The Alignment of Beliefs on TBLT and Student Motivation:
A Case Study in a Private High School in Dubai

توازي المعتقدات عن تحفيز الطلاب عبر التعلّم القائم على إنجاز المهام في مدرسة ثانوية خاصّة في دبي

by

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Abstract

This case study takes a mixed methods approach to examine the alignment of beliefs on Task-Based Language Teaching (TBLT) in light of student motivation. This study is situated at a private school in Dubai and it focuses on the high school section. The data collection was done through data source triangulation and method triangulation, as it uses a questionnaire to obtain students' opinions and interviews to gather the opinions of teachers and senior leaders. The overall number of participants is 46, consisting of 40 high school students from ninth to twelfth grade, 4 teachers and 2 senior leaders. The qualitative data was analysed through inductive coding, whereas the responses to the questionnaire were obtained through quantitative analyses. The data findings represent discrepancies in opinions, not only between the students and educators, but also within the educational staff and leaders. It also brought forward the lack of knowledge that principals generally have on TBLT and their indifference towards the internal motivation of learners. This study concludes with evidence that students' and educators' beliefs are, in fact, skewed. Finally, specific limitations of this study are outlined and implications for future research are brought forward.

الملخص

هذه الدراسة عن تعليم اللغة القائم على المهام وهي دراسة إجرائية لحالةٍ في مدرسة ثانوية خاصة في دبي وقد أُنجِزَ من خلال خطواتٍ اتخذت من المنهج الكمّي والمنهج النوعي طريقاً للوصــول الى نتائج دقيقة، من خلال جمع المعلومات عبر الاستبيانات والمقابلات الشخصية لفئة المديرين والمعلمين والطلاب حيث بلغ المجموع الكلّي للمشـاركين في هذه الدراسـة أربع وستينَ مشـاركاً. كان تقسيم المشاركين على النحو الآتي: الطلبة أربعون مشـــاركاً، ومن المعلّمين أربعة معلمينَ ومن المديرين اثنان، والبيانات الكمّية التي جُمعت عن المشـــاركين تمّ تحليلها كمّياً، أمّا البيانات النوعيّة تم تحليلها عبر رموز أو تأشـــيرات وهي شفرات يفككها الباحث حسب مرجعيتها الإشارية المحدّدة. لقد أبرزت نتائج الاستبيانات كمّ التناقض وخطأ الفكرة حول طريقة التعلّم القائم على إنجاز المهام، فالمشـاركون كلٌّ حسـب فئته في ذلك التضـارب والفات فيما بينها كذلك فالمديرون لم تكن لديهم حصـــيلة معرفية ربما لم يتطّلعوا إلّا على العنوان فقط، حيث أشـارت الدراسـة ببياناتها إلى النقص المعرفي لدى المديرينَ بشـكلٍ عام وعدم اكتراثهم بالدوافع الداخلية للطلاب. تختتم الدراسـة بوضع أدلة عبر البيانات على أخطاء معرفية وعلميّة، مع وضع آليات محددة مع عرض الآثار المترتبة مستقبلاً.

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List of Abbreviations

ARCS	Attention, Relevance, Confidence and Satisfaction
CLT	Communicative Language Teaching
CALL	Computer Assisted Language Learning
EFL	English as a Foreign Language
ESP	English for Specific Purposes
PPP	Presentation-Practice-Production
RQ	Research Question
SD	Standard Deviation
TBI	Task-Based Instruction
TBL	Task-Based Learning
TBLT	Task-Based Language Teaching
UAE	United Arab Emirates
ZPD	Zone of Proximal Development

Chapter One: Introduction

1.1.   Significance of This Study

Task-Based Language Teaching (TBLT) is often viewed as a beneficial and rewarding practice in education. Due to its communicative nature, TBLT is perceived as a practice that enhances language acquisition, as it motivates students to communicate in the language that is being taught. In fact, several educators and researchers connect TBLT with student motivation. For instance, the teacher participants in Mahdavirad's (2017) study find TBLT motivating for their students. This is only one of the many examples that studies claim. The idea that TBLT provides motivating factors for students is shared by a large number of researchers and educationalists; more so, they strongly believe that there is a positive correlation between TBLT and student motivation (Al Magharabi 2019; Barnard & Nguyen 2010; Halici Page & Mede 2018).

On the other hand, some other studies suggest that not all students feel motivated by the tasks that the TBLT offers. Some studies show that nervous and anxious students prefer non–communicative learning methods (Ooyoung Pyun 2013). This goes to show that there is a noticeable discrepancy of teachers' and students' perception of TBLT. While teachers and researchers advocate for TBLT under the impression that it motivates students and speeds up their acquisition process, students feel that TBLT is not necessarily the main factor that motivates them. Wiesman (2012) highlights the discrepancy in students and teachers beliefs by concluding that most students are more driven when they put their future goals in perspective, whereas only a few students feel motivated by the teaching practices applied in the classroom. However, Wiesman (2012) also suggest that most teachers believe that their teaching methodologies plays the largest role in student motivation.

Moreover, the topic of TBLT and student motivation in the context of online learning and blended learning lacks coverage in literature. With TBLT being a contemporary teaching style that has been receiving significant attention in the 21st century, it is rather odd that most existing studies focus on in-class applications of TBLT. It is crucial to analyze TBLT and student motivation from a modern perspective, especially in today's world where constant uncertainties are taking place. The world is currently facing a dangerous pandemic that resulted in rapid changes for all sectors which also involves the environment of education. As a result of this outbreak, schools and universities had to suddenly fully transition to delivering lessons online, and it would only be natural for a sudden transformation to affect students' motivation. Therefore, it is essential to reevaluate the degree of motivation that TBLT provides in a virtual learning environment.

Furthermore, most studies discuss TBLT and student motivation from one angle; some studies explore teachers' opinions while some others investigate students' beliefs with regards to TBLT. This study came to light from the claims of Wiesman (2012) about the differing opinions towards motivation, and while his/her study does not dig deep into one specific teaching practice, the claims of numerous researchers of the motivating stance of TBLT is worth looking into from various perspectives. Moreover, there are even fewer studies on school administrators' opinions on TBLT. Therefore, this case study takes a triangulation-method approach to examine the opinions on TBLT from the viewpoint of students, teachers and administration staff.

This study is not only important to confirm or reject the claims that students find TBLT motivating, but also it may play a major role in determining the best practices of TBLT to achieve a higher level or an ideal stage of motivation. Different individuals may find this study significant or helpful as it takes a three-way route to understand the opinions of students,

teachers and school administrators. Moreover, this study may help educators identify the real components of TBLT that increases students' motivation, as well as to gain a deeper understanding of students' needs through the course of online or blended learning. Furthermore, this study could potentially help schools' senior leadership team to guide and encourage teachers to prioritize student motivation and attainment in these difficult times. In addition, students would benefit from such a study as it is directly related to their motivation, hence providing them better academic and emotional support.

1.2.   Context of This Study

Having said that, the topic of TBLT and the extent of motivation it gives students have not been given enough attention from different perspectives. More so, this topic has not been considered in the context of the United Arab Emirates (UAE). Therefore, this study is situated in a private school in Dubai – which follows the 21st century California Common Core State Standards – and it aims to understand multiple perspectives on TBLT and the extent of motivation that students feel after completing language-related tasks in a virtual communicative environment. Having understood the opinions of students, teachers and senior leadership team, the objective of this study is then to rationalize the claims of whether or not TBLT motivates students, as well as to generate a conclusion based on the results found from the data.

This study is considered a case study as it focuses on one particular section of the school and its relevant participants. In other words, the high school section is the main focus and it involves high school students from grade nine to twelve. All high school English teachers also participate in this study, in addition to the head of high school section and the school principal. Student participants took a survey on how motivated they feel after the implementation of TBLT, while the teachers and the leadership team took part in a semi-structured interview

session with the researcher. Ultimately, this study gained insight from three different perspectives on the topic.

1.3.   Organization and Summary of Chapters

This section provides a brief summary of all the chapters and the ways in which they are organized in this study.

Chapter One – Introduction: this chapter introduces the way this research idea came to light, as well as it highlights significant points, connections and gaps in previous studies. It also states the aim and the objective of the study. Additionally, it provides a description of this study and how it may benefit learners and educators.

Chapter Two – Literature Review: this chapter begins with defining important terminologies, and builds a foundation based on relevant theories in education. Then, it analyzes and evaluates relevant studies concerning TBLT and student motivation.

Chapter Three – Methodology: this chapter leads with key research questions, followed by a detailed outline of the research tools and design. It then provides a description of the participants and their roles in this study.

Chapter Four – Results: this chapter delivers the results of the questionnaire and interviews.

Chapter Five – Discussion: this chapter answers the research questions and connects the results of this study to the claims made in the literature review chapter. It then presents the conclusion of the study and its limitation, as well as it provides further implications for future research.

Chapter Two: Literature Review

2.1.   Introduction

Having said that the claims that TBLT motivates students have not been addressed from different perspectives in the same study, does not demean the role of Task-Based Instruction (TBI) in the field of education. In fact, TBI is a revolutionary method of instruction that brought numerous benefits to the world of language study. Task-Based Language Teaching (TBLT) was first practiced by Prabhu, a well-known researcher and educator, in 1978 in India. However, TBLT has only recently been recognized as a useful technique for language acquisition. When Prabhu implemented TBLT in his classroom, he noticed a significant increase in output, as well as an increase in his students' motivation. This is attributed to TBLT being student-centered (Nunan 2004; Willis & Willis 2001; Zhao 2015).

While many educators and researchers find that the practice of TBLT is able to motivate students, some studies argue that some students find this teaching methodology discouraging. Indeed, not every student has an elevated confidence level to engage in communicative activities in the classroom (Ooyoung Pyun 2013). However, this aspect has not been discussed from various points of views, and much less using educational theories involving student motivation. Therefore, this chapter will begin with an examination of theories related to TBLT and motivation, followed by an in-depth look on studies involving TBLT. In addition, it will discuss studies that individually demonstrate the opinions of students, teachers and administrators about TBLT and motivation.

2.2.   Theories for TBLT

There are a sufficient number of educational theories related to TBLT, most of which are modern theories related to the learning environment in which TBLT is taking place, as well

as its effect on social interactions. The main philosophy that all other theories are derived from is the constructivist approach to teaching and learning. From this approach, the following theories were selected for this study, which includes the sociocultural theory, experiential learning theory and the Zone of Proximal Development (ZPD).

2.2.1. *Constructivism*

To begin with, the essence of TBLT is that it relies on communication using the target language. The notion of communicative method of enquiry is attributed to the philosophy of constructivism. This ideology believes in learners taking accountability of their own learning process, by actively engaging in communicative practices. This is due to the belief that constructivists hold regarding learning; they believe that culture, society, environment, and personal experiences and beliefs continuously impact the learning process (Hyde 2013).

In fact, the researchers that studied constructivism debated on whether learning is personal or a social construct. Those researchers were none other than Lev Vygotsky and Jean Piaget, that communicated their perspectives to one another through their publications. Despite living in two separate countries, both scholars shared similar viewpoints on education. While they did agree that education is not limited to the learning material, they held different opinions on the factors that affect learning. Piaget believed that learning is shaped by personal experiences and error correction. Meanwhile, Vygotsky argued that external social factors also have an impact on the learning process. Piaget held onto his beliefs until Vygotsky provided his publication that proved that learning is also socially constructed. That was when Piaget came to the realization that through their communication, they were able to learn from one another. As a result of that, they collaboratively founded the sociocultural theory (Pass 2004).

2.2.2. The Sociocultural Theory

As mentioned earlier, the sociocultural theory was derived from the philosophy of constructivism and it connects learning with social factors. It is a psychological theory that is merged with the process of learning. It believes that cultural representations and social interactions are the essence of knowledge. Moreover, it claims that development is attributed to learning. Advocates of this theory argue that the more a person communicates with people of different societal and cultural backgrounds, the more knowledge they acquire (Pass 2004; Shabani 2016).

According to Shabani (2016), the sociocultural theory is used to demonstrate the positive outcomes of collaborative learning. In other words, if a person has limited knowledge about a topic, s/he would not be able to complete a specific task in an adequate manner. Whereas, it is best to combine the partial knowledge of a group of people to complete a task in a better way that would demonstrate full comprehension of the topic. Although this theory has been criticized for its focus on task completion at the expense of individual comprehension, it provides a rationale that learning is not in vacuum; learning happens naturally when active communication is taking place. In addition, working in groups and sharing beliefs and ideas may decrease the level of preliminary bias and prejudice.

