Motivational aspects of concordance activities: The impact of CALL in the classroom

by

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________________________
Major Professor

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For the Major Program
To my girls,

Lindsay and Nola
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ABSTRACT

As technology expands, the field of Computer Assisted Language Learning grows and offers more and more applications for the language learning classroom. These applications must be evaluated in terms of their appropriateness and effectiveness as learning materials. Concordancing is one such application that has been evaluated in various situations by a number of researchers to determine its usefulness in the language learning classroom. This study is an effort to contribute to the ongoing evaluation of concordance activities by investigating the impact of a concordance activity on student motivation. This study seeks to find evidence of whether or not a concordance activity is more motivating than a non-concordance activity. In addition, this study seeks to track any change in motivation while completing the activities and discusses other factors that may correlate with student motivation. To conduct the investigation, sixty-five students in ESL writing classes at Iowa State University completed a concordance activity and a non-concordance activity and evaluated each activity in terms of their task motivation. The students' motivation was measured with three questionnaires per activity targeting the motivational conditions of Interest, Relevance, Expectancy, and Satisfaction (Keller, 1983). Through the analysis of the data it was found that the concordance activity was not significantly more motivating than the non-concordance activity. However, the students' motivation increased more during the concordance activity than during the non-concordance activity. In addition, this study analyzes the relationship between the students' motivation and their performance, time on task, ability to find patterns in the concordance activity, and previous exposure to concordancing.
CHAPTER 1. INTRODUCTION

This study investigates the motivational impact of concordance activities in a language learning classroom. Concordancing is a Computer Assisted Language Learning (CALL) application that is considered to be beneficial due to its promotion of a heuristic and inductive method of learning. Concordancing allows the students to act as researchers, gathering and interpreting data in order to form hypotheses and rules that govern their language use. This study will examine the effect that these characteristics of concordancing have on the students’ task motivation.

Scope of the study

This study is an investigation into the impact of a CALL application on the learners who participate in it. CALL is a fast growing field in Applied Linguistics that is still in its infancy. The development of CALL has been of course dependant on the development and advancement of the technology available. The earliest projects probed the possibilities offered by computers as aids to learning. The majority of the research focused on the use of software developed to be used on mainframe computers and terminals as an innovative way to simply present learning materials. In the 1970’s the projects were expanded to further exploit the interaction between the learner and the computer by exploring pedagogical applications such as grammatical explanations and immediate feedback (Chapelle, 2001). Later, as Local Area Networks and the Internet were blooming, the pedagogical uses of the computer were expanded to include the communicative ideology that was becoming popular at the same time, allowing students to communicate with one another through the computer.
Now, as computers become more accessible, as technology expands to offer more and more opportunities for learning, and as students likely encounter technology more and more outside of the classroom, CALL is sure to find a permanent place in the language classroom. Through the capabilities for interaction with other learners, multimedia, and data processing, computers have the potential to enhance and enrich language classrooms and provide not only more interesting, but more effective ways to learn languages. In addition, as computers are networked worldwide, learners are being provided with opportunities to interact with fellow learners or native speakers of the target language much more conveniently and efficiently. Moreover, many CALL applications have already been integrated into classrooms around the world. Computer Mediated Communication in various forms, including synchronous applications such as chat rooms or instant messaging, and asynchronous forms such as discussion posts or emails, have been successfully integrated (Warschauer, 1995) as have word processing and a number of multimedia and computer-based testing techniques. Concordancing is yet another CALL application that has been introduced into the classroom.

**Need for evaluation of CALL applications**

Some have a tendency to embrace and implement technology simply because it is new and modern. The assumption is that because it is new it is better and must replace the old. This, however, is not always the case and some CALL applications have fallen short of their intended purpose and have not produced the results expected. Technology, like everything else, must be evaluated and tested to determine its appropriateness and
effectiveness in a language classroom. Language teachers need to know whether these applications will provide them with the benefits they promise. They must be proven worthy. Many researchers have set out to accomplish this task and have come to many useful conclusions about the effectiveness, plausibility, and appropriateness of CALL applications. Still, there is much research to be done.

Recently, a substantial amount of research conducted on CALL has focused on CMC and the opportunity to provide new contexts for negotiation of meaning (Warschauer, 1995, 1997a, 1997b; Warschauer & Kern, 2000). These CALL applications exploit the possibility of communication through networked computers, providing learners opportunities to develop communicative competence through meaningful interactions with other speakers. Concordancing, on the other hand, has not received as much attention and the amount of research conducted on the topic is sparse. Unlike CMC, concordancing exploits the computer's data processing capabilities, allowing learners to analyze much more data much faster. Concordancing is a distinctly CALL application, meaning the analysis conducted with a concordancer would not be feasible to conduct any other way. The computer is needed in order to process millions of words of text and promptly return interpretable data.

**Evaluation of CALL applications**

Chapelle (2001) provides a valuable framework for the investigation of CALL activities. Chapelle proposes that CALL applications be evaluated in terms of six criteria. The criteria outlined in Table 1 provide a holistic framework on which we can base our evaluations of CALL applications.
Table 1: Criteria for CALL task appropriateness (Chapelle, 2001: 55)

<table>
<thead>
<tr>
<th><strong>Language learning potential</strong></th>
<th>The degree of opportunity present for beneficial focus on form.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learner fit</strong></td>
<td>The amount of opportunity for engagement with language under appropriate conditions given learner characteristics.</td>
</tr>
<tr>
<td><strong>Meaning focus</strong></td>
<td>The extent to which learners’ attention is directed toward the meaning of the language.</td>
</tr>
<tr>
<td><strong>Authenticity</strong></td>
<td>The degree of correspondence between the CALL activity and target language activities of interest to learners outside the classroom.</td>
</tr>
<tr>
<td><strong>Positive impact</strong></td>
<td>The positive effects of the CALL activity on those who participate in it.</td>
</tr>
<tr>
<td><strong>Practicality</strong></td>
<td>The adequacy of resources to support the use of the CALL activity.</td>
</tr>
</tbody>
</table>

The present study will evaluate a CALL activity in terms of its impact on the learner. Specifically, concordancing will be evaluated in terms of its impact on the learners’ motivation. Motivation is widely recognized as a key factor in language learning achievement (Ellis, 1994). A synthesis of theories of motivation in the classroom suggests that students who are interested in the activity they are completing, feel they are successful, and feel that what they are learning is important will be more motivated to learn and will in turn achieve better results. Essentially, the drive to satisfy curiosity, feelings of success, and value placed on the outcomes of a task will increase the student’s willingness to expend effort to complete the task.

**Impact on Motivation**

Researchers have proposed a number of factors that are necessary for motivation and that can be exploited to increase motivation. Malone & Lepper (1987: 231) state that
students' curiosity (which translates into motivation to learn) is awakened by an "optimum level of informational complexity" and that activities can also motivate students by challenging them with goals "such that goal attainment is uncertain." Maehr (cited in Julkunen, 2001) further suggests that tasks that include an optimal amount of uncertainty and unpredictability are more motivating than others. These suggestions are useful for increasing the interest in an activity but they do not deal with other conditions associated with motivation discussed above such as the feelings of success and relevance of the outcomes. Keller (1983) provides a more comprehensive discussion of conditions necessary for motivating tasks. He proposes four conditions of task motivation:

- **Interest:** the ability to arouse and sustain curiosity
- **Relevance:** the extent to which the activity assists the student in achieving his/her goals.
- **Expectancy:** the level of confidence, feelings of success, and autonomy experienced by the student.
- **Satisfaction:** the amount of satisfaction (preferably intrinsic) in the outcome of the activity.

Dörnyei (1994a), in his taxonomy of second language learning motivation, classifies motivational effects of course materials in terms of Keller's four conditions. Dörnyei (1994a: 281) provides several suggestions for optimizing these conditions in order to make activities more motivating. Dörnyei argues that in order to make activities more motivating educators should:

- Increase the attractiveness of the course content by providing authentic materials.
- Arouse and sustain curiosity and attention by introducing novel events.
- Increase students' interest and involvement in the tasks by designing and selecting challenging activities, including problem solving tasks and hidden information.

Concordance activities have the potential to capitalize on all three of these suggestions through the use of authentic texts and innovative materials, and by allowing the students to act as researchers. In order to investigate whether or not these characteristics of concordancing do indeed maximize motivation, the motivational impact of a concordance activity will be evaluated in terms of these four conditions of motivation. I use three questionnaires developed to target each of the four conditions administered at three different points throughout the activity and compare them to the results of the same questionnaires administered throughout the completion of a non-concordance activity that resembles the activities the students commonly encounter in their classroom.

**Research questions**

This study addresses the following research questions in an attempt to determine if the concordance activity has a positive impact on the four conditions of motivation proposed by Keller.

1. Will the concordance activity positively impact these four conditions of motivation more than the non-concordance activity?

2. Will students' positive evaluations of the four conditions increase as they complete the activity?
3. How do the students' abilities to find patterns themselves relate to their evaluation of the activity in terms of these four conditions?

4. How do the students' performance scores relate to their evaluation of the activity in terms of these four conditions?

5. Is there any correlation between the time taken to complete the task and the students' evaluations of the concordance activity?

6. Is there a significant difference between the motivation scores of students who have and have not had previous exposure to concordancing?

The answers to the first two questions will allow me to draw conclusions about whether or not the concordance activity is more motivating than the non-concordance activity and whether or not the concordance activity actually causes an increase in the students' task motivation. By answering the remaining questions I will be able to propose strategies in the development of concordance activities that will allow them to be still more motivating.

In this chapter I have introduced the research problem and have explained why this research is useful to me as both a teacher and a language learner. I gave a brief overview of the history of CALL and the development and integration of CALL applications in the classroom. I have also discussed the influence of motivation on learning and some conditions necessary for motivating activities. In chapter 2 I will present a brief review of literature related to the use of concordances and the study of Second Language Acquisition (SLA) motivation. In chapter 3 the development of the activities and questionnaires and the
implementation of the research methodology will be explained. Chapter 4 will present the results gathered from this study and will discuss the implications of the results. Finally, chapter 5 will contain a summary of the findings, suggestions for concordance activity design, and a discussion of suggestions for further investigations.
CHAPTER 2. LITERATURE REVIEW

In chapter 1 I presented a rationale for carrying out this type of research and delineated the specific research questions that will guide this study. In this chapter I will present a brief review of the literature pertaining to the evolution of concordancing within CALL and the development of theories and frameworks related to SLA motivation and specifically SLA motivation in the classroom.

The evolution of concordancing

Concordance theory and application has its roots in corpus linguistics. Corpus linguistics is a method of studying language structure and use by using computers to analyze principled collections of naturally occurring language resulting in quantitative data and functional interpretations (Conrad, 1999). The conclusions drawn through corpus research are based on information gathered from the corpus, the collection of texts. In order for the conclusions to be valid, the collection of texts must be compiled carefully based on principles of size, genre, place of origin and other variables that may affect the language. Through analysis of the corpus, researchers are able to draw conclusions about the structural resources that are available in the language and how speakers and writers of the language use the available structures. This type of research is facilitated by computers because of their ability to quickly and accurately search through, locate, and organize very large amounts of data. Processing data in this way allows researchers to produce quantitative data that can be used to make interpretations of how the language is used.
The growing popularity of corpus-based research is sure to have a notable impact on teaching materials and practices. For example, researchers are finding that the analysis from corpus-based research does not always align with rules presented in textbooks (Conrad, 1999, 2000; Barlow, 1996). Conrad (2000:549) argues that corpus linguistics will revolutionize grammar teaching in three significant ways. First, corpus-based analysis will reveal the differences in appropriateness and acceptability from one register to another. Therefore, she argues that "monolithic descriptions of English grammar will be replaced by register-specific descriptions." In addition, because of the emphasis on collocation and lexico-grammatical associations in corpus-based research, "the teaching of grammar will become more integrated with the teaching of vocabulary." Finally, she argues that "emphasis will shift from structural accuracy to the appropriate conditions of use for alternative grammatical constructions." Furthermore, because of this type of research, it is no longer necessary for teachers to rely on their own intuitions about language, which can often be mistaken. Rather, the corpus can provide quantitative evidence of a particular rule or use.

In order to conduct this type of analysis, a tool was needed to search through a corpus and return information that could be used to answer specific research questions. For that purpose, concordancers were developed. Flowerdew defines concordancing as "a means of accessing a corpus of texts to show how any given word or phrase in the text is used in the immediate contexts in which it appears" (1996: 97).

The use of concordancers to analyze large portions of text for the purpose of describing language use began to be studied in depth in the mid and late eighties by Sinclair and his colleagues as a part of the COBUILD project at the University of Birmingham. Sinclair (1991) used a large corpus (roughly 200 million words) of English to describe the
use of lexical and grammatical items. He argued and demonstrated that corpus-based analysis could prove to be a valuable tool in discovering and describing patterns of use of words or phrases (Sinclair, 1991). It was found that an analysis of a corpus could be a great aid in designing grammar and vocabulary curricula. At this point research was mainly concerned with lexical analysis and implications for the language-learning classroom were drawn primarily at the syllabus level (Johns, 1984; Sinclair, 1991; Flowerdew, 1993; Celce-Murcia, 1990).

At the same time other researchers saw great potential for concordances in the hands of learners (Chapelle, 2001). Johns (1984) discussed the benefits of concordance based research to confirm intuitions of the teacher and to apply findings to syllabus design. He also, however, noted another possible benefit (1984: 93).

Another and more interesting idea would be to incorporate sections of concordance directly into teaching materials: if examples of authentic usage, analyzed and tabulated in this way can be so powerful a way of connecting the teacher with the reality of the language, could it not... have even more value to the learner?

This idea grew into a practice termed Data-Driven Learning, a concept pioneered by Johns (1988, 1991, 1994) which allowed the students to assume the role of researchers, gathering and interpreting data.

The use of concordances to perform corpus-based analysis by the learners in the classroom was seen to be beneficial for several reasons. Particularly, concordancing offered the students the opportunity to encounter authentic language and to be in control of their own learning (Johns, 1991; Stevens, 1995; Gavioli, 1997). More importantly, learning through
concordancing can be heuristic. Concordancing is a method whereby learners engage in inductive learning; through acting as researchers students are able to develop their own rules of grammar rather than simply being taught. Instead of teaching students rules, the teacher must equip the students with the knowledge necessary to ask the right questions and make valid interpretations of the data. This approach to pedagogy requires that the students develop their ability to conduct inquiries (Gavioli, 1997). As Johns (1991: 30) states:

What distinguishes the [Data-Driven Learning] approach is the attempt to cut out the middleman as far as possible and to give the learner direct access to the data, the underlying assumption being that effective language learning is a form of linguistic research, and that the concordancer printout offers a unique way of stimulating inductive learning strategies — in particular the strategies of perceiving similarities and differences and of hypothesis formation.

Murphy (1996) states that a more research oriented approach to learning has two important consequences. First, objective analysis in language learning will be more appropriate for some students than others. Students with backgrounds in scientific research would likely find the process more satisfying. Second, discovery learning of this sort encourages more self-directed learning and therefore encourages learner autonomy.

Another important aspect of the evolution of concordancing was the development of corpora, concordance programs, and concordance materials. Numerous concordance programs have been developed for various platforms and uses. Johns (1997) and Higgins (1991b) have described and documented their own process of developing concordance applications. Both researchers have also undertaken the task of trialing and reviewing many
of these concordance programs and discussing their strengths and limitations (Johns, 1986; Higgins, 1991b).

