Students' Motivation and Teachers' Motivational Strategies in English Language
Classrooms in Unstable Socio-political Contexts

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A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Education Program in Teaching English as a Foreign
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แรงจูงใจของนักเรียนและกลยุทธ์การสร้างแรงจูงใจของครูในชั้นเรียนภาษาอังกฤษในบริบททาง
การเมืองและสังคมที่ไม่มั่นคง

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ควาน ซาน นรา : แรงจูงใจของนักเรียนและกลยุทธ์การสร้างแรงจูงใจของครูในชั้นเรียน
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งานวิจัยนี้ศึกษาแรงจูงใจของนักเรียนและการใช้กลยุทธ์การสร้างแรงจูงใจของครูในห้องเรียน
ภาษาอังกฤษในรัฐแห่งหนึ่งในประเทศพม่าที่สถานการณ์ทางการเมืองและสังคมไม่มั่นคง นอกจากนี้ ยังได้
ศึกษาว่าสถานการณ์ดังกล่าวส่งผลต่อการใช้กลยุทธ์การสร้างแรงจูงใจของครูอย่างไร งานวิจัยเรื่องนี้จะช่วย
ให้ข้อมูลกับสถาบันครุศึกษาสำหรับการเตรียมและพัฒนาครูสำหรับบริบทดังกล่าวเนื่องจากงานวิจัยที่ผ่านมา
พบว่าครูและนักเรียนในพื้นที่มีลักษณะดังกล่าวอาจได้รับผลกระทบจากสถานการณ์ งานวิจัยนี้ใช้วิธีวิจัย
แบบผสมผสานแบบแผนลำดับขั้น โดยเก็บข้อมูลจากนักเรียนจำนวน 172 คน และครู 5 คน ในชั้นเรียน
ภาษาอังกฤษระดับมัธยมศึกษาปีที่ 5 จากโรงเรียนมัธยมปลายจำนวน 5 โรงเรียน แบบสอบถาม การสังเกต
ในห้องเรียน และการสัมภาษณ์แบบกึ่งโครงสร้างเป็นเครื่องมือที่ใช้ในการเก็บข้อมูล วิเคราะห์ข้อมูลเชิง
ปริมาณโดยใช้โปรแกรมวิเคราะห์ทางสถิติ และวิเคราะห์ข้อมูลเชิงคุณภาพด้วยการวิเคราะห์เนื้อหาและลง
รหัสข้อมูล โดยเน้นการวิเคราะห์แก่นเรื่องและรูปแบบ

ผลวิจัยแสดงข้อค้นพบหลัก 3 ประเด็น ได้แก่ ประเด็นแรก นักเรียนส่วนใหญ่เห็นความสำคัญของ
การเรียนรู้ภาษาอังกฤษและมีความสนใจภายในในการเรียนภาษาอังกฤษ นักเรียนมีส่วนร่วมในกิจกรรมการ
เรียนอย่างกระตือรือร้น อย่างไรก็ตาม นักเรียนบางคนขาดแรงจูงใจ และไม่ได้ใส่ใจในบทเรียนอย่างจริงจัง
จากการสัมภาษณ์ ยังพบว่าแรงจูงใจในการเรียนโดยทั่วไปของนักเรียนได้รับผลกระทบจากสถานการณ์ทาง
การเมืองและสังคมที่ไม่มั่นคงในรัฐ นักเรียนรายงานว่ารู้สึกไม่มั่นคงเกี่ยวกับอนาคตของตนซึ่งส่งผลต่อความ
สนใจในการเรียน ประเด็นที่ 2 จากการสังเกตพบว่าครูทั้ง 5 คน ใช้กลยุทธ์การควบคุมในการกระตุ้น
แรงจูงใจของผู้เรียน ประเด็นสุดท้าย พบว่าสถานการณ์ทางการเมืองและสังคมที่ไม่มั่นคงไม่ได้ส่งผลต่อการใช้
กลยุทธ์การสร้างแรงจูงใจของครูโดยตรง ครูทุกคนใช้การควบคุม ได้แก่ การใช้คำสั่ง การใช้การลงโทษ เป็น
ต้น เป็นกลยุทธ์ในการกระตุ้นแรงจูงใจเป็นหลัก ผลการวิจัยเหล่านี้แสดงให้เห็นถึงการขาดความเข้าใจ
เกี่ยวกับการทะนุถนอมแรงจูงใจภายในของผู้เรียนที่อยู่ในสถานการณ์เสี่ยงในลักษณะนี้ ดังนั้น จึงแนะนำให้มี
การวิจัยเกี่ยวกับความรู้ของครูและความเชื่อของครูเกี่ยวกับการใช้กลยุทธ์การสร้างแรงจูงใจต่อไป

ภาควิชา	หลักสูตรและการสอน	ลายมือชื่อนิสิต -----------------------------------
สาขาวิชา	การสอนภาษาอังกฤษเป็น	ลายมือชื่อ อ.ที่ปรึกษาหลัก -----------------------------
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HKAWN SAN NRA: Students' Motivation and Teachers' Motivational Strategies in English Language Classrooms in Unstable Socio-political Contexts. ADVISOR: JUTARAT VIBULPHOL, Ph.D., 230 pp.

This study investigated students' motivation, teachers' use of motivational strategies in English classrooms in an unstable socio-political state in Myanmar. In addition, how the situation affected the use of motivational strategies was also explored. Since previous studies have shown how students and teachers in such areas may be affected by the situation, this study will provide insights into how teacher education institutions can prepare and support the teachers in such areas. Sequential explanatory mix-method was employed and the data were collected from 172 students and 5 teachers in eleventh grade English classrooms from five upper secondary schools. Questionnaires, classroom observations, and semi-structured interviews were used to collect the data. The quantitative data were analyzed using a statistical package and the qualitative data were analyzed using the coding method with an emphasis on themes and patterns.

Three major findings were revealed. First, the data from all sources suggested that most students recognized the importance of learning English and internally interested in English. In the classes, they were observed to participate in the learning activities actively. However, some of the students were found to lack motivation—not paying close attention to the lesson. The interviews also showed how the students' motivation in learning in general was affected by the unstable socio-political situation in the state. The students reported feeling insecure about their future and that had affected their interests in learning. Second, the five teachers were observed to employ controlling strategies to motivate the students. Last, this use of controlling strategies was not found to be influenced directly by the unstable socio-political situation however. All teachers, regardless of their awareness of the effects the war had on students' learning and motivation, relied heavily on controlling motivational strategies such as giving commands, using punishment, and so on. These findings suggest teachers' lack of understanding of how to nurture students' intrinsic motivation in vulnerable situations; therefore, further investigation on teacher knowledge and teacher beliefs about motivational strategies is recommended.

Department:	Curriculum and Instruction	Student's Signature	-----
Field of Study:	Teaching English as a Foreign Language	Advisor's Signature	-----
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CHULALONGKORN UNIVERSITY

CHAPTER 1

INTRODUCTION

The importance of context in teaching and learning had been discussed by many research studies. Teachers' instructional practices can be shaped not only by teaching methodology but also contextual factors such as students' needs, school cultures, syllabi, school policies and the wider socio-political contexts in which teaching and learning take place (Ng & Boucher-Yip, 2014). The effects of socio-political contexts on second language (L2) learning has received attention since Gardner and Lambert's seminal on this topic (Noels, Clément, & Pelletier, 2001). Previous studies have revealed how the socio-political contexts may influence students' motivation in L2 learning, such as their selection of an L2 and subsequent attitudes and motivation to learn (Kim, 2010; Ng & Boucher-Yip, 2014; Noels et al., 2001). In addition, in such contexts, it was also found out that the teachers who had also experience violence, abuse, poverty, other traumas and oppressions in war were teaching students in the classrooms, which led students may have been stumble and weary to move on to and

knock down on their journey of learning because of the brutality of the effects of the

civil wars (Feuerverger, 2011). This study therefore aimed at investigating these

relationships in one state of Myanmar. To assure the anonymity of the state for security

reasons, the state is referred to as Jade Land in this thesis report. Specifically, students'

motivation for English learning and teachers' use of motivational strategies in Jade

Land was examined to explore how the unstable socio-political situations in the state

might have affected the students and the teachers. Since previous studies have shown

how motivation is crucial for learners to start their second language learning and helps

them to sustain the long, and at times 'tiring and desiccated' learning process (Abrar-

ul-Hassan, 2014; Csizér & Dörnyei, 2005a; Dörnyei, 2001; Dörnyei & Csizér, 1998; Dörnyei

& Skehan, 2003; Koran, 2015; Moskovsky, Alrabai, Paolini, & Ratcheva, 2013; Reeve,

2009, 2010), nurturing students' motivation has been one of the teachers' tasks in the

classroom (Wimolmas, 2013). According to Self-Determination Theory (SDT), students

are motivated to learn differently by two different motivational styles—controlling and

autonomy supportive (Reeve, 2009, 2011). These motivational practices were found to

be affected by contextual factors such as the pressure from administrators and institutional requirements, the pressure from students, and the pressure from the teachers themselves (Hornstra, Mansfield, van der Veen, Peetsma, & Volman, 2015).

Jade Land was selected to be the contexts of this study to represent an unstable socio-political situation since Myanmar is identified as an "alert" state, based on the Fragile States Index annual reports, which means that the country is unstable in terms of the political situation and social conditions (Messner, 2017) and because Jade Land has undergone civil war since Myanmar gained independence in 1948 (Ireland & Benthuysen, 2014; Paw, 2015). According to Awng (2017), the civil war in Jade Land has been undergoing on and off for about 70 years. He reported that after four decades of fighting, the local administration of Jade Land and the military of Myanmar government signed a cease-fire agreement in 1994; however, the tensions between the two parties began to grow again and escalated into the current war on June 9th, 2011. As a consequence of the civil war, including the landing of mortar shells near Internal Displace Persons (IDPs) camps and in the villages, the civilians have fled from

their camps and villages to other places in different directions several times (Awng, 2017; Pitman & Htusan, 2018). Awng (2017) noted that the situations in Jade Land are still unstable and unpredictable and there is no hope for peace negotiation between the Myanmar government and the local administration yet since the local administration will not sign ceasefire until they get the political solution. After the resume of the civil war in 2011, the development of Jade Land has been hindered because of the civil war (South & Lall, 2016). The education of the youth in Jade land has become a concern since school dropout rate is high and educational opportunities in the state are inadequate, from early childhood to high school (Awng, 2017). Especially in local administration controlled areas, access to higher education is limited (Awng, 2017). Youth discontinued their study after graduating from high school since the educational degrees from local institutions in the state are not accredited by the Myanmar government (Lut, 2013). Besides, the high school graduates from the local administration controlled areas do not have opportunities to get a job under the Myanmar government controlled areas (South & Lall, 2016).

For the situations of English learning and teaching in Jade Land, English is required for all students, starting from kindergarten to high school (Lall, San, San, Myat, & Khaing, 2013). However, exposure to English speaking environment outside of classrooms is limited. First of all, the local people of Jade Land speak only their mother tongue and some may use Chinese in business transactions. There is no foreigners in the area, so exposure to English in daily conversations is little. In addition, English studies are provided only by schools; there is no other place outside of the school. In terms of media, television and radio programs are only available in Burmese or Chinese. Last but not least, Internet access is available but not affordable for everyone so students may not expose to English media as easily as those in other areas around the world. Due to the limited learning resources and opportunities to use English in real life for the students in this state, enhancing their motivation in learning English may be challenging for English teachers. So far, very few studies about students' motivation and instructional practices have been conducted in Myanmar but not in the unstable socio-political situations.

Therefore, this study attempted to investigate the phenomenon in this unexplored area to see the effects that a civil war may have on students' motivation in English learning and teachers' instructional practices, specifically how they motivate the students in the English classrooms. The findings from this study will provide insights into how teachers in such learning environments can cater the students' motivation effectively.

Research questions

1. What is the students' motivation in English language classrooms in an unstable socio-political situation?

2. What motivational strategies are employed by EFL teachers in English language classrooms in unstable socio-political situation?

3. How does the unstable socio-political situation influence teachers' motivational strategies in English language classrooms?

Research objectives

1. To investigate students' motivation in English language classrooms in an unstable

    socio-political situation.

2. To determine EFL teachers' motivational strategies which are employed in English

    language classrooms in an unstable socio-political situation.

3. To investigate the influences of unstable socio-political situation on the use of

    teachers' motivational strategies in English language classrooms.