2.2.3. Experiential Learning Theory

Another theory that is closely related to the sociocultural theory is the theory of experiential learning. Much like the sociocultural theory, this theory also calls for learning in group settings. The experiential learning model was established by Kolb, and it demonstrates the milestones a group of learners achieve as they work together on completing a task and learn along the way. The original model consisted of three stages of learning, including doing an

activity, reflecting on the results, and applying the knowledge in bigger areas. However, the model was reconstructed to clearly reflect the process of collaborative learning and its transition to individual application of knowledge (Kolb & Kolb 2017; Nunan 2004).

The first stage of the new model is the performance of an activity, followed by a discussion about the results of the activity, which then leads to reflection and analysis of the experience. After that, connections to real-life situations are being made, and finally, the process ends with an application of acquired knowledge. The modified stages of the experiential model are highly significant as they are closely similar to the stages of learning with TBLT, where the learners are immersed in collaborative settings to complete a task (Kolb & Kolb 2017; Nunan 2004).

2.2.4. *The Zone of Proximal Development*

The environment in which learning takes place is crucial to consider, as it has a significant impact on the learning process. When tracing back to the conversations that Vygotsky and Piaget had, they often referred to educational settings as a 'learning space.' In fact, Vygotsky shortly founded the Zone of Proximal Development (ZPD) after studying the sociocultural theory (Pass 2004). The ZPD model is similar to the experiential learning theory, as it also advocates for learning in social environments. However, the ZPD focuses on social interactions with others of different knowledge (Miri et al. 2017; Shabani 2016).

Primarily, the ZPD model is often referred to in light of modern pedagogical practices. It provides a social-cognitive approach to understand the development of the learner. When it comes to TBLT, the ZPD can be used to acknowledge the role of the teacher in the classroom; the teacher if often the facilitator, but they are able to share their knowledge with the students. This could be used as monitoring and scaffolding techniques, where students are actively

engaging in group activities and the teacher monitors them and tries to elicit information by activating their mental schemata. In addition, the ZPD is also used as a tool that determines students' skills and weaknesses through the conversations that they partake in with others of different knowledge. This is due to the fact that the ZPD encourages interactions with people of different knowledge, background and academic level (Miri et al. 2017).

2.3.   Theories for Motivation

Much like the theories that support the practice of TBLT, there are theories underpinning the notion of motivation. Although there are many existing theories for motivation, the following theories selected are the ones that best resonate with the theories of TBLT and the acquisition process.

2.3.1. Intrinsic and Extrinsic Motivation Theory

Researchers and educators have studied the types of motivation that learners have. Some of them believe that the self-determination theory is the primary theory that offers distinguishable classifications that are intrinsic and extrinsic motivation (Ryan & Deci 2000). On the other hand, other researchers believe that the self-determination theory goes beyond the mere idea of students seeking education. Hence, in recent years, learning motivation is often referred to as intrinsic and extrinsic (Gopalan et al. 2017).

While researchers argue that there are no explicit methods of measurement for student motivation, they claim that it is detectible by the factors that cause students to feel motivated. For instance, intrinsic motivation is present when a learner is internally motivated by the feeling of satisfaction or pride. Whereas, extrinsic motivation is defined by a student that is driven by the fear of punishment or to gain a certain reward (Ryan & Deci 2000). However, Gopalan et al. (2017) argue that intrinsic motivation lasts longer than extrinsic motivation, due to the

assumption that internal feelings are infinite, as opposed to a reward or a punishment that is not always present to motivate the student.

When it comes to intrinsic motivation, Ryan and Deci (2000) believe that it is merely caused by personality traits from early childhood. In other words, students that naturally tend to motivate themselves using their inner feelings still have the personality traits that they acquired in their juvenile years. Some of those personality traits include playfulness, inquisitiveness and investigative, though these traits are not the only ones that constitute intrinsic motivation. Intrinsic motivation is also considered when a student is interested in learning new knowledge, or if learning is his/her hobby.

On the other hand, extrinsic motivation is not limited to rewards or punishments, as it also includes pleasing others and submitting to external factors that inflict forced achievement. Most examples of extrinsic motivation require the learner to force him/herself to demonstrate academic excellence. As a result, many researchers consider this type of motivation as weak compared to intrinsic motivation (Gopalan et al. 2017; Ryan & Deci 2000). However, a study by Barnard & Nguyen (2010) shows that some teachers are unaware of the types of motivation, and they merely believe that they are capable of motivating students through a reward system or by reminding students of their compromised grades if they are defiant Hence, it is essential for teachers to get acquainted with the different types of motivation that exist, in order to offer better support for their students.

2.3.2. *Expectancy Theory*

The expectancy theory of motivation was founded by Vroom in light of employees in the corporate world, and it is a combination of intrinsic and extrinsic motivations. With regards to this theory, some researchers believe that effort is linked with compensation. As an example,

business staff would expect to benefit from completing their tasks if they provide more effort. Moreover, they would constantly put more effort into completing their work in hopes of receiving large benefits towards the end of the year. However, critics believe that this theory has many limitations, including other influences that may interfere with the implementation and progression of the stages of this theory. Some of the drawbacks of this theory are attributed to its subjectivity that makes it inapplicable to every person, as well as it being an immeasurable philosophy. In addition, external factors play a huge role in the success of this theory, such as having enough resources or lack thereof (Parijat & Bagga 2014).

On the other hand, Gopalan et al. (2017) claim that this theory is applicable in education, because much like corporate employees, some students also share the same mindset. However, when applying this theory in an educational context, the stages of it are slightly different. It initially starts with extrinsic motivation that is gradually internalized. For example, learners that are highly driven by the thought of receiving a reward as a result of receiving a good grade for completing a task successfully, would eventually internalize the feeling of satisfaction. As a result, learners would constantly expect a reward for any accomplishment. At the last phase, however, students would self-train their mind that the real reward is the feeling content and gratitude for their own accomplishments.

In a learning environment, this theory has its weaknesses and strengths. For instance, a study on expectancy theory in classroom settings shows that the student participants felt motivated and had showed excellent attainment only in the subject they were interested in. This goes to show that the expectancy theory might need intrinsic motivation for it to be applicable, which is not always present in each learner. Hence, the study suggests that teachers must set their expectations at the beginning of the academic year, and to motivate students from the start

by demonstrating some of the activities and learning material and the ways in which they are to be taught (Loh 2019).

2.3.3. The ARCS Model

Keller's ARCS model is probably the most accurate theory for motivation, as it includes elements from the previous theories of motivation, and it is related to the constructivist philosophy of connecting knowledge with real-life experiences. The acronym stands for Attention, Relevance, Confidence and Satisfaction. This model not only observes the emotions and behavior of students, but also stands as a guide for teachers to enable and accelerate motivation. This model enables teachers to plan their lessons and deliver it effectively that best motivates students. The first step is to grab students' attention with an engaging warm-up activity, which then leads to a discussion of related topics or experiences to the lesson. Then, the confidence of completing an activity or a task is evaluated, and finally, students reflect upon the gained knowledge and on the overall delivery of the lesson (Arora & Sharma 2018; Gopalan et al. 2017).

An ideal task-based lesson goes hand-in-hand with the requirements of the ARCS theory. In fact, Stroud's (2013) study evaluates an effective task-based approach to learning using the ARCS model. In the study, two groups of students were formed, both of which were taught using a task-based approach. However, one group of students were taught with a weak TBLT lesson, while the other was taught with a strong one. The strong lesson included colorful worksheets, relevant resources, clear instructions and scoring rubrics. On the other hand, the weak TBLT lesson provided minimal instructions, no rubrics and unfamiliar topics. The study found that students in the strong TBLT lesson scored higher on the ARCS model, as opposed to the students in the other group. That being said, this shows that not any TBLT lesson is able

to obtain a good rate on the ARCS scale, which further indicates that students demonstrate more interest when a TBLT lesson is carried out effectively.

2.4.   Characteristics of TBLT

As mentioned earlier, TBLT is a Communicative Language Teaching (CLT) practice that allows the target language to be used for comprehension, interaction and construction. This pedagogical approach relies upon the completion of a set of language-associated tasks. Typically, the tasks are completed by a group of learners in which they often need to communicate and merge their partial knowledge of the topic in order to solve a particular task. In TBLT, the focus is almost always on constructing and understanding meaning, whereas language mechanics and form are not the central topic of instruction (Ellis et al. 2020; Nunan 2004; Reinders & Thomas 2010).

According to Ellis (2017) and Reinders and Thomas (2010), the type of tasks in TBLT can be classified as either strong or weak. Strong TBLT tends to prioritize itself as the primary method of instruction, while the weak version occasionally uses language-related tasks in the classroom. In other words, a syllabus that predominantly relies on linguistic tasks is the strong form of TBLT. On the other hand, weak TBLT can exist in a syllabus along with other instructional methods. In addition, learners undertaking weak forms of TBLT have their attention directed towards linguistic features, while the learners are unaware of them in strong TBLT. In addition, strong and weak forms of TBLT also differ in the process in which language is acquired; incidental learning occurs with strong TBLT and premeditated learning is the case with the weak form of TBLT.

There are many examples of which TBLT can be utilized effectively for teaching. Many researchers agree that the best examples of TBLT are those that include narrative, decision-

making and problem-solving tasks. The three types of tasks require learners to work collaboratively. For example, narrative tasks require a group of learners to retell stories, imitate characters or reenact a scene from a literary piece of work. With decision-making tasks, a group of learners are provided with real-life scenarios and are requested to utilize their personal experiences in making a decision. Similarly, problem-solving tasks involve group discussions in order to solve problems that are a representation of real-life obstacles (Nunan 2004; Ting 2016).

An effective Task-Based Language (TBL) lesson would include several phases that are threefold. The first phase is the pre-task, where the topic and instructions for the task are introduced by the teacher. During pre-task, the teacher uses scaffolding techniques or a warm-up activity to activate students' background information. The second phase is the actual task and it involves student engagement in task completion. The third and final phase is the post-task where students report their findings and reflect on the task. In addition, the post-task may also include error correction of language and feedback on students' work. In all the phases of the task cycle, the teacher is poses as the facilitator and the entire duration of the lesson is student-centered (Ting 2016; Willis & Willis 2001).

Ting (2016) states that student motivation is key to language acquisition. The researcher believes that there are several ways a TBLT lesson can be made to increase motivation. for example, videos, movies and music can provoke the interest of learners, especially when the content of it are related to the subject of the task. Moreover, an appealing learning environment may also increase enthusiasm. This could be done through placing colorful posters on the walls of the classroom, providing students with colorful handouts with context clues or key vocabulary words, and arranging classroom seats in an attractive manner that encourage interactive learning.

2.5.   Advantages of TBLT

The practice of TBLT poses as an advantageous practice in language acquisition, due to its interactive nature. In fact, a large number of researchers and educators advocate for this teaching style because it allows for language rehearsal, as it not only has the ability to improve the speaking skills of the learner, but also allows the learner to use the language as the way it is used in real-life situations. The tasks in TBLT are considered to be a stimulator for critical thinking as it includes types of tasks which require solving realistic problems, and due to its relevancy, the students would then be able to use their personal experiences to complete those tasks (Ellis 2017; Nunan 2004; Ting 2016).

Many researchers claim that TBLT motivates students. For instance, Ting (2016) believes that some students feel more driven when they have a sense of control in the classroom, which is what the TBLT offers due to its student-centeredness. Another factors that is believed to be motivating for students is the fact that TBLT places students in a comfortable environment where language can be practiced without external intrusions and the judgmental eye of the public. As a matter of fact, some students feel less vulnerable knowing that they are interacting with others whom they share the same purpose of learning a foreign or a second language.

Even though TBLT requires ample time and copious amount of planning, the process of learning with TBLT does not seem rigorous to the students. For example, while completing tasks, students are unaware of the incidental learning that takes place. Hence, they may believe that they are immersed in fun activities, which might alleviate learning-related stress, anxiety and pressure. Another factor that might ease students' anxiety is the different options of feedback and error correction that TBLT allows for, such as self-assessment, peer-assessment and teacher-led corrections. However, it is important to conduct a preliminary analysis of

students' preferences prior to the lesson (Ting 2016). Nevertheless, some researchers found that TBLT's feedback method encourages students to think critically, which in turn would improve their critical analysis skills (Sarani & Sahebi 2012).