**Manifestations of concordancing in the classroom**

Concordancing applications have been integrated into the classroom in a number of ways. Concordancing has been used to develop test and quiz materials (Stevens, 1991a), develop and learn vocabulary lists (Cobb, 1997, 1999; Stevens, 1991a, 1991b, Thurston & Candlin, 1998), improve writing (Levy, 1990) and teach lexico-grammatical associations (Johns, 1991, 1994). These applications depend on two types of output provided by the concordancer: Key Word In Context (KWIC) and collocation. KWIC refers to the practice of analyzing the context in which the search word appears (Murphy, 1996). A key word search through a concordancer would typically return data of the type displayed in Figure 1.

![Figure 1: KWIC output from concordancer](image-url)

The key word is centered in the window with a certain uniform amount of text on either side. Users can use the data they see on this screen or they can often click on the key word in a sentence to see the entire sentence or paragraph from the original text. KWIC is usually used when the purpose is to teach vocabulary. Thurston and Candlin (1998) describe a study in which students used KWIC searches to learn vocabulary of academic English.
through deriving definitions from the contexts surrounding the vocabulary words. With
many contexts the students were able to develop accurate descriptions of the meaning of
words based on the contexts in which they occurred.

Collocation is "the regular co-occurrence of two or more words within a given extent
of text" (Levy, 1990:177). Collocation is often used to teach lexico-grammatical
associations. Words often have strong association with other words that may indicate a
particular part of speech or type of phrase that usually precedes or follows the word. Levy
argues that collocations are not easily remembered or teased out by speakers and writers of
the language, though when seen through a concordancer they make sense and reveal
something about the word that is probably unconsciously known by most native speakers
(Levy, 1990). For example, a corpus-based analysis of the word reason in the Bank of
English Written corpus reveals that reason has strong collocations with the words stands, to,
and it. This analysis indicates that in written English reason is very often used in the phrase
it stands to reason. Since these words are often found together in this manner, it may be
beneficial to teach the phrase it stands to reason rather than simply the word reason.

Several researchers have reported their use of concordancing in the classroom and
have suggested uses as well. Stevens (1991a) reports the use of concordance activities to
teach vocabulary at Sultan Qaboos University. Stevens and his colleagues constructed a
corpus of texts from various disciplines taught at the university. They then used a
concordancer to develop learning tasks to teach the learners key vocabulary from the
readings. Stevens advocates the use of concordance-based activities as an alternative for
Gap-filling activities, stating that the greater number of examples and the authentic texts give
the students greater opportunity to succeed and create more interest in the activity. For one
such task students were given three sentences with one common word blanked out. Students were to fill in the blank with the correct word from a list of vocabulary words. Other such tasks required students to fill in a chart of the variations of a single word by typing in a *string* (For example, typing *accur~* would produce instances of *accurate, accurately, and accuracy*).

Cobb (1997, 1999), also at Sultan Qaboos University at the time, used concordances in the classroom through a program he developed named PET•200. PET•200 is a complex program that combines concordance data with other supplemental features such as multiple choice, fill in the blank, and spelling tasks. The students used the program to search through a corpus comprised of the texts they read for other classes. Students analyzed such variables as word frequency, collocations, and contexts in order to build their own dictionaries based on the definitions they derived from seeing the words in context. The PET•200 program would organize their dictionaries into lists and periodically test the students to help them learn the vocabulary items.

Levy (1990) proposed, in addition to the use of stand-alone concordancers, the use of on-line concordancers working in association with word processors, dictionaries, thesauruses and style checkers to provide the learner with an invaluable learning tool for writing.

Finally, Johns focuses heavily on allowing the students to conduct their own research through concordancing. Tasks designed by Johns are intended to remove the students from their role as passive learner and place them in a role as active researchers, formulating their own questions and finding their own answers. Johns (1991) has used concordances to aid students in establishing lexico-grammatical associations that enhance and reinforce semantic notions. Students used the concordancer as a resource to conduct linguistic investigations.
By examining numerous instances of vocabulary items in context, students were able to find patterns that emerged in the grammar that was associated with the use of vocabulary words. Through testimonies of his students he concluded that this technique proved particularly successful in establishing differences between seemingly similar words such as convince and persuade.

The effectiveness of concordancing

The effectiveness of concordance activities in their various forms has been tested through a number of studies concerned with both short and long term effects of concordance applications over more traditional tasks.

Stevens (1991b) carried out a study created to assess the effectiveness of his proposed style of concordance-based gap-filling exercises with the traditional form of gap-fill exercise. In his study students were not placed in control of the concordancer; instead, Stevens used the concordancer to provide more contexts for the vocabulary words. He built gap-fill exercises around data gathered from a concordance inquiry. Rather than having the students fill in the gaps in a single fabricated sentence, he built gap-fill exercises that offered authentic and relevant sentences from the students' texts. He concluded that students were more able to solve the concordance based problems than the traditional gap-fill exercises.

Cobb (1997) also conducted a study with a group of English students over a period of twelve weeks. Two different versions of a concordance program (PET•200) were developed. One presented the students with a concordance of the vocabulary word to be learned. The other presented only one complete sentence containing the word. All students worked alternately on these two programs for a period of 12 weeks. Analysis of quizzes
demonstrates that students learned more in the weeks that they were using the concordance version of the PET\textsuperscript{200} than they did when they were using the one sentence version (Cobb, 1997). In another similar study conducted by Cobb, students worked on the PET\textsuperscript{200} program for 12 weeks. Some students used PET\textsuperscript{200} to learn vocabulary items while a control group used a much more traditional approach, a dictionary, pen, and paper. It was found that no great difference was apparent between the two groups during and immediately following the study. An extended post-test, however, revealed that students who had learned their vocabulary with a concordancer were better able to remember the words and to apply them to new contexts (Cobb, 1999).

Thurston and Candlin (1998) report the use of a concordance program to teach a list of vocabulary words of academic English. They developed a list of vocabulary items through analysis of the Microconcord corpus of academic texts (1993), then developed concordance-based materials to teach the vocabulary items. As Thurston and Candlin state (1998: 270), the purpose of the project was to give students the “opportunity to condense and intensify the process of learning through exposure to multiple examples of the same vocabulary item in contexts, and to promote awareness of collocational relationships.” The overwhelming response from their students was that the concordance-based materials were helpful and provided an “innovative approach to vocabulary learning” (1998:270).

The research described above offers some evidence and convincing arguments that concordance activities are effective in teaching vocabulary and grammar. The focus of research up to this point, then, has been on the potential for language learning. Sufficient research has not yet been conducted to analyze the impact that concordance activities have on
those who perform them. A particularly salient piece of evidence of impact on students is the effect that the activity has on the learner’s motivation. In order to understand the impact of concordancing on motivation it is necessary to discuss the background and theories behind current frameworks of SLA and task motivation.

Motivation in Second Language Acquisition

The significance of motivation in SLA is widely accepted among researchers in the SLA community (Ellis, 1994). Most researchers even agree that motivation plays a vital role in the learner’s achievement; it is often attributed with the capacity to override other factors, such as language aptitude, to affect achievement in both negative and positive ways (Ellis, 1994; Dörnyei, 2001). And though its importance is widely recognized, its meaning is elusive. Motivation is a very complex and multifaceted construct which researchers have approached from a number of diverse perspectives. Motivation in SLA is compounded even more by the multifaceted roles of language (Dörnyei, 1998). Since SLA motivation is such a broad and complex topic, as Dörnyei says “it is not the lack but rather the abundance of motivation theories which confuse the scene” (1998: 118).

Motivation can be broadly defined as the reasons why humans behave as they do. It has been further defined by Pintrich and Schunk (cited in Dörnyei, 1998) as “the process whereby goal directed activity is instigated and sustained.” Motivational theorists in SLA have sought to answer three basic questions: What cognitive processes are involved? What effect does motivation have on achievement and learning? How can it be optimized? (Dörnyei, 1998). In their attempts to answer these questions theorists have presented a number of models of SLA motivation. This discussion of motivation will first review
Motivational psychology

Before beginning a discussion of motivation theories related to SLA it is necessary to discuss the dominant and influential theories that have risen in the more general field of motivational psychology. The three approaches that will be discussed here are expectancy-value theories, goal directed theories, and the self-determination theory.

Expectancy-Value Theories

The expectancy-value theories posit that a person’s motivation to perform a task is the result of two central elements: the expectancy of success in the given task and the value that the person places on the successful completion of the task. The greater each one of these factors is, the greater the person’s motivation to perform the task. On the other hand, if a person does not perceive success to be likely or does not value the outcome of the task the person’s motivation will be very low. Researchers have presented various factors that they believe are part of the cognitive process of developing expectancy of success; the most important factors include “the processing of past experiences (attribution theory), judging one’s own ability and competence (self-efficacy theory), and attempting to maintain one’s self esteem (self-worth theory)” (Dörnyei, 1998: 119). Researchers Eccles and Wigfield (1995) developed a model to define the aspect of value. Value, as they define it, is composed of four related components: attainment value (significance of the outcome), intrinsic value
(interest in or pleasure derived from the actual task), extrinsic utility value (usefulness for attaining other goals), and cost (effort, time, and risk involved). The first three values have a positive correlation with motivation; the last has a negative correlation. The combination of these components determines the value attributed to a task.

**Goal Directed Theories**

Another influential approach to motivation has been a goal directed approach. Goal directed theories identify a goal as the main instigator and director of motivation. The goal-setting theory developed by Locke & Latham (1994) is a framework that has evolved from the goal directed approach. The goal-setting theory maintains that goals which are both defined and difficult lead to higher performance than goals that are vague or easy to achieve. The goal-setting theory is similar to the expectancy-value theories in that performance is seen to be enhanced when goal achievement is seen as possible and important (Dörnyei, 2001). The intensity and commitment of the goals will determine the amount of effort expended and encourage persistence and strategic actions towards goal achievement.

**Self-Determination Theory**

A third influential approach to motivational psychology is the self-determination theory introduced by Deci & Ryan (1985). The self-determination theory is an elaboration on the traditional paradigm which distinguishes between intrinsic vs. extrinsic motivation. Intrinsic motivation is the performance of a task for its own sake. Intrinsic motivation values rewards gained through the process of task completion, regardless of any external rewards. When the task is performed as simply a means to an end the person is extrinsically
motivated. Extrinsic motivation involves the pursuit of some reward external to the completion of the task, such as a pay raise or good grades. Extrinsic motivation is believed to be something that can undermine intrinsic motivation; individuals will often lose their intrinsic interest in a task if the task is seen as a means to an end. The self-determination theory is based on the relationship between extrinsic and intrinsic motivation and the basic human need for autonomy. The self-determination theory proposes that a person must be able to initiate and regulate, through personal choice, the effort expended to complete a task in order for the task to be intrinsically rewarding. Intrinsic motivation, because it is engaged in for the benefits derived from its performance, is seen as the prototype of the self-determination theory. Extrinsic motivation, however, can also be self-determined, and if self-determined, can lead to, not undermine, intrinsic motivation. The self-determination theory places external motivations on a continuum based on the degree to which the motive has been internalized by the person (Deci, Vallerand, Pelletier & Ryan, 1991). External regulation refers to the least internalized form of extrinsic motivation. The task is regulated and initiated by entirely external sources. Introjected regulation refers to rules or norms that a person accepts and follows in order to avoid negative consequences such as feelings of guilt. Identified regulation involves the engagement in a behavior because the person values or identifies with it and sees its usefulness. Integrated regulation involves extrinsic motives that have been fully internalized and assimilated with the person's values and identity.

Of these three approaches the expectancy value theories seem to offer the most applications to second language learning. Though it is detailed, the self-determination theory is relatively narrow due to its focus on intrinsic and extrinsic motivation. The goal directed theories emphasize motivation that is brought on by the development of some goal by the
learner; unfortunately, it is not always the case that learners set their own goals and strive to achieve them. The expectancy-value approach, on the other hand, can be easily applied to motivation or lack of motivation that results from the tasks students encounter in the classroom.

**Language learning motivation**

Research on motivation in SLA has been heavily influenced by the work of Canadian psychologist R. C. Gardner and his associates (Gardner 1985, 2001; Gardner & Lambert 1959, 1972). It is helpful to think of Gardner’s model as classifying motivation at two levels, goal or oriented motivation and core motivation. The motivation at the goal level includes the learner’s core motivation, the learner’s orientation to language learning, and the learner’s attitudes towards the learning situation. (See Figure 2)

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**Figure 2:** Gardner’s model of second language learning motivation (Gardner, 2001)
Gardner describes core second language learning motivation as a construct composed of three characteristics: the attitudes towards learning a language (affect), the desire to learn the language (want) and motivational intensity (effort) (Gardner, 1985). According to Gardner, a highly motivated individual will want to learn the language, enjoy learning the language, and strive to learn the language. The Gardnerian theory of SLA motivation is based on the definition of motivation as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (Gardner, 1985).

In this definition motivation is described as goal-directed; the learners' immediate goal is to learn the language. Gardner proposed that in order to understand why learners were motivated, it is necessary to understand the learners' ultimate goal or purpose for learning the language. Gardner refers to this as the learner's orientation. He identified two distinct orientations for learning a language, integrative and instrumental (Gardner & Lambert, 1959, 1972; Gardner, 1985, 2001). Integrative orientation refers to a learner's desire to learn more about the cultural community of the target language or to assimilate to some degree in the target community. Integrative orientation refers to a desire to increase the affiliation with the target community. Instrumental orientation, in contrast, is a more utilitarian orientation; it refers to learners' desires to learn the language in order to accomplish some non-interpersonal purpose such as to advance a career. Language learners can display characteristics of both orientations at the same time, and, as Gardner states, there may well be other orientations that motivate a learner.

These orientations are part of the learner's motivation at the goal level and affect the learner's core motivation. Gardner's hypothesis was that integratively oriented learners were
more persistently and intensely motivated than other learners. He felt that an integratively oriented learner would likely have a stronger desire to learn the language, have more positive attitudes towards the learning situation, and be more likely to expend more effort in learning the language (Gardner, 1985).

The third component of Gardner's goal motivation is the learner's attitudes towards the learning situation. In the context of a language classroom the learning situation could include variables such as the teacher, the textbook, classroom activities, classmates and so forth. The learner's attitudes toward these variables will influence the learner's core motivation as well as the learner's orientation. Positive attitudes toward the learning situation will likely produce greater enjoyment in the study of the language, desire to learn the language, and effort expended in learning the language.

Gardner's theory is important to keep in mind, but as several researchers have pointed out its emphasis is clearly on the social aspects of motivation rather than on the role of motivation in the classroom (e.g. Dörnyei, 1994b; Crookes & Schmidt, 1991; Oxford & Shearin, 1994) and Gardner (1985) himself stated that he was approaching the research as a social psychologist. Though Gardner discusses the learner's reaction to the learning situation he offers little explanation of how the learning situation can be manipulated in order to affect the learner's motivation in a positive way. As a social psychologist Gardner was concerned with the effect of social variables on learner's motivation; language teachers are more concerned with the effect of the syllabus, lesson plans, and activities that the students experience in the classroom.

For this reason, and because a second language is often learned in an educational setting, many researchers, especially in the last decade, have attempted to modify and adapt
Gardner's theory and other theories of motivational psychology and apply them to educational situations.

Researchers Crookes and Schmidt (1991) were among the first to question Gardner's approach stating that the empirical evidence was not clear enough to support the notion that integrative motivation is a cause and second language achievement the effect. They also state that its emphasis on social aspects is a limiting feature and discuss the need for approaches that are more suited to SL education. They identified a clear need to research and classify SLA motivation as it relates directly to the classroom.

