

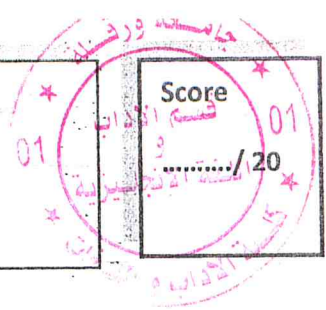
The first examination in research methodology (M2)

Full Name:

Time: 1h30

Date: 17 Jan 2023

Tutor: Prof. T. Drid



Answer the following questions:

Exercise1. The following are extracts from a research proposal. Find the sections from which they are extracted. (7 pts)

	Extract	Section
1	Much research has been devoted to examining the motivations of young adult and adult EFL learners (e.g., Tung & Chang, 2014), but less is known about motivation of young learners (Haifa Al-Nofaie, 2016).
2	However, fostering motivation in foreign language contexts where English is a compulsory subject, like China, Japan, or Korea, can be quite challenging since learners are not given the choice of what language to study. Varied motivation levels about learning can pose a significant challenge to teachers, as some students have little to no interest in learning while sharing the same class as students who are highly-motivated.
3	Motivation is a well-known factor that contributes greatly to success in how a foreign language is acquired (Gardner, 2010). For young learners in particular, motivation is important for long-term learning success. Students with more motivation are consistently found to be more engaged in the learning process, which ultimately leads to higher achievement (Nikolov, 1999).
4	This research aims at demonstrating how motivation can be affected by both personal (e.g., attitude toward studying, reasons for study, desire and effort put in studying) and contextual (e.g., social influences of family, peers, and teacher and the learning context) factors (Williams & Burden, 1997). Gaining a better understanding of how younger learners at different motivation levels may be influenced by these factors can help language teachers identify ways to improve their motivation to learn.
5	Inspired by earlier frameworks of L2 motivation and with consideration of the Macau learning context, an open-ended questionnaire will be developed. The instrument will explore three dimensions of motivation: individual differences (motivation level, attitudes towards learning English, effort put into studying, and desire to study), social influences (family, peers, teacher), and formal learning context (task, overall class). The participants could respond in whatever language they feel comfortable.
6	The use of a survey can limit the amount of explanation the participants could provide in response to the questions presented them. Future studies may utilize an interview data collection method to elicit more in-depth responses to questions.
7	The results of this study would provide some insight into what motivates young EFL learners. Because motivation is known to be especially challenging to foster in EFL contexts like the present study, we feel the results may give primary EFL teachers an insider's view into understanding their own learners and what may be done to motivate them to study.