2.6.   Shortcomings of TBLT

Having said that TBLT has many advantages, it also comes with a number of disadvantages. To begin with, some teachers are repelled by this teaching practice as it requires time and effort to prepare a single task-based lesson (Ting 2016). In addition, some teachers that are advocates for form-focused teaching may find it irresponsible to apply TBLT in their classrooms. As a matter of fact, TBLT may not be the most appropriate pedagogical practice to employ for language beginners, as they do not have the necessary foundations of language to start off with. Hence, beginners would not be able to interact using a language they have no knowledge of. Therefore, many researchers suggest using TBLT for students with some level of language competency. Additionally, some teachers prefer using TBLT in courses of English for Specific Purposes (ESP) (Ellis 2017; Iveson 2019).

Ellis et al. (2020) and Nunan (2004) argue that TBLT is only effective in institutions that adopted meaning-based assessments instead of form-focused standardized tests. This is mainly due to the fact that TBLT prioritizes meaning and interaction, and it only examines language structure as feedback in the concluding phase of TBLT. As a result, form-focused standardized tests cannot determine the effectiveness of TBLT, and it might discourage students from learning after undertaking such tests that are not in harmony with the teaching practice of TBLT. In addition to that, Reinders and Thomas (2010) claim that while TBLT is known for positive facilitation of output, another drawback of TBLT includes randomized and unstructured input. This is due to the notion that TBLT disregards language accuracy and

instead, focuses on fluency. This might interfere with the learning space of the students, which could result in students transitioning to different levels of language acquisition.

2.7.   Opinions on TBLT-related Motivation

In their publication, Van den Branden, Van Gorp and Verhelst (2007) place great emphasis on student motivation and perceived motivation from the perceptions of teachers and students. Wiesman (2012) also noted the discrepancy of beliefs on student motivation. Therefore, the following subsections examine some existing literature on the beliefs of students, teachers and administrative leaders with regards to student motivation in TBLT.

2.7.1. Learners' Point of View

A study on students learning Mandarin as a second or foreign language portrayed an initial decrease in their level of motivation. Chua and Lin (2020) attribute this to the overwhelming introduction of communicative teaching, as the students only felt discouraged at the beginning of the course. Another reason for this is that the students in the study felt anxious to suddenly begin using the language without prior practice. However, towards the end of the course, the students reported that they felt more at ease with TBLT, as it gave them the motivation to utilize the language in lifelike settings. This indicates that subject relevancy plays a major role in motivating students. The findings of this study correspond with Stroud's (2013) study that uses the ARCS metric to measure student motivation in the context of TBLT.

On the contrary, some of the student participants in Ooyoung Pyun's (2013) study were demotivated by TBLT, as they reported that they felt anxious and reluctant to participate, hence they reject this type of approach. However, the majority of the students in the study recounted positive remarks about TBLT, including that they felt motivated to continue their journey to language acquisition, because they found it easier to communicate using the language instead

of solving grammar exercises. Some students even mentioned that they are motivated because they like their teacher or because it improves their communication skills. This study concluded with suggestions about generally making language pedagogy easier – even in TBLT lessons – in order to maintain a high level of interest and motivation.

In their study, Tavakoli et al. (2019) observed the motivation levels of two groups of university students in English as a Foreign Language (EFL) classes. With one group, Computer Assisted Language Learning (CALL) facilitated TBLT was used, whereas the other group undertook regular TBLT lessons. The study found that students with the CALL-facilitated TBLT demonstrated higher levels of interest and motivation. In fact, some students in the experimental group reported that they felt less intimidated by having access to technological devices, as well as it eased their anxiety because they felt that they are not being watched when they made errors. On the other hand, some students in the other group were not as motivated to engage in communicative learning, as some of them felt shy and anxious.

Hadi's (2012) study examines EFL students' beliefs and attitudes towards TBLT. The study found that the majority of student participants prefer TBLT because they witnessed an increase in their academic achievement. On the other hand, less students claimed that TBLT is motivating. The findings of the study may indicate that the students prioritize academic achievement over their intrinsic motivation, which goes to show that their choices reflect a more extrinsic type of motivation.

2.7.2. *Educators' Point of View*

A comparative study on educators' preference and perceptions of TBLT and the Presentation-Practice-Production (PPP) methods imply that some teachers prefer using TBLT with unmotivated students, whereas others tend to implement the PPP approach in large

classrooms. As a matter of fact, most teacher participants claim that student motivation can be largely increased with TBLT, but they witnessed that the PPP approach was demotivating for their students, due to its heavy concentration on grammar. On the other hand, while most teachers in the study agree that the PPP method is demotivating for their students, they stand by it as it benefits them with classroom control (Carless 2009).

Barnard and Nguyen's (2010) study on the opinions of high school teachers in Vietnam resulted in a positive attitude towards TBLT. The teacher participants believe that TBLT is highly motivating for students, which also motivates teachers when they observe an increase in student motivation. However, they reported that the only reason they would use other pedagogical approaches is to cover grammar, spelling, sentence structure and punctuation aspects of the language. Nonetheless, the teacher in the study were willing to overlook this issue for the sake of upkeeping their students' motivation, enthusiasm and interest in language acquisition.

Similarly, Jeon and Hahn's (2006) study – which is situated in a Korean high school – suggest that most of their teacher participants tend to use TBLT because it increases their students' intrinsic motivation. On the other hand, a few of the teacher participants reported that they avoid the implementation of TBLT because it actually makes their students too motivated and excited, which makes it difficult for the teachers to control the classroom. However, most teachers with effective classroom management are able to implement TBLT without losing control of the classroom. This might indicate that this perceived obstacle is not associated with TBLT, but rather connected to the classroom management techniques and skills of the teachers.

Simultaneously, Taourite and Ruiz-Cecilia (2020) re-conducted the same study in Spain on the perceptions of teachers on TBLT. Most teachers in this study believe that TBLT increases students' intrinsic motivation, much like the case with the teachers in Jeon and

Hahn's (2006) study, where they reported the same findings. However, Taourite and Ruiz-Cecilia (2020) also added that the majority of their teacher participants were fully aware of the benefits and limitations of TBLT, yet they stood by their beliefs that TBLT possesses high motivational potentials.

A comparative study on East Asian teachers' practices and attitudes towards TBLT shows that cultural, social and economic factors have a significant impact on their perceptions of this teaching practice. The author highlights that teachers and students in Asian subcontinents are culturally programmed to take education seriously, which often results in creating form-focused lessons followed by a rigorous daily homework schedule. Another factor that constitutes a negative idea of TBLT is the belief that it is too personal, due to the relevant topics that are covered with TBLT. In fact, some teachers fear to come across as unprofessional for employing communicative activities in the classroom. The author states that this negative perception indicates limited or complete lack of knowledge on the benefits of TBLT. On the other hand, many teachers in the East Asian region are underpaid and are provided with limited resources, which discourages them to implement TBLT as it needs additional resources that they may not be able to afford. As a result, due to these circumstances, student motivation is not a priority for the teachers (Nguyen 2020).

2.7.3. Education Leaders' Point of View

A study by Bantis (2008) analyzed teachers' and principals' opinions on TBLT found that while the teachers were supportive of TBLT, most principals prioritized educational policies. As a matter of fact, some principals highlighted the importance of following curriculum standards. They also mentioned that as long as those specific standards are followed, they would be more open towards using TBLT as the main instructional method. This either indicates that some school principals are unaware of TBLT's motivational factors,

or that they place greater emphasis on following national guidelines and regulations rather than giving importance to the students' motivation levels.

On the other hand, an interview with a teacher about their school principal's opinion on TBLT found that the teacher had approached the principal regarding the implementation of TBLT in the classroom, but the principal rejected the proposition by stating that students should not be enjoying the lesson and having fun in the classroom. The principal also added that student motivation is not important. In addition, the interview with a middle leader who is also a teacher noted that they wish to have enough time to employ TBLT, but they are too overwhelmed with teaching and administrative tasks. Therefore, the teacher/middle leader chooses to not use TBLT in order to save time for other important tasks (Carless 2003).

2.8.   Summary

This chapter began with introducing a few essential theories that support the practices of TBLT, such as constructivism and its secondary theories that involve the sociocultural theory, experiential learning theory and zone of proximal development. Then, it presented some theories that underpin the notion of motivation, which include intrinsic and extrinsic motivation theory, expectancy theory and the ARCS model. Furthermore, this chapter provided a comprehensive description of the characteristics, advantages and disadvantages of TBLT. Finally, this chapter discussed the opinions of students, teachers and administrators from previous studies on TBLT and motivation.

Chapter Three: Methodology

3.1.   Introduction

Having said that the claim that TBLT motivates students has not been done through a triangulation method, much less in the context of the UAE. It is rather difficult to base this study in every school and institution in the UAE, due to it being a very diverse country with schools following many different curriculums. Therefore, the best option is to conduct a case study which focuses on one particular section within an institution. Case studies are classified as up-close and personal observations of real participants in a real context. This type of study accounts for documenting real data in full detail (Cohen, Manion & Morrison 2000).

Due to the importance of reporting detailed data for case studies, a triangulation method is applied in this study to gain a deeper understanding of the aforementioned statement about TBLT. This method is an excellent way to validate or reject such statements, because it looks at the problem from various angles (Cohen, Manion & Morrison 2000). Essentially, triangulation is a method that gathers data from several resources. Carter et al. (2014) identify four types of triangulation, one of which is method triangulation which collects data using multiple methods. Data source triangulation is another method that gains information from several perspectives. Meanwhile, theory triangulation analyzes data through the employment of multiple theories. The last type is the investigator triangulation in which multiple researchers are involved in the same study.

This study not only uses method triangulation, but also uses data source triangulation. The reason for this is because of the number of participants in this study and the occupation of those participants. In other words, the student participants are much larger in number than the teacher participants and the leadership. Also, it is more convenient for the students to complete

questionnaires as opposed to attending scheduled interviews. Meanwhile, there are only a handful of high school English teachers and leadership personnel at this school. Therefore, this study had to opt for a mixed methods research due to the inconsistent number of participants from each category.

3.2.   Research Questions

According to Andrews (2003), the research question is the most important part of any research. In fact, studies have come to light as a result of the questioning process of a researcher. However, research questions are not rhetorical, and they need to be answered with empirical evidence. In order for a research question to be answered, it needs to be realistic and its answer must be attainable through data collection method and research design. In a mixed methods study, 'what' questions need to be followed by 'how' or 'why' questions, as the latter caters to qualitative and quantitative approaches. In addition, there needs to be at least one question that integrates both styles of inquiry (Onwuegbuzie & Leech 2006; Tashakkori & Creswell 2007).

Many researchers highlight the importance of critical reading and finding gaps in literature (Andrews 2003; Tashakkori & Creswell 2007). When it comes to TBLT and student motivation, educators are quick to decide that it motivates students. However, some student-centered studies found that not all students feel motivated by TBLT or that students feel that their motivation is induced by other factors. The amount of studies that actually study the alignment of beliefs of students and educators in light of TBLT are extremely limited. Hence, this study was initiated based on the following research questions:

RQ1:   To what extent does TBLT increase student motivation?

RQ2:   How many students feel motivated by TBLT?

RQ3:   Why do educators believe that TBLT increases student motivation?

RQ4:   To what extent do students' and educators' beliefs align?

3.3.   Participants

Most studies include participants as they are an integral part of the research design. However, not every researcher studies their participants the same way; some researchers deal with their participants subjectively, while some others look at them through an objective lens. The matter of objectivity and subjectivity is a controversial subject in the field of education, especially if it involves students. Some researchers believe that students should be studied objectively, in order to protect their privacy. On the other hand, some researchers argue that learning and education are subjective topics, as cases differ from one another, hence the need to study the participants subjectively (Druckman & Kam 2011; Saunders & Cassell 2012).

Cohen, Manion and Morrison (2000) state that a sample size above 30 would classify as a quantitative approach, whereas, the study would be qualitative if the sample size is below 30. A large number of student participants were selected in this study, in order to test the claim that TBLT motivates students. Therefore, this study mainly deals with the student participants objectively, due to the sample size. The sample size for student participants is 40 high schoolers – all of which have completed the questionnaire. The sampling method used is convenience sample, as it was deemed the easiest to only pick the students that are doing online learning. Another reason for this sampling method is that it was easier to select those students whose parents replied back in due time.