Definitions of key terms

Students' motivation in this study refers to students' psychological

characteristics caused by the factors both internally and externally which amuse

students to express or act towards a desired goal in English learning. Three types of

motivation are intrinsic, extrinsic and amotivation. Intrinsic motivation refers to

students' highly autonomous characteristics interested in for the feelings of fun,

enjoyment, happiness and satisfaction that root from participation in English language

learning. Extrinsic motivation refers to student's values of an action in instructional

process of English language learning because they feel like it is important and useful

when they act in accord the values such as learning a language which is needed in order to achieve their hobbies. In the extrinsic motivation, there are four types of regulations such as external regulation, introjected regulation, identified regulation and integrated regulation. External regulation refers to the least autonomous and focus on doing something to get a reward or avoid a punishment. Introjected regulation refers to ego-evolvement in which self-esteem depends on outcomes, resulting in a forced, self-controlled regulation. Identified regulation refers to the students recognize the value of learning English. Integrated regulation refers to the most autonomous form of extrinsic motivation. It includes not only identify with the value of an action but also carry on it into alignment with others core interests and values. Amotivation refers to students' lacking purposefulness in English language learning and neither intrinsically nor extrinsically motivated.

Teachers' motivational strategies in this study refers to the techniques or methods that teachers use to maintain or sustain the students' motivation. Motivational strategies in this study focus on autonomy supportive style and controlling style. Autonomy supportive style refers to developing students' internal

motivational resources and volitional intentions to act by transferring responsibility of the learning process to students, offering choice, engaging to students' interests, giving explanatory rationales, and making meaningful and suitable learning activities. Controlling style refers to driving students to consider, feel or behave in particular ways, over controlling students' own opinions, and motivating students by external attractions, pressure or control instead of depending on students' internal motivational resources.

Unstable Socio-political contexts in this study refers to the situations that are affected by both social and political factors in an area, especially from the civil war. In this study, the area selected to be the context of the study has undergone a civil war for 70 years.

Scope of the study

This study was conducted with Grade 11 English language teachers and students from five schools in unstable socio-political contexts in one state in Myanmar. The students' motivation, the teachers' motivational strategies, and the factors affecting the motivational strategies were the focused variables of the study.

Organization of the chapters

This current study includes of five chapters. In the first chapter, the introduction of this study including the rationale, research questions, research objectives, and the scope of the study and the definitions of terms are presented.

In the second chapter, a review of the literature that was used to develop the conceptual framework of the present study is presented.

In the third chapter, research methodology including the research design, contexts of the study, participants, research instruments, research procedures, data collections procedures and data analysis are presented. In this chapter, the development of the instruments and how to check trustworthiness and reliability is also presented.

In the fourth chapter, the findings of the research questions including students' motivation, the use of teachers' motivational strategies and how the unstable socio-political situation influences on teachers' motivational strategies are presented.

In the last chapter, a discussion of findings in the current study in relation to previous study as well as the contexts of learning English in unstable socio-political

context in Jade Land, one state of Myanmar, limitation of the study, pedagogical

implication and suggestions for future research are presented.

CHAPTER 2

REVIEW OF THE LITERATURE

This chapter supplies a theoretical background of the present study. First, the

researcher defines the definition of motivation. Second, the research describes the

concepts of Self-determination Theory, which is employed in this study and related to

L2 motivation. Third, the researcher elaborates more about intrinsic, extrinsic

motivation, and amotivation in the classrooms. Fourth, the researcher figures out the

Self-Determination Theory continuum of Relative Autonomy, Presenting Types of

Motivation, Types of regulation, and the Degree   of Relative Autonomy. Fifth, the

researcher elaborates the degree of motivation. Sixth, the researcher addresses the

literature supports of the variables, which concern with teachers' motivational

strategies, which are especially related with teachers' autonomy supportive style and

controlling style. Seventh, the researcher discusses the concepts of unstable socio-

political contexts. Last but not least, the researcher discusses motivation of Myanmar

students in learning English and motivational strategies of Myanmar teachers.

Definition of Motivation

The root of *motivation* come from the Latin verb *movere*, which means that "to move" (King & McInerney, 2016). *Motivation* is defined in various ways in teaching, learning and doing research. In the study of (Koran, 2015), it was mentioned that motivation can be defined as the understanding of the point of view: "will", "drive" or "freedom".

Considering on those who are motivated in learning English, firstly, they are in motivation in terms of rewards that they will achieve, secondly, they consider the needs that they appreciate such as exploration, manipulation, activity, stimulation, and knowledge and ego enhancement. Finally, they also emphasize on social contexts to communicate to attain the values of the community in L2 (Brown, 2014).

In the study of Dornyei (2001), and Kormos & Csizer (2014), they suggested motivation means why people choose the particular task, how long they would like to continue to do it, and what attempts they put in it. Therefore, all these three categories of motivation are correlated to learning goals and the initiation and sustaining of (Dörnyei, 2001) learning effort.

Students' Motivation and learning

According to Self-Determination Theory (STD), humans are naturally curious and interested in learning new things and environments. Humans' natural curiosity and tendency to engage in behaviors that they face challenging and interesting, and integration, the tendency to accept and understand social practices and mores, even though they may not see interesting. SDT mainly emphasizes on psychological needs, the self-fulfillment of which facilitates intrinsic motivation, integration and psychological welfare, and the dissatisfaction of which preventions these processes and outcomes. Therefore, SDT defines fundamental needs as ubiquitous necessities for healthy growth and psychological well-being (Ryan & Deci, 2000) and SDT is applied to all social contexts, including educational settings from the classrooms.

SDT takes place of its own emphasis on the sources and characteristics of motivation behind people's movements. First, SDT differentiates *intrinsic motivation* (IM) and *extrinsic motivation* (EM) as types of motivation, and then further characterizes various types of extrinsic motivation, with these types ranging from highly controlled to autonomous. And there is also a kind of motivation, which is called *amotivation*

(AM). This motivation refers to the lack of any kind of motivation, it can be whether

intrinsic or extrinsic.

Types of Motivation

Intrinsic and Extrinsic Motivation

According to STD, students are motivated to learn by two types of motivation

such as intrinsic and extrinsic (Abrar-ul-Hassan, 2014; Ryan & Deci, 2000; Vibulphol,

2016). These two dichotomies of motivation are widely used in teaching and learning

process. However, they are not exactly contrast; both types of motivation have some

similar relationship (Abrar-ul-Hassan, 2014; Rodriguez, Hadden, & Knee, 2015; Ryan &

Deci, 2000). This suggestion shows that the limitations between extrinsic and intrinsic

motivation are not very different. Whereas, both of these types of motivation are

extensively used as dichotomy in studying motivation.

Intrinsic motivation was defined as innermost (i.e., inner or internal desires),

which are expressive of desires and psychological needs which are related to inherent

interests, satisfaction and excitement. In contrast, extrinsic motivation was shaped by

outermost (i.e., external to human characteristics), which depend on something that

will happen in the future reactions of others to achieve the outcomes rather than

personal desires and interests (Abrar-ul-Hassan, 2014; Rodriguez et al., 2015; Vibulphol,

2016).

Variety of effects are occurred in terms of these two different types of

motivation. Intrinsically motivated learners learn hard and they are satisfy with

receiving a goal, promoting new knowledge, and searching new ideas from their internal

desires (Koran, 2015; Vibulphol, 2016). In contrast, extrinsically motivated learners learn

because of external factors such as interesting learning situation (Niemiec & Ryan, 2009;

Vibulphol, 2016), job opportunities or the recognition, reward or praise they achieve

from their parents, teachers or peers (Koran, 2015; Wimolmas, 2013). However, this

type of learners are demotivated when the external factors are not existed

(Kitjaroonchai & Kitjaroonchai, 2012; Noels et al., 2001). Teachers, therefore, it is

necessary to consider how to let the learners aware of the importance of the task

which they are conducting if the lessons are not interesting (Niemiec & Ryan, 2009;

Vibulphol, 2016).

Intrinsic motivation in the classroom

According to Ryan & Deci (2000), they reasoned that if teachers mainly focused

on aiming to control students' behaviors, the teachers would emphasize on rewarding,

evaluating and other controlling actions in order to force their students act in a

particular way, in contrast, if teachers mainly focused on aiming to support students'

autonomy, they would abstain from rewarding, evaluating and controlling and would

instead provide more choice and supportive feedback. Regarding to the study of

controlling students' behaviors versus supporting their autonomy (Ryan & Deci, 2000),

they also mentioned that when teachers were more oriented on supporting of

students' autonomy, they tended to become more intrinsically motivated, believe

themselves to be more proficient and competent and obtain higher self-esteem,

versus, when teachers were more oriented on controlling their behaviors, students

tended to become less intrinsically motivated, believe themselves to be less proficient

and competent, and evidence attenuated self-esteem. According to the suggestion of

the connection between teachers' delivering of autonomy support and students'

motivation, intrinsic motivation is not just individual diverse but is dominated by

contexts. Regarding to Tsai, Kunter, Ludtke, Trautwein, & Ryan (2008), varieties of need

support are needed to enhance in term of the fluctuations in students interest in every

day's learning contexts. Teachers, therefore, should provide interesting and varied

opportunities for learning and growth flourish, and support the autonomy and

competence needs of students to promote their intrinsic motivation.
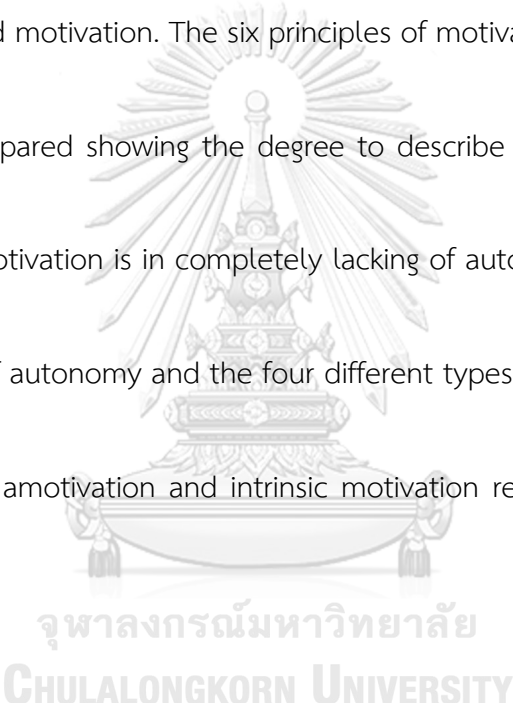
Extrinsic motivation and the continuum of Internalization

Regarding to SDT, not only intrinsic motivation is essential in learning, but also

extrinsic motivation is important to do many tasks and success in learning. STD has

four different types of extrinsic motivation that vary in their degree of autonomy

because the regulation of behavior has been differentially internalized (Ryan & Deci,

2000). These four different types of extrinsic motivation are first, **external regulation,**

this is the least autonomous and focus on doing something to get a reward or avoid a

punishment (e.g. the praise of teachers or parental arguments). These behaviors are

caused by external factors and are experienced as relatively controlled. Second,

introjected regulation, involves partly internalized regulations for extrinsically

motivated behaviors. "Introjected regulation always concerns about ego-evolvement

in which self-esteem is depending on outcomes, resulting in a forced, self-controlled

regulation" (Ryan & Deci, 2016). Students, therefore, force themselves to accept with

internal contingencies that function much like affected by external controls do when

behaviors are eternally regulated (e.g. rules against playing truant). Third, *Identified*

regulation, this type happens when students recognize with the value of an action.

Furthermore, they will also have more completely internalized and agreed to accept

its regulation as their own because they feel like it is vital and useful when they act in

accord with identified values, (e.g. learning a language which is needed in order to

attain hobbies or interests of a person). Fourth, *Integrated regulation*, this is the most

autonomous form of extrinsic motivation. It includes not only identify with the value

of an action but also carry on it into alignment with others core interests and values,

(e.g. learning English because an educated practiced culture one has adopted

proficiency which is part of it). Even though integrated regulation and intrinsic

motivation share the qualities of being completely volitional, they have differences

between each other. Intrinsic motivation mainly focus on *interests* in the behaviors, in

contrast, integrated regulation mainly focus on *valuing* the behaviors for what they

supply.

The following figure shows that four different types of extrinsic motivation,

direction with intrinsic motivation and amotivation, towards which refers to lacking

purposefulness and motivation. The six principles of motivation are organized along a

continuum of compared showing the degree to describe autonomous regulation of

characteristics. Amotivation is in completely lacking of autonomy, intrinsic motivation

is in the stability of autonomy and the four different types of extrinsic motivation are

arranged between amotivation and intrinsic motivation regarding to their degree of

autonomy.