Attempting to meet that need, Crookes and Schmidt (1991) developed another model of SL learning motivation. They identify four levels of SL motivation, the micro level, the classroom level, the syllabus level, and a fourth level involving factors from outside the classroom. The micro level involves the cognitive processing of L2 input. At the micro level learner motivation is evidenced by the amount of attention given to the input. The classroom level includes the techniques and activities employed in the classroom. Crookes and Schmidt apply tenets of expectancy-value and self-deterministic theories to this level, stating that the expectancy of success and amount of control over activities contributes to learner motivation. The syllabus level refers to the choice of content presented and can influence motivation through the level of curiosity and interest aroused in the students. Finally, factors from outside the classroom involve informal interaction in the L2 and other long term factors.

Included in Crookes' and Schmidt's discussion of the definition and measurement of SLA motivation are four conditions for motivation introduced by Keller (1983). Keller's four conditions are Interest (in the topic and activity), Relevance (to the students lives and needs), Expectancy (expectations of success and feelings of being in control) and Satisfaction
in the outcome). These four conditions contain elements of each of the major approaches to motivational psychology. The expectancy-value theory is represented in each condition. Keller's condition of Expectancy relates directly to the idea of expectancy from the expectancy-value theories. Furthermore, Relevance, Interest, and Satisfaction are all related to the value placed on the task. Autonomy, an integral tenet of the self-determination theory, is included in the condition of Expectancy. Goal-directed theories are represented in the condition of Satisfaction in the outcome, the extent to which goals are met.

A number of researchers (eg. Deci & Ryan 1985; Deci, Vallerand, Pelletier & Ryan, 1991; Malone & Lepper, 1987; Lepper & Cordova, 1992) have applied the intrinsic vs. extrinsic and the self-determination models to second language learning. Malone & Lepper state that students' curiosity (which translates into motivation to learn) is awakened by an "optimum level of informational complexity." (1987: 231) When students engage in a task or activity in order to satisfy their curiosity the task is intrinsically motivating. It is these types of tasks that are viewed as most beneficial in the classroom. Intrinsically motivating activities are often equated with fun or enjoyable activities or activities that students would perform on their own volition. Several studies have indicated that intrinsically motivating activities lead to better learning (eg. Green, 1993).

Deci, Vallerand, Pelletier & Ryan (1991), from their self-determination perspective, applied their four levels of regularity to extrinsic motives in the classroom. The least developed form of extrinsic motivation, External regulation, is the least beneficial for students and results in the lowest level of learning. The task is regulated and initiated by the teacher, an external origin. When students follow a teacher's rules or do their homework in order to avoid guilt or embarrassment they are involved in Introjected regulation. Students
involved in *Identified regulation* complete a task or activity because they value the outcomes it will produce. If the value and the outcome of the activity have been integrated into the learner’s sense of self and are assimilated with the learner’s other values, needs, and identities, the student is engaging in *Integrated regulation*. *Integrated regulation* is very close to intrinsic motivation and is seen as very beneficial to learning and achievement.

Dörnyei (1994a), following Crookes’ and Schmidt’s initiative, developed yet another framework of motivation. Dörnyei’s model again dealt specifically with motivation in the language classroom. His taxonomy of motivation is comprised of three levels, the Language Level, the Learner Level, and the Learning Situation Level (Dörnyei, 1994a), as shown in Table 2 below. The Language level is the most general level which focuses on "orientations and motives related to various aspects of the L2" (Dörnyei, 1994a: 279). The motives and orientations at this level determine the language studied and the most basic learning goals. Dörnyei identifies motivation at this level using the concept of orientation introduced by Gardner. The Learner level involves the influence of individual traits of language learners. Motivation is influenced at the Learner Level by the learner’s need for achievement and self-confidence. The Learner Level is concerned with internal, affective characteristics of the learners related to their need for achievement and their level of self-confidence. The latter component is closely related to expectancy, involving language anxiety, self efficacy, and evaluations of possible success based on past experiences. Motivation at the Learning Situation Level is influenced by a number of intrinsic and extrinsic motives that are course specific, teacher specific, and group specific (Dörnyei, 1994a).
Table 2. Dörnyei’s model of second language learning motivation (Dörnyei 1994a)

<table>
<thead>
<tr>
<th>Language Level</th>
<th>Integrative Motivational Subsystem</th>
<th>Instrumental Motivational Subsystem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner Level</td>
<td>Need for Achievement</td>
<td>Self Confidence</td>
</tr>
<tr>
<td></td>
<td>* Language Use Anxiety</td>
<td>* Perceived L2 Competence</td>
</tr>
<tr>
<td></td>
<td>* Causal Attributions</td>
<td>* Self-Efficacy</td>
</tr>
<tr>
<td>Learning Situation Level</td>
<td>Interest</td>
<td>Relevance</td>
</tr>
<tr>
<td>Course-Specific Motivational Components</td>
<td>Expectancy</td>
<td>Satisfaction</td>
</tr>
<tr>
<td>Teacher-Specific Motivational Components</td>
<td>Affiliative Drive</td>
<td>Authority Type</td>
</tr>
<tr>
<td>Group-Specific Motivational Components</td>
<td>Direct Socialization of Motivation</td>
<td>Goal Orientedness</td>
</tr>
<tr>
<td></td>
<td>Norm &amp; Reward System</td>
<td>Group Cohesion</td>
</tr>
<tr>
<td></td>
<td>Classroom Goal Structure</td>
<td></td>
</tr>
</tbody>
</table>

The course specific motivational components relate to the class syllabus, the materials used, the teaching method, and the learning task. Dörnyei uses the conditions presented by Keller (1983) and later by Crookes and Schmidt (1991) to describe these conditions: Interest, Relevance, Expectancy, and Satisfaction. The teacher specific motivational components are the characteristics of the teacher and the teaching style that affect learner motivation. Affiliative drive refers to the learner’s desire to please the teacher. In addition to the student’s affiliative drive toward the teacher, the teacher’s authority type and direct socialization of motivation through specific practices intended to increase motivation will affect learner motivation. Some practices that have a direct effect on motivation include modeling, task presentation, and feedback. The group specific motivational components refer to the social
influences on motivation from the collective group of which the learner is a part. These effects include the orientation of the group as a whole, the cohesiveness of the group, and the amount and level of competition within the group. Based on personal experience and psychological research Dörnyei offers several suggestions on how to exploit these conditions to develop more motivating learning situations.

Task motivation

Because these theories base human motivation on the desire to complete tasks or lack thereof, tasks can be analyzed according to the degree to which people are motivated to complete them. Researchers have applied the term task motivation to the construct of the degree to which people are motivated to perform a specific task. The construct of task motivation is indicative of the amount of value placed on the outcome of the task and the amount of effort and energy the person is willing to expend in completion of the task. It is obvious that due to the content of particular pedagogical exercises and the manner in which they are presented one task can prove to be more motivating than another. This construct is useful to educators in order to analyze the degree to which the exercises completed in the classroom are motivating the students to learn (Julkunen, 2001).

All of the theories of second language learning motivation discussed above address the issue of task motivation to some degree. I believe that Keller's (1983), Crookes' and Schmidt's (1991) and Dörnyei's (1994a) application of the four conditions of motivation (IRES) are the most helpful in analyzing the task motivation of pedagogical exercises. Working from a four dimensional approach allows the investigator to obtain a well rounded analysis of the student's motivation to complete the task at hand.
The research discussed above suggests that concordancing offers elements of learning or opportunities for learning that may be motivating to students. These elements of concordancing seem to align closely with the conditions for motivation that were proposed by Keller. First, the use of authentic texts in concordancing instead of manufactured examples is an element that is likely to increase interest. The use of authentic texts will also likely have a positive effect on the condition of relevance because the input not only resembles, but possibly is, the language the students encounter outside the classroom. Second, when the learner is placed in the role of researcher they are given more responsibility in their own language learning process, which is a necessary factor for positive expectancy and satisfaction. The present study is an investigation into whether or not these qualities of concordancing do in fact produce a positive impact on student motivation in terms of Keller’s conditions.

This chapter has presented necessary background for the research that will be described in the following chapters. In the next chapter I will describe the design of the activities and questionnaires and will describe the methods used to collect the data.
CHAPTER 3. METHODS AND MATERIALS

In the previous chapter I presented a review of the literature related to the pedagogical tool under investigation and the construct on which its impact will be measured. In this chapter I will provide an explanation of the participants involved in the study, the development and design of the two activities and the three questionnaires used to conduct this study as well as the procedures followed to gather and interpret the data.

For the purpose of this study 65 participants, consisting of 26 participants from an intermediate level ESL writing class and 39 participants from an advanced level ESL writing class, completed two on-line activities. One activity was a non-concordance activity designed to resemble the activities the students commonly encounter in the classroom. The other was a concordance activity modeled after Johns’ (1991a) Data-Driven Learning approach. Students answered questionnaires that were administered before, during, and after each activity. The questionnaires targeted the participants’ response to the activity in terms of Keller’s (1983) conditions of motivation. The data were analyzed in order to determine if the participants found the concordance activity to be more motivating that the non-concordance activity.

Participants

Participants for this study were college students enrolled in English 101B and 101C classes at Iowa State University. English 101C and 101B are writing classes for international students that serve as precursors to English 104, First Year Composition. Students in 101C are slightly more advanced than students in 101B. Students are placed in either one of these
classes based on an essay composed for an English placement test at the university. The essays are rated in terms of the student's fluency, the complexity of the sentences, the number of errors, and the development of the material. Some students in 101B are graduate students while the majority are undergraduates. All students in 101C are undergraduate students. Three sections of 101C totaling 39 students and two sections of 101B totaling 26 students participated for a total of 65 participants. I deemed it appropriate to conduct the research with students in writing classes because of the nature of the concordance activity. The purpose of the activity was to draw conclusions about how two seemingly similar words were used differently in writing and the corpus used was a selection of written language. Two separate levels were used in order to test the activity with both advanced and less advanced learners. Testing the activity with two separate levels of students was intended to provide valuable information about the appropriateness of the task for varying levels and to assist in collecting useful data for the fourth research question by creating a noticeable difference in the performance scores. At the time the experiment was conducted only two sections of 101B were offered as opposed to three sections offered of 101C. For this reason the number of participants from each level is unequal.

The participants came from various nationalities and first language backgrounds. A large majority of the students were of Asian nationalities with the largest group of participants from Korea. Other participants comprising this majority included participants from China, Japan, Malaysia, Indonesia, Hong Kong, and Taiwan. Participants from other nationalities included Peruvian, Russian, Ukrainian, Sudanese, and Jamaican participants. First language backgrounds represented included Korean, Chinese, Cantonese, Japanese, Malay, Indonesian, Spanish, Russian, Arabic, Ukrainian, and English. Both males and
females participated though the number of male participants equaled almost double the number of female participants. The age of the participants ranged from seventeen to fifty years old. The majority of the students were in their twenties with only fourteen participants under twenty and eight participants over twenty. Of those participants over twenty years old seven of the eight were in their thirties.

It is important to note that the participants in this study were university students, undergraduate and graduate, and as such were familiar with the process of research. Also, these students were all familiar to some degree with computers. All students were given an email account when they enrolled in the university, complete assignments on computers, and meet once a week in a computer lab. This population of students is similar to the population of students with whom Johns (1991) reports successfully using the Data-Driven Learning approach.

**Design of the activities**

**Concordance Activity**

In order to conduct this research a concordance activity, a non-concordance activity, and pre, during, and post questionnaires were developed. First, the concordance activity was developed with the intention of making it as typical and representative of concordance activities as possible. The task chosen for the concordance activity was to find the difference between the words *convince* and *persuade*. This task was reported by Johns (1991) as a task that was performed by his students and was found to return valuable information about the difference in use between the two words. The task was structured around Johns' Data Driven Learning approach, using the concordancer to allow students to act as researchers.
An on-line concordancer searching a 1,700,000 word section of the British National Corpus (Written) was used to serve as the concordancer. The on-line concordancer was developed as part of Cobb’s on-line "Complete Lexical Tutor for Data-Driven Learning on the Web" from the Université du Québec à Montréal in association with Greaves from the Hong Kong Polytechnic University (http://132.208.224.131/Concord.htm). Other materials for this study, including instructions and the concordance activity were set up on-line specifically for this project. Students were given instructions to follow in one frame and the on-line concordancer to work with in another frame as shown in Figure 3 (also see Appendix B).

Figure 3: Concordance activity screen 2

The activity was designed so that students would not have to switch back and forth between windows. The activity was set up in such a way that after hearing the initial introduction to concordance activities and the instructions for completing the questionnaires the students would only have to interact with the computers (no involvement from the researcher) until the activity was finished.
Introduction to Concordancing

Read Instructions for concordance activity

Complete pre questionnaire

Follow instructions to search for patterns in convince

Follow instruction to search for patterns in persuade

Complete 1st performance task

Complete during questionnaire

Presented with pattern and given examples

Complete 2nd performance task

Presented with conclusions

Complete 3rd performance task

Complete post questionnaire

Figure 4: Flowchart of concordance activity
Before they began, a short introduction was given about concordance activities (See Appendix B) and about the idea of searching for patterns, including a short discussion of what kind of patterns they would be looking for. Students were also given a handout, which is presented in Appendix C, on which to record the patterns they were able to find. A flowchart of the activity is presented in Figure 4.

The activity began with the students searching for concordances of *convince* and searching for patterns in the phrases and grammatical structures following *convince*. The students were guided toward the right answer through searches for collocations. They were to find the pattern that *convince* is often followed by *that*-clauses and sometimes followed by prepositional phrases beginning with *of*. For example:

- He tried to convince them *that* the Channel Tunnel would be a financial disaster.
- I had to convince myself *that* what I was experiencing was a particularly cruel dream.
- He sought to convince her *of* his good intentions.

Through having the students first search for the key word, then search for collocations, the activity was set up such that the students were given sufficient scaffolding to be able to find the pattern on their own but they were not told explicitly what the pattern was until after completing the first performance task.

After searching for these patterns students were instructed to repeat the process with *persuade*. Students completed the same process with the word *persuade* finding that *persuade* is most often followed by *to*-infinitives and sometimes by *that*-clauses. For example:

- The important thing was to persuade Chella *to* join the festivities.
- They were often persuaded *to* make a solemn pact or covenant.
- He tried to persuade them *that* their policy of power could not continue.
After students had been shown these patterns, the first performance task was introduced where students were to select from a list the structures that were most likely to occur and those that would sometimes occur after each word. This performance task was used, along with the handouts that the students used while searching for the patterns, to determine whether or not the students were able to find the patterns which factored into the final analysis. After completing this performance task students were given 10 examples of phrases that followed each word. For convince the students were given examples of that-clauses and for persuade students were given examples of to-infinitives. At this point the students were guided to draw their conclusions about meanings of these words by finding and making generalizations about the information contained in the examples. The students were given another performance task where they were instructed to generalize about what the goal of convincing or persuading someone is.

At this point in the research process the students were expected to make functional interpretations of the data they found from their search. In the second performance task the students were presented with two multiple choice items related to the interpretations that could be made from the data they were presented with. Students were told to draw conclusions about the goal of convincing or persuading someone. The correct answers for this performance task were that the goal of convincing someone is usually to make them think or believe that something is true or that something is the case, while the goal of persuading someone is usually to make them take some action. After typing in their answers the students were shown the correct answers on the next page and asked to move on to the final task. In the final performance task students were presented with five scenarios containing either a that-clause or a to-infinitive. The students were to rewrite the sentences
using the words convince or persuade by applying the rule they had just discovered about which one is most often associated with which structure.