As for the teacher participants, the number of high school English teachers are very small, but all 4 of them (100% of English teachers) agreed to participate in this study. Therefore, the only reasonable sampling technique for this is convenience sampling, as all

English teachers in the high school section have been selected for this study. On the other hand, there are only 2 leaders in the school that are directly related to the English department; the 2 participants from the leadership team are the leader of the high school section and the school principal. In other words, 100% of the educational leaders participated in this study. Overall, the total number of participants in this study is 46.

3.4. Research Context

Another important component of a research study is the context in which it is carried out. Usually, education-related studies are predominantly carried out in learning environments such as schools and educational institutes. Moreover, studies with student participants are better to conduct in a natural learning environment in order to maintain the authenticity of the data. Most students would also feel more confident when they are placed in a familiar environment (Tate 2012).

However, the current situation confines students to learn virtually as opposed to being in a classroom. Remote learning, at this school, was implemented in the second term of the school year 2019-2020. This might indicate that the majority of the student participants in this study have already gotten used to online learning. Therefore, this study focuses on the students that have been learning online since the beginning of the year. The questionnaire that is given to the students are conducted virtually, as well. On the other hand, the interviews with the leaders and teachers are conducted in person. The interview sessions took place at the school and they had given permission to the researcher to have the interview recorded.

3.5. Data Collection

As previously mentioned, this study is designed as a case study with triangulation, using a mixed methods approach. The quantitative aspect of this study applies to the data collection

method from the student participants, whereas the interviews conducted with the teachers and leaders classify as a qualitative approach. Cohen, Manion and Morrison (2000) argue that researchers must not begin their case studies with pre-established ideas of the outcome. Instead, they need to carefully observe the case while noting every detail. They also mention that triangulation poses as a beneficial way to study the case in its every detail, but they suggest interviewing individuals in senior positions after studying the main participants, in order to build a conclusion rather than having a pre-conceived judgement.

3.5.1. Questionnaires

A digital questionnaire (in Appendix A) was distributed to the student participants to provide their thoughts on the language-related tasks they complete on a daily basis. The questionnaire was made on Google forms, as it is one of the easiest survey platforms for students to navigate. It also has the ability to gather the data in one place, automatically save it and update the results regularly. That being said, the questions were only yes/no in order to not overwhelm the students with a lengthy and complex questionnaire, as well as to ensure that all the questions were answered. Also, as the ethics forms were handed out, the students' parents had requested for the questionnaire to be short and simple, because the students have many homework and assignments to complete. Hence, to avoid demotivating the students and to gain genuine and authentic data, the questionnaire was designed in a short and simple way.

3.5.2. Interviews

Cohen, Manion and Morrison (2000) identify three types of interviews: structured; semi-structured; unstructured. Structured interviews strictly follow the original questions placed, without allowing for follow-up questions. Similarly, semi-structured interviews follow the original script, but it does allow for follow up questions which add depth to the data. On

the other hand, unstructured interviews are rather similar to a conversation that has no particular direction. This type of interview is also considered an in-depth data collection method, but it often lacks relativity to the original topic, as it might flow in different directions and resulting in gaining unnecessary information that is irrelevant to the study.

As for the teachers and senior leaders, they took part in semi-structured interviews (in Appendix B). The reason for choosing this type of interview is to note down any additional detail that may be beneficial for this study. Additionally, case studies require detailed observations, hence the semi-structured interviews. Interviews lasted from 15 to 25 minutes, and the structured questions were followed with additional questions for clarification. In addition, the total number of interviewees are 6, as they are currently the only staff in the English department or related to it. All interviews have been recorded with the participants' consent.

Before the interview, the researcher explained the aims and objective of the study, as well as providing a brief summary of the findings in the existing literature. During the interview, the interviewees were allowed to ask for the questions to be repeated or clarified. The interview process was smooth and was similar to an informal dialogue. This might be attributed to the fact that all interviews were done in an empty room on a case-by-case basis, to avoid distractions and to maintain confidentiality.

3.6.   Data Analysis

Many researchers believe that analyzing data for a case study is a lengthy process, as the cumbersome data requires time and effort to analyze. They also believe that the researcher should look at the data before making generalizations and pre-judgements. Therefore, they recommend using inductive coding, and discourage the use of deductive coding. With inductive

coding, the researcher creates codes or statements based on the data, while deductive coding has a ready-made code book by the researcher before data analysis. The reason for inductive coding being the better option is that it has the ability to record more information that a case study requires, as opposed to the deductive coding that may not contain the same ideas which might lead to the loss of valuable information (Liu 2016; Rowley 2002).

On the other hand, the questionnaires are easier to analyze in a case study, as they are mostly quantitative. This study uses Google forms and Microsoft Excel to analyze the results of student participants, as it has the ability to transfer the data from Google forms onto an excel sheet. Microsoft Excel is considered a sufficient program that can generate numeric data. It also has the ability to create graphs and visuals which are easy to analyze.

3.7.   Ethical Considerations

When doing any type of research with real participants, ethical considerations much be followed in order to maintain the comfort of the participants. These considerations include informing the participants of the type of research they are subject to take part in, as well as allowing them to withdraw from the study at any time. Moreover, the researcher must obtain a participant's consent before including them in the study. Furthermore, in order to adhere to ethical considerations, the researcher must disclose that any personal and sensitive information are to remain confidential (Alshenqeeti 2014).

That being said, each participant in this study has received a consent form that includes a summary, aims and objective of this study (in Appendix C and Appendix D). The consent form also included information allowing participants to withdraw from the study at any given time. The student participants' parents or guardians were the ones to receive the consent forms, whereas the teacher and leader interviewees received a similar consent form in person. To

ensure the maximum level of confidentiality, the interviews were conducted in separate rooms and the ethical considerations were explained to the interviewees before proceeding with the interview.

3.8.   Validity & Reliability

In any research study, validity and reliability must be measured. Some researchers believe that case studies hold a significant amount of bias that cannot be generalized. Thus, they deem case studies incompetent in the research field. On the other hand, many researchers vouch for case studies as great sources of testing theories and studying the root of the problem, which then would be used to transition to more comprehensive research approaches (Flyvbjerg 2006). Nonetheless, it is crucial to consider the level of validity and reliability of case studies.

Cohen, Manion and Morrison (2000) argue that the subject of research validity is merely a scale, as perfection of accuracy is impossible to reach. They also state that it is easier to measure the validity of quantitative studies – as opposed to qualitative studies – because quantitative data are analyzed on softwares that already have built-in error measurements. However, both qualitative and quantitative approaches are subject to a degree of error.

For studies that primarily use surveys and questionnaires, Taherdoost (2016) recommends borrowing and referencing questions from previous studies in literature to increase validity. Therefore, as this study uses a questionnaire as one of its data collection methods, the questions were referenced from reliable publications in order to maintain credibility. On the other hand, the credibility of interviews relies on unbiased perspectives from the researcher. The qualitative aspect of a case study requires careful attention to detail and maintaining objectivity. In order to avoid bias during the data analysis phase, many researchers

recommend inductive coding Hence, this study employs the same technique (Cohen, Manion & Morrison 2000; Liu 2016; Rowley 2002; Taherdoost 2016).

As for reliability of case studies, Carter et al. (2014) claims that triangulation methods increase the reliability of case study research. This is due to the fact that case studies require detailed description of data. Therefore, this study employs two different methods of triangulation, which are method triangulation and data source triangulation. As a result, this study not only collects qualitative and quantitative data, but it also collects it from different perspectives in order to provide adequate answers on the subject.

3.9.   Summary

This chapter initially presented the research questions, following with describing the sampling method and the number of participants. Then, it provided a brief description of the context in which this research was conducted. After that, the data collection and analysis were clearly defined. In addition, the credibility of this study was noted through validity and reliability measurements. Finally, ethical considerations were addressed. The following chapter presents the findings and results of the qualitative and quantitative data.

Chapter Four: Results

4.1.   Introduction

As mentioned in the previous chapter, in order to limit prejudice and bias, many experts recommend inductive coding for qualitative data. Another reason for this choice of analysis is that inductive coding preserves more information that can be presented, as case studies require a detailed narrative of events that assist in building a conclusion (Cohen, Manion & Morrison 2000; Liu 2016; Rowley 2002). As for the quantitative aspect of this study, it uses Google forms and Microsoft Excel for numeric analysis due to the shortness and simplicity of the questionnaire. Moving forward, this chapter presents the findings from quantitative and qualitative data, which include results of the students' responses to the questionnaire, as well as the codes and quotations from the semi-structured interviews with teachers and senior leaders.

4.2.   Students' Responses to Questionnaire

To reiterate, there are 40 high school student participants that undertook the questionnaire on Google forms. The questionnaires mainly contained "yes" or "no" questions. The responses were then analyzed on Microsoft Excel through assigning value numbers to the responses; "yes" responses were given the value of 1, "no" responses hold the value of 0. The Standard Deviation (SD) is calculated with those values. The following graphs represent students' responses to the questionnaire:

Figure 1:   72.5% (SD = 0.4) of students enjoy online TBLT, as portrayed in this graph.
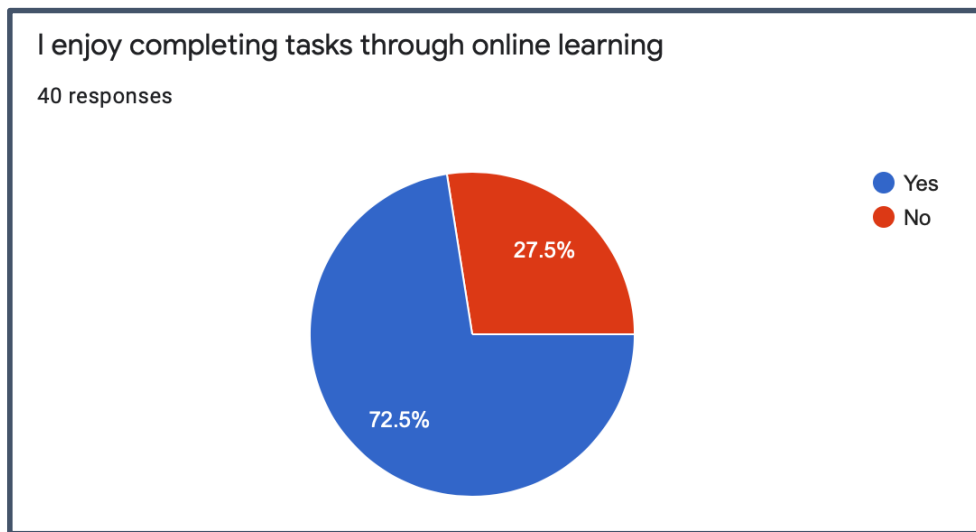

Figure 2:   62.5% (SD = 0.48) of students claim to feel anxious when they have to speak in class. However, compared to the previous graph, the majority of students enjoy TBLT despite being anxious to speak in class.
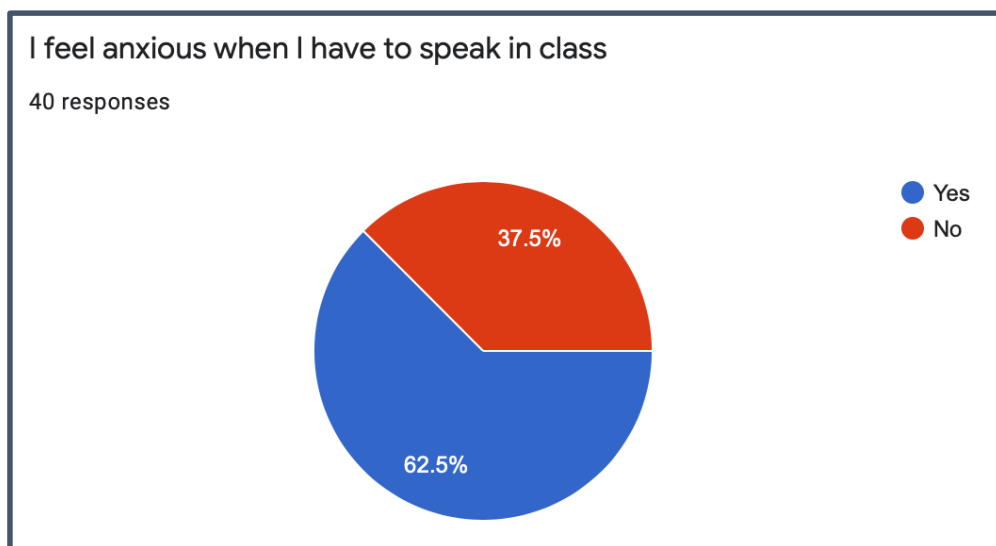
Figure 3:   The majority of students report that they are not motivated from working in

groups, as 56.4% (SD = 0.5) of students answered with "no."