Amotivation	Extrinsic Motivation				Intrinsic motivation
Non-regulation	External Regulation	Introjected Regulation	Identified Regulation	Integrated Regulation	Intrinsic Regulation
Lack of Motivation	Controlled Motivation		Autonomous Motivation		
Lowest Relative Autonomy	←		→		Highest Relative Autonomy

Figure 2.1 The SDT Continuum of Relative Autonomy, Showing Types of Motivation,
Types of Regulation, and Degree of Relative Autonomy (Ryan & Deci, 2016)

Factors that affect students' motivation

      Regarding to Abrar-ul-Hassan (2014) and Brown (2014), students' motivation can

be in fluctuation during the language learning and teaching process and students'

motivational strength can directly be measured by teachers' motivational patterns.

Indeed, students' motivation can be decreased easily by boring and dissatisfaction

lessons (Abrar-ul-Hassan, 2014). In order to improve and maintain students'

motivation in learning, Niemiec & Ryan (2009), Reeve (2009) and Vibulphol (2016)

suggested that "teachers' autonomy-support styles" are to be applied. Students are

more motivated intrinsically when teachers provided them more opportunity to

participate in learning (Loima & Vibulphol, 2014, 2015; Niemiec & Ryan, 2009; Reeve,

2009; Vibulphol, 2016). Teachers have to be aware, on the other hand, that in some

issues, students do only what they have been told when teachers' controlling styles

are very strict to students' own decisions (Loima & Vibulphol, 2014, 2015; Moskovsky

et al., 2013; Niemiec & Ryan, 2009; Vibulphol, 2016). However, according to Niemiec &

Ryan (2009), Reeve (2009) and Vibulphol (2016), teachers' controlling style is

considered to use in classrooms in terms of various reasons. Regarding to Reeve (2009),

teachers' a controlling style may be used in terms of the demands from above such as administrators and institutional requirements, and it could be from below i.e. students, or within – they themselves to arouse students in the classrooms. These demands are external control of teachers in order to maintain students' interests in the learning process (Niemiec & Ryan, 2009; Reeve, 2009).

Enhancing Students' Motivation

According to Garcia Ceron (2014), motivation is recognized globally as one of the most importance for successful foreign language acquisition. Furthermore, recognition the importance of motivation make teachers to initiate and aware of the relevance of considering motivation a key factor in English Language Teaching. It is very important in order to manage that students noticed about the benefits of learning a langue as well as to cope with their interests and enhance to make them enjoy with the process. Enhancing students to motivate is a complicated task that goes further than the mere achievement of helping them want to chase a goal. Since motivation is a psychological factor that needs to be continuously nurtured, it is not a measurable substance that can be calculated or assessed. Therefore, teachers should consider that

the students feel attracted to, and try to help the interests and curiosities of students.

In order to catch students' attention and maintain their minds, they need to create

innovative materials or modify those already designed. If any learning goal is expected

from students, motivating students is a major concern, especially if the goal is as

complex as acquiring a language is. Even the smartest learners are unable to continue

long enough to achieve any extremely useful language proficiency without motivation.

Even though this psychological factor might not be an antidote that will automatically

ensure in the learning of foreign language, it could be the spark that light the engine

of learning process. If students have a positive attitude towards the acquisition of the

target language, most of the disadvantages that justify the failure in English language

learning will not be a great obstacle. Unless seeming the goal, giving students the

opportunity of learning language while being so doing does not have to be an

unreachable fantasy.
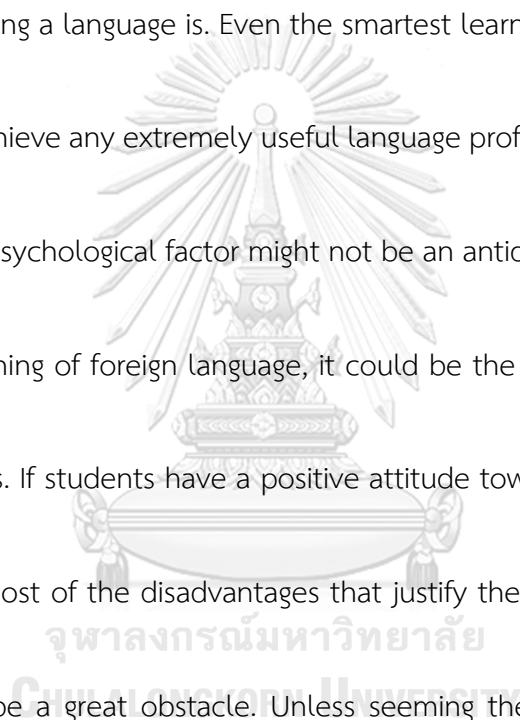
Teachers' Motivational Strategies in English Language Classrooms

Motivational strategies refer to instructional intervention utilized by the teacher to produce and develop students' motivation (Guilloteaux & Dörnyei, 2008). To enhance students' motivation, teachers attempt to use variety of motivational strategies in English language classrooms. Motivational strategies are considered as the intentional patterns applied by teachers to begin and sustain students' motivation and prevent it from destroying (Koran, 2015). Previous studies suggested that teachers' behavior, teaching styles (Loima & Vibulphol, 2014; Niemiec & Ryan, 2009; Vibulphol, 2016), personality (Abrar-ul-Hassan, 2014; Koran, 2015) take important role to enhance students' motivation.

According to Guilloteaux & Dornyei (2008) and Moskovsky et al (2013), motivational strategies are defined as two main categories: (a) instructional practices applied by the teachers to encourage and develop students' motivation and (b) self-regulating strategies used intentionally by individual learners to control the level of their own motivation.

The direction at improving students' motivation, Bernaus & Gardner (2008) suggested that the motivational strategies could be grouped into four categories; the first one, classroom conditions is concerned in this category: it is crucial that teachers have good manners, create a joyful and supportive classroom environment, develop healthy relationship with their students, set the classroom standards to be united in the students. The second category emphasizes on motivating students depending on their language related values and attitudes, promoting their learning goals, designing the curriculum reasonable, and making actual learners' beliefs. The third category focuses on sustaining motivation by creating the important sub goals, promoting the quality of the learning experience, improving students' self-confidence, increasing learner autonomy, and creating self-motivating learner strategies. The fourth category involves promoting positive self-evaluation by increasing attributions to effort than to ability, encouraging by motivational feedback, and promoting learner satisfaction. Obviously, all these categories are directly relevant to teacher behavior and beliefs which influence on the students.

There are many aspect of theories influence a large number of variables that affect student motivation in English language classrooms. Regarding to self-determination theory (SDT) frame work, teachers' motivational strategies in during the teaching and learning process presents on both at high degree of controlling and autonomy support (Reeve, 2009; Reeve & Halusic, 2009; Vibulphol, 2016). Autonomy support enhance the teaching and learning to identify, nurture, and develop students' intrinsic motivation such as their preferences, interests, psychological needs and goals. The most essential needs for students from their teacher is supporting their autonomy. This strategy is a vital educational construct because teachers' autonomy-supportive to students present apparently more positive classroom operating and the outcomes of education than do students of controlling teachers (Reeve, 2009, 2011).

Teacher's Autonomy Supportive Style and Controlling Style in Teaching

According to Reeve (2016), in the instructional activities teachers encounter the challenges in order to enhance students to engage in the learning activities to obtain advantages that they give to the students. What they say and what they do is particularly important for them. This type of teachers always give pressure to the

students to think, feel and do with the tone of boss implicitly. These teachers say, "I

am here to socialize and change you; I will monitor you; I am your boss." These

relationship between teachers and students is likely united and meaningless. In

contrast, what the autonomy supportive teachers say and what they do is more

important for their students. These autonomy supportive teachers are always highly

admirable of students' opinions and initiations and their voice is full of understanding.

These autonomy supportive teachers say, "I am here to support you and your strivings;

I will help you; I am your ally." The relationship of these teacher and student is likely

to be understandable and flexible each other. When these different situations go

happening repeatedly and lasting, they describe a teacher's "orientation toward

control vs. autonomy" or more simply, "motivating style" (Reeve, 2009, 2016)

According to Reeve (2016), motivating style is along a bipolar continuum that

sets contradiction at the opposite points: on the one site, it has highly controlling style

while the other site has highly autonomy supportive style and a neutral or mixed style

has gone through in the middle of continuum line. Motivation style exists along bipolar

because the motivational practices and sayings of autonomy supportive teachers during the instruction is different qualitatively from, even opposite of the motivational practices and sayings of controlling teachers.

Autonomy support is the instructional practices in order to offer support to the students' need for autonomy with a classroom atmosphere and the relationship of the teacher and students. Autonomy supportive teachers offer close relationship, thoughts and behaviors to identify during the instruction first. After that they give energy and nurture in order to grow, strengthen, and develop the inner motivational qualities of the students. Differently, controlling teachers give the closed idea and behavior to pressure the students to think, feel, and behave in a teacher's perspective way during the instruction (Reeve, 2009). Moreover, controlling teachers ignore or even stop the inner motivation of the students during the instructional practice. They instead tell or give what students have to think, feel and perform. Furthermore, they also employ blur pressure until students stop their own preferences to follow what the teacher prescribe for the course of action (Reeve, 2016).

According to Reeve et al (2014), teachers, who believed to use autonomy support was efficient and effective, nominative, and easy wanted to use it more. Moreover, teachers themselves who were more autonomous were more autonomy supportive of their students (Van et al., 2013). Reeve, Jang, Hardre, & Omura (2002) also found that students who had been had more autonomy support had more effort to learn the material in their two-experimental study which studying conversational Chinese with more and less autonomy support. Some classrooms are very pleasure to visit because students and teachers interact freely and work with together. Students feel secure, accepting and supportive because of encouraging and enhancing from their teachers. Therefore, students perform in their roles very well. Which means that the climate of classrooms is good. However, the climate of classrooms can be affected by many things, among them the most important is the teachers' style of autonomy support with their students (Ryan & Deci, 2016). SDT also suggested that the teachers' style of autonomy support can affect the climate of classrooms in terms of the degree to which whether they are autonomy supportive or not.

Regarding to Ryan & Deci (2016), autonomy-supportive teachers provide priority to their students' perspectives and understand them. They also give opportunities to search more information by themselves or teachers themselves provide relevant information as well. Furthermore, they offer options and choices which encourage students feel and direct to positive learning. In the study of Reeve & Jang (2006), they used observations in teaching and learning process to investigate that the autonomy supportive behaviors and they found that autonomy supportive teachers used encouraging students to participate in the tasks, listening to students' voices, giving time to talk to the students, providing opportunities to express students' feelings and ideas, accepting their comments, responding their questions, letting students solve problems, encouraging them for their effort and acknowledging their experiences and participations. All these behaviors were indeed autonomous motivation which found in autonomy supportive teachers.

In contrast, controlling teachers do not allow students to act their internal motivation resources. They make students follow their priorities such as talking time,

learning materials, giving solutions, showing answers, uttering commands, deadline statements, making got to the statements and asking controlling questions.

Furthermore controlling teachers manage behavior by external resources such as evaluation on students' learning outcomes, praise, punishment, criticizing students and rewards. (Reeve & Jang, 2006). Moreover, some of the behaviors of the controlling teachers are involved with giving extrinsic encouragements, imposing external goals, uttering forcing communications, producing external evaluation salient, which make students become higher levels of anxiety and lower levels of achievement while the students are less likely to keep studying the second language (Rahnama & Zafarghandi, 2013; Reeve & Jang, 2006). However, teachers' controlling teaching styles have been found being used commonly to motivate students in the language classrooms for many reasons because of the pressure from above, which included administrators and institutional requirements and below, which consisted students, or within – themselves (Hornstra et al., 2015). In order to maintain students' internal resources in learning, these pressures may influence the teachers to depend on external control (Niemiec & Ryan, 2009; Reeve, 2009).

Factors affect teachers' motivational strategies

According to Hornstra et al (2015), teachers' teaching practices can be shaped

to teach in controlling ways by several contextual factors. There are two types of

contextual factors such as from above and from below. Factors from above consists

of performance standards (Deci, Spiegel, Ryan, Koestner, & Kauffman, 1982), high-stakes

testing (Nolen, 2011; Ryan & Weinstein, 2009) or pressure from school administrations,

colleagues and parents (Reeve, 2009). On the other hand, factors from below comes

up from daily life interactions between students and teachers in the classroom and

refer to the students' motivational behaviors among population (Pelletier, Séguin-

Lévesque, & Legault, 2002). Furthermore, Pelletier et al. (2002) found that when

students looked unmotivated, teachers employed to more extrinsically-oriented

controlling strategies.

Teachers may try to ask students what to perform or motivate them by external

sources such as grades, rewards or punishments when they perceived a lack of intrinsic

motivation from students. Moreover, Oakes (1985) also discovered that teachers who

deal with the students who have low achievements in schools focused on controlling

motivational strategies. Similarly, Solomon, Battistich & Hom (1996) found that more controlling strategies are employed by the teachers who worked at less advantaged schools. These teachers believed positive attitudes towards authority more than student autonomy.