**Non-concordance activity**

The second activity was developed with the purpose of replicating the activities the students encounter in their 101C and 101B classrooms. *How English Works: A grammar handbook with readings* (Raimes, 1990), the textbook for the 101B class served as the basis for the design of the activity. The book was a grammar book, not a vocabulary book, but there were some instances of an attempt to teach lexico-grammatical associations (*because* vs. *because of* p. 290). A survey of the activities in the book revealed that many followed the same format: First, students were presented with an explicit grammar rule. Next, they were presented with a table condensing and further clarifying the information in the rule and examples that followed the rule were presented followed by short exercises of either oral or written production.

Based on this model the second activity was developed to teach the difference between *hope* and *wish* (see Appendix D). Like the concordance activity the non-concordance activity was developed and placed on-line specifically for this project. The students were first presented with a table explaining the patterns that are found in the sentences containing *hope* and *wish*. Both *hope* and *wish* are often followed by *to*-infinitives or clauses. The table presented examples of each of these situations as seen in Figure 5.

The students were then presented with the patterns found in both of these situations. The first rule presented is that when *wish* precedes an infinitive it is a statement of purpose, but when *hope* precedes an infinitive it is a statement of desire. After being presented with
these rules and several examples the students were required to complete a gap-fill activity requiring them to select the correct word according to the context. After completing this performance task the students were presented with the rule derived from the data returned with hope or wish followed by clauses.

When wish was followed by a clause it indicated an idea or event that could not come about or was unlikely to happen. Hope, on the other hand was followed by an idea that could come about or was still possible. The students were again presented with examples and a table condensing the information given in the rules. Another gap-fill performance task of ten items was completed. Finally the students completed a task like the last performance task of the first activity where they were given a scenario and were required to compose a sentence using hope or wish in the appropriate context.

<table>
<thead>
<tr>
<th><strong>HOPE and WISH</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
</tr>
<tr>
<td>hope</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>wish</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Notice that the definitions from the dictionary don't really offer you the information you need to understand how these words are used. Also, the words are found in the same positions, before an infinitive verb or before a clause, which also does not give you useful information. These words are used in different ways, though, and which word you use will depend on the context it is used in.

Click **HERE** to continue.

**Figure 5: Non-concordance activity screen 2**
**Design of the questionnaires**

Each activity was accompanied by three questionnaires (see Appendix E). Rather than using one post questionnaire, multiple questionnaires were administered at different points in the activities in order to track any changes in motivation throughout the completion of the activities. This method of measuring task motivation was suggested by Dörnyei (2001) in his discussion of methods of measurement of motivation. The three questionnaires were administered before, during, and after the activity.

The questionnaires for each activity were identical except for a few items in which the wording was changed according to the activity. The pre, during, and post questionnaires were not identical though they contained the same number and type of items. The questionnaires were developed based on the format of Gardner’s (1985) Attitude and Motivational Test Battery (AMTB) and other questionnaires presented in Dörnyei’s (2001) discussion of questionnaires and surveys used for motivation studies. These questionnaires all targeted general motivation to learn a language rather than task motivation, but the principles of multi-item analysis, and measurement of attitudes discussed by Dörnyei and displayed in the sample questionnaires were replicated in the questionnaires for this study.

Each questionnaire was designed to target all four conditions of motivation (IRES). Below are examples of items used in the second questionnaire to target each condition.

- **Interest**: I feel that this activity is challenging but interesting.
- **Relevance**: I think activities like this one could help me be more confident that I am using words correctly.
- **Expectancy**: I feel like this activity allows me to draw my own conclusion about the words.
- **Satisfaction**: I feel that this kind of activity makes the difference between the words clear.
In order to not frustrate and therefore demotivate the students, the questionnaires were limited to 16 items each. Each questionnaire contained four items targeting each condition. Each questionnaire contained 12 four-point Likert scale items and 4 semantic differential items. The questionnaires were administered before beginning the activity, during the activity, and after the activity in order to measure and account for changes in the students’ motivation over the time used to complete the task. To score the questionnaires the four possible answers for each question were given a value from 1 to 4. On each questionnaire, the sum of the values of each student’s answers was the student’s motivation score. The maximum motivation score possible for one questionnaire was 64 and the lowest was 16.

The reliability of these questionnaires was tested using the coefficient alpha formula of reliability. It was found that the three concordance questionnaires produced alpha reliability scores of 0.88, 0.89, and 0.93 respectively. The three non-concordance questionnaires produced alpha reliability scores of 0.83, 0.82, and 0.92 respectively. These measures of reliability were deemed appropriate for the purposes of this study.

**Procedures**

The study was conducted during the participants’ regular class time. These class periods were conducted by the researcher, not by the class’s regular instructor. The research was conducted over two class periods with each class. During these two class periods the classes met in a computer lab with a computer for each student. At the beginning of the first meeting time with each class the students were read a short introduction of the researcher and of the activity they were going to participate in. The introduction for the concordance
activity contained a brief overview of the practice of concordancing. These introductions are presented in Appendix A. In addition, the students were asked at the beginning of the class period not to speak to one another or work collaboratively, not to open or close windows on the computer, and to raise their hand to ask any questions of their instructor or the researcher.

The activities and questionnaires were entirely on-line except for the half page handout for recording the patterns during the concordance activity. The answers to the performance tasks and the questionnaires were automatically submitted by email. Students were instructed to complete the activity at their own pace within the allotted class time. They were to ask questions of the researcher when needed, not to each other. The activities and questionnaires were completed individually with no collaboration whatsoever.

Two groups of 101C were presented with the concordance activity in the first class period and one class was presented with the non-concordance activity in the first class period. Likewise, one section of 101B completed the non-concordance activity first and the other completed the concordance activity first. This was done to control for any effect that completing one activity before or after the other might have on the results.

For the completion of the non-concordance activity the students were given the web address and instructed to begin the activity. The first page of the activity contained a short description of the activity, a schema activation, and the instructions for the activity. After reading through the instructions the students were taken to the first questionnaire. The activity began after the first questionnaire; the next questionnaire was administered after the first performance task in which the students were required to fill in the gap with the appropriate word (hope or wish). After answering the second questionnaire the students were
directed to continue the activity. After the final performance task the third and final questionnaire was administered.

The concordance activity was completed in much the same way save for a short introduction to concordancing before beginning the activity. The students were introduced to the idea of searching through authentic texts, looking for and identifying patterns, and making interpretations of the data. This introduction can be found in Appendix A. After the five-minute introduction the students were directed to the first page of the concordance activity. After the introduction and instructions the students answered the first questionnaire before beginning with the activity. The second questionnaire was administered after the first performance task, after the students had identified the patterns. The final questionnaire was administered at the end of the activity after completing the last performance task. The amount of time it took the participants to complete the activity was measured from the time they were instructed to begin the activity to the time they submitted their last questionnaire.

Analysis

In order to analyze the data collected each student was assigned seven separate scores for the concordance activity and five scores for the non-concordance activity. For each activity, three separate scores were recorded for each student corresponding to the three separate questionnaires. Each student also received a performance score based on the number of correctly answered items on the performance tasks of the activity. The amount of time taken by each student to complete the activities was also recorded. In addition, a record was kept for each student of whether or not they were able to find the patterns in the
concordance activity themselves before being told and whether they indicated that they had previous experience with concordance activities.

The students' pattern scores were determined based on the notes they made on their handout while completing the first half of the activity. A few students did not record anything on their handout while completing the first half of the activity but went back to record the patterns once they were revealed in the second half of the activity. This only occurred with a few students and the researcher took note of the action and those students were awarded no points for finding the patterns. The students were told specifically to look for words or phrases that occurred often directly after the keyword.

Some students recorded only the word that was repeated while some students recorded several sentences as examples of the patterns. One pattern point was awarded to any student who had written the word *that* under *convince* either by itself or in two or more whole sentences containing the pattern. Likewise, one pattern point was awarded to those students who recorded *to* or *to-infinitive* or two or more whole sentences containing the pattern. A point was awarded to students who wrote the single word as a pattern because this was seen as evidence that the students had separated that word from the particular context or sentence that it was in and were able to identify it as a recurring pattern. A point was awarded to students who recorded two or more sentences because this was seen as evidence that they had noticed the repetition of the form within those sentences. For example, the following notes on student handouts were awarded two pattern points:
Table 3. Records of students who found both patterns

<table>
<thead>
<tr>
<th>Student #1</th>
<th>Student #2</th>
<th>Student #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patterns for convince: convince (him/her) of ... convince (us) that ...</td>
<td>Patterns for convince: convince ...(something such as her, him, myself)...of convince that</td>
<td>Patterns for convince: ~ to convince that the ~ ~ convinced ~ ~ convinced that ~</td>
</tr>
<tr>
<td>Patterns for persuade: persuade + (object) + to-verb persuade Chela that it was</td>
<td>Patterns for persuade: persuade &quot;something&quot; ... to persuade &quot;something&quot; ... that</td>
<td>Patterns for persuade: ~ to persuade ~ be persuaded to ~ persuaded (noun) to</td>
</tr>
</tbody>
</table>

In contrast, these students were awarded only one pattern point:

Table 4. Records of students who found only one pattern

<table>
<thead>
<tr>
<th>Student #4</th>
<th>Student #5</th>
<th>Student #6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patterns for convince: convinced/unconvinced Talks with Mr. Gorbachev in the Malta convinced that the ...</td>
<td>Patterns for convince: that his myself that I'm</td>
<td>Patterns for convince: convince -- that convince -- the ... convince -- of</td>
</tr>
<tr>
<td>Patterns for persuade: to and which be</td>
<td>Patterns for persuade: persuade -- the you</td>
<td>Patterns for persuade: persuade -- the you</td>
</tr>
<tr>
<td>This student only produced one sentence with the pattern that for convince.</td>
<td>This student did not record any patterns for persuade.</td>
<td>This student did not record the correct pattern for persuade.</td>
</tr>
</tbody>
</table>

Students who left both sections blank, did not write the words to or that or did not have more than one sentence with the pattern were awarded no pattern points.

The performance scores were assigned as simply the number correct out of the number possible. The concordance activity contained 14 possible performance points. The first performance task of the concordance activity was worth eight points. For each item, if a student selected the correct grammatical structure and the correct frequency the student was awarded two points. If the student selected a possible grammatical structure but the wrong frequency the student was awarded one point and if the student selected an incorrect grammatical pattern they were awarded no points. The second performance task was worth
two points. The students were to analyze the examples given and select the answer that best described the purpose communicated by the words *convince* and *persuade*. Each correct answer was awarded one point.

The last activity was worth four points. The students were awarded one point per item if they were able to apply the appropriate word and pattern to each context. The last activity was the only activity where the students were required to produce sentences applying the patterns they learned. The items were designed to elicit either a sentence with *convince* or a sentence with *persuade* by placing either an infinitive verb or a factual *that*-clause in the context. The purpose was to see if the students would correctly analyze the context and apply the appropriate word and pattern in their sentences. However, some students produced sentences that displayed one of the patterns learned in the activity but did not use the elicited word. For example, the fourth item of this performance task presented the students with the following situation: “Mike leads Marty to believe that riding a bike is a good form of exercise.” “That riding a bike is a good form of exercise” is a statement of truth or a declaration that something is the case. Thus, this item was intended to elicit the pattern *convince...that*, such as, “Mike convinces Marty that riding a bike is a good form of exercise.” However, several students produced a sentence like “Mike persuades Marty to believe that riding a bike is a good form of exercise.” In order to be consistent these responses were counted wrong since they did not produce the elicited form even though they did produce one of the patterns highlighted in the activity.

The non-concordance activity contained 24 possible performance points. The first performance task contained nine items worth one point a piece; the second task contained ten
items worth one point a piece. The third task, worth five points, was similar to the third task of the concordance activity and students were awarded one point per item if they used the appropriate word for the given context.

The amount of time taken to complete the activity was recorded from the point the students were instructed to begin the activity to the time recorded on their last questionnaire. For the concordance activity the students were also given a score to indicate whether or not they had previous exposure to concordancing. The last question of the post questionnaire asked the students whether or not they had participated in concordance activities before participating in this study. The students answered either “yes” or “no” and their answer was recorded as a value of either 0 for “no” or 1 for “yes”.

In this chapter I have outlined the design and development of the research materials and the procedures used to collect and analyze the data. In the following chapter I will present and discuss the results obtained from the study.
CHAPTER 4. RESULTS AND DISCUSSION

In the previous chapter I described the procedures of data collection and analysis. In this chapter I will present the results of the data analysis and a discussion of the implications of this research.

Research Question 1

The first and most important research question of this study asks whether or not the concordance activity would have a greater positive impact on the students’ motivation than the non-concordance activity in terms of Keller’s four conditions of motivation. This question is based upon the claims of supporters of concordancing that concordancing possesses certain characteristics that theoretically should make it more motivating to students. The purpose of this research question is to see if there is any evidence that those qualities actually do cause the concordance activity to be more motivating. Figure 6 shows the difference in the average scores on each questionnaire from the two activities.

Figure 6: Means of motivation scores of concordance and non-concordance activity
The students rated the concordance activity slightly higher on the first questionnaire, lower on the second questionnaire, and higher again on the third questionnaire. However, analysis reveals that these differences are not significant. On the first questionnaire the average score for the concordance activity was 54.1 while the average score for the non-concordance activity was 53.6. This is only a difference of one half of a point. The difference on the second questionnaire is a little larger but still not significant. The average score for the second questionnaire of the concordance activity was 52.7 while the average score for the same questionnaire of the non-concordance activity was 53.5. At this point in the activities the students generally rated the concordance activity lower than the non-concordance activity by almost a point. As shown in Table 5, this difference, however, is still too small to be considered significant. The average of the last concordance questionnaire is again slightly higher than the non-concordance questionnaire, but the difference still is not significant.

The results presented in Table 5 below do not indicate that the concordance activity was rated significantly higher than the non-concordance activity. Therefore, these results do not suggest that the concordance activity was more motivating than the non-concordance activity.

There may be several reasons for these results. First of all, it is possible that the concordance activity did not possess the qualities that were supposed to make it more motivating, or at least did not possess the qualities to a significantly greater degree than the non-concordance activity. If this is the case then the concordance activity can not be thought to have any advantage over other activities in terms of motivation and, in general terms, should not be applied in the classroom as a remedy for lack of learner motivation. Also it is
possible that this specific activity, with the structure that was necessary to complete this study, lost some of the qualities that a concordance activity would have if it were applied in a regular classroom environment. This particular activity may not have exploited those qualities due to the emphasis on time, scores, and specific instructions and steps to follow. Whatever the reason, the data shows that this concordance activity was not more motivating than the non-concordance activity.

Table 5: Results of T-test on difference of motivation scores on concordance and non-concordance activities

<table>
<thead>
<tr>
<th></th>
<th>Concordance</th>
<th></th>
<th>Non-concordance</th>
<th></th>
<th>t-value</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean Std Dev</td>
<td>Mean Std Dev</td>
<td>t-value</td>
<td>P-value</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre Questionnaire</td>
<td>54.11 5.22</td>
<td>53.64 4.88</td>
<td>0.84</td>
<td>0.4035</td>
<td></td>
<td></td>
</tr>
<tr>
<td>During Questionnaire</td>
<td>52.71 6.43</td>
<td>53.48 5.07</td>
<td>-1.41</td>
<td>0.1626</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post Questionnaire</td>
<td>55.72 6.41</td>
<td>55.38 5.78</td>
<td>0.59</td>
<td>0.556</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

On the other hand, the results do not show that the concordance activity was significantly less motivating than the non-concordance activity either. While the data did not suggest that the concordance activity was more motivating it also did not show any evidence of concordancing being less motivating. Therefore, from this study we cannot conclude there is any significant difference in the motivational qualities of these types of activities.