I am motivated because I like working in groups

39 responses

56.4%

43.6%

- Yes
- No
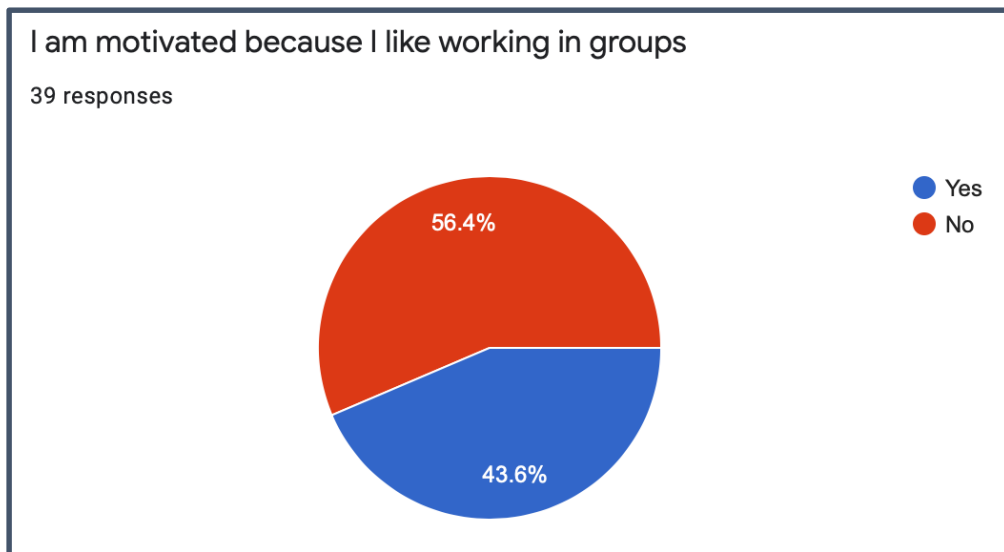
Figure 4:   65% (SD = 0.4) of students claim to be motivated because they like their

teacher, while 35% of them disagree.

I am motivated because I like my teacher

40 responses

35%

65%

- Yes
- No
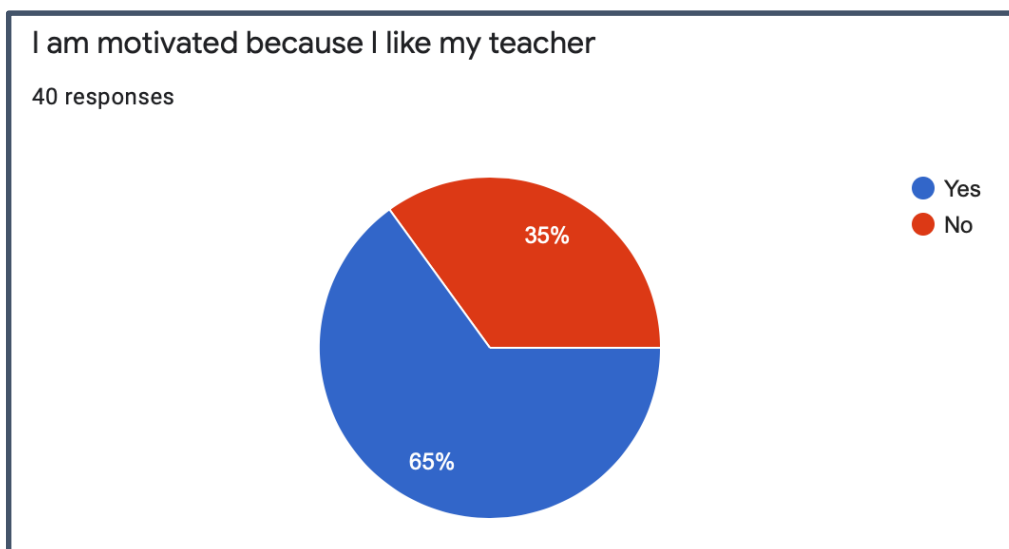
Figure 5:   57.5% (SD = 0.5) of students are motivated by TBLT because the tasks are

interesting to them.
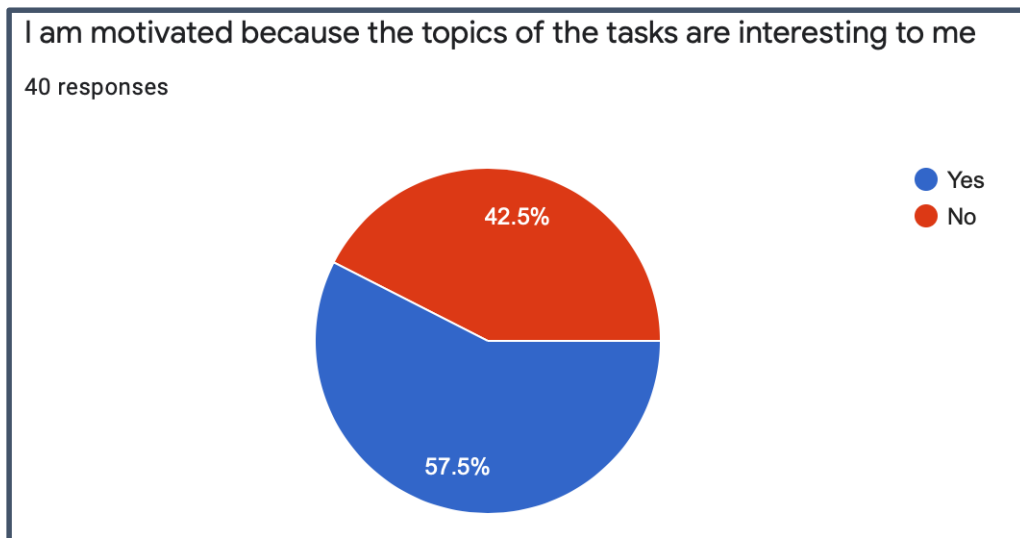
Figure 6:   62.5% (SD = 0.5) of students are motivated because they like the subject, which

is English. Whereas, 37.5% of students disagree with this claim.
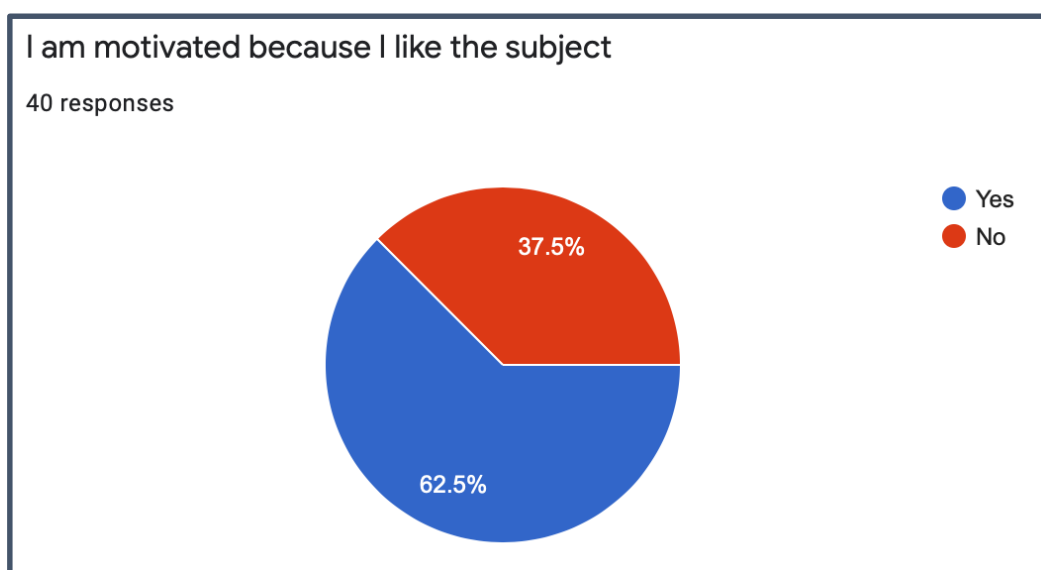
Figure 7:   77.5% (SD = 0.4) of students believed to be motivated by TBLT due to their

increasing grades, while 22.5% of students disagree with this statement.
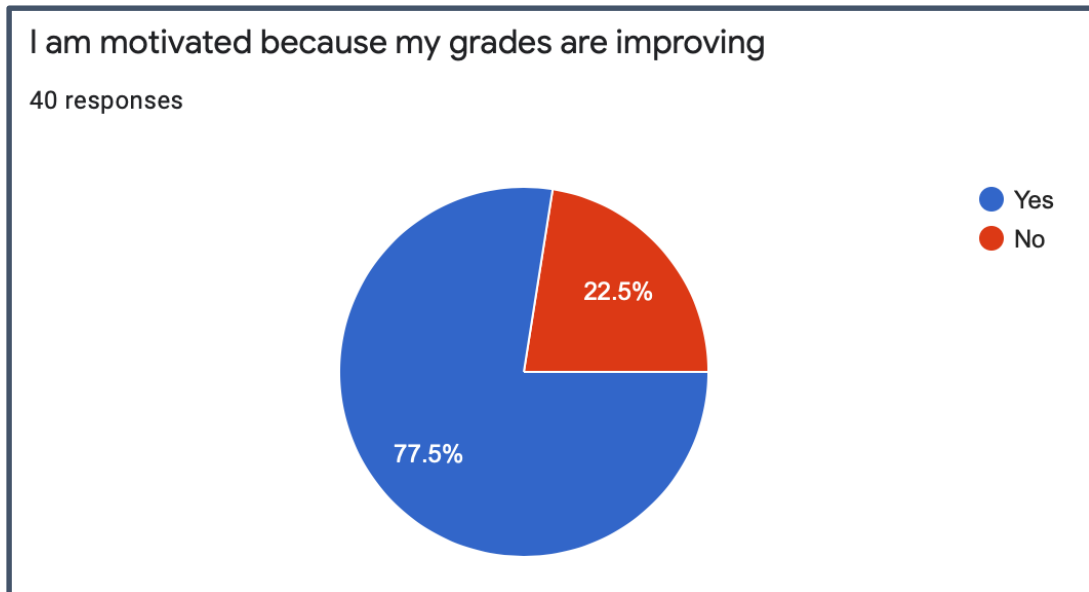
Figure 8:   60% (SD = 0.48) of students believe that TBLT will prepare them for future

interactions, while 40% of them responded with "no."
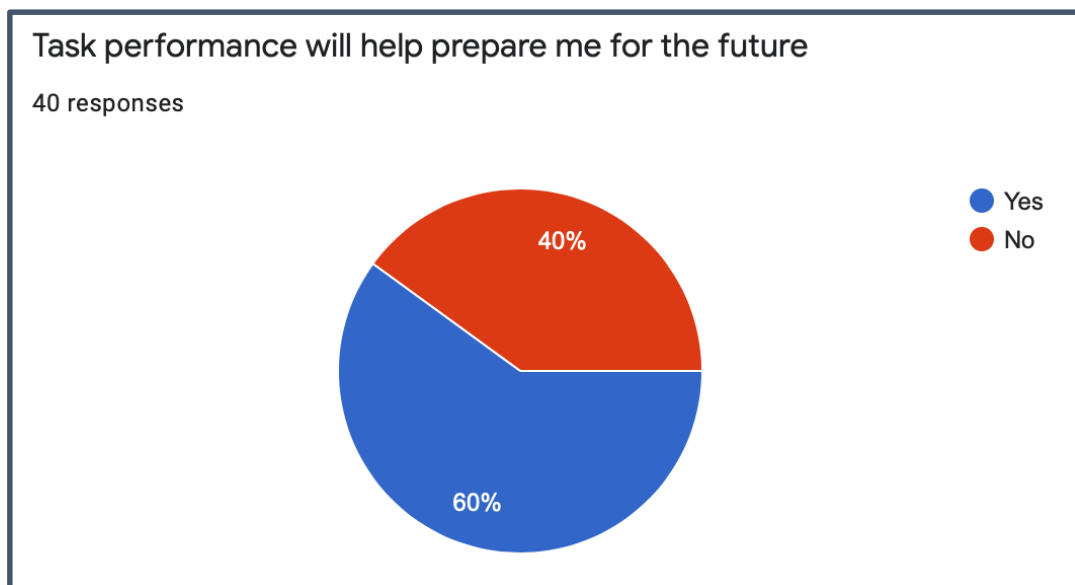
Figure 9:   57.5% (SD = 0.5) of students claim to be motivated by TBLT as it enhances