According to few SDT studies, teaching practices and subsequent learning outcomes are shaped by teachers perspectives of individual students because they are very powerful (Nurmi, Viljaranta, Tolvanen, & Aunola, 2012; Van den Bergh, Denessen, Hornstra, Voeten, & Holland, 2010). Students' ability levels, social background and ethnic background are the vital points of teachers' perspectives (Hornstra et al., 2015). Regarding to Hornstra et al. (2015), differential teacher practices can be caused by their perspectives of student populations in terms of their abilities and background.

For instance, teacher do not express much warmth towards students for those who they believe low exceptions, offer fewer chances to respond, and give less feedback, which in cause impact in lower achievement. Furthermore, teacher treated different ethnic minority students in different way. They treated friendlier and

encouraging towards to superior majority students than the ethnic minority students.

In addition, teachers were more bond with low-achieving students actively and offered

more arrangements to guide their learning. Not only teachers' interpersonal behaviors

but also their use of autonomy supportive or controlling strategies were shaped by

their perceptions of the student characteristics (Nurmi et al., 2012).

Furthermore, SDT theory has mainly emphasized on the strategies for the

whole-classroom, while most teachers expectancy studies have emphasized on the

differences within the classroom and teachers' different strategies towards low-

expectancy versus high-expectancy students (Rubie‑Davies, 2010). The teachers'

strategies to both whole-classroom and individual students affected students'

motivation and achievement.

An in-depth understanding of reasons based on teachers' strategies can be

possible by emphasizing on the teacher strategies: both individual and whole-

classroom. According to Rubie-Davies, Flint, & McDonald (2012), teachers' instructional

strategies are affected by the expectancies of the teachers to the whole characteristics

of the students. Teachers' expectancies also form their use of motivational strategies
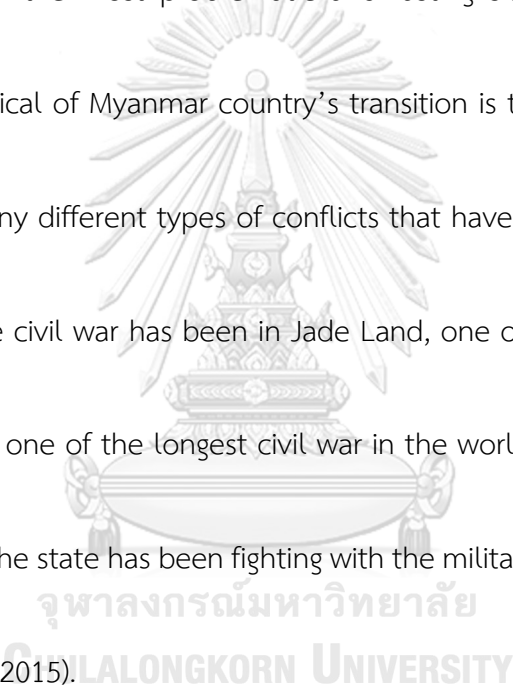
which are concerned with extrinsically-oriented or intrinsically-oriented. Therefore,

teachers' autonomy-supportive or controlling motivational strategies can be formed

by the perceptions of teachers on the whole classroom as well as individual students.

If teachers are in perceived 'at-risk' classrooms in a particular way to more controlling

strategies to enhance their students' motivation, they surely could be destroying the

intrinsic motivational resources of students which make their learning outcomes worse.

Unstable socio-political contexts and the political situation in the State of Myanmar

Instability Socio-political contexts consist of the sum total of military coups,

coup attempts, civil wars and the series of violent clashes in the country (Akindès,

2003). In the previous study of Akindes (2003), the term was used as 'instability socio-

political contexts', but in this study, term is used as 'unstable socio-political contexts'.

Furthermore, socio-political instability includes various factors such as ethnic tensions,

external and internal conflicts, government stability, law and order, military

involvement in government, and religious tensions (Adetiba, 2012; Causevic & Lynch,

2013; Pal, Dutta, & Roy, 2011). Obviously, the civil war occurs in the countries that

there are different cultural, political, and economic conditions, especially due to

''horizontal inequalities'' among social groups from diverse ethnic, and cultural

backgrounds (Stewart, 2002; Tiwari, 2010). According to Sadan (2015), Myanmar is also

one of the countries where many different ethnic groups lives and the politic of

Myanmar is one of the most problematic and lasting situations that continues to

challenge the political of Myanmar country's transition is the need to find an official

decision to the many different types of conflicts that have taken place in the named

'ethnic' states. The civil war has been in Jade Land, one of the state in the northern

part of Myanmar is one of the longest civil war in the world (Pitman & Htusan, 2018).

The local Army of the state has been fighting with the military of Myanmar government

since 1961 (Sadan, 2015).

Nevertheless, the political aim of Myanmar is to take all power to control other

ethnic minorities by the power of ethnic Burman majority. Among these groups, at

least 20 ethnic minorities have fought with the military of Myanmar government since

Myanmar gained independence from Britain in 1948. In recent years, Myanmar

government has signed cease-fires with 10 ethnic groups. However, other six groups

including the Army of the state are still fighting (Pitman & Htusan, 2018). Before the

resuming war in the state, the local administration of the state had also signed ceasefire

agreement with Myanmar government. However, this agreement was broken after 17

years and the war resumed on June 9th, 2011 (Laoutides & Ware, 2015). It is offering as

hard as ever it was in the past to find a way forward by negotiation, and the national

peace process, centered upon the conclusion of a nationwide ceasefire with all

principal ethnic armed groups as promoted by the national government, is

experiencing difficulties once more.

Since then, there have been near continuous undergoing wars between the

Myanmar government and the Army of the local administration of the state. Therefore,

the situation in the State have been dramatically changed. Due to the clashes between

the military of Myanmar government and the Army of the local administration of the

state, thousands of civilians have to flee from their villages to the different directions

of places due to the direct attacks or because of the fear of violence undergoing near

their villages (Jolliffe, 2015). People lost their livelihood, life and infrastructure and

became Internal Displaces Persons (IDPs). They obliged to stay in IDPs camps and some

were trapped in the jungles. These people's displacement was directly linked with the

political situation in the state (Awng, 2015). During the process of fighting between the

military of Myanmar government and the Army of local administration in the state,

they have been attempting to negotiate for perusing peace. Nonetheless, it has

remained too difficult to develop substantive peace talks for political change (Sadan,

2015).

The effects of unstable socio-political situations on teachers' motivational
strategies and students' motivation and learning

There have been arguments theoretically on the vital connection between

education and the civil wars mainly involve in two conditions of this relationship—the

several various types of effects of violent conflicts on education (Lai & Thyne, 2007;

O'Malley, 2010; Seitz, 2004; Unesco, 2011) and the many contrary ways education can

decrease or supply to conflict (Bush & Saltarelli, 2000; Davies, 2004; Smith, Perrin, Yule,

Hacam, & Stuvland, 2002).

In terms of "horizontal inequalities" by excluding particular social from the

national developmental process, education system of a country fell down (Tiwari,

2010). Furthermore, considering on education in the state of Myanmar also a concern because the school drop-out rate was high due to lacking of parental supports to their children. Parents could not make money to support their children due to the unstable socio-political situation in the state of Myanmar. The higher educational opportunities for youths are dimming and their future is an uneasy prospect because the Myanmar government does not accept the education of the local administration in the state officially, and no vocational training and formal higher education is not available for the youths yet under controlled the local administration areas of the state (Lut, 2013). No matter how the local administration is planning to run a university for young generation in their region, it totally depends on the political stability (Lut, 2013). The consequences of these conflicts led to bring not only socio-political change but also teachers lost their professional motivation in teaching students. Furthermore, teachers extremely suffered from psychological distress, traumatic enduring and almost lost their professional "moral and motivation" in terms of the stressful experiences and mental pressures of the conflicts (Akulluezati, 2011).

Not only teachers but also students were suffered from traumatic stress due to the wars. According to (Roberts, Bećirević, & Baker, 2009), children can be affected by very high levels of psychological morbidity – most importantly Post-Traumatic Stress Disorder (PTSD) in terms of the wars: living apart from family, grief, direct experience to war and battle, and extreme poverty or deprivation. Furthermore, teachers who had experience violence, torment, poverty, other traumas and repressions in war were teaching students in the classrooms, which led students may have been stumble and weary to move on to and knock down on their journey of learning because of the brutality of the effects of the civil wars (Feuerverger, 2011).

Therefore, Psychologists and educators believes that psychological needs is a vital concern to obtain better healthy mental development and the learning conditions of the traumatized and displaced student victims. War victims and displaced students refer to the children influenced by the wars or those who are socially marginalized and became traumatized (Uguak, 2010). Thabet & Vostanis (1999) suggested that the child victims of war who experienced symptoms of Post Traumatic Stress Disorder (PTSD) than adults such as repeated fear, instability of emotion,

avoidance of certain circumstances, poor concentration, , dropped out from schools,

poor academic performance, and absence the classes are considered to be symptoms

for identifying conditions of trauma disorders. In the previous research of (Uguak, 2010),

it has been found that most children who exposed to war and displacement have

difficulty to recognize, identify and understand. Therefore, war is a major issue which

led to massive of children to become traumatic.

Reviewing back to the study on the children who have been suffered from

traumas children in Wau town since November 1999 to November 2000, showed that

an increasing number of studies have been searched on the psychological factors

caused by violent and political conflict on children (Uguak, 2010). The results of these

studies, the researchers have found that child victims who have been suffered from

trauma because of war become too violent to his/her class-mate, it is difficult to

control anger for them, and as well as they act some bullying behaviors among their

peer groups in the classrooms. These behaviors may lead them to become poor

academic learners in learning process (Rigby, 2002).

Regarding to the results of traumatic situations, a psychological treatment program needs to be introduced to be able to save the children those who are facing their psychological needs from the unpleasant conditions (Uguak, 2010). For instance, (Akhundov, 1999; Mayers, 1995) suggested that numbers of studies established various therapeutic remedies for the victims who were suffered from traumatic. Among those strategies, talk, play, dance, drawing, music, story-telling techniques, art, movement, and poetry recitation were the most effective and well-accepted. These remedies were very useful and helpful to enhance in order to correct undesirable characteristics of the child victims who need "psychotherapeutic interventions" and children who require social reconstruction and educational re-involvement (Uguak, 2010).

To be able to obtain those benefits, other connected activities are considered to introduce as psychological treatments such as providing moral support, developing a spirit of confidence, and creating a pleasant learning atmosphere in order to release the children's unwanted psychological moods. Nevertheless, psychologists focused on not only the essential considerations of those psychosocial needs for the education of the displaced and child victims, affected by the wars but also the improvements of

the individual psychological needs by counseling activities, using the recreational and

therapeutic activities according to the condition and needs of the victims. The idea of

using these activities is to enhance the life of the child victims from suffering of

psychological needs. The displaced and child victims those who are influenced by war

are described by noticed weaknesses in academic performance (McNally, 1996). If

school teachers are not certain to such circumstances among the children in the

classroom, the impairments in academic performance is mistaken for lack of

motivation. Besides, there should be an essential emphasis put on the relationship

between the educators, teachers and students, within the group as well (Uguak, 2010).

Motivation of Myanmar students in learning English

According to Ireland & Bethuysen (2014), historically, in Myanmar, in terms of

changing political, social, and economic circumstances, there are various reasons and

motivations for learning English. Nowadays, about 67% of the population in Myanmar

speaks Burmese as their mother tongue while 135 different ethnic languages are

spoken among their groups. The instruction of English language is compulsory at all

levels of education in Myanmar. Myanmar language was the most widely spoken

language before the colonial era but during (1886-1948), the period of British rule, the

official position of Myanmar degraded and English was utilized as the medium of

instruction in education and the official language of public administration. Nonetheless,

Myanmar language was being reinstated due to nationalist sentiment in the 1920s and

1930s. After that, Myanmar had to be the country's official language declared by the

new government upon gaining independence in 1948. Then, Myanmar language

became utilized as the medium of instruction at all levels and English was taught only

as a foreign language due to a major reform of the education system in 1964. Whereas,

soon after, it was noticed that English standards were decreasing. After that, again

English was recognized as a compulsory subject from kindergarten as well as came to

be utilized as the medium of instruction at higher levels of education in the 1970s

(Ireland & Van Benthuysen, 2014).