Research Question 2

The second question of this study asks whether the students' motivation will increase as they complete the activity. My hypothesis was that there would be a characteristic trend of higher scores on the questionnaires the later they were presented. The third questionnaire
was expected to be higher than the second questionnaire and the second questionnaire higher than the first.

Figure 7 presents a chart of the scores on the motivation questionnaires for both the concordance and the non-concordance activities. Interestingly, the pattern did not turn out exactly as expected. It was the second questionnaire that the students scored lowest on, rather than the first. However, the students' motivation did increase significantly on the third and final questionnaire.

![Figure 7: Progression of motivation scores through concordance and non-concordance activity](image)

Though the questionnaires measured the same construct with the same four conditions, the pre, during, and post questionnaires were not identical. As a result, a nonparametric test was used to analyze the differences between these questionnaires. In order to analyze the significance of these differences the Wilcoxon Signed Ranks test was used. First, the first concordance questionnaire was compared to the second concordance questionnaire. The mean score on the first concordance questionnaire was 54.1 and the mean
score for the second concordance questionnaire was 52.7. As shown in Table 6 the Wilcoxon Signed Ranks test produced a P-value of 0.178, indicating that this was not a statistically significant difference.

The second difference tested was between the first questionnaire and the third questionnaire. This difference turned out to indicate that the evaluation at the end of the activity was in fact significantly higher than their evaluation at the beginning of the activity. The P-value found by the Wilcoxon Signed Ranks test on the difference between the first and the third questionnaires was 0.0216, indicating a statistically significant increase in the motivation scores from the first to the third questionnaires.

The third difference analyzed was the difference between the second questionnaire and the third questionnaire. This relationship produced the most convincing evidence of an increase in student motivation. The Wilcoxon Signed Ranks test produced a P-value of 0.0037 which is a clear indication of a substantial increase in the students' motivation during the activity.

Table 6: Wilcoxon signed ranks test of increase of motivation throughout activities

<table>
<thead>
<tr>
<th></th>
<th>Concordance</th>
<th>Non-concordance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Std Dev Z</td>
<td>P Value</td>
</tr>
<tr>
<td>Pre Questionnaire</td>
<td>68.56 5.22 0.926 0.178</td>
<td>65.75 4.88 0.072 0.471</td>
</tr>
<tr>
<td>During Questionnaire</td>
<td>62.44 6.43</td>
<td></td>
</tr>
<tr>
<td>Post Questionnaire</td>
<td>58.76 5.22 -2.041 0.021</td>
<td>59.06 4.88 -1.950 0.027</td>
</tr>
<tr>
<td></td>
<td>72.24 6.41</td>
<td></td>
</tr>
<tr>
<td></td>
<td>56.51 6.43 -2.724 0.003</td>
<td>58.69 5.07 -2.062 0.020</td>
</tr>
<tr>
<td></td>
<td>74.49 6.41</td>
<td></td>
</tr>
</tbody>
</table>
These results indicate that the motivation of the students completing the concordance activity did increase as they progressed in the activity. Essentially, the students' motivation before beginning the activity was relatively low but was still boosted by some level of curiosity or interest in the activity. In the middle of the activity the students were likely getting frustrated with the lack of visible results from their work of analyzing the data. At the point the second questionnaire was administered the students had completed the process of finding the patterns but had not yet started making functional interpretations based on their analysis of the data. This could likely have led to feelings of frustration and boredom at this point in the activity. However, by the time the final questionnaire was administered the students had had the opportunity to make functional interpretations and to apply their new knowledge through writing new sentences. After experiencing the relevance of the activity and understanding more about what they were doing they were more motivated than before and during the activity. This suggests that after completing the activity the students were more interested in the activity, found the activity to be more satisfying and relevant and felt like they had succeeded in the activity.

As shown in Table 6, the non-concordance activity demonstrated these same trends, however, it demonstrated them to a lesser degree. The decrease in scores from the first non-concordance questionnaire to the second non-concordance questionnaire was not found to be significant. However, the increase between the first non-concordance questionnaire and the third non-concordance questionnaire and the second and third non-concordance questionnaires was proven to be statistically significant. Nonetheless, the P-Value of both of these relationships was not as strong as the results for the concordance activity.
Research Question 3

The third research question of this study asks whether there is any significant difference in motivation between students who were able to find the patterns and students who were not. To answer this question the students were assigned a pattern score of zero, one or two. Those who found neither of the two patterns received a score of zero; those who found one pattern received a score of one; and those who found both of the patterns received a score of two. The students were then grouped according to their score. Figure 8 displays the average scores on each questionnaire for each group.

![Figure 8: Ability to find patterns and motivation scores on concordance activity](image)

The difference in motivation scores between the three groups of students was tested using the Least Square Means procedure. The Least Square Means procedure is a procedure used to test the effect of a factor on the means of the dependant variable. In this case the Least Square Means procedure tests the effect of the pattern score on the means of the questionnaires. The results presented in Table 7 indicate that the students' ability to find the
patterns were not significantly different on the first or second questionnaires. On the third questionnaire, however, there was a near significant difference between those who were able to find both patterns and those who were not able to find either pattern. This difference suggests a trend that students who were able to find the patterns in the data were more motivated after the activity than those who did not find either pattern. Most likely, this trend is a result of those students who were able to find the pattern having more feelings of success and also possibly feeling as though they were more in control of their own learning. Though the mean score on the third questionnaire for students who received a pattern score of 1 was higher than the mean score of those who received both pattern points the number of students who received that score was not enough to create a statistically significant relationship.

Table 7: Least Square Means analysis of differences in motivation scores of students with different pattern scores

<table>
<thead>
<tr>
<th>Pattern</th>
<th>N</th>
<th>Mean</th>
<th>Std</th>
<th>t-value</th>
<th>P-value</th>
<th>Mean</th>
<th>Std</th>
<th>t-value</th>
<th>P-value</th>
<th>Mean</th>
<th>Std</th>
<th>t-value</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>17</td>
<td>52.94</td>
<td>5.67</td>
<td>0.642</td>
<td>0.523</td>
<td>51.24</td>
<td>6.59</td>
<td>0.037</td>
<td>0.976</td>
<td>53.00</td>
<td>7.12</td>
<td>1.585</td>
<td>0.118</td>
</tr>
<tr>
<td>1</td>
<td>9</td>
<td>54.33</td>
<td>3.24</td>
<td>1.062</td>
<td>0.292</td>
<td>54.56</td>
<td>3.91</td>
<td>1.303</td>
<td>0.197</td>
<td>57.11</td>
<td>5.86</td>
<td>1.963</td>
<td>0.054</td>
</tr>
<tr>
<td>0</td>
<td>17</td>
<td>52.94</td>
<td>5.67</td>
<td>1.062</td>
<td>0.292</td>
<td>51.24</td>
<td>6.59</td>
<td>0.037</td>
<td>0.976</td>
<td>53.00</td>
<td>7.12</td>
<td>1.585</td>
<td>0.118</td>
</tr>
<tr>
<td>2</td>
<td>39</td>
<td>54.33</td>
<td>3.24</td>
<td>1.062</td>
<td>0.292</td>
<td>54.56</td>
<td>3.91</td>
<td>1.303</td>
<td>0.197</td>
<td>57.11</td>
<td>5.86</td>
<td>1.963</td>
<td>0.054</td>
</tr>
<tr>
<td>1</td>
<td>9</td>
<td>54.33</td>
<td>3.24</td>
<td>0.119</td>
<td>0.906</td>
<td>51.33</td>
<td>6.46</td>
<td>0.983</td>
<td>0.329</td>
<td>57.11</td>
<td>5.86</td>
<td>0.224</td>
<td>0.823</td>
</tr>
<tr>
<td>2</td>
<td>39</td>
<td>54.56</td>
<td>5.41</td>
<td>0.119</td>
<td>0.906</td>
<td>53.66</td>
<td>6.33</td>
<td>0.983</td>
<td>0.329</td>
<td>56.58</td>
<td>6.00</td>
<td>0.224</td>
<td>0.823</td>
</tr>
</tbody>
</table>

In this activity the students were given very limited help finding the patterns. They were told what sort of information to look for but were not helped along in the process. Even so, over half of the students (38) were able to find both of the patterns. Nine students only
found one of the patterns and eighteen students weren't able to find either pattern. In a regular classroom concordance activity the teacher would be able to offer more guidance when needed, and more students would be able to find the patterns they were looking for. This would possibly stimulate motivation by allowing more students to experience the feelings of success derived from finding the patterns.

Research Question 4

The fourth research question of this study asks whether or not there was a significant relationship between the students’ ability to complete the performance tasks and their motivation. The correlation between the students’ performance tasks and their scores on the second and third questionnaire for each activity was tested. The students’ performance scores were given as a raw number of correct answers out of the number possible. The performance tasks were obtained after the students had completed the first questionnaire so only the second and third questionnaires were considered in this analysis.

The results shown in Table 8 indicate that there is a strong correlation between the students’ concordance performance scores and their scores on the third concordance questionnaire. The results indicate that such a relationship is not true of the non-concordance activity, suggesting that in the non-concordance activity the students’ motivation was not affected as much by their ability to perform on the tasks.

These results indicate that students who were able to correctly answer the most performance task items were more motivated after completing the activity. Most likely this was a result of increased expectancy after experiencing the success of correctly answering
the questions. It is interesting, though, that the same correlation was not evident in the non-concordance activity.

Table 8: Correlation between performance task scores and motivation scores

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std Dev</th>
<th>R</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concordance Activity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Task</td>
<td>65</td>
<td>8.54</td>
<td>1.71</td>
<td>0.060</td>
<td>0.6356</td>
</tr>
<tr>
<td>During Questionnaire</td>
<td>65</td>
<td>52.71</td>
<td>6.43</td>
<td>0.287</td>
<td>0.0205</td>
</tr>
<tr>
<td>Post Questionnaire</td>
<td>65</td>
<td>55.72</td>
<td>6.41</td>
<td>-0.028</td>
<td>0.8251</td>
</tr>
<tr>
<td><strong>Non-concordance Activity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Task</td>
<td>65</td>
<td>18.37</td>
<td>2.83</td>
<td>-0.053</td>
<td>0.6763</td>
</tr>
<tr>
<td>During Questionnaire</td>
<td>65</td>
<td>53.48</td>
<td>5.07</td>
<td>-0.028</td>
<td>0.8251</td>
</tr>
<tr>
<td>Post Questionnaire</td>
<td>65</td>
<td>55.38</td>
<td>5.78</td>
<td>-0.028</td>
<td>0.8251</td>
</tr>
</tbody>
</table>

This suggests that students had more feelings of success when performing well on the concordance activity than when performing well on the non-concordance activity. It can be speculated that students gained more feelings of self-efficacy, success, and autonomy through completion of the concordance performance tasks than the non-concordance performance task, or that students suffered more significant adverse effects from not performing well on the tasks.

One of the most interesting results of this study is related to the performance tasks on the concordance activity. The first performance task required the students to identify the patterns that they found and the frequency with which the patterns occurred. At this point the students had simply analyzed the data looking for repeated words or phrases but had not made any interpretations related to the patterns they found. The second task in the concordance activity required the students to analyze the patterns found and make functional interpretations about what the patterns indicated about the meaning and use of the words. In other words, the students were expected to draw the conclusion that the pattern of *that*
clauses following *convinced* indicates that this verb is used most often with statements of truth while the pattern of *to*-infinitives following *persuade* indicates that this verb is most often used when the persuasion has to do with an action. Interestingly very few students were able to successfully make these linguistic interpretations. The results indicate that only 4 students were able to make correct interpretations for both words and 3 students made correct interpretations for one word while the overwhelming majority were not able to make correct interpretations for either. Moreover, 19 students chose the opposite of the correct answers for both items. In other words, they chose “make someone do something” as the goal of convincing and “make someone think something” as the goal of persuading.

For this activity the students were given very limited guidance aside from the instructions and steps created for the activity. The items in this performance task were multiple choice items, which was intended to make the tasks easier. However, though the activity was intended to give the students sufficient scaffolding to be able to make these interpretations, it was obviously not enough. In order to make these interpretations the students needed much more guidance and scaffolding. Johns (1991) anticipated this problem when he said that if students are to take on the role of researchers the teacher’s role will be to train them as researchers. This study has provided particularly clear evidence that this is certainly the case. These students needed much more practice, guidance, scaffolding or some sort of assistance to make these functional interpretations. Also, it is possible that this phenomenon had an impact on the students’ motivation. Meaning that if students were given enough guidance and instruction on how to carry out this type of investigation and were able to make appropriate functional interpretations on their own, it is possible that their motivation would have been greater than this study suggests.
Though it is impossible to say definitively, this confusion may have been caused by the way this task was set up. The screenshot below (Figure 9) shows that the students were presented with the data for convince on the left side of the page and the data for persuade on the right side of the page so the students likely analyzed the data for convince before the data for persuade. However, the item requesting their interpretations of the data for persuade was placed before convince because it was thought that the students would be more likely to make a correct interpretation for persuade. It is possible that placing persuade first confused the students and they answered the first question with interpretations for convince (since the data was on the left side of the page) and the second question with their interpretations of persuade (since the data was on the right side of the page).

The main patterns that we have found so far are that:

- *persuade* is most often followed by to infinitive verbs
- *convince* is most often followed by that clauses or statements of truth.

In this section of the activity, you will make generalizations about what these patterns indicate about each word. In the table below, there are examples from the text of phrases that follow convince and persuade. Examine the examples and answer the questions below in order to make generalizations about the use of the words.

**Hint:** In each phrase, examine the desired outcome of the convincing or persuading.

**Convincing**
- that what I was experiencing was just a particularly cruel dream
- that I'm eating well!
- that his country has no hostile designs.
- that the Channel Tunnel would be a financial disaster.
- that the old security arguments against a tunnel were redundant.
- that the cost of borrowing will stay low.
- that someone has been trying to poison them.
- that the consumer wanted a quality product.
- that investment in railways can act as a catalyst for development.

**Persuading**
- to join in the festivities and bring her a first-hand report.
- to give money for computers and software.
- to change her mind.
- to change her mind, to quietly accept their fate.
- to stay till the king arrived?
- to disperse.
- to intervene and close it down.
- to make a solemn pact or covenant.
- to welcome development as the promise of a better future.
- to recognize him as Egypt's sultan.

**Questions:** Select the most appropriate response for each question.

ENTER YOUR ID HERE:

What is usually the goal of persuading someone? [ANSWER]

What is usually the goal of convincing someone? [ANSWER]

**Figure 9: Screenshot of Concordance Performance Task #2**
Research Question 5

The fifth research question of this study asks what effect the amount of time the students spent on the activity had on their motivation. Time was recorded from the moment they began the activity to the time they submitted the last questionnaire. There was a great deal of variation in the time taken to complete both the concordance and the non-concordance activities. The time difference between the fastest and the slowest students on the non-concordance activity was over 30 minutes. The concordance activity was almost the same; the difference was 28 minutes. As will be discussed later, however, this is possibly more indicative of some factor other than the attention paid to the activity or the ability to complete the activity. Table 9 displays the results obtained from the analysis of the time taken to complete the activity.

Table 9: Correlation between time taken to complete the activities and motivation scores.