their speaking skills. On the other hand, 42.5% of students disagree with this statement.
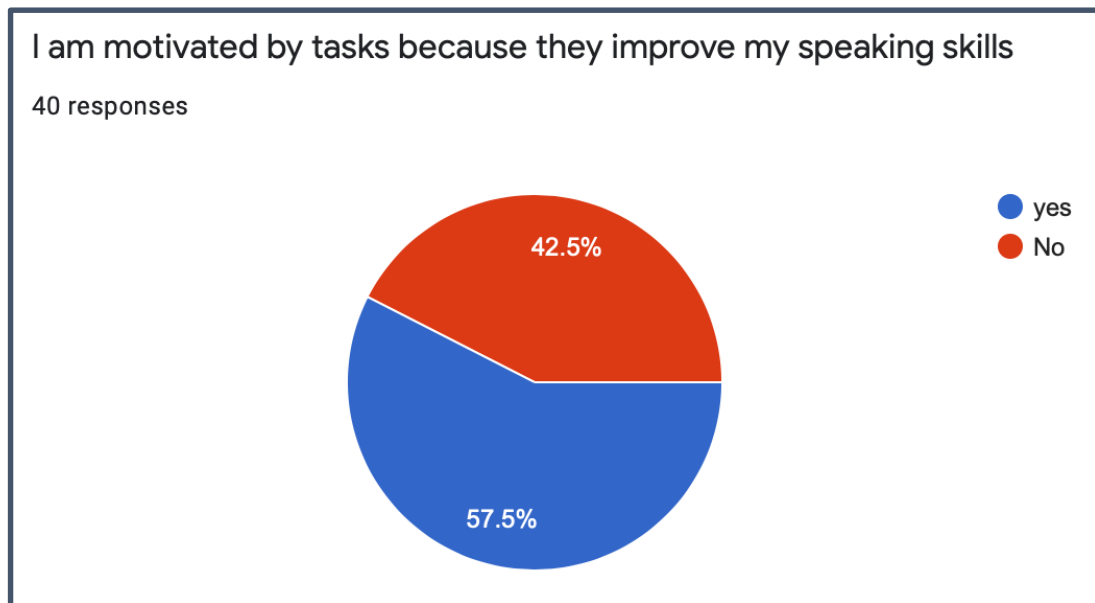
Figure 10:   60% (SD = 0.48) of students agree with the statement that they are motivated

by TBLT as it is easy to pay attention to.
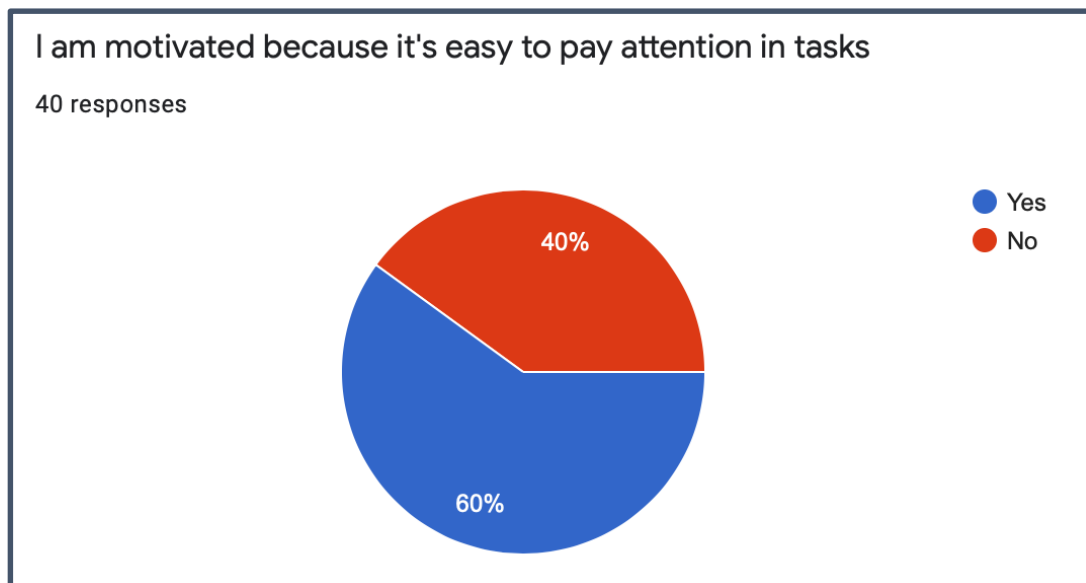
Figure 11:   Finally, 50% (SD = 0.5) of students are motivated by TBLT because they aspire to seek education abroad.
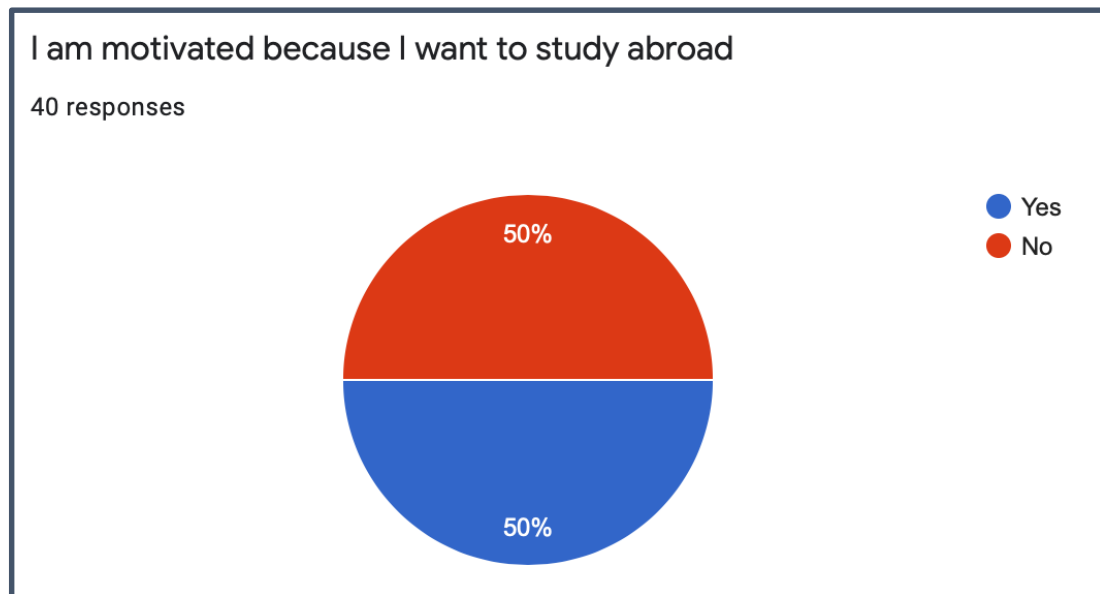
4.3.   Inductive Coding

As for the interview responses, each response was carefully analyzed in order to extract reoccurring themes. For confidentiality, the names of the teachers and leaders participating in this study are concealed. Instead, they are referred to as Teacher 1, Teacher 2, Teacher 3 and Teacher 4, while the leaders are addressed as High School Section Leader and School Principal. The following subsections represent the direct narratives from the teachers and leaders and the extracted themes from those quotes.

4.3.1. Quotations

As an introduction to the interview, the first question asked was "What are your views on task-based language teaching?" The responses to this question are the following statements:

Teacher 1: "It's frustrating to prepare a task, but my students really like it because they get to talk more."

Teacher 2: "I always admired the teachers on YouTube that were able to assign interactional tasks and have a smooth lesson at the same time. It looks easy but it's not. In reality, it takes a lot of time to make a TBLT lesson plan and looking for materials. It is definitely easier said than done, but it's worth it when I see my students enjoying the lesson."

Teacher 3: "Just as it's extra work for me, it's extra work for students, but they seem to enjoy it. I don't. They make so much noise and keep talking that I can't close the lesson."

Teacher 4: "It's actually really good. All I have to do is spend lots of time putting together a lesson plan, but the students do all the work during class and I just supervise and relax."

High School Section Leader: "Well, it is required of us to use 21st century techniques and TBLT is one of them – it suits the common core standards. The inspectors praise the English department every year for using TBLT. I just wish that other departments use the same technique to teach Math, Arabic, Science, Social Studies… you know, the core subjects. But the problem is that the standards are not the same for those subjects so maybe that's why other departments are against it."

School Principal: "This is what we have to follow in order to match the standards, but I received complaints from parents that their kids are not learning anything in English periods. So, I do not know if this is the right way to teach them English."

After the introductory question, the participants that did not mention student satisfaction in their responses were presented with the common claims of many researchers that TBLT increases student motivation. On the other hand, the participants that demonstrated student enjoyment in their answers were directly asked the first research question (RQ1), which is "To what extent does TBLT increase student motivation?" This question was also followed

by 'how,' to elicit responses to the ways they could tell that their students are motivated. Their responses are represented in the following statements:

Teacher 1: "I think it increases their motivation by allowing them to talk to each other and form healthy relationships with their group members. I am teaching the same batch as last year and I noticed this new [student] was always quiet in class and spent his lunch break alone, but these days he is participating more in class and became friends with the students in his group… I gave them a task the other day to discuss cultural differences and tolerance in Dubai, and he mentioned that he went to The Dubai Mall with his group… it really shows that he became less shy by working with other students."

Teacher 2: "In my case, it increases their motivation to a great extent; I noticed that some students are offline during other lessons and they come online to attend my lessons. And also, my students created a video for me that shows their positive reactions to the activities we have done in class… it made me really happy."

Teacher 3: "When I first started teaching them online, they were unresponsive… and subdued. They even complained of the workload. Now they just can't stop talking. It really brought them out of their shell! So yeah, I think I can tell from the way they communicate with each other and the way they treat me."

Teacher 4: "It was easier to notice if they are motivated when we had face-to-face classes, but this year it's hard to know… I used to see their facial expressions, like smiling and being active… Now at the end of the online lesson I ask them for their feedback, if they liked the lesson or not, or if they have any suggestions to make it better. Their feedback is positive for the most part but sometimes they tell me to cover more interesting topics and to reduce the workload."

High School Section Leader: "I observe classes many times during the day and I noticed that the same students that are quiet in Science are very excited and interactive in English. This really shows that TBLT just naturally motivates and

excites the students. By the way, this is just an example of course, the Science lessons are good too and I don't mean to offend the other teachers."

School Principal: "Learning is something that has to be done regardless of motivation. I agree with the parents that teachers should be more concerned with teaching and not with entertaining students… This might be good, however, if the inspectors want it… Hmmm… I don't know, I think the teachers would be able to give a better answer for this question."

Moving forward, the third research question (RQ3) was asked to the participants that provided examples on student motivation; the question asked was "Why do you believe that TBLT increases student motivation?" However, the question was modified as a result of the principal's response to RQ1; the modified question was "Why do you think inspectors are in favor of TBLT?" The following responses are displayed in the statements below:

Teacher 1: "Because the tasks need communication and they like working in groups and socialize during classroom hours, especially nowadays they cannot communicate with their friends in person."

Teacher 2: "I think it's because tasks cover mainstream topics that students relate to on a personal level. My students love it when the task is related to, like, feminism, Instagram, human rights…and creating TikTok dance routines about these topics. In general, I think it's hard to find a task-based lesson boring."

Teacher 3: "It might be increasing their motivation when they take charge of the lesson and forget that the teacher is there, so they feel more responsible and also that there are no boundaries and they feel free to learn their own way and with their friends."

Teacher 4: "They feel most excited when they are the center of attention and the teacher is just a shadow guide. But in my experience, my students don't find every task interesting, so it depends on the topic. Even though… it helps to collect their feedback at the end of my lesson to see if it was effective."

High School Section Leader: "Well, it depends on the teacher's personality and their task selection. So for example if they like the teacher, they show interest in the subject, and increases their motivation for the topic. This is why it is important for the teacher to befriend their students from the very beginning. I also want to add that they are motivated by TBLT because it prepares them for the IELTS speaking test that will help them get into accredited universities."

School Principal: "One of the things inspectors look for is student-teacher relationships, student participation, critical thinking, subject integration and differentiation for gifted and talented and students with special needs. Last year's report reflects a positive feedback for English periods. So maybe this task-based thing has all that."