Back to the history of utilizing languages, Myanmar and English have been

taught as compulsory subjects at all levels of education. Historically, due to political

and socio-economic changes, Myanmar and English languages have not been achieved

the same interest at all the times in Myanmar (Fen, 2005). Furthermore, according to

the adopted language policy by the Ministry of Education most of the changes have taken place as well. The changing political and economic landscape influenced the prior and the current development of education in Myanmar. Especially, during the colonial era by the British and afterwards independence had seen the changing tides for Myanmar, then the ruling power made the decisions for English and other minority languages, which made difficult to intuit what the future will take for the particular way of language education in Myanmar. But it was clear that due to the global changing for the development outside of Myanmar would influence on the developments in Myanmar, which may have also influenced on the interests in learning English of the students (Fen, 2005).
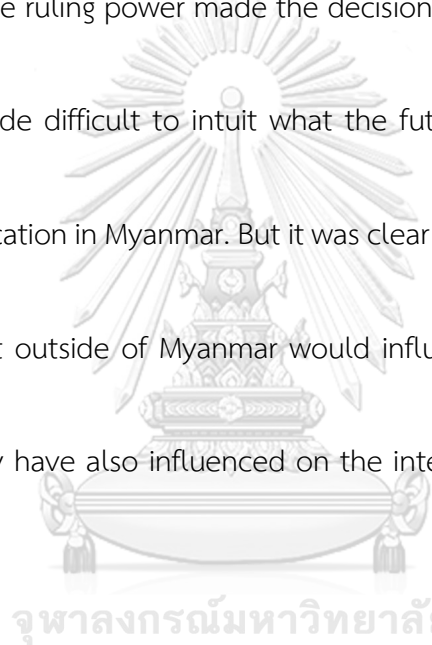
As mentioned above, English has taken a vital role in Myanmar in educational, political, and social areas. Therefore, Myanmar citizens have been motivated to learn English for academic and professional advancement. Moreover, after the political reforms, beginning in 2010, have opened the country up to international influences and have led to even greater interest in learning English. Students have to study their subjects in English at the university level (Ireland & Van Benthuysen, 2014). To be able

to meet this rising demand, many new English language schools have been opened

throughout the country (Magistac, 2012). Many young generation in Myanmar

recognized the growing market in tourism as an employment opportunity and become

consequently motivated to learn English (Ireland & Van Benthuysen, 2014). According

to Lwin (2011), in the examination of language education policy in Myanmar, learning

English may enhance to the advantages of economic, lead in dealing with the outside

world, and improve possibility of study abroad and employment. Nevertheless, he also

pointed out that "a potential threat among rising generations is that they prefer the

pragmatic value of learning English rather than the culture value of indigenous natural

languages" (Lwin, 2011). Regarding to the dilemma recommendation of Lwin is to have

elementary school students study in three languages: their mother tongue, the official

language (Myanmar), and English.

Motivational strategies of Myanmar teachers

According to Lall et al (2013), the teachers in Myanmar used teacher centric

method. Nonetheless, since child-centered approach (CCA) teaching method was

introduced from Myanmar education policy in 2002, more and more teachers tried to

use CCA. However, the teachers had encountered using CCA due to time and space issues. Furthermore, there were lots of reasons that the teachers could not utilize CCA in their instructional practices. The exam system, named "Pass System" was one of the main reasons. In this system, the whole class have to pass the final exams with a basic understanding of each and every lesson. Therefore, the given curriculum have to be finished within the timeframe and the exams have to be set on the target timelines. Due to the time frame and limitation, some lessons were taken out from the curriculum and the students were taught by rote learning method in order to finish the lessons in time so that the exams could be held on time. Reading skills and writing skills were only focused on the exam questions. Therefore, memorization is only needed for students to be able to write down the exact answers in the exams.

Moreover, other reasons that the teacher could not apply CCA were deficient teaching aids, unsuitable class sizes and large population of students to teacher ratios, small class areas and outmoded curriculum. Besides, another huge issue was related to the qualifications of the teachers and their salaries. Reviewing the qualifications of the teachers, the graduates from the Institute of Education become high school

teachers directly after taking eight months course for a teaching assistant. Nevertheless, they did not obtain in-service training regularly after entering into the teaching practices. They did not have enough understanding on teaching methodology and child psychology. The salary of the teachers was not reliable for their livelihood, which demanded the teachers make money outside the classrooms. Due to those issues the teachers' teaching capacity in the schools were decreasing because most students relied on tuition outside of the classrooms in order to achieve high marks and high grades in the exams. Therefore, applying CCA was not successful in Myanmar education since the teaching methods are a very vital subject in any improvement of education and the biggest education issues are access and quality.

To sum up, in reviewing the previous literature, studying about teachers' motivational strategies on students' motivation, most literatures have been conducted in the normal English language classrooms and most researchers seem to achieve the same conclusion. Regarding to those literature, various effective teachers' motivational strategies must be implemented to motivate students in English language learning. A variety of teaching materials and instructional activities should be applied to enhance

for diverse learning styles of students. Moreover, creating pleasant learning atmosphere is a very important concern to motivate language learners. Besides, considering the literature concerns about the impacts of unstable socio-political contexts especially the civil war which relevant to education, there are several studies have been done in the schools in general. Nevertheless, they are not mainly focused on students' motivation and teachers' motivational strategies in English language classrooms.

Therefore, the conceptual framework of this study was based on the review of literature. In the present study, the unstable socio-political situation in Jade Land, one state of Myanmar was set as a context. Then, students' motivation in the unstable situation was investigated by implementing questionnaire, observations and the semi-structured interviews. After that, teachers' motivational strategies, which mainly focus on autonomy supportive style and controlling style were discovered by observing the actual classrooms and interviewing with the teachers and the students. Last but not least, the factors which affected the use of teachers' motivational strategies were explored by implementing the synthesis data from research questions one and two

and utilizing semi-structured interviews. Figure 2.2 illustrated the conceptual

framework of this current study.
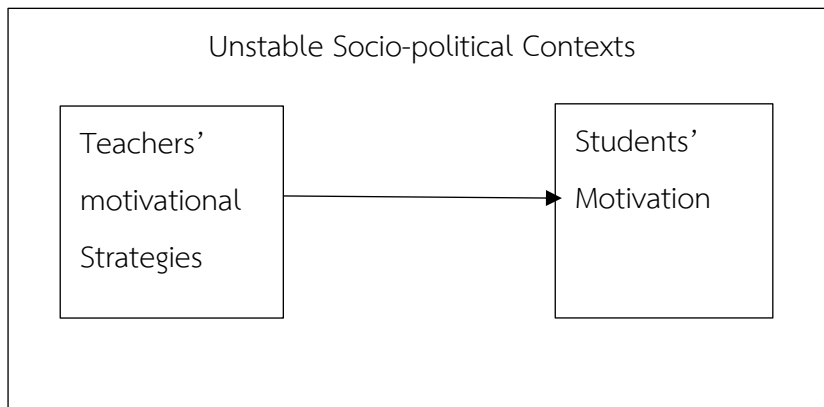
Figure 2.2 Conceptual Framework for the current study

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents the description of the research methods including

research design, population and participants, instruments, research procedures, data

collection procedures and data analysis.

Research Design

This study was conducted by using a mixed-method sequential explanatory

design to understand a complex phenomenon in Jade Land, one unstable socio-

political area, which had an ongoing civil war. Quantitative and qualitative data were

obtained to explore how the unstable socio-political contexts might have influenced

students' motivation and teachers' motivational practices. The rationale for this design

is that the quantitative data would provide general knowledge of the research problem

to understand. Then, the qualitative data were used to understand the statistical

results in depth (Creswell, 2013; Ivankova, Creswell, & Stick, 2006).

The study consists of two phases: quantitative and qualitative. The quantitative

phase was designed to obtain data about students' motivation and the qualitative

phase aimed at investigating students' motivation and teachers' use of motivational strategies in classrooms. In addition, how the unstable socio-political contexts might affect the teachers' use of motivational strategies was explored. Figure 3.1 shows the research design of this study.
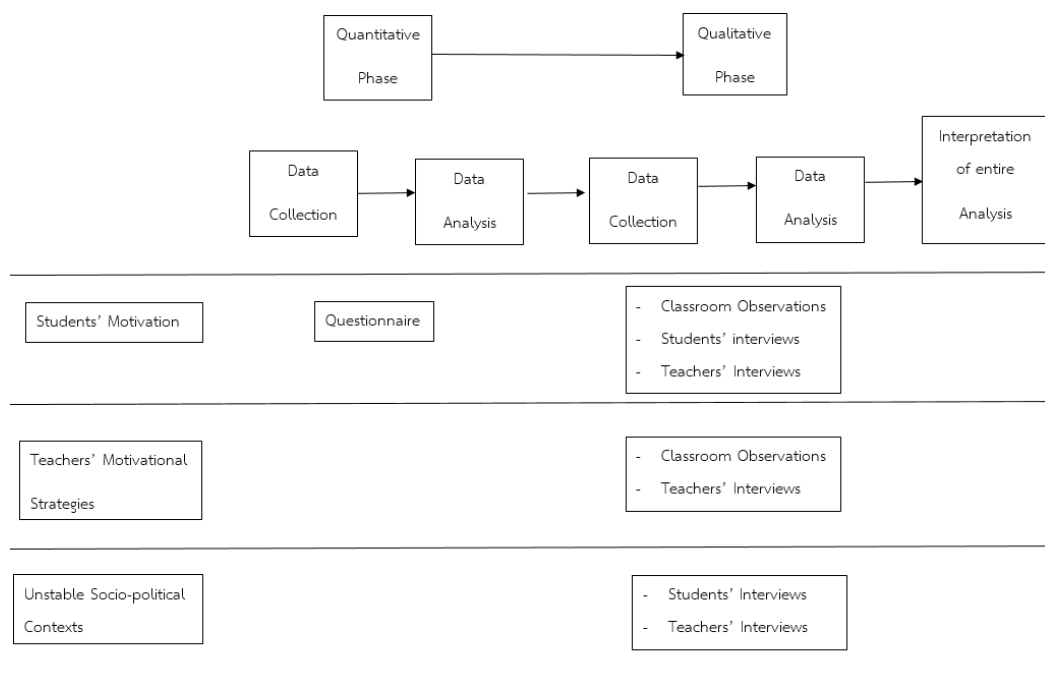
Figure 3.1 Research Design

Quantitative Phase

Participants

The participants were selected from Jade Land, one state in Myanmar that has an ongoing civil war (South & Lall, 2016). Five upper secondary schools were purposively selected from two main regions of the state: Eastern (E) and Central (C) of the state in Myanmar. In each selected school, only Grade 11 English language classrooms were selected. In the quantitative phase, 132 out of 195 students participated in completing questionnaire in this study. All participants were given an informed consent which describes the objectives of the study, their role in the study, and how their identity would be kept confidential. The participants were also informed that their participation was voluntary.

Table 3.1 Demographic Information of the Students Participated in Quantitative Phase

Schools	Total students in the classrooms	Participated students in the questionnaire	Gender of the students who participated in the questionnaire		Age
			Male	Female	
School 1	30	25	9	16	15-20
School 2	40	24	9	15	15-23
School 3	20	20	10	10	15-23
School 4	45	40	11	29	15-20
School 5	60	23	1	22	15-20
Total students	195	132	40	92	

Research Instruments

According to Dornyei (2001), motivation cannot be observed directly. Therefore,

to be able to see the phenomenon from different views and to be able to achieve the

purposes of this study student motivation questionnaire was employed in the quantitative phase.

Student motivation questionnaire

The student motivation questionnaire was adapted from Standage, Duda & Ntoumanis (2005), see (Appendix A). Some words from question items were changed in this study such as especially the word "PE" was changed into "English". Because this study took place in the contexts of English language teaching and learning. In this study, students' motivation was assessed by three categories such as (1) 4 items were assessed for Intrinsic motivation, which was related to students' value of an action because they feel like it was important and useful when they act in accord the values such as learning a language which is needed to obtain the desires of a person, an example question item of Intrinsic Motivation is "I learn English because English is fun." (Standage, Duda, & Ntoumanis, 2005). (2) 12 items were assessed for Extrinsic Motivation including identified regulation, introjected regulation and external regulation, which was related to students' behaviors which were caused by external factors such as focusing on doing something to get a reward or avoid a punishment,

an example question item of Extrinsic Motivation was "I learn English because I want to learn English language skills." (Standage et al., 2005). (3) 4 items were assessed for Amotivation, which was related to students' lacking purposefulness in learning English, an example question item of Amotivation was "I learn English but I do not really know why." (Standage et al., 2005). Responses to all question items were preceded by the stem "I learn English…………" and were made on a seven point Likert scale anchored by "1 strongly disagree to 7 strongly agree".