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std Dev</th>
<th>R</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concordance Activity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minutes</td>
<td>65</td>
<td>34.03</td>
<td>6.80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre Questionnaire</td>
<td>65</td>
<td>54.11</td>
<td>5.22</td>
<td>0.237</td>
<td>0.0578</td>
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<tr>
<td>During Questionnaire</td>
<td>65</td>
<td>52.71</td>
<td>6.43</td>
<td>0.181</td>
<td>0.1496</td>
</tr>
<tr>
<td>Post Questionnaire</td>
<td>65</td>
<td>55.72</td>
<td>6.41</td>
<td>0.044</td>
<td>0.7303</td>
</tr>
<tr>
<td><strong>Non-concordance Activity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minutes</td>
<td>65</td>
<td>24.95</td>
<td>7.39</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre Questionnaire</td>
<td>65</td>
<td>53.63</td>
<td>4.88</td>
<td>0.091</td>
<td>0.4715</td>
</tr>
<tr>
<td>During Questionnaire</td>
<td>65</td>
<td>53.48</td>
<td>5.07</td>
<td>0.252</td>
<td>0.0433</td>
</tr>
<tr>
<td>Post Questionnaire</td>
<td>65</td>
<td>55.38</td>
<td>5.78</td>
<td>0.091</td>
<td>0.4705</td>
</tr>
</tbody>
</table>

These results suggest that a significant correlation exists between the amount of time spent on the non-concordance activity and the students' score on the second non-concordance questionnaire. Essentially this indicates that a student who was devoting more time to the
activity was more motivated during the activity. On the other hand, the results from the concordance activity indicated a near significant correlation between the amount of time spent on the concordance activity and the students' motivation before beginning the activity. This suggests that students who were more motivated before the activity went on to spend more time completing the activity. These students were probably more interested or curious to see what the activity would entail or were simply more interested in learning about these specific words. Whatever the reason, these students were willing to spend more time analyzing the data and attempting the performance tasks. Their motivation at the beginning of the activity was evidenced throughout the activity.

It should be stated, however, that these results may have been influenced by other factors. As stated earlier, some sections completed the concordance activity first and other sections completed the non-concordance activity first. Because the questionnaires were nearly identical for the concordance and the non-concordance questionnaires the students were familiar with the questionnaires when they completed their second activity. This caused the students who completed the concordance activity second to have generally shorter times than those students who completed the concordance activity first, and likewise for the non-concordance activity. So the difference in time may be more indicative of the time spent on the questionnaires than the actual time spent on task. This outcome was expected and measures were taken to attempt to control for this factor. Some sections began with the concordance activity and others began with the non-concordance activity. But, because there was an uneven number of sections, more students completed the concordance activity before completing the non-concordance activity. This may have caused the average time of the
concordance activity to be slightly high and the average time for the non-concordance activity to be slightly low.

**Research Question 6**

The last research question of this study asks whether those students who had been exposed to concordancing were more motivated when completing the concordance activity than those students who had not been exposed to concordancing before. Figure 10 presents the average motivation scores for each group, those who had no exposure (0) and those who had been exposed (1). At every questionnaire the average motivation score for those students who had no exposure was higher than those who had been exposed to concordancing applications. At the first questionnaire the difference was only 0.6 points. At the second questionnaire the difference grew to 2.1 points and by the third questionnaire the difference was 3.2 points.

![Motivation Scores](image)

**Figure 10:** Motivation scores on concordance activity and previous exposure to concordancing
These results were tested to see if there was a significant difference in motivation between students who and been previously exposed to concordancing and students who had not. Table 10 presents the results of this analysis.

The Least Square Means procedure was used to determine the significance of the difference between the two groups of students. The tests indicated that the differences in the motivation scores between these two groups of students were not significant. The last questionnaire, the one that produced the greatest difference between the groups, was the only relationship that could be said to demonstrate even a possible trend toward students with no exposure being more motivated than students with previous exposure. It is interesting, nonetheless, that the difference became increasingly greater as the activity progressed. The students who were new to concordancing may have had expectations of a fun or interesting activity. As they progressed in the activity these expectations may have been confirmed causing their motivation to increase all the more. For those students who did have exposure to concordancing the activity was not as novel and they would have had less curiosity and expectations, so completing the activity would not have changed their motivation as much. For the students who were new to the activity, the process of discovering what the activity was about may have increased motivation, while those who were already familiar did not have anything to discover.

Table 10: Least Square Means analysis of differences in motivation scores of students with or without exposure to concordancing

<table>
<thead>
<tr>
<th>Exp.</th>
<th>N</th>
<th>Pre questionnaire</th>
<th></th>
<th></th>
<th>During questionnaire</th>
<th></th>
<th></th>
<th>Post questionnaire</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>Std Dev</td>
<td>t-value</td>
<td>P-Value</td>
<td>Mean</td>
<td>Std Dev</td>
<td>t-value</td>
<td>P-Value</td>
<td>Mean</td>
</tr>
<tr>
<td>0</td>
<td>49</td>
<td>54.24</td>
<td>4.95</td>
<td>0.37</td>
<td>0.714</td>
<td>53.22</td>
<td>5.90</td>
<td>1.14</td>
<td>0.260*</td>
<td>56.51</td>
</tr>
<tr>
<td>1</td>
<td>16</td>
<td>53.69</td>
<td>6.15</td>
<td></td>
<td></td>
<td>51.13</td>
<td>7.83</td>
<td>1.14</td>
<td>0.260</td>
<td>53.31</td>
</tr>
</tbody>
</table>
In this chapter I have presented the results obtained pertaining to each research question and provided a discussion of those results. The final chapter will provide a brief summary of the results, a discussion of the limitations of this study, a discussion of implications for concordance activity design, and suggestions for further research.
CHAPTER 5. CONCLUSIONS

In the previous chapter I presented and discussed the results obtained in this study. In this chapter I will provide a summary of the results, discuss the limitations of this study, give recommendations for concordance activity development, and discuss implications and suggestions for further research.

Summary of Results

The primary research question of this study asks whether the concordancing activity would be more motivating than the non-concordance activity. The results indicated that the concordance activity was not significantly more motivating than the non-concordance activity. Both activities showed very similar trends in student motivation.

The second research question asked whether the students’ motivation would increase throughout completion of the concordance activity. The students’ motivation did significantly increase from before the activity to after the activity on both the non-concordance and the concordance activities. However, students demonstrated a greater increase in motivation on the concordance activity.

The remaining research questions were intended to provide a better understanding as to what was affecting the students’ motivation as they completed the concordance activity. The third question asks what effect the students’ ability to find the patterns had on their motivation. It was found that there was a nearly significant difference at the end of the activity between those who were able to find both patterns and those who did not find either
pattern. Students who were able to find both patterns were more motivated at the end of the activity than students who did not find either pattern.

The fourth research question looks for a correlation between the students’ ability to complete the performance tasks and the students’ motivation during and after the activity. The results indicated that students who performed well on the performance tasks were more motivated after the concordance activity. The same was not true of the non-concordance activity.

The fifth research question asks whether a correlation exists between the students’ time on task and their motivation. The results indicated the students’ motivation at the beginning of the activity did correlate with the amount of time the students spent on task. Students who were more motivated before the concordance activity ended up spending more time on the activity.

The final research question asks what effect previous experience with concordancing would have on the students’ motivation. It was found that students who had not been exposed to concordancing were slightly more motivated throughout the activity and that their motivation increased more during the completion of the activity.

Limitations of the study

Several factors of this study were less than ideal. In this section I will discuss a few that could be remedied for further investigations of this type. One of the limiting features of this study was time, both the amount of time students were able to spend on each activity and the number of times they were observed. The time for each activity was restricted to one class period of fifty minutes. Several students needed to be hurried along a little through the
activity so that they would finish within the allotted time. For a few students this factor may have caused them to be somewhat less motivated than they would have been otherwise.

Also, due to time constraints, each student only completed one concordance activity and one non-concordance activity. A more ideal situation would have been one where students completed several different types of concordancing tasks over a longer period of time in order for them to develop a fuller understanding of the possible uses of a concordancer.

Another limitation of this study is the effect of the questionnaires. The questionnaires were kept at only sixteen items each so as not to bore and frustrate the students with an extraordinary amount of questions. However, even though they were brief, some students expressed frustration with the length and number of questionnaires. This frustration, which may have been felt by others as well, could have affected the students’ motivation throughout the activity.

Still another limitation of this study was the fact that the activities that were completed were not tied to the students’ course or regular classroom lesson. This interruption could have had an effect on the students’ motivation during the activities. A more ideal situation would have been one where the concordance and non-concordance activities were integrated into the course syllabus rather than treated as special activities for the purpose of research.

Also, it is important to note that this study speaks only to this specific type of concordance activity with this population of students. Students less familiar with research or computers may have a different reaction. Likewise, a different type of concordance activity could have elicited a different reaction from these students.
Finally, the possible confusion caused by the layout of the second concordance performance task was also a limiting feature of this study. It is possible that the order of the items influenced the outcome of the tasks and altered the results obtained. If this is the case then the students were actually more able to make linguistic interpretations of the data than the results initially suggest.

Implications for activity design

The results obtained from this study supply valuable information that can be used to design more motivating activities. This section is a discussion of some suggestions for concordance activity design that are based on the outcomes of this study.

First, concordance activities have the same potential to become monotonous and uninteresting as every other activity. This is evidenced by less motivation and a less dramatic increase in motivation on the part of those who had previous experience with concordancing. In order to combat this tendency, concordance activities should not always take the same shape and form. The concordancer offers many options for learning vocabulary or grammar and these options should be exploited to produce a variety of different tasks and activities that the students can perform on the concordancer.

Second, allow the students to experiment with the concordancer, especially those who have not been exposed to it before. Students who were new to concordancing became more motivated as they learned more about it and how to do it. Allowing students to experiment with concordancing would give students time to become familiar with the process and feel more comfortable while completing tasks, and the opportunity to find out what benefits they personally could gain from concordance based study.
Third, provide sufficient direction and scaffolding during the students' learning periods with the concordancer. These students were not able to make the linguistic interpretations they were expected to and many may have felt as though they were not succeeding, a proven demotivator. Giving students sufficient training and help during the early stages would give them more confidence and increase their expectancy of success in addition to giving them the skills they need to become linguistic researchers.

Fourth, give the students evidence of positive outcomes very early in the activity. The students that completed this activity all became less motivated during the activity. I believe that this was due largely to the fact that they did not apply what they were learning or were not given clear evidence of the relevance or success of their actions until late in the activity. Giving the students evidence of positive and relevant outcomes earlier in the activity would help stay this lull in motivation and could actually cause their motivation to increase more. Another way to avoid this lull in motivation is to make the purpose and relevance of the activity more clear. In this concordance activity no attempt was made to convince the students of the necessity of this study of the words *convince* and *persuade*. Allowing the students to conduct investigations of words they find confusing or of specific words they would like to apply in their writing would make the outcomes more relevant and give the students a clearer sense of the goals of the activity beforehand. Knowing the purpose behind the data analysis would cause it to be less monotonous and tedious.

Fifth, make every attempt to stimulate the learners’ curiosity and interest before the activity. This study suggests that students who were more motivated before the activity went on to spend more time on task. This doesn’t necessarily mean these students learned more
but it does indicate that they were more willing to expend energy to derive the benefits from the activity.

Finally, concordancing may be best used by some students as an outside resource for learning rather than an in class activity. Students who are more familiar or comfortable with the process of research may be able to learn more from a concordancer than other students and may prefer it over other methods. For such students a concordancer that they could use to test and form their own hypotheses would be a great help in their language learning process.

**Suggestions for further research**

The purpose of this study was to evaluate the impact of the concordance activity on learner motivation. In this section I will discuss several suggestions for further investigations into the impact of motivation and present possible directions for future research into the appropriateness of concordance activities in the classroom.

The present study was a relatively small scale study and was limited by the factors discussed previously. More research is needed to be able to draw more firm conclusions about the impact of concordancing on student motivation. This study could easily be expanded and supplemented to conduct a thorough investigation of student motivation during concordancing compared to several other types of non-concordance tasks. Also, the present study was restricted to only one concordance activity where students were searching for specific patterns and drawing conclusions that the teacher had set out for them to draw. More research is needed to understand how students react to concordance tasks that are not as planned out by the instructor or other types of tasks that exploit other capabilities of the
A variety of task types can be designed around a concordancer and more research is needed to evaluate as many of these types of tasks as is possible.

Furthermore, research is needed to find more specific information about what it is about concordancing that motivates or demotivates students. This study treated student motivation as a construct comprised of four conditions but did not separate those conditions in order to find out which ones were causing an increase in motivation and which ones were causing a decrease in motivation. This type of research would be much more time consuming but would be very valuable information for materials developers.

In addition to further research into the impact of concordancing on motivation, more research is needed into the impact of concordancing on other learner characteristics. Metacognitive strategies, learner anxiety, and willingness to communicate are other characteristics mentioned by Chapelle (2001) that are impacted by classroom events.

Furthermore, as Chapelle (2001) suggests, concordancing should also be evaluated in terms of its practicality, meaning focus, learner fitness, language learning potential, and authenticity. Further research into all of these aspects of concordancing would provide materials developers with valuable information about how to optimize the potential of concordancers to provide learners with an effective, appropriate language learning tool.
APPENDIX A. INTRODUCTIONS OF ACTIVITIES

Introduction for Concordance Activity:

My name is Mike Conner. I am a graduate student in Teaching English as a Second Language. You are participating in a research project that I am doing about concordance activities. The purpose for the concordance activity is to help you build the skills that you need to carry out (do) your own investigations about language through analyzing authentic (real) texts. The activity you'll be doing is one that is designed for a classroom, but you could do this same type of investigation on your own.

The concordance program will allow you to study the way words are used through giving you examples of the word out of large bodies of text. People have gathered a large amount of writing and put it all into one collection. You can use the concordancer to search through this collection of writing to find each place where your word occurs. You'll type in your word and the concordancer will show you every sentence in the collection of writing that contains that word. From the context of the sentences you will be able to figure out how a word is used. To figure this out you will look for patterns. In this activity you will look for patterns in the grammar. Patterns in the grammar can be indicated by repeated words that may signal the use of prepositional phrases, relative clauses, or certain verb forms. These patterns that you find will help you figure out how these words are used.

For this activity you will be investigating two words that have very similar definitions. If you were to look them up in the dictionary they would seem to mean the same thing. Through the concordance activity you will see how they are used in different ways and it will help you use them in your own writing.
During the activity you will be asked to answer some questionnaires about your personal reaction to the activity. The number you were given is your ID#. Please type that number into every box that asks for you ID#.

If you have questions during the activity raise your hand and I'll be right with you.

Introduction for Non-Concordance Activity:

My name is Mike Conner. I am a graduate student in Teaching English as a Second Language. You are participating in a research project that I am doing about different types of activities. The activity you will be participating in today is an online activity about the differences between two words.

For this activity you will be investigating two words that have very similar definitions. If you were to look them up in the dictionary they would seem to mean the same thing. Through this activity you will see how they are used in different ways and it will help you use them in your own writing.

During the activity you will be asked to answer some questionnaires about your personal reaction to the activity. The number you were given is your ID#. Please type that number into every box that asks for you ID#.

If you have questions during the activity raise your hand and I'll be right with you.
Instructions

In this activity you will use a concordancer to search through a collection of texts for the occurrences of certain words. From the occurrences that the concordancer finds you will look for patterns in the sentences that give you clues about the meaning of each word.

You will be studying words that have similar meanings but are used in different ways. The patterns that you find will help you understand how other people use these words and how you can use these words in your own writing. Consider the words below. Think about the difference between the words in each pair.

recommend vs. suggest
permit vs. allow
convince vs. persuade

In this activity you will look at the last pair, convince and persuade. These words have similar meanings but are used in different ways. You will try to discover the difference in the way they are used.