4.3.2. Extracted Themes

Having looked at the general texts from the participants in the semi-structured interview, the predominant responses are coded accordingly and have been assigned to theme categories, as displayed in the following table:

Texts	Respondent/s	Codes	Themes
"…my students really like it because they get to talk more." "…it's worth it when I see my students enjoying the lesson." "…they (students) seem to enjoy it." "…I noticed that the same students that are quiet in Science are very excited and interactive in English. This	Teacher 1 Teacher 2 Teacher 3	Students like it Students enjoying the lesson They enjoy it Excited and interactive TBLT motivates and excites students	Students enjoy communicative teaching styles

really shows that TBLT just naturally motivates and excites the students.	High School Section Leader		
"It's frustrating to prepare a task…" "It looks easy but it's not. In reality, it takes a lot of time to make a TBLT lesson plan and looking for materials. It is definitely easier said than done…" "Just as it's extra work for me, it's extra work for students, but they seem to enjoy it. I don't. They make so much noise and keep talking that I can't close the lesson." "All I have to do is spend lots of time putting together a lesson plan…"	Teacher 1 Teacher 2 Teacher 3 Teacher 4	It's frustrating to prepare a task It looks easy but it's not It takes a lot of time to make a TBLT lesson plan and looking for materials Easier said than done It's extra work for me I spend lots of time putting together a lesson plan	TBLT is difficult and time consuming for teachers
"Well, it is required of us to use 21st century techniques and TBLT is one of them – it suits the common core standards. The inspectors praise the English department every year for using TBLT. I just wish that other	High School Section Leader	It is required to use 21st century techniques TBLT is a 21st century technique	TBLT aligns with inspectors' requirements

departments use the same technique to teach Math, Arabic, Science, Social Studies… you know, the core subjects…" "This is what we have to follow in order to match the standards, but I received complaints from parents that their kids are not learning anything in English periods. So, I do not know if this is the right way to teach them English." "Learning is something that has to be done regardless of motivation. I agree with the parents that teachers should be more concerned with teaching and not with entertaining students… This might be good, however, if the inspectors want it…" "One of the things inspectors look for is student-teacher relationships, student participation, critical thinking, subject integration and differentiation for gifted and talented and students with special needs. Last year's	School Principal	TBLT suits the common core standards Inspectors praise the English department for using TBLT We have to follow [TBLT] to match the standards The inspectors want it Task-based thing is all that inspectors look for	

report reflects a positive feedback for English periods. So maybe this task-based thing has all that."			
"This is what we have to follow in order to match the standards, but I received complaints from parents that their kids are not learning anything in English periods. So, I do not know if this is the right way to teach them English." "Learning is something that has to be done regardless of motivation. I agree with the parents that teachers should be more concerned with teaching and not with entertaining students… This might be good, however, if the inspectors want it…"	School Principal	I received complaints from parents that their kids are not learning anything in English periods. Teachers should be more concerned with teaching and not with entertaining students	Parents dislike TBLT
"I think it increases their motivation by allowing them to talk to each other and form healthy relationship with their group members… "Because the tasks need communication and they like working in groups and socialize during classroom hours, especially nowadays	Teacher 1	It increases their motivation by allowing them to talk to each other and form healthy relationships with their group members They like working in groups and	Group work cultivates student motivation

they cannot communicate with their friends in person." "It might be increasing their motivation when they take charge of the lesson and forget that the teacher is there, so they feel more responsible and also that there are no boundaries and they feel free to learn their own way and with their friends."	Teacher 3	socialize during classroom hours It might be increasing their motivation when they learn with their friends	
"It's frustrating to prepare a task, but my students really like it because they get to talk more." "I am teaching the same batch as last year and I noticed this new [student] was always quiet in class and spent his lunch break alone, but these days he is participating more in class and became friends with the students in his group…" "I observe classes many times during the day and I noticed that the same students that are quiet in Science are very excited and interactive in English. This really shows that TBLT just naturally	Teacher 1 High School Section Leader	My students get to talk more Quiet student is participating more in class Students that are quiet are very excited and interactive in English Inspectors look for student participation [and TBLT] has that.	TBLT increases student participation

motivates and excites the students…"

"One of the things inspectors look for is student-teacher relationships, student participation, critical thinking, subject integration and differentiation for gifted and talented and students with special needs. Last year's report reflects a positive feedback for English periods. So maybe this task-based thing has all that." | | | |
| "…I am teaching the same batch as last year and I noticed this new [student] was always quiet in class and spent his lunch break alone, but these days he is participating more in class and became friends with the students in his group… …it really shows that he became less shy by working with other students."

"When I first started teaching them online, they were unresponsive… and subdued. They even complained of the workload. Now they just can't stop talking. It really | Teacher 1

Teacher 3 | New student was always quiet in class, but he became less shy

[At] first, they were unresponsive, now they can't stop talking

It brought them out of their shell | TBLT decreases shyness and anxiety of students |

<mark>brought them out of their shell</mark>!'"			
"I think it's because <mark>tasks cover mainstream topics that students relate to on a personal level</mark>. My students love it when the task is related to, like, feminism, Instagram, human rights…and creating TikTok dance routines about these topics. In general, I think it's hard to find a task-based lesson boring."	Teacher 2	Tasks cover mainstream topics that students relate to on a personal level	Interesting task topics increase motivation
"… in my experience, my students don't find every task interesting, so <mark>it depends on the topic</mark>…"	Teacher 4	It depends on the topic	
"…Now at the end of the online lesson I ask them for their feedback, if they liked the lesson or not, or if they have any suggestions to make it better. Their feedback is positive for the most part but <mark>sometimes they tell me to cover more interesting topics</mark> and to reduce the workload."		It depends on the teacher's task selection	
"Well, <mark>it depends on the teacher's</mark> personality and their <mark>task selection</mark>. So for example	High School Section Leader	Sometimes they tell me to cover more interesting topics	

if they like the teacher, they show interest in the subject, and increases their motivation for the topic…"			
"When I first started teaching them online, they were unresponsive… and subdued. They even complained of the workload. Now they just can't stop talking. It really brought them out of their shell! So yeah, I think I can tell from the way they communicate with each other and the way they treat me." "It might be increasing their motivation when they take charge of the lesson and forget that the teacher is there, so they feel more responsible and also that there are no boundaries and they feel free to learn their own way and with their friends." "They feel most excited when they are the center of attention and the teacher is just a shadow guide. But in my experience, my students don't find every task interesting, so it depends on the topic…"	Teacher 3 Teacher 4	I can tell from the way they treat me It might be increasing their motivation when they forget that the teacher is there They feel most excited when the teacher is just a shadow guide It depends on the teacher's personality and their task selection If they like the teacher, they show interest in the subject, and increases their motivation for the topic It is important for the teacher to befriend their students	Student motivation is dependent on the teacher

"Well, it depends on the teacher's personality and their task selection. So for example if they like the teacher, they show interest in the subject, and increases their motivation for the topic. This is why it is important for the teacher to befriend their students from the very beginning…"	High School Section Leader		
"It might be increasing their motivation when they take charge of the lesson and forget that the teacher is there, so they feel more responsible and also that there are no boundaries and they feel free to learn their own way and with their friends." "They feel most excited when they are the center of attention and the teacher is just a shadow guide…"	Teacher 3 Teacher 4	It might be increasing their motivation when they take charge of the lesson, so they feel more responsible There are no boundaries and they feel free to learn their own way They feel most excited when they are the center of attention and the teacher is just a shadow guide	Student-centeredness increases motivation
"Just as it's extra work for me, it's extra work for students, but they seem to enjoy it. I don't. They make so much noise and keep	Teacher 3	They make so much noise and keep talking that I can't close the lesson	Classroom management is difficult to attain with TBLT

talking that I can't close the lesson." "When I first started teaching them online, they were unresponsive… and subdued. They even complained of the workload. Now they just can't stop talking. It really brought them out of their shell!"		Now they just can't stop talking	
"It might be increasing their motivation when they take charge of the lesson and forget that the teacher is there, so they feel more responsible and also that there are no boundaries and they feel free to learn their own way and with their friends." "…I also want to add that they are motivated by TBLT because it prepares them for the IELTS speaking test that will help them get into accredited universities."	Teacher 3 High School Section Leader	They feel more responsible that there are no boundaries They feel free to learn their own way and with their friends They are motivated by TBLT because it prepares them for the IELTS speaking test that will help them get into accredited universities	Student motivation is intrinsic

4.4.   Summary

This chapter displayed the results of the students' responses to the questionnaire and the responses of the teachers and leaders in the semi-structured interviews. It also presented the inductive codes of the predominant themes from the interview passages. In the next chapter, the results of this study will be discussed in comparison to the existing studies that were highlighted in the literature review chapter.

Chapter Five: Discussion

5.1.   Introduction

In this chapter, the results of this study are discussed in consideration of the studies presented in the literature review chapter. Fundamentally, it begins with an individual analysis of students, teachers and leaders' perceptions of TBLT mediated motivation. It then looks at the alignment of opinions of the three categories. Subsequently, answers to the research questions are provided in light of the results of this study. Finally, in the following section, main concluding thoughts are generated and represented, limitations of this study are portrayed, and further implications are provided.

5.2.   Opinions on TBLT & Motivation

5.2.1. Students

To begin with, the results of the questionnaire indicates that the majority of students enjoy TBLT. However, the result of the second question implies that the participants possess significant levels of anxiety when it comes to public speaking. Yet, despite being nervous, most participants continue to be in favor of communicative tasks. This might be attributed to the different motivational potentials that TBLT offers, as these findings are similar to Ooyoung Pyun's (2013) study, where their participants prefer communicative methods over form-focused teaching, despite feeling anxious to speak up in class. In their study, the students claimed that practicing tasks improves their social communication skills. Some of them also stated that liking their teacher has increased their motivation.

On the other hand, Tavakoli et al. (2019) found that their participants prefer online TBLT, as opposed to face-to-face practice, as their motivation levels are elevated, and they feel

less shy and nervous when completing tasks online. This goes to show that had the questionnaire included face-to-face practice of TBL, it might have had an effect on the results of the questions. In fact, if the question included face-to-face settings, the students' anxiousness might decrease the approval of enjoyment of TBLT.

When looking at the factor that motivates the students the most, the questionnaire results show that increased grades and attainment has the highest level of positive responses. In second place lies the factor of motivation associated with liking the teacher. Some other factors that received almost equal levels of positive responses include interesting task topics, liking the subject, improving speaking skills, future assistance and easy to pay attention to tasks. The general consensus of most of those factors is that they all positively impact their motivation.

However, most students seem to reject the aspect of working in groups, which might be attributed to their elevated levels of anxiousness when speaking in class. Meanwhile, the last question, which was purely to identify intrinsic or extrinsic motivation, had received equal results of positivity and rejection. Nonetheless, the overall results of the questionnaire indicate that the students in the context of this study are mostly motivated by external factors. This inference is similar to Hadi's (2012) conclusion where their participants demonstrated extrinsic motivation, as they prioritized grades over internal motivation factors.

Overall, this might indicate that the high school students at this private school in Dubai are success-oriented in terms of achieving high grades from practicing TBL. It also might imply that UAE-based students are resilient in a way that they place academic achievement in high regard despite their social anxiousness. This further shows that students in this region might be able to increase their motivation when it comes to achieving high grades.

Some of the reoccurring themes reflect teachers' opinions on TBLT, most of them claiming that they find it time consuming and difficult to maintain classroom control, because it is too motivating for the students. This claim is similar to the participants in previous studies, where the teachers' classroom management techniques were not effective in TBLT. As a result, some of them lean towards other teaching styles for large classroom sizes, but the majority of them stated that TBLT remains the most motivating technique (Carless 2009; Jeon & Hahn 2006).

While the majority of the teachers in this study believe that students enjoy TBLT, they have differing opinions on the factors that motivates students. In fact, one of the major themes include teachers crediting group work for increased student motivation, which is an essence of the experiential learning theory that believes that group work accelerates learning (Kolb & Kolb 2017; Nunan 2004). Meanwhile, much like the arguments presented in Ting's (2016) study, the teachers also agree upon the benefits of student-centeredness to accelerate motivation, due to the sense of accountability that students develop with TBLT.