Besides the rating items, the demographic information was included in the questionnaire. Students will be asked their name, age, gender, and school. This demographic information was used to understand participants' background further in the data interpretation process.
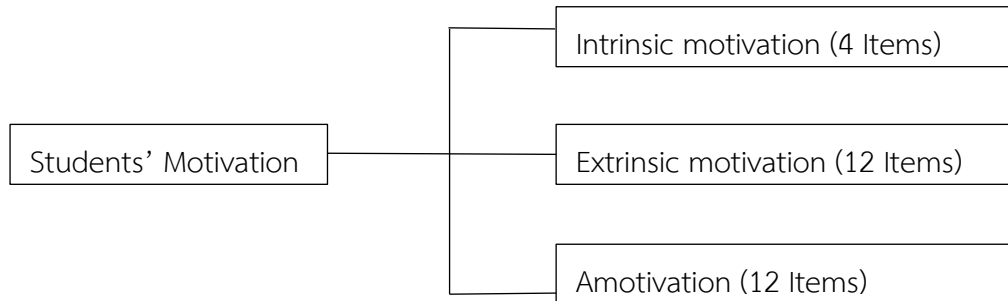
Figure 3.2 Framework of Students' Motivation Questionnaire
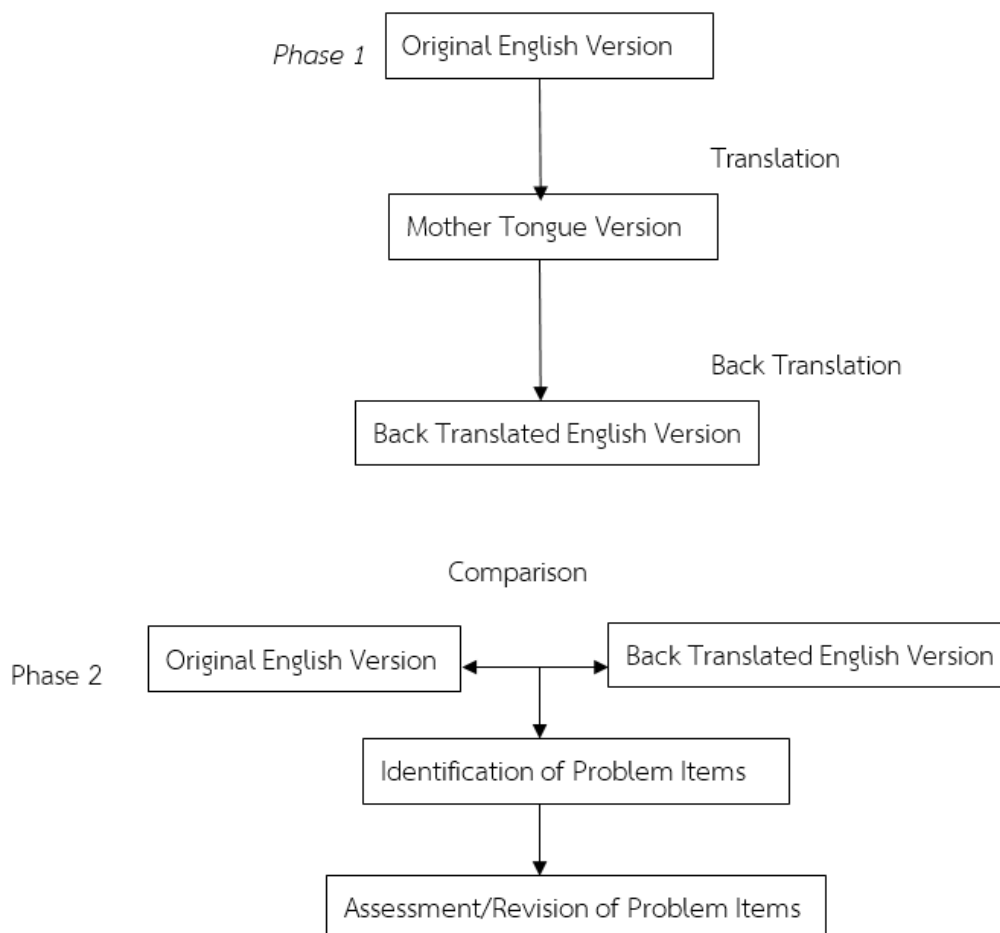
Figure 3.3 Flow diagram of the translation (phase 1) and Trustworthiness (phase 2) processes

Students' motivation questionnaire was translated by using back translation method. The researcher translated from original English version into mother tongue version. Back translation: mother tongue version into English was translated by a translator who was blinded to the original English version so that the bias of translation could be avoided. Both researcher and the translator had been teaching English in education field for more than ten years and aware of education and English teaching. Then, the trustworthiness of translation was done by three native English speakers who were sufficiently knowledgeable in English language field. The original English version and back translated English version were compared to be able to check whether the meanings were comparable and similar, using testing comparability and interpretability rating sheets. Two sets of rating sheets were used to check trustworthiness of the translation; (A) *Comparability of language* refers to the formal similarity of words, phrases, and sentences (appendix G); (B) *Similarity of interpretability* refers to the degree to which the 2 versions exist the same response even if the wording is not the same (appendix G). Regarding to the rating results, there was not much problem in the translation. The question items were comparable and similar with the original English

version and the translated English version. Therefore, the translated mother tongue version was able to be used without revision.

Trustworthiness and Reliability Check of Questionnaire

Since, students' motivation questionnaire was used in several previous studies, only back translation trustworthiness was checked with the experts in this study. To be able to obtain the trustworthiness of the students' motivation questionnaire back translation, three native English speakers who were expert in English language teaching and learning were asked to read and fill out the rating sheet to compare the original English version and back-translated English version. Two sets of rating sheets were used to check trustworthiness the translation; (A) *Comparability of language* refers to the formal similarity of words, phrases, and sentences; (B) *Similarity of interpretability* refers to the degree to which the 2 versions engender the same response even if the wording is not the same. Regarding to the rating results of comparability and interpretability by three English native speakers who were expert in English language teaching, most question items were comparable and almost all question items were similar, which meant that there was no serious problems in translated version.

The students' questionnaire contained 20 items (grouped into 3 categories) using 1-7 Likert scale with anchors ranging from "strongly disagree" to "strongly agree". To be able to achieve the reliability of students' questionnaires, Cronbach's Alpha Coefficient was measured to be able to ensure the reliability of the question items about students' motivation in learning English. Internal consistency reliability was computed for each category in the statistic package. The alpha coefficient for the five categories is 0.72, suggesting that the question items have relatively consistency. In most social science research circumstances, a reliability coefficient of 0.70 or higher is considered "acceptable" (Bokan-Smith, 2015).

Data Collection

In this current study the data were collected within February and March, 2018 before the Matriculation examination of Grade 11. In the quantitative data collection process, the rating students' motivation questionnaires were administrated to 132 students from five secondary school to obtain the quantitative data. It took about one hour for completing the questionnaire in each school. All these questionnaires were collected after completion.

Data Analysis

In this study, to achieve the results of research question 1, the quantitative (numeric) data from the rating students' motivation questionnaire was analyzed quantitatively using statistic package, which was implemented. Descriptive statistics of students' motivation questionnaire were employed to investigate the data structure of the dataset.

The mean scores obtain from the students' questionnaire were interpreted according to the following criteria. Mean score for each item showed the level of students' motivation: the higher score indicated that students had high motivation, while the lower score showed low motivation in the interpretation of intrinsic motivation, identified regulation, introjected regulation, and external regulation categories. In contrast, the percentages of the participants' agreement on the motivation question items were calculated and presented for amotivation category.

Table 3.2 Flow diagram of the translation (phase 1) and Trustworthiness (phase 2) processes

$(\bar{x})$ Mean Score Range	Motivational Level
5.64-7.00	Very high
4.23-5.63	High
2.82-4.22	Moderate
2.41-3.81	Low
1.00-2.40	Very low

Descriptive Statistics

Mean $(\bar{x})$ and standard deviation (SD), were conducted to explore the speculation of normal distribution in descriptive statistics. Mean $(\bar{x})$ refers to the average scores while the SD showed how scores were spread around the mean.

Qualitative Phase

Participants

In the qualitative phase, 172 out of 195 students from selected five schools and their five teachers participated in the classroom observations. After observations,

all five observed teachers and two selected students – one student who had the highest motivation and the other one with the lowest motivation based on the questionnaire results – were asked to participate in semi-structured interviews. Therefore, totally 10 students from all six schools participated in semi-structured interviews. The names of the participants who participated in the interviews were changed into pseudonyms for the protection of their identities. The teachers' names used through in this study are Teacher 1 (T1), Teacher 2 (T2), Teacher 3 (T3), Teacher 4 (T4), and Teacher 5 (T5). The students' names used through in this study are Student 1 (S1), Student 2 (S2), Student 3 (S3), Student 4 (S4), Student 5 (S5), Student 6 (S6), Student 7 (S7), Student 8 (S8), Student 9 (S9), and Student 10 (S10). Table 3.3 reports the demographic information of the teachers in this study and Table 3.4 reports the participants in qualitative phase: classroom observations and semi-structured interviews.

Table 3.3 Demographic Information of the Teachers in This Study

Schools	Teachers	Gender	Age	Years of teaching	Years of teaching English
School 1	Teacher 1	Female	32	8	5
School 2	Teacher 2	Female	36	13	1
School 3	Teacher 3	Female	22	1	1
School 4	Teacher 4	Female	25	5	5
School 5	Teacher 5	Female	40	14	8

Table 3.4 Participants

Schools	Classroom Observations		Semi-structured Interviews	
	Teacher	Students	Teacher	Students
School 1	1	30	1	2
School 2	1	37	1	2
School 3	1	20	1	2
School 4	1	45	1	2
School 5	1	40	1	2
Total participants	5	172	5	10

Research Instruments

Classroom observations

In this study, classroom observations were also employed as a qualitative approach to investigate students' motivation and teachers' motivational strategies use in the classrooms. The open field notes of observation records of the activities were taken during teaching periods in the classrooms. Then, transcription, interpretation and the coding method were applied to analyze the qualitative data for the classroom observations.

The participants and the situations of learning process were observed and noticed without interrupting the class to understand the hidden information about the students and teachers such as the treatments of the teachers to the students, and the motivation of students. The limitations about observations such as the behaviors of participants in terms of anxieties or awareness of the observations of the researcher were also considered while the classroom observations were conducted. In this study, one classroom in grade 11 from each school, totally 5 English classrooms were observed. Each classroom was observed one time in teaching and learning process.

The length of observation time was one period (approximately lasted 45 minutes -1

hour) in each class. Teaching period of some classes was 45 minutes. In some classes,

the teaching period was 1 hour.

Students' Motivation observation

Students' motivation was observed in terms of their participation, volunteering,

responses and interests in the instructional activities during learning process.

Furthermore, their behaviors were observed, example; taking few notes, writing down

everything, writing down what the teacher puts on blackboard, and copying from

other's notes in order to catch up with lecture, discussing among themselves, listening

attentively to the instructor, and falling back in their desks, putting heads on their

hands. Besides, students' behaviors which were outside of the focused class activities

such conversations among students randomly, reading of other materials not relevant

to the lessons were also observed.

Teachers' Motivational Strategies Use Observation

The teachers were observed in terms of their instructional strategies use, and

instructional procedures to motivate students in the instructional process. The

instructional strategies were observed, examples; taking students' perspectives,

providing interesting learning activities, providing explanatory rationales, using non-

pressuring informational language, acknowledging students' negative affect, and

displaying patience.

Trustworthiness of Classroom Observations Data

Classroom observations data were expanded by writing field notes. The

observations field notes were read many times. After that, the data were coded,

categorized and themed by using coding method. The emerging themes from

classroom observations were triangulated with the interviewed data from the teachers

and the students. Finally, the observation data were described by the interpretation.

Semi-structured interviews

In this study, semi-structured interviews were implemented to be able to

achieve the in-depth information from the participants while exploring for hidden more

information about students' motivation, teachers' motivational strategies use and the

factors that affect the use of teachers' motivational strategies in English language

classrooms in unstable socio-political contexts. Moreover, to be able to achieve

additional data if initial answers are not clearly expressed, not finished, out of topic,

or not specific enough (Mackey & Gass, 2015), semi-structured interviews was used.