The activity is split into two frames. Your instructions will be in the top frame and the concordancer that you use will be in the bottom frame. Follow the instructions in the top frame to complete the activity.

To begin click HERE.
To begin the activity follow the steps below:

1) In the box next to Keywords select contains
2) In the text box type convince
3) In the box next to In Corpus: choose BNC Written as the collection of texts to search
4) Click on the Search for Concordances button at the bottom.

After you click on the button you will be presented with a large number of sentences with the word convince in the middle. To go to the next step click NEXT.
Each line that you see is part of a sentence that contains the word *convince*. From these sentences see if you can find any patterns in the words or phrases that follow the word *convince* in these sentences. Look for specific words or types of phrases that often follow the word *convince*. Record any patterns that you find on your handout.

When you're finished click NEXT.

1. ed lived, how was he ever going to *convince* anybody he was a white man? He did 
2. alone on the ensuing good will to *convince* Bucharest that his country has no h 
3. paired by adversity. He sought to *convince* her of — his good intentions. 
4. tistly Mr. Hender. He was trying to *convince* him of something and kept at it. He 
5. nicle on fruit or something to *convince* myself that I'm eating well! I'm a 
6. attempted desperately to *convince* Parliament that the Channel Tunnel 
7. ern prosperity had been enough to *convince* the East of the hollowness of Marx 
8. stance on separatism to try to *convince* the Sri Lankan Government and the 
9. hat communication is needed — to *convince* us that it is better to " have" an 
10. y very sympathetic if not totally *convincing* all along, came in, patted me on t 
11. but Pakistan's military remains *unconvincing*. All Pakistan's military resour 
12. ce of modern warfare had at least *convincing* government circles that the old s 
13. y slower than this. For he is *convincing* he knows his way around better than 
14. tending, but the boy's expression *convincing* him he was in real pain. Prentice 
15. s, problems and resources, quickly *convincing* of it — Now can we go to bed? 
16. great poetry, by any means; but it *convincing* me that Crabbe and Peter Grimes a 
17. ana, Ronald Boud and Jon Vickers, *convincing* that in keeping him with her, she 
18. rather be dead; I'm thoroughly *convincing* of it — Now can we go to bed? 
19. onal authorities who are generally *convincing* of the value of public investment 
20. of the Second World War. Both were *convincing* pacifists and appeared before a Tr 
21. d have been violently sick. "I am *convincing* someone has been trying to poison 
22. ld yet friendly curiosity. I was *convincing* that clear defiant blue. Would h 
23. osion, but this season he is *convincing* that he can knock as much as an ho 
24. such rather remain here with you." *Convincing* that in keeping with her, she 
25. to temperature. Largen (1967b) was *convincing* that it was the spring rise in va
Now click HERE.

1) In the box next to Keywords select contains
2) In the text box type convince
3) In the box next to In Corpus: choose BNC Written as the collection of texts to search
4) Scroll down to Option 1 and in the With associated word: text box type *that*
5) Select Right of the keyword
6) Click on the Search for Concordances button

Is this one of the patterns you found? Now click the BACK button and in the With associated word: text box type *of*. Is this another one of the patterns you found? When you're finished click NEXT.

---

Screen 4
Now click **here**

1) In the box next to Keywords select contains
2) In the text box type **convince**
3) In the box next to **In Corpus** choose **BNC Written** as the collection of texts to search
4) Scroll down to Option 1 and in the With associated word: text box type **that**
5) Select Right of the keyword
6) Click on the Search for Concordances button

Is this one of the patterns you found? Now click the BACK button and in the With associated word: text box type **of**. Is this another one of the patterns you found? When you're finished click **NEXT**

---

1. arise on the ensuing good will to convince Bucharest that his country has no h
2. All nibble on fruit or something to convince myself that I'm eating well! I'm n
3. arisen. I attempted desperately to convince myself that what I was experiencing
4. erry companies in its attempts to convince us that it is better to "have" an
5. hat communication is needed -- to convince government circles that the old s
6. great poetry, by any means; but it would yet friendly curiosity. I was convinced that clear defiant blue. Would h
7. ce section, but this season he is convinced that in keeping him with her, she
8. uch rather remain here with you." Convinced that it was the spring rise in wa
9. to temperature. Largen (1967b) was convinced that Nato's "steadfastness had b
10. content to rest on their laurels, convinced that practically all the smaller
11. h the British government in its firmness persuaded conv". convinced that the Channel Tunnel will have
12. neel and Sir Thomas was therefore convinced that the attachment between yours
13. on to say that it was "not fully convinced" that the balanced state would ev
14. alcohol brand, we had always been convinced that the consumer wanted a quality
15. unhell, DEM owners are far from convinced that the cost of borrowing will s
16. talks with Mr Gorbatchev in Malta convinced that the Soviet leader recognized
17. talks with Mr Gorbatchev in Malta convinced that the Soviet leader recognized
18. semi-tropical climates. They were convinced that their high-tech weapons would
19. successor of the Paris-Lyon TGV has convinced the French that investment in hig
20. to buy or seize Socotra. Haines convinced the government of Bombay that Aden
21. nspired, who had previously been unconvinced were now satisfied that the major

**WordNet entries for convince**
Now click HERE

1) In the box next to Keywords select contains
2) In the text box type convince
3) In the box next to In Corpus choose BNC Written as the collection of texts to search
4) Scroll down to Option 1 and in the With associated word: text box type that
5) Select Right of the keyword
6) Click on the Search for Concordances button

Is this one of the patterns you found? Now click the BACK button and in the With associated word: text box type of. Is this another one of the patterns you found? When you're finished click NEXT.

Concordances for convince with associated of = 9

1. paired by adversity. He sought to convince her of — his good intentions. —
2. tisfy Mr. Hendez. He was trying to convince him of something and kept at it. H
3. era prosperity had been enough to convince the East of the hollowness of Marx
4. s, problems and resources, quickly convinced him of Siberia's enormous potenti
5. rather be dead; I'm thoroughly convinced of it — Now can we go to bed?
6. onal authorities who are generally convinced of the value of public investment convinced that the cost of borrowing will g
7. n, months of the war in Europe, she convinced the Administrators of the Old Vic
8. e to buy or seize Socotra, Haines convinced the government of Bombay that Aden

WordNet entries for convince

Return

Chris Green, Web Concordiser
All Rights Reserved
Now click HERE

1) In the box next to Keywords select contains
2) In the text box type persuade
3) In the box next to In Corpus: choose BNC Written as the collection of texts to search
4) Click on the Search for Concordances button at the bottom.

This time you will be presented with a large number of sentences with the word persuade in the middle. To go to the next step click NEXT.
Each line that you see is part of a sentence that contains the word persuade. From these sentences see if you can find any patterns in the words or phrases that follow the word persuade in these sentences. Look for specific words or types of phrases that often follow the word persuade. Record any patterns that you find on your handout.

When you're finished click NEXT

1. pride, and not a little money to persuade Chela that it was time to call it a
2. farmers to adopt a more conservati
3. efficient, it is much easier to persuade funding bodies to give money for c
4. her son would use any means to persuade her to change her mind, Elizabeth W
5. ut now the important thing was to persuade Joan to join in the festivities and m
6. My glass shall not
7. Failure to persuade staff available. Failure to persuade
8. Bong had been unable to persuade her son to use any means to persuade her to change her mind, Elizabeth W
9. my handout
10. published in 1787 and 1788 to persuade letters
11. on Wychem Street. Attempts to persuade the City Council to discontinue its
12. totally unsuccessfully, sought to persuade the queen-dowager to relinquish Fri
13. outreously used every argument to persuade the queen-dowager to relinquish Fri
14. to office seeking help to persuade the Vietnamese to quietly accept th
15. to persuade the Queen-dowager to relinquish Fri
16. ng Kong government has managed to persuade the Vietnamese to quietly accept th
17. lection but in spite of efforts to persuade the Vietnamese to quietly accept th
18. we also had the right to try and persuade the Vietnamese to quietly accept th
19. ethen guage to try and persuade the Vietnamese to quietly accept th
20.ated. But UUUC voters were not so persuaded
21. and the powerful bull guild which persuaded Bladud to found the first univers
22. "Did none try to persuade you to stay till the king arrived?"
23. the powerful bull guild which persuaded Bladud to found the first univers
24. "The same gentleman" persuaded the powerful bull guild which persuaded Bladud to found the first univers
25. pseudo the powerful bull guild which persuaded Bladud to found the first univers
26. "The same gentleman" persuaded the powerful bull guild which persuaded Bladud to found the first univers
Now click HERE.

1) In the box next to Keywords select contains
2) In the text box type persuade
3) Choose BNC Written as the collection of texts to search
4) Scroll down to Option 1 and in the With associated word: text box type to
5) Select Right of the keyword
6) Click on the Search for Concordances button

Is this one of the patterns you found? Now click the BACK button and in the With associated word: text box type that. Is this another one of the patterns you found? To continue click NEXT.
Now click HERE

1) In the box next to Keywords select contains
2) In the text box type persuade
3) Choose BNC Written as the collection of texts to search
4) Scroll down to Option 1 and in the With associated word: text box type to
5) Select Right of the keyword
6) Click on the Search for Concordances button

Is this one of the patterns you found? Now click the BACK button and in the With associated word: text box type that. Is this another one of the patterns you found? To continue click NEXT

1 pride, and not a little money to persuade Chela that it was time to call it a
2 in Chapter 9 has been to try and persuade farmers to adopt a more conservati
3 d efficient, it is much easier to persuade her son would use any means to persuade her to change her mind, Elizabeth U
4 ut now the important thing was to persuade Joan to join in the festivities and persuade other party elders to retire to sm
5 les published in 1787 and 1786 to persuade the citizens of New York to ratify
6 t on Wytham Street. Attempt to persuade the City Council to discontinue its
7 totally unsuccessfully, sought to persuade the protesters to disperse. But
8 courteously used every argument to persuade the queen-dowager to relinquish Pri
9 rote to her office seeking help to persuade the VAlban to change his mind.
10 ny Hong government has managed to persuade the Vietnamese to quietly accept th
11 lection but in spite of efforts to persuade them to do so they declined to tak
12 also had the right to try and persuade you not to. I agree that Gloriana
13 and the powerful bull guild which persuaded Bladud to found the first univers
14 ning the Turkish governor in 1805, persuaded Istanbul to recognise him as Egygp
15 al university, for in 1334 Oxford persuaded King Edward III to intervene and c
16 vironmental quality, factors which persuaded local people to welcome, and even
17 that steps may have been taken to persuade SSDP voters to spread their first
18 that steps may have been taken to persuade the sultan of Ibraj to sell Aden.
19 ng the Turkish governor in 1805, persuaded Istanbul to recognise him as Egygp
20 of its sparkle before it could be persuaded to convey letters from Ludlow to a
21 of its sparkle before it could be persuaded to convey letters from Ludlow to a
22 of its sparkle before it could be persuaded to convey letters from Ludlow to a
23 of its sparkle before it could be persuaded to convey letters from Ludlow to a
24 of its sparkle before it could be persuaded to convey letters from Ludlow to a
25 of its sparkle before it could be persuaded to convey letters from Ludlow to a
26 of its sparkle before it could be persuaded to convey letters from Ludlow to a
27 of its sparkle before it could be persuaded to convey letters from Ludlow to a
Now click HERE

1) In the box next to Keywords select contains
2) In the text box type persuade
3) Choose BNC Written as the collection of texts to search
4) Scroll down to Option 1 and in the With associated word: text box type to
5) Select Right of the keyword
6) Click on the Search for Concordances button

Is this one of the patterns you found? Now click the BACK button and in the With associated word: text box type that. Is this another one of the patterns you found? To continue click NEXT

Concordances for persuade with associated that = 5

1. pride, and not a little money to persuade Chalm that it was time to call it a
2. no. (iii) My glass shall not persuade me I'm senescent. Nor that it's
3. re. seeking, apparently in vain, to persuade regional party barons that their "
4. we also had the right to try and persuade you not to. I agree that Gloriana
5. ve. True democrats will easily be persuaded that in the absence of an absol

WordNet entries for persuade
Through searching for these patterns you've already discovered something about the use of these two words. Answer the questions below according to what you've found so far.

ENTER YOUR ID# HERE: __________

Convince is most often followed by a clause beginning with "that" and sometimes by a prepositional phrase beginning with "of".

Persuade is most often followed by an infinitive verb and sometimes by a clause beginning with "that" or a prepositional phrase beginning with "to".

Make sure that you have answered each of the questions and entered your ID# clause beginning with "that" or a prepositional phrase beginning with "to".

After submitting your answers check them by clicking HERE.
Here are the answers to the questions you just submitted. The patterns that we have discovered so far indicate that:

1. Convince is most often followed by a clause beginning with "that" and sometimes by a prepositional phrase beginning with "of".

2. Persuade is most often followed by an infinitive verb and sometimes by a clause beginning with "that".

To continue with the activity, click HERE.
The main patterns that we have found so far are that:

* * persuade is most often followed by to infinitive verbs
* * convince is most often followed by that clauses or statements of truth.

In this section of the activity you will make generalizations about what these patterns indicate about each word. In the table below there are examples from the texts of phrases that follow convince and persuade. Examine the examples and answer the questions below in order to make generalizations about the use of the words.

Hint: In each phrase examine the desired outcome of the convincing or persuading.

### Convince
- that what I was experiencing was just a particularly cruel dream
- that I'm eating well
- that his country has no hostile designs.
- that the Channel Tunnel would be a financial disaster.
- that the old security arguments against a tunnel were redundant.
- that the attachment was simply a romantic interlude.
- that the cost of borrowing will stay low.
- (that) someone has been trying to poison them.
- that the consumer wanted a quality product.
- that investment in railways can act as a catalyst for development.

### Persuade
- to join in the festivities and bring her a first-hand report.
- to give money for computers and software.
- to change her mind.
- to change her mind, to quietly accept their fate.
- to stay till the king arrived?
- to disperse.
- to intervene and close it down.
- to make a solemn pact or covenant.
- to welcome development as the promise of a better future.
- to recognise him as Egypt's sultan.

Questions: Select the most appropriate response for each question.

ENTER YOUR ID# HERE: 

What is usually the goal of persuading someone? ANSWER

What is usually the goal of convincing someone? ANSWER

Screen 14
The data in this table suggests certain generalizations that can be made about the use of these two words.

From the occurrences of to infinitives following persuade we can conclude that the word persuade is used when the desired response is an action. So, people are persuaded to do something (to join in the festivities, to give money, to make a pact).

On the other hand, the occurrences of that clauses following convince suggest that the word convince is used when the desired response is to believe that something is true. So, people are convinced that something is true or that something is the case.

<table>
<thead>
<tr>
<th>Convince</th>
<th>Persuade</th>
</tr>
</thead>
<tbody>
<tr>
<td>that what I was experiencing was just a particularly cruel dream</td>
<td>to join in the festivities and bring her a first-hand report.</td>
</tr>
<tr>
<td>that I'm eating well</td>
<td>to give money for computers and software.</td>
</tr>
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<td>that his country has no hostile designs.</td>
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<tr>
<td>that the attachment was simply a romantic interlude.</td>
<td>to disperse.</td>
</tr>
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<td>to intervene and close it down.</td>
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<tr>
<td>(that) someone has been trying to poison them</td>
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</tr>
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<td>that the consumer wanted a quality product</td>
<td>to welcome development as the promise of a better future.</td>
</tr>
<tr>
<td>that investment in railways can act as a catalyst for development</td>
<td>to recognise him as Egypt's sultan.</td>
</tr>
</tbody>
</table>

CONVINCE = THINK or BELIEVE SOMETHING                                    PERSUADE = TAKE SOME ACTION

Hopefully this distinction that you've found will help you use these words in your own writing. As a conclusion to the activity you'll write a few sentences according to which word is most appropriate.