Another common theme that supports Ting's (2016) claims is that TBLT reduces students' anxiousness. The teachers highlighted some examples of students feeling intimidated by interactional tasks, but as they became accustomed to such tasks, they gradually started to enjoy them. According to Ting (2016), this impression is attributed to the students' realization of shared objectives, as well as them getting acquainted with each other through repeated collaborations.

While teachers listed external factors that motivates students, some of them mentioned internal aspirations that drives students to engage in communicative learning activities. Several

reoccurring statements generated the theme of motivation being intrinsic, which aligns with the claims of the participants in previous studies, whom attribute student motivation to internal qualities, especially for adolescents or adult learners. (Jeon & Hahn 2006; Taourite & Ruiz-Cecilia 2020).

5.2.3. Leaders

As for the school leaders affiliated with the subject of the study, there is a large discrepancy in their perceptions of TBLT. While the leader of the high school section praised TBLT providing examples of walkthroughs and classroom observations, the school principal seemed against TBLT, or perhaps uninformed of the characteristics of TBLT. However, the principal's statements are surprisingly parallel to the principal in Bantis's (2008) study, as they seemingly place educational standards and regulations in higher regard than student motivation. This is perhaps due to the pressures placed on principals by national or governmental educational departments. In fact, the principal and the head of the high school section mentioned that inspectors are in favor of TBLT because it aligns with curriculum standards.

Moreover, the principal also mentioned several demands that inspectors base their judgements on that are present in TBLT. However, the principal also stated that s/he is unsure if TBLT is the best teaching style to use, due to the criticisms received from students' parents. According to the principal, the parents are concerned that authentic teaching is not taking place with TBLT. This goes to show that, much like the principal, the parents lack awareness of contemporary teaching methods, which is probably due to them being used to traditional methods that focus on form and memorization. Though, blame cannot be placed on the parents, as it is the responsibility of the principal to learn about TBLT and inform the parents of what it really stands for.

On the other hand, secondary leaders seem to know more about modern instructional methods than school principals, such as the teacher/leader in Carless' (2003) study. Though, the teacher/leader in the previous study held two positions and did not have sufficient time to dedicate towards TBLT, despite acknowledging its advantages. Nonetheless, the high school section leader in this study demonstrated great awareness on TBLT. The section head stated that the English department receives a better evaluation than other departments, because of practicing TBLT. It is also evident that the section leader is well informed about TBLT and acknowledges its benefits, due to the daily classroom observations. Evidently, the principal should also observe high school English lessons to check if effective learning is taking place.

5.3.   Research Questions Answered

From the data collected in this study and by analyzing previous studies in literature, the four research questions are answered. The first research question is 'RQ1: To what extent does TBLT increase student motivation?' and the answer to this question is that to some extent, TBLT facilitates student motivation, but not significantly for each student. The reason for this is that there are a few students that are clearly unmotivated by TBLT, as they responded to most questions with 'no'. The educators, on the other hand, strongly believe that students are highly motivated by TBLT.

Based on the answer of RQ1, a few students have answered 'no' to almost all the questions, regardless of the motivational options given in the questionnaire; the exact number of students that reject TBLT are 9 out of the 40 participants. This answers the second research question, that is 'RQ2: How many students feel motivated by TBLT?' to which the answer is 31 students that find at least one aspect of TBLT motivating for them.

As for the third research question, 'RQ3: Why do educators believe that TBLT increases student motivation?' to which the answer is found in the extracted themes from the semi-structured interviews. In summary, most educators believe that working in groups increases students' motivation, whereas most student responses reveal that they are not motivated from group settings. Another theme obtained from the interviews is that students' anxiousness is reduced with TBLT, to which most students agree with. In addition, some educators state that student motivation is extrinsic, while some others believe it is intrinsic. The examples they provided for extrinsic motivation are interesting task topics and interesting teachers. Meanwhile, the examples for intrinsic motivation included student-centeredness and personal goal fulfilment. However, students' responses disclose that their motivation is, in fact, mostly extrinsic. This is due to most of them wanting to achieve higher grades, despite being fond of or repelled by TBLT.

Finally, the fourth research question can be answered using the data results, as well as the answers provided to RQ1, RQ2 and RQ3. The answer to 'RQ4: To what extent do students' and educators' beliefs align?' is that there is a large discrepancy between the opinions of students and educators regarding TBLT-facilitated motivation. As a matter of fact, educators mostly believe that TBLT is motivating for all students, but the responses of the students proved otherwise. This goes to show that educators' beliefs differ from the students. Additionally, this also proves that primary leaders and principals are uneducated when it comes to teaching techniques, and their priorities are placed on following protocols enforced by the government and its department of education.

5.4.   Conclusion

The objective of this study was to compare the opinions of students, teachers and senior leaders on TBLT and student motivation in the distance learning period, and to generate a

conclusion on the impact of online TBLT on student motivation. Based on the results of the questionnaire and themes extracted from the interviews, the general conclusion is that not all, but the majority of students find online TBLT enjoyable and motivational. This is perhaps due to the fact that the context was based on TBLT in light of the current remote learning condition, which Tavakoli et al. (2019) believes online TBL reduces social anxiety, as students feel more comfortable engaging in communicative tasks behind the screen.

However, the beliefs of students, teachers and leaders are vastly different. In fact, teachers tend to generalize individual cases that they encountered in their classrooms, but the responses of students prove that TBLT is not one size fits all. Moreover, the teachers mentioned several aspects of TBLT that they believe students are motivated by, such as group work and interesting task topics. Meanwhile, the responses to the questionnaire show that students are driven by academic achievement, personality of the teacher, and interesting task topics – which is somewhat related to the ARCS model that several researchers advocate for (Arora & Sharma 2018; Gopalan et al. 2017). Furthermore, Stroud (2013) highlights the importance of effective application of TBLT, as it also impacts students' levels of motivation, which is reflected in the statement made by Teacher 4 about his/her students' feedback to include more interesting topics in the lesson. This further relates to the ARCS model that argues that relevancy of the task is able to draw the attention of learners, boost their confidence, and generate the feeling of satisfaction.

In addition, this study's outcomes reflect the claims made by Wiesman (2012) on the discrepancy of beliefs between students and educators regarding student motivation. In this study, some teachers evidently related student motivation with their own choice of task topic or their ways of practicing TBLT. Meanwhile, the majority of the students mostly agreed on academic achievement being the aspect that motivates them the most about TBLT. As a matter

of fact, the teachers barely acknowledged academic achievement as a primary factor for motivation, which goes to show that the teachers in this study may not know their students as much as they think. As a recommendation, the teachers could conduct a personal needs analysis for students to clarify what they aim to accomplish and to note down a few elements that they personally find motivating.

At last, it is also worth mentioning that not only do the beliefs of students are not fully parallel to the beliefs of the teachers, but also the opinions and statements of the secondary leader and the teachers are entirely different from the principal. Perhaps, this indicates the principal's lack of knowledge on the subject and the general indifference towards students' needs, whereas the principal's main priorities lie within pleasing the parents and the inspectors. It would be beneficial if the principal conducts classroom observations along with the leader of the high school section, in order to gain insight on the practices of TBLT and the ways in which students react to such teaching methods.

5.5.   Limitations of This Study

In an attempt to acknowledge the limitations of the study, solving such shortcomings would have been difficult in light of the time constraints of this study. For instance, one of the limitations encountered was the participants' size, as the decision was up to the school to determine the number of participants allowed in this study. Nonetheless, it did not have a drastic effect on the overall outcomes of this research project.

The researcher confronted another obstacle, which included the types of questions in the questionnaire. This was due to the parents' prior request for the questionnaire to be short and without Likert scales. This request was brought up when the consent forms were handed

to the parents of the student participants. Therefore, the researcher had to meet these needs in order to follow through with the study.

In addition, the data analysis could have been portrayed in a presentable way had the researcher used programs for qualitative data analysis, instead of transcribing the interviews with a pen and paper. However, due to the slow response rate and the lack of time, this was found to be the most efficient way to analyze the data.

5.6.   Implications for Future Research

Moving forward, in an attempt of redoing this study, researchers could use a larger sample size or conduct it in a bigger context. For example, the study could be replicated by focusing on an entire school or institution and involve participants from different sections of the school. For an advanced research project with multiple researchers – using an investigator triangulation method – the focus of the study could involve several schools in order to compare and contrast the data.

Another recommendation for future research is to conduct classroom observations using the ARCS model to measure student motivation, as well as to administer a questionnaire with a Likert scale to gain a better understanding of the effectiveness or the impact of TBLT on student motivation. Researchers could also repeat Carless' (2009) comparative study of TBLT vs. PPP but with a different teaching style (i.e. content-based learning, grammar translation, etc.) and administer a quasi-experiment to compare and contrast student motivation in TBLT and student motivation in other teaching methods.

5.7.   Summary

This chapter began with discussing the results of the data in light of the existing literature, followed by providing answers to the research questions. It then presented final thoughts in the conclusion. Finally, it concluded with declaring the limitations of this study and implications for future research.

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Appendices

Appendix A: Questionnaire

Dear Students,

The purpose of this questionnaire is to gather information about your opinion on the tasks you've been doing during online learning. The results of this questionnaire will help compare students' opinions with teachers and administrators regarding Task-Based Language Teaching.

The data will be used to write a master's thesis that might be published in the future. All information will be treated with strict confidentiality. Your participation is voluntary, and you can withdraw from the survey at any time without constrains.

It will take you about 10 minutes to complete the survey. Please answer the questions honestly with "yes" or "no."

1. I enjoy completing tasks through online learning.
2. I feel anxious when I have to speak in class.
3. I am motivated because I like working in groups.
4. I am motivated because I like my teacher.
5. I am motivated because the topics of the tasks are interesting to me.
6. I am motivated because I like the subject.
7. I am motivated because my grades are improving.
8. Task performance will help me for the future.
9. I am motivated by tasks because they improve my speaking skills.
10. I am motivated because it's easy to pay attention to tasks.
11. I am motivated because I want to study abroad.

Appendix B: Semi-Structured Interview Questions

1. What are your views on task-based language teaching?

2. To what extent does TBLT increase student motivation?

   2.1. Additional: How?

   2.2. Additional: Please provide an example relating to your answer.

3. Why do you believe that TBLT increases student motivation? – for teachers

   3.1. Additional: Like what?

   3.2. Additional: for example?

   3.3. Why do you think inspectors are in favor of TBLT? – for principal

Appendix C: Consent Form for Students/Parents

Dear Respected Students and Parents,

The aim of this study is to gather students' opinion on their level of motivation during task performance in online learning. This study specifically looks at Task-Based Language Learning (TBLT), which is essentially a learning method that relies on group work, interaction and completion of tasks (which is what the students have been doing for many years in English classes). However, this time, the study will focus on the impact of online TBLT on student motivation. Therefore, a questionnaire will be electronically distributed to you shortly after signing this consent form.

The purpose of the questionnaire is to gather information about your opinion on the tasks you've been doing during online learning. The results of the questionnaire will help compare students' opinions with teachers and administrators regarding Task-Based Language Teaching.

The data will be used to write a master's thesis that might be published in the future. All information will be treated with strict confidentiality. Your participation is completely voluntary, and you can withdraw from the study at any time without constrains.

If you have any queries/questions, or if you need additional information regarding this study or this consent form, please contact me on my email: sherinyaghi@gmail.com or through my personal contact number: +971509855955

Signature of Parent or Student   Signature of Researcher

_____   _____

Appendix D: Consent Form for Teachers and Leaders

Dear Respected Principal, Administrator and Teachers,

The aim of this study is to gather students' opinion on their level of motivation during task performance in online learning. This study specifically looks at Task-Based Language Learning (TBLT), which is essentially a learning method that relies on group work, interaction and completion of tasks (which is what the students have been doing for many years in English classes). However, this time, the study will focus on the impact of online TBLT on student motivation.

Participation in this study will involve an interview that will be no longer than 30 minutes. The interview will be recorded unless the participant requests otherwise. The purpose of the interview is to gather information about your opinion regarding TBLT mediated student motivation. The data collected from the interview will help compare your opinion with students regarding TBLT.

The data will be used to write a master's thesis that might be published in the future. All information will be treated with strict confidentiality. Your participation is completely voluntary, and you can withdraw from the study at any time without constrains.

If you have any queries/questions, or if you need additional information regarding this study or this consent form, please contact me on my email: sherinyaghi@gmail.com or through my personal contact number: +971509855955

Signature of Principal

_____

Signature of Teacher   Signature of Researcher

_____   _____