Both students' interview questions and teachers' interview questions structures were

adapted from the framework of Hornstra, et al (2015). Both students' interview

questions and teachers' interview questions were grouped into three types: opening

questions, main questions and closing questions. The opening questions and closing

questions were pre-designed referring to the methods introduced by Tracy (2012) and

the assumption of what might happen that time. Audio recorder was implemented to

record semi-structured interviews not to miss the important information from the

participants. The available places such as teachers' offices or classrooms were used as

interview setting. Both the students' interviews and the teachers' interviews were

conducted in mother tongue of participants.
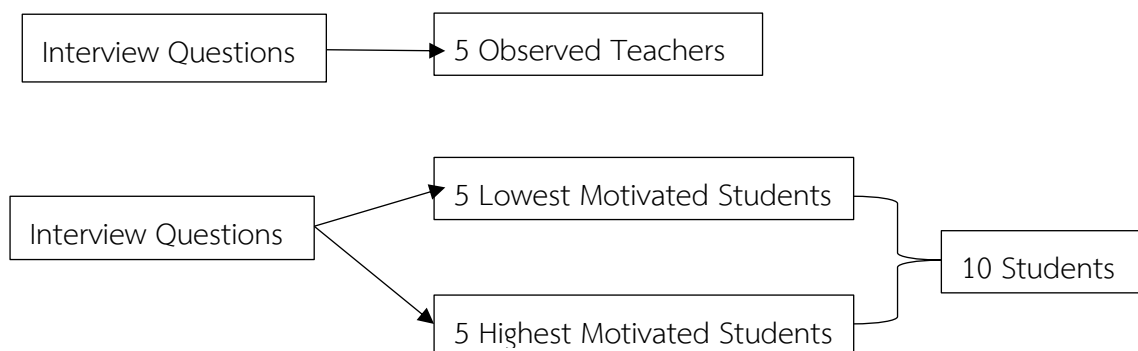
Figure 3.4 Framework of the Semi-Structured Interviews

Students' interview questions

Students' interview questions were developed by the researcher, see, appendix (B) to suit with the current study context since there was no literature investigated students' motivation which had been done in an unstable socio-political context. In this study, two students; one who has highest motivation and another one who with lowest motivation in learning English were interviewed from grade 11 from each school, totally 10 students from five targeted schools. The students were interviewed after all classroom observations had been done. Student's interviews were lasted approximately about 30 to 45 minutes for each participant. Students' semi-structured interviews were conducted by using opening questions, main questions, and closing questions. In the opened questioning section, the students were asked two questions to warm students up to get ready for the interviews and to get closer to the

interviewer. An example question of opening question was: "How long have you studied in this school?" In the main questioning section, the students' were mainly asked seven questions in order to investigate their motivation in learning English and their learning experiences which may affect their motivation in an unstable situation. An example question which was asked about students' motivation was: "How important is English to you?" An example question which was used to ask about students' learning experiences in an unstable situation was: "How do you feel about the situations in our state?" In the closed questioning section, the students were asked to add more information about their motivation and experiences in learning English in an unstable situation.

Teachers' interview questions

In this study, 5 observed teachers from grade 11 from each school were interviewed. There were three types of questions: opening questions, main questions and closing questions. Teachers' interview questions 1 to 6 were from Hornstra et al (2015), Alshehri (2013) and Vural (2007) and 7-12 were developed by the researcher (appendix C). The interviews were conducted after classroom observations. It took

approximately 45-60 minutes to take the interviews. In the opened questioning

section, the teachers were asked two questions to build rapport between interviewees

and the interviewer. An example question was "How is your day so far?" In the main

questioning section, twelve interview questions were used in order to investigate the

motivational strategies that teachers used in the classroom the political situations in

the state, and the factors which may affect students' motivation and teachers'

motivational strategies use in unstable socio-political contexts. The examples of main

questions were: "Please describe your students' involvement or engagement in English

language classroom today." "How would you describe the political situations in our

state?" "What have you done in response to these situations?" In the closed

questioning section, the teachers were asked to add more information about their

instructional activities, motivational strategies use, the political situations in the state,

and the factors which may affect students' motivation and teachers' motivational

strategies use in unstable socio-political contexts.

Trustworthiness Check of Semi-structured Interview questions of Teachers and Students

The semi-structured interview questions were checked by three experts in English language teaching and learning. Among three experts, one was from Teaching English as a Foreign Language (TEFL) Program, Faculty of Education, Chulalongkorn University, Thailand, another expert was from Faculty of Education, Burapha University, Thailand and the last expert was from Mai Ja Yang Institute of Education in Kachin State, Myanmar. The experts were asked to provide feedback on the difficulty of language use and the content of semi-structured interviews for both teachers and students questions in Index of item Objective Congruence (IOC) forms. It was believed that asking to enhance to check the validation of the instrument was useful to clarify using complex language, deleting unnecessary words and to be able to make sure that interview questions were suitable for English language teachers and students who were learning English grade 11 in an unstable socio-political context in the State, Myanmar.

The comments to all questions from three experts including Expert A, Expert B, and Expert C were appropriate to use. However, there were some suggestions from

threes experts. Expert C suggested that there could be some other to extend students'

opinions. For example, what appears to be easy/ difficult? Or what made it boring/

interesting/ fun? Expert C also recommended that the interviewer may ask the

interviewees in order to achieve their opinions on the English class in more details

rather than asking for overall perspectives. For example, "Who in this class are helpful

to you, the teacher or your friends? Why/ why not?" Moreover, Expert C suggested

that the interviewer may be careful of changing the interview topics to move smoothly

from an issue in the classroom to outside classroom such as giving warning, and adding

example situations so that so that the interviewees were clear.

After receiving the comments from experts, there were no revisions for the

interview questions the additional questions suggested by the experts were considered

as follow up questions.

Data Collection

One teacher from Grade 11 was selected from each school, totally 5 teachers

and students from those classrooms were observed in their actual teaching classes to

achieve the qualitative (text) data and (image) data. The field notes were taken to

record the classroom observations in detail during classroom teachings for 45 minutes

or 1 hour in per class. Each classroom was observed once in teaching and learning

process.

After classroom observations, semi-structured interview was also implemented

with the two selected students from each school, the one who has the lowest

motivation and the other one who is with the highest motivation in learning English in

terms of questionnaire data. Totally 10 students were interviewed to attain the

qualitative (text) data.

Last but not least, semi-structured interview was conducted with 5 observed

teachers to achieve the qualitative (text) data after classroom observations.

Data Analysis

In the qualitative study phase, excerpts from the interviews and observations

are presented to explain the discussion points in some sections (see symbols used in

the transcriptions in Appendix E). In the purpose of this study, coding method was

employed to analyze the interviewed data transcriptions. Since the raw data were in

mother tongue of the state in Myanmar and the consideration on the ethics of the

participants, the excerpts from the interviews and observations were provided in

English translations of the mother tongue sentence(s) or word(s).

In the qualitative study phase of this study, it should be noted here that the

intention does not try to find conclusion or generalization about students' motivation,

teachers' motivational strategies and the factors which affect teachers' motivational

strategies in unstable socio-political contexts in the state of Myanmar. The emerging

themes in the interviews and observations data were analyzed to explain or elaborate

students' motivation on the quantitative results obtained in the first phase and in

order to explain the use of teachers' motivational strategies and the influences which

affect teachers' motivational strategies in this study only.

Analysis of Field Notes for classroom observations

In this study, the field notes were thematically categorized coded in order to

answer this research questions 1, 2 and 3. Classroom observations field notes were

coded using the emergent themes process was enhanced. At first, field notes were

expanded to achieve the whole pictures of the teaching and learning contexts. Second,

the expanded data were interpreted. Third, the interpreted data were categorized as

themes coded in order to investigate students' motivation and teachers' motivational

strategies used in actual classroom practices in an unstable socio-political context. The

most important emerged behaviors of students and teachers' motivational strategies

were coded and categorized into themes in order to enhance identifying that the

common and rarely occurred themes, ideas, or domains. In the coding process, the

first cycle of coding was arranged in an important every single word, phrases, sentences

to the whole paragraphs or text to the continuous of moving images of the teaching

and learning process and the conditions of the English language classrooms. In the

second cycle of coding processes, in order to generate and grasp the meaning of

categories, themes, concepts, the larger and longer parts of passages of text and even

a rearrangement of the developed codes were managed by filtering, highlighting,

focusing the silent features of the recorded qualitative data (Saldaña, 2015).

Analysis of Teachers and Students Interviews

All the responses from the interviews with both the teachers and the students

were transcribed and checked in detail for accuracy. All the interview data were

analyzed through coding method with an emphasis on themes and patterns with codes

given for each theme. (Bokan-Smith, 2015; MacQueen, McLellan-Lemal, Bartholow, Milstein, & Guest, 2008).

The coding method was implemented by applying categorization technique in this study for qualitative data analysis (Saldaña, 2015). It was also suggested discovering frequencies on the basis of the number of individual participants who talk about a particular theme, rather than the total number of times a theme occurs in the text [...] a code frequency report can enhance determining which themes, ideas, or domains were common and which rarely appeared, (Namey, Guest, Thairu, & Johnson, 2008).

Coding of the interviews data were emphasized on both the content and context of the qualitative data. Coding method was also mentioned that occurring themes and patterns were identified the frequency of its emergence as well (Saldaña, 2015). It is essential to address attitudes, motivation and norms when the qualitative data is being analyzed, (Payne & Payne, 2004). The interviews data from both teachers and students would be set into occurring categories, themes and patterns.

After analyzing the classroom observations and the semi-structured interviews

data, the following themes emerged shown in Table 3.5, Table 3.6, Table 3.7 and Table

3.8.

Table 3.5 Emerging Themes from Classroom Observations and Semi-structured
Interviews for Research Question 1

Sample Excerpts	Codes	Themes
- English is very important to me because it will be very useful when I go abroad and it also helps me when I work. //	Important	Very high identified regulation
- Most students participated in group discussions actively and cooperatively	Cooperate, involve,	High intrinsic motivation
- Some students volunteered for the whole	volunteer, active,	
- Most students listened to the instructions attentively	attentive,	
I feel like learning English is interesting when I participate in learning activities because I can learn a lot from my friends like new words	happy, interesting, interested	

Sample Excerpts	Codes	Themes
- // during the teacher was explaining, one girl and one boy beside me were talking and teasing each other. // - //Besides, some students from the back of the class were sleeping.// - When I am not interested in the lessons, I feel bored and really want to sleep.	Sleeping, talking, teasing, boring, bored, not interested , give up	Low level of amotivation

Table 3.6 Emerging Themes from Classroom Observations and Semi-structured Interviews for Research Question 2 (Autonomy supportive strategies)

Sample Excerpts	Codes	Themes
- // Today we are going to practice about 'Say Something'. Before we start, I want to divide you into 5 groups. Each group will get 3 pairs of paper scripts with questions and answers. You have to match those paper scripts. //	Giving instructions	Giving clear instructions

Sample Excerpts	Codes	Themes
- // I do lots of activities like showing pictures, giving listening tasks, asking them to find the meanings of the words, showing them movies, letting them practice critical thinking, letting them do sentence constructions //	Activities	Offering interesting activities
- // Don't be shy. You can do it. Try to say something. This is an opportunity to practice your speaking skill in the class. So, please let us participate in the activity together. No need to be shy because all of you are friends. Don't be afraid to make mistake. Your friends will support you."//		
- // "Before we start anything, I would like to ask you a question.	Asking students' needs	Inquiring students' needs

Sample Excerpts	Codes	Themes
What do you want to learn today?"//		
- I give time to them to ask me about the lessons	Giving time	Give time for students to learn their own pace
- It is good that our teacher gives time to work together with friends.		
- Do you know mosquito?	Questioning	Asking critical questions
- Do you like mosquito? Why? Or Why not?		

Table 3.7 Emerging Themes from Classroom Observations and Semi-structured Interviews for Research Question 2 (Controlling strategies)

Sample Excerpts	Codes	Themes
- Look at the blackboard!	Commands	Giving commands
- Look at here!		
- Pay attentions!		
- Listen to me carefully		

Sample Excerpts	Codes	Themes
- "You should have brought it. You don't know what we will learn today because most of you missed the class last time. Next time, don't miss the classes, if you miss the classes again, you will be beaten more." - // I beat the students who fail the exam. We have done two tests already. //	Punishments	Giving punishment as an external source
- Do quickly! Do quickly! - You have only five minutes left. - Read the passage as quickly as possible.	Rushing	Rushing students
- Students: Teacher, where can we use hyphen (-)? Teacher: We can use hyphen (-) to connect the words.	Giving direct answers	Giving answers directly

Sample Excerpts	Codes	Themes
- The teacher asked "Do you know synonym of absorb?" The students were silent. So, the teacher said, "The synonym of absorb is suck. (Teacher gave answer by herself)		
- // After that, when I say "Ready, 1, 2, 3, go!" you have to raise up your hands and tell about Hellen Keller. If you can raise up your hands first, you will be able to tell first. Before you compete, you will have 15 minutes to discuss what you are going to tell about Hellen Keller in your group. Then, will start the competition. The more sentences you	Competitions	Using competitions to strain students

Sample Excerpts	Codes	Themes
can tell, the more marks you will get. Now, let's start." //		

Table 3.8 Emerging Themes from Classroom Observations and Semi-structured Interviews for Research Question 3

Sample Excerpts	Codes	Themes
- The students cannot go outside of this area to learn from other people. They always just have to stay here at IDPs refugees' camps. This is due to the war. It has been for a long time they have to stay at IDPs refugees' camps. That's why their behavior become worse and worse. This affect their motivation to learn. We teachers also feel depressed when we see those students. Due to the feedback of the students, our motivational strategies are also affected. Sometimes, the students even say, "it is so different between the lessons in the books and practice." So, I create	Influences	The influences of the unstable situation on the use of teachers' motivational strategies

Sample Excerpts	Codes	Themes
the lesson to be more practical to be able to use in their daily life.		
- Due to the war, it affects my motivational strategies as well. Sometimes I prepared a lot but I could not use those strategies when the students' mind was not in the lesson because they were just thinking about the war and bombings.	Influences	The influences of the unstable situation on the use of teachers' motivational strategies

Interpretation and Explanation of the Quantitative and Qualitative Data

After analyzing both quantitative and qualitative data, the connecting points between the quantitative and qualitative phases and the related results, as well as states the exact place in the research process where the integration or mixing of the results of both quantitative and qualitative phases were explained.