Click HERE to move on.
On this page you will be given several scenarios. Decide which word is most appropriate and compose a sentence to communicate the events in the scenarios.

ENTER YOUR ID# HERE:  

EXAMPLE:
#1: The English Club put up flyers in order to get people to join the club.
Revised: The English Club put up flyers to persuade people to join the club.

#2: The Athletic Department made a commercial because they wanted people to buy tickets to the basketball game.

#3: President Bush tries to make people think that the economy will get better soon.

#4: Mike leads Marty to believe that riding a bike is a very good form of exercise.

#5: John talked his sister into taking the garbage out for him.

Make sure you have answered all of the questions and entered your ID#. When you're finished click submit.

To continue to the last questionnaire click HERE.
Looking for patterns: While looking for patterns consider these questions.

- Are there any words that often follow the keyword?
  - If so, is the word part of a larger phrase or structure that often follows the keyword?
  - If not, are there common structures or types of phrases that follow the keyword?

1) Patterns for **Convince**:

2) Patterns for **Persuade**:
Instructions

Sometimes words that have similar meanings can be very confusing. These words are called synonyms, they are two different words that mean close to the same thing. Some examples of synonyms are:

- try and attempt,
- understand and comprehend,
- convince and persuade,
- hope and wish

As a writer, you need to be able to understand the difference between these words and when it is appropriate to use one instead of the other.

In this activity, you will be taught the difference between hope and wish. You will be introduced to the different meanings of the words and will complete some exercises to help you practice when to use which one.

Throughout the course of the lesson, you will be asked to answer three questionnaires. Please enter your ID# in the box and answer every question before you move on.

Please enter the following data for my records.

Enter your nationality: ________________________

Enter your gender: select ♂

Enter your first language: ________________________

Enter your age: ___ yrs.
Hope and Wish are both words that indicate desire. Though they mean similar things and are sometimes used in similar ways they are also sometimes used in very different ways. The table below describes how these words occur in context.

<table>
<thead>
<tr>
<th>Definition</th>
<th>Position</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>hope</td>
<td>before an infinitive verb</td>
<td>The politicians hope to win public support.</td>
</tr>
<tr>
<td>To wish for something with</td>
<td>before a clause</td>
<td>I hope his suggestions are given the consideration they deserve.</td>
</tr>
<tr>
<td>expectation of its fulfillment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wish</td>
<td>before an infinitive verb</td>
<td>She may wish to improve her skills.</td>
</tr>
<tr>
<td>To long for, want</td>
<td>before a clause</td>
<td>I wish I had shown more enthusiasm.</td>
</tr>
</tbody>
</table>

Notice that the definitions from the dictionary don’t really offer you the information you need to understand how these words are used. Also, the words are found in the same positions, before an infinitive verb or before a clause, which also does not give you useful information. These words are used in different ways, though, and which word you use will depend on the context it is used in.

Click HERE to continue.
As you could see from the table, both of these words can occur before a to infinitive verb. There are some differences, however, in what the words communicate when they occur before an infinitive verb.

1. *Wish* is usually used when the sentence is a statement of purpose; the action is more immediate.

   example: *We wish to argue the point you just made.*
   In this example the sentence is a statement of purpose. They will argue the point immediately.

2. *Hope* is usually used when the sentence is a statement of desire; *hope* communicates less immediacy and certainty in the action.

   example: *He hopes to complete it soon.*
   In this example the sentence is a statement of desire. He wants to complete it soon but is uncertain whether or not he will.

Consider this example:

I wish to see him.
I hope to see him.

The first sentence (*I wish to see him.*) implies that the person wants to see him now. This sentence communicates that it is the person's purpose to see him.

The second sentence (*I hope to see him.*) implies that the person would like to see him sometime. The sentence communicates that it is the person's desire to see him.

Click [HERE](#) to move on to the exercise.
Refer to this table to complete the activity below.

<table>
<thead>
<tr>
<th>Hope and Wish with to infinitives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wish</strong></td>
</tr>
<tr>
<td>statement of purpose</td>
</tr>
<tr>
<td>I wish to speak to your supervisor</td>
</tr>
<tr>
<td><strong>Hope</strong></td>
</tr>
<tr>
<td>statement of desire</td>
</tr>
<tr>
<td>I hope to hear from you soon</td>
</tr>
</tbody>
</table>

In each sentence select the word that is most appropriate for the sentence.

1. She [answer] to pay her tuition.
2. He [answer] to prevent the spread of the disease.
3. He [answer] to become a concert pianist.
4. The man [answer] to leave as soon as the meeting is over.
5. She [answer] to continue in her chosen profession.
6. I [answer] to make it to your party tomorrow.
7. I [answer] to reply to your e-mail.
8. We [answer] to reserve the park for our party.
9. I [answer] to address the issue of tardiness.

If you have entered your ID# and answered each question click the submit button.

Submit

Screen 4
Refer to this table to complete the activity below.

<table>
<thead>
<tr>
<th></th>
<th>Hope and Wish with to infinitives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>statement</td>
</tr>
<tr>
<td>wish</td>
<td>statement of purpose</td>
</tr>
<tr>
<td></td>
<td>I wish to speak to your supervisor.</td>
</tr>
<tr>
<td>hope</td>
<td>statement of desire</td>
</tr>
<tr>
<td></td>
<td>I hope to hear from you soon.</td>
</tr>
</tbody>
</table>

Here are the answers.

1. She wishes to pay her tuition. *This is a statement of purpose; it is what she will do.*

2. He hopes to prevent the spread of the disease. *This is a statement of desire; it is what he wants to do but the outcome is uncertain.*

3. He hopes to become a concert pianist. *This is a statement of desire; he wants to become a concert pianist but there is no certainty that he will.*

4. The man wishes to leave as soon as the meeting is over. *This is a statement of purpose.*

5. She hopes to continue in her chosen profession. *This is a statement of desire; she wants to but is not sure she will.*

6. I hope to make it to your party tomorrow. *This is a statement of desire; she wants to but is not sure she will.*

7. I wish to reply to your e-mail. *This is a statement of purpose.*

8. We wish to reserve the park for our party. *This is a statement of purpose.*

9. I wish to address the issue of tardiness. *This is a statement of purpose.*

When you’ve checked your answers to your satisfaction click [HERE] to move on.
Now that we've seen the differences that exist in the to infinitives that come after hope and wish let us look into the differences that exist between the clauses that follow hope and wish.

1. When hope appears before a clause the idea that is communicated in the clause is an idea that could happen or come about.

   examples:
   - I hope if you have any ideas along these lines you will write me about them.
   - I hope I hit 81.
   - I hope his suggestions are given the consideration they deserve in Kikuyu circles.
   - I hope it can be said without boasting
   - I hope no one expects that only Presidential appointees are looked upon as sources of ideas.

2. When hope appears before a clause the words can, and will or a present tense be verb (is, am, are) often appear in the clause. This is an indication that the idea communicated in the clause is a possibility.

   examples:
   - I hope you can come to the concert tomorrow.
   - She hopes I am not getting sick.
   - He hopes you will make it on time.

3. When wish occurs before a clause the idea that is communicated is usually something that cannot be changed.

   examples:
   - I wish I had a working wishing well
   - I just wish I had one
   - I wish I had shown more patience.
   - I wish I shared your enthusiasm for change.
   - I do wish it wasn't our last day.

4. When wish occurs before a clause the words could, could have, and would have often appear in the clause. This is an indication that the idea communicated in the clause is not a possibility.

   examples:
I hope if you have any ideas along these lines you will write me about them.
I hope this.
I hope his suggestions are given the consideration they deserve in Kikuyu circles.
I hope it can be said without boasting
I hope no one expects that only Presidential appointees are looked upon as sources of ideas.

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examples:
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She hopes I am not getting sick.
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examples:
I wish I had a working wishing well.
I just wish I had one
I wish I had shown more patience.
I wish I shared your enthusiasm for change.
I do wish it wasn't our last day.

4. When wish occurs before a clause the words could, could have, and would have often appear in the clause. This is an indication that the idea communicated in the clause is not a possibility.

examples:
I wish I could have been there when you won.
She wishes she would have said something more intelligent.
He wishes she could go with us.

To move on to the exercise click HERE.
Refer to this table as you complete the activity below.

Hope and Wish followed by clauses

<table>
<thead>
<tr>
<th>clause</th>
<th>associated words</th>
<th>examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>hope</td>
<td>can, will, is, are, am</td>
<td>I hope he will be there. She hopes he'll call as soon as he's home.</td>
</tr>
<tr>
<td>hope</td>
<td>communicate something that could happen, something that might come about</td>
<td>She hopes he'll call as soon as he's home.</td>
</tr>
<tr>
<td>wish</td>
<td>could, could have, would have</td>
<td>I wish I was going with you. I wish he would have never said that.</td>
</tr>
<tr>
<td>wish</td>
<td>communicate something that cannot be changed, is not likely to change, or is not likely to happen.</td>
<td>I wish I was going with you. I wish he would have never said that.</td>
</tr>
</tbody>
</table>

In the following sentences chose the word that is most appropriate for the sentence based on the information contained in the clause that follows.

1. I certainly [answer 5] this will be the impression left in the minds of readers.

2. Oh, I [answer 6] we hadn't come.


4. I [answer 8] that it is truly dead.

5. I [answer 9] Ken was back from University.

6. I [answer 10] you would let me look at it.

7. I [answer 11] that the boy will come carrying the jar of cool water.

8. I [answer 12] I was allowed a torch in my room.

9. I just [answer 13] this happens to you some day.


After you have entered your ID# and answered all the items click the submit button.
Refer to this table as you complete the activity below.

<table>
<thead>
<tr>
<th>clause</th>
<th>associated words</th>
<th>examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>hope</td>
<td>communicates something in the future that could happen, something that might come about</td>
<td>can, will, is, are, am</td>
</tr>
<tr>
<td>wish</td>
<td>communicates something that cannot be changed, is not likely to change, or is not likely to happen.</td>
<td>could, could have, would have</td>
</tr>
</tbody>
</table>

Here are the answers:

1. I certainly hope this will be the impression left in the minds of readers. It is possible that the readers will get this impression.
2. Oh, I wish we hadn't come. He has already come, it cannot be changed.
3. I wish you could stay. "Could" indicates that the situation cannot be changed.
4. I hope that it is truly dead. It is possible that the animal is dead or alive.
5. I wish Ken was back from University. The past tense "was" indicates that the situation cannot be changed.
6. I wish you would let me look at it. "Would" indicates that the situation cannot be changed.
7. I hope that the boy will come carrying the jar of cool water. "Will" indicates that it is a possibility.
8. I wish I was allowed a torch in my room. The past tense "was" indicates that the situation cannot be changed.
9. I just hope this happens to you someday. It is possible that it will happen.
10. I wish Ma could do it. "Could" indicates that the situation cannot be changed.

To continue the lesson click HERE
Now that we've gone through the differences between the to infinitives and the clauses that follow with wish and hope, complete the exercise below.

In this exercise you will be given several scenarios containing the word want. From each scenario, write a sentence replacing the word want with either hope or wish.

EXAMPLE:

#1. You want to be able to change what you said earlier.
Revised: I wish I could change what I said earlier.

#2. You want Derek to be home for the birthday and it is a possibility.
Revised: I wish Derek to be home for the birthday and it is a possibility.

#3. You want to go to the concert but you won't be able to.
Revised: I wish to go to the concert but you won't be able to.

#4. In a paper you state that you want to address the issue of environmental preservation.
Revised: I wish to address the issue of environmental preservation.

#5. You want to arrive at your destination in time but you're unsure if you'll be able to.
Revised: I wish to arrive at your destination in time but you're unsure if you'll be able to.

#6. You want to have been more polite to the teller at the bank.
Revised: I wish to have been more polite to the teller at the bank.

Make sure you have entered your ID# and answered all the questions. When you are finished click submit.

To continue to the final questionnaire click HERE
APPENDIX E. MOTIVATION QUESTIONNAIRES

Questionnaire 1:

*Four Point Likert Scale Items (Strongly Agree – Agree – Disagree – Strongly Disagree):*

#1. I prefer having to search for the differences between these words rather than just being told. (Non-Concordance: #1. I prefer just being told the difference between these words rather than finding them myself.)

#2. I think the benefits that I will gain from this activity will be worth the time it takes.

#3. I think this activity will help me understand the difference between the two words.

#4. I think I'll be more likely to use these words after this activity.

#5. I feel like I have some control over the outcome of this activity.

#6. I think I'll be pleased with the outcome of this activity.

#7. I enjoy working with real texts more than with made up texts.

#8. In this activity I feel like I play a role in my own learning.

#9. I think I'll understand the differences when I'm done with this activity.

#10. I feel like I will be able to succeed in this activity.

#11. This activity will be a revealing activity.

#12. I think this activity will be beneficial for my vocabulary learning.

*Semantic Differential Items:*

#13. very interesting – interesting – boring – very boring

#14. very stimulating – stimulating – monotonous – very monotonous

#15. very useful – useful – useless – very useless

#16. very applicable – applicable – inapplicable – very inapplicable
Questionnaire 2:

Four Point Likert Scale Items (Strongly Agree – Agree – Disagree – Strongly Disagree):

#1. I feel that this activity is challenging but interesting.

#2. I feel like I'm in control of this activity.

#3. I think activities like this one could help me be more confident that I am using words correctly.

#4. I feel like I am succeeding in this activity.

#5. I feel that learning words through an activity like this would help me in my own writing.

#6. I find this activity to be tedious and boring.

#7. I feel that I would like to study other words in this way.

#8. It will be interesting to see what the patterns mean about the words.

#9. I feel like this activity allows me to draw my own conclusion about the words.

#10. I think I'll finish this activity successfully.

#11. I feel that word studies like this one would help me learn to write better.

#12. I feel that this kind of activity makes the difference between the words clear.

Semantic Differential Items:

#13. very valuable – valuable – valueless – very valueless

#14. very helpful – helpful – unhelpful – very unhelpful

#15. complex – somewhat complex – somewhat simple – simple

#16. very satisfying – satisfying – unsatisfying – very unsatisfying
Questionnaire 3:

*Four Point Likert Scale Items (Strongly Agree – Agree – Disagree – Strongly Disagree):*

#1. I feel as though this activity was beneficial.

#2. I feel good about my performance in this activity.

#3. If the resources were available I would want to do activities like this outside of class.

#4. I am pleased with the outcome of the activity.

#5. What I have learned will be easy to apply to my own writing.

#6. I feel like the activity was worth the time it took to complete.

#7. I feel like I could succeed in other activities like this.

#8. I feel like I discovered something more than I feel like I was taught something.

#9. Activities like this could help me learn useful information.

#10. I am more confident about my ability to use these words.

#11. I feel like I have learned something.

#12. This was an interesting activity.

*Semantic Differential Items:*

#13. challenging – somewhat challenging – somewhat effortless – effortless

#14. very intriguing – intriguing – tedious – very tedious

#15. very applicable – applicable – inapplicable – very inapplicable

#16. very relevant – relevant – irrelevant – very irrelevant

#17. Have you ever used concordancing before today? (Concordance activity only)
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- My committee members, for your valuable insights and suggestions at every stage of the project.
- My fellow TESL/AL classmates, for your input and interest.

Thank you