore brought a lot of money into this culture when trying to export and widen the culture to the mainstream public. This has made a few hip hoppers very famous and very rich. Many people think that all hip hoppers live like this, however reality is a bit different. Nearly all hip hoppers have had a tough upbringing and background in the ghetto involving gang violence and drugs, none apart from the top gang leaders own a lot of money with cars. But since the ^(youth of the world started) listening to underground hip hop music, big record companies saw good market potential in these "underground" artists, and therefore made the subculture of hip hoppers more accepted and mainstream. Examples of such hip hoppers are Tupac, Biggie Smalls and 50 cent. The hip hop culture has grown out of frustration the young people often feel in their society. Because they come from very poor and often deprived backgrounds they are also excluded from many parts of society for example, good jobs and education which is ^{are} very often the key to social improvement.



There are many different hip hoppers from different countries meaning that these hip hoppers will have different accents in different language due to where they were brought up. What they all have in common is that they use a street language with a lot of slang and even if you have a French hip hopper he will still probably use a lot of English slang words that today are universal. Probably the biggest hip hop country and culture in the world is USA, which is also where it started. Many hip hoppers have had a very tough childhood, come from poor homes, have very few positive role models in their families and very often dropped out of school due to gang violence and drugs. This has resulted in them having a more "informal" language with much more slang. The hip hop communities in the USA are all known for their slang language which is seen to represent them and give them an identity. This culture started somewhere around the late 80s in ghetto areas in the big cities like Chicago and Los Angeles. In that time poor or ghetto people were usually black, this had a major impact on their language as the accent of the black people has a big history tracing back to their slavery. The newly imported slaves brought to America had to learn English in their own way since there was no schooling access for non white people and definitely not for slaves. The language that community used had much more slang than what their owners had and had African pronunciation in it, this gave a kind of "Reggae tone" accent. This newly found accent continued to develop and in the early 1900's they had a more kind of "Blues" voice. This historical factor together with all the crime, violence drugs has changed the people's attitude and language which changed the accent in general. In modern times now the hip hop culture of today is for all skin colours although it still predominantly represents the poorer people and mainly young people that are excluded or alienated from society. A famous white rapper is of course Eminem, who has used his music and

[should be in a separate paragraph]

mainly his lyrics to bring attention to the tough life of the ghetto youths, whether black or white. It is now mostly this factor and not racial which is the common connection for the hip hoppers of today.

Conclusion

I think the hip hop language is important as it gives a person outside that culture a glimpse of their upbringing, background and struggle in life. It is a very important way to show identity, make them feel included and what type of people they are. It has been a way for many young people from very deprived backgrounds to be accepted and brought in to the mainstream society. In the younger generation hip hop slang is used even outside the hip hop culture, which means that the culture and language is recognized and become accepted. I believe there are both positive and negative sides to this culture, for instance I think it is positive that the young people find a way to be heard and to let society know how they feel. It is better that they rap about their anger and frustration rather than take to violence, in other words it is a positive way for them to ventilate their anger. On the other hand I do not think that the side of hip hop that focuses only on the "bling", that is money, women etc and glorifies this kind of lifestyle is not a good role model for young people as it gives them the wrong idea about what is important in life and they might think that they have to have these things to be successful and happy in life and therefore use other ways to get there, like crime. Ultimately I think that having your own dialect is very much a form of social identity which can be both an advantage and disadvantage, this goes for all accents and varieties within all languages. For example if you speak like a ghetto gangster but really you are a well educated lawyer people can judge you and because of the impression that person is emitting, people might not think of him as reliable, even though he really is. [The same also goes for the other way around.] [It goes the same if the situation is completely the opposite.]

Could have been better to shorten sentences

conveying / creating

the opposite.

9.5.8 Essay 8

ENGLISH
Year 8

The Beatles' linguistic style

The Beatles were a famous rock-group during the 1960s. They rose to international fame and people all over the world were screaming for them. But how do these four guys from Liverpool, England speak and what has influenced them throughout their life?

Our group studied The Beatles' linguistic style and since all of them were from Liverpool we tried to mimic their west-English accent but realized that even though the four of them were from the same place their language still differed.

The Beatles all spoke Scouse, an accent native to Liverpool, and to most people their accents sounded exactly the same. However, after researching and studying their language we found that John spoke with more nasal tones and Ringo had a slight Irish accent. This was mainly due to ~~that~~ ^{the fact that} the four of them grew up in different parts of Liverpool.

A major influence as to how a person speaks depends on where they grew up and what their native language is. The Beatles for example grew up in Liverpool so they had a British accent, which is why when they toured around in different English speaking countries their accent remained the same. They were used to speaking British and to adopt a different accent is difficult unless you live in another place than you grew up in for a very long time. Another influence to how the Beatles spoke was that three of them, John, Paul and George went to grammar school which most likely further helped them to speak correct Standard English. Going to grammar school also helped the Beatles understand grammar and to be able to manipulate grammar thus leading to interesting and diverse songs. Their songs could reach more depth and could reach many more people.

The Beatles were famous during the '60s which also contributed to the way they spoke. They would have used slang words and phrases that were popular then but would make people think you're old fashioned if you were to say ~~them~~ ^{these} ~~in society~~ today. The popular use of drugs would have influenced their songs as well because drugs were seen and heard of a lot. There were songs about drugs, both the positive and negative effects, and the Beatles wrote songs about drugs as well such as the song "Tomorrow Never Knows".

However, since the Beatles were so famous they would have probably tried to speak more correct and the way they spoke and what they said in public would have been more

Sida 1 av 3

conservative as their words reached many millions at times. They did though have their unique way of speaking in interviews and the way they spoke to each other.

In early interviews they would often sit and joke with each other, interrupt each other and give cheeky answers or contra questions to the interviewer. Their attitudes were light and humorous and they would often give quick, quirky answers. Within a few years though as the band was about to split up, there was a noticeable difference in the way they spoke and presented themselves. They would give more serious answers but there was still a trace of their former attitudes when they interrupted each other and gave funny answers. After the band split up the group members seemed more distant to each other which in turn made them speak differently to each other. If they before had light and easy conversations that were fun and quirky with each other they now spoke with a more formal tone to each other. This might have been due to the fact that they were older but also could have been that they were growing apart and were not as close as they had been.

This shows that how well you know a person and what kind of relationship you have influences the way you speak to a person or a group of people. You speak differently to your family than you do to your friends or your teacher or a complete stranger. People change and adapt their language style depending on who they are speaking to which is the same for the Beatles. They would have spoken differently to their fans than they would have spoken to their mothers or to each other. This goes to show that there are many factors that contribute to a person's linguistic style.

So to conclude, I have discovered that there are many elements that influence someone's linguistic style and that even people within the same family or town each have their own personal linguistic style. People are influenced by their parents but also by their surroundings, native language and the time that they live in. For example, someone living in Gothenburg fifty years ago would speak another way than a Gothenburg-living person would today. What school and college you go to further influences you and moving to a new place will also influence you. There are so many ways as to how a person's linguistic style can be shaped and altered, so my linguistic style for example is influenced by both the American and Swedish language. This means that sometimes I use Swenglish words and I ~~interweave~~^{mix} both languages creating my own linguistic style. This comes to show that every person contributes to how people speak across the globe and people's linguistic styles are ever changing.



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