To sum up, in the method part of this study, a mixed-methods sequential explanatory design was used including quantitative and qualitative research, population and participants, instruments, trustworthiness and reliability of the instruments, data collection procedures, and method of data analysis for the research questions.

CHAPTER 4

FINDINGS

This chapter presents the findings of the present study that investigated the

situations in English classrooms in one state in Myanmar, identified as an unstable

socio-political area of students' motivation and English teachers' use of motivational

strategies. Four sources of data were used for this analysis, namely motivation

questionnaire, classroom observations, students' interviews and teachers' interviews.

The data were collected from five schools in this state.

Students' motivation in English language learning in unstable socio-political contexts

To investigate students' motivation in English language classrooms in the

present study, a seven-point Likert scale questionnaire was administered to 132 upper

secondary school students from one class in each of the five schools in 2018. In

addition, the students were observed in one of their English lessons. Two of them and

the teacher were then interviewed after the observation. The questionnaire data will

be presented first as the main source of data and the observation and interview data

will be used as supplementary data. In each part, the overall findings from all five

classes as well as from each individual class will be presented to show the overall

trend and the specific situation in each class. The data of each class will then be

discussed with the data from the observations and interviews.

Questionnaire data

As shown in Table 4.1, the overall data shows that the students in this study

possessed 'very high' level of identified regulation, which is one type of external

motivation. In addition, the students in this study had 'high' level of intrinsic

motivation. These two findings suggest that the students in this study did not only

recognize the instrumental value of English but they also had interests in learning

English. Furthermore, the students in this study owned 'high level' of introjected

regulation, which involves partly internalized regulations for extrinsically motivated

behaviors. Besides, they had 'moderate level' of external regulation. The findings

suggest that the students in this study did not only wanted to learn English because

of their ego-evolvement in which self-esteem is contingent on outcomes, resulting in

a pressured, and self-controlled regulation but they also learnt English because of the

rewards and punishment from the teachers. Consistently, the overall level of

amotivation of the students in this study was found to be 'low'.

When analyzing the data from individual classes, 'very high level' of identified

regulation in all classes and 'high level' of intrinsic motivation are also observed except

class 3 had 'moderate level'. Considering about the level of introjected regulation of

individual classes, Class 1, Class 2 and Class 4 possessed 'high level' but Class 3 had

low level and Class 5 owned 'moderate level'. In addition, four out of five classes

possessed 'moderate level' of external regulation except Class 2 had high level.

Besides, the level of amotivation of individual classes in this study found to be 'low'

except Class 4 had 'very low level'. Considering the percentage of agreement on the

four questionnaire items addressing amotivation, shown in Table 4.2, the majority of

the students, over 70% disagreed that they studied English without seeing the value

of it.

Table 4.1 Different Types of Motivation of the participants

Classes	Intrinsic motivation		Extrinsic Motivation							Amotivation	
			Identified Regulation		*Introjected Regulation*		*External Regulation*				
	Mean	SD	Mean	SD	Mean	SD	Mean	SD		Mean	SD
Class 1 (N=25)	4.86 (High)	1.45	6.03 (Very High)	1.03	4.86 (High)	1.54	3.57 (Moderate)	1.46		2.54 (Low)	1.52
Class 2 (N=24)	6.00 (Very High)	0.90	6.56 (Very High)	0.67	5.47 (High)	1.49	4.43 (High)	1.54		2.21 (Low)	1.38
Class 3 (N=20)	4.11 (Moderate)	1.78	6.02 (Very High)	0.83	3.70 (Low)	1.53	4.17 (Moderate)	1.73		2.72 (Low)	1.42
Class 4 (N=40)	5.21 (High)	1.36	6.46 (Very High)	0.56	4.94 (High)	1.70	3.83 (Moderate)	1.56		2.29 (Very Low)	1.57
Class 5 (N=23)	6.08 (Very High)	0.90	6.64 (Very High)	0.63	4.82 (Moderate)	1.73	4.64 (Moderate)	1.95		2.63 (Low)	1.83
Over all	5.31 (High)	1.47	6.42 (Very high)	0.83	4.79 (High)	1.71	4.09 (Moderate)	1.71		2.44 (Low)	1.59

Table 4.2 Percentages for Amotivation Items (All classes)

Classes	Item 1			Item 2			Item 3			Item 4		
	Agree	Neither	Disagree	Agree	Neither	Disagree	Agree	Neither	Disagree	Agree	Neither	Disagree
Class 1	32%	12%	56%	20%	4%	76%	4%	12%	84%	4%	8%	88%
Class 2	16.7%	4.2%	79.2%	8.4%	0%	91.7%	0%	12.5%	87.5%	4.4%	4.2%	91.7%
Class 3	15%	0%	85%	20%	0%	80%	15%	25%	60%	10%	15%	80%
Class 4	10%	2.5%	87.5%	15%	2.5%	82.5%	17.5%	5%	77.5%	12.5%	10%	77.5%
Class 5	34.7%	0%	65.2%	26%	17.4%	56.5%	4.3%	13%	82.6%	13%	8.7%	73.8%
Overall	20.3%	3.8%	75.9%	17.3%	4.5%	78.2%	9.1%	12%	78.9%	9.1%	9%	82%

Note:

Item 1 = I learn English but I do not really know why.

Item 2 = I learn English but I do not see why we should learn English.

Item 3 = I learn English but I really feel I am wasting my time in English.

Item 4 = I learn English but I cannot see what I am getting out of English.

According to the trend of questionnaire data, overall the students in this study

owned 'very high level' of identified regulation, 'high level' of intrinsic motivation,

'high level' of introjected regulation, 'moderate level' of external regulation and 'low

level' of amotivation. Considering the data from individual classes, all classes

possessed 'very high level' of identified regulation. However, individual classes owned

'varied level' of intrinsic motivation, introjected regulation, external regulation and

amotivation.

The observation and the interview data

The data at the classroom level also shows the same trend about the 'very

high' level of identified regulation, 'high level' of intrinsic motivation and 'low level'

of amotivation. A few students lacked of motivation in learning English. However, it

seemed likely that the students' motivation was affected by the unstable socio-

political situations especially the wars, undergoing in the state of Myanmar. Therefore,

the students' motivation became decreasing in learning.

Overall patterns of active and inactive classes

From the observations, five classes can be identified as active classes and

inactive classes. The active classes include the students from Class 1, Class 3 and Class

5. From the questionnaire, their intrinsic motivation was assessed to be moderate to

high. In the classes, the students participated in all learning activities actively. Even

though some students did not discuss anything in the group activities, they followed

to the discussions of their group members attentively. Some students engaged in the

learning activities as volunteers. Furthermore, when their teachers asked questions,

they gave responses to the teacher quickly and actively. When the teachers explained

the lessons, they listened to the teachers attentively and took notes in their books

without being told by the teachers. Most students could maintain their motivation

until the end of the lessons. They were attentive and active in learning from the

beginning to the end of the instructions. Interviews with the three teachers and six

students also showed the same trend that most students were motivated to learn

English. All the interviewed students from these schools reported that they were

interested in learning English and recognized the importance of English for their

educational purposes, self-improvement, and future jobs.

However, the students seemed to be affected by the situation in the state.

The students expressed that due to the unpredictable situation in the state, their

future education was unpredictable and they might not have opportunities to continue

their study in higher education. Moreover, the interviewed teachers observed that

some of their students who had direct experiences with the war were not interested

in learning and most of those students lacked basic foundation of education, which

made them want to give up learning. Furthermore, the teachers and the students also expressed that the fear of bombing, mortar shelling around the schools interrupted their learning. Disappointedly, some students did not want to study anymore. These self-report data may not address the situation of English learning specifically. Instead the effects of unstable socio-political situation seemed to have affected the motivation and learning of students in all subjects in general.

In contrast, inconsistent with the questionnaire data, the students from class 2 and class 4 did not show high motivation in the observed classes. Most students did not have any attention on the instructions of the teacher. When the class - started only few students were in the class and they were not ready for learning. Their desks were all empty and when the teacher came into the class, they were talking and playing. Most students were late for the class until almost the end of the teaching period. During the instructions, the students were doing other things such as teasing and talking each other and sleeping in the class. They did not pay attention on the learning activities. Only a very few students listened to the teachers' explanations about the lessons. When they had to discuss about the lessons with friends, only a

few students who had high motivation discussed about the lessons. Most students

were kept silent and they seemed likely that they did not have anything to discuss

with friends. Their learning behaviors were the same from the beginning of the class

and until the end. The reports of the interviewed teachers and students also not

consistent with the results from questionnaire but showed the same trend with the

observations data. Two out of four students from these schools reported that even

though they recognized the importance of English, they did not understand the

lessons, could not catch up with it and thinking other things during the instructions.

Both of the teachers from these classes also observed that most their students were

not interested in learning. Nonetheless, similarly to the teachers and the students from

class 1, class 3 and class 5, the teachers and the students from these two classes –

class 2 and class 4 also expressed that the unstable socio-political situation in the

state effected the education of the students, which made them demotivated in

learning.

Very high identified regulation

All of the interviewed students who had high motivation and low motivation regarding to the questionnaire data, reported that they recognized the importance of learning English, seeing the value of English in terms of educational purposes, self-improvement, travelling and future jobs. These findings were found out from the interviews. Student 1 who had high motivation and Student 2 who possessed low motivation from class 1 addressed that English is important because it is used in everywhere such as medicine, travelling, works and so on. They also added that knowing English gave impressive social status and made more confident. The responses of Student 1 gave the entire answers that how English was important to both of them.

Excerpt 1

Student 1:   In my opinion, <u>English is the key to open the door in the world. English used everywhere in the world like medicine, travelling and so on. I also feel like if I know English, I feel confident. I also feel like I am impressed by others.</u> Nowadays, English is used in the meetings as well. I am interested in English since I was young. But I am not good at it yet.

From class 2, Student 3 who had high motivation in term of questionnaire data,

expressed that English was important because it was used in everywhere and useful

for everyone. He also noticed that the impression of people because of knowing

English. He said:

Excerpt 2

Student 3:   English is very important. English is used in everywhere in the world

right now. English is useful for our nation and people. If we know English,

people are impressive. English is useful for every individual person. [..] I

also think that English is very important. Let's say, there are English

words even on the cover of snack plastics.

Student 4 from class 2 who had low motivation also stated that English was

important because it is used as international language in the world. However, for

student 4, it seemed likely that he encountered difficulties in learning English due to

lacking of basic foundation of English. He said:

Excerpt 3

Student 4:   <u>English is very important. Because English is used as the main language</u>

<u>in the world.</u> But I cannot remember English words even though I study

hard. .[...] because I think <u>I don't have basic foundation since I was</u>

<u>young in the basic level, Kindergarten.</u>

(Interview S4, 20-24)

Student 5 and student 6 from class 3 mentioned that English was important

for the future, travelling and to improve themselves. Excerpt 4 shows the entire

answers from student 5 and student 6.

Excerpt 4

Student 5:   <u>English is very important. English helps for our future. Um. It also helps</u>

<u>us when we have to communicate in travelling. English helps us to</u>

<u>improve ourselves.</u>

(Interview S5, 22-23)

Similarly, student 7 and student 8 from class 4 also reported that English was very important because it was used as an international language and useful for studying abroad.

Excerpt 5

Student 7:   English is very important. // When I watch English movies, I can understand some words. That makes me motivated. Now, if we know Basic English, it is better when we want to go study abroad.

(Interview S7, 33, 64-65)

Excerpt 6

Student 8:   English is important to me because most people in the world speak English nowadays. [...] Since I was young, the important thing is that if I know English, I want to go study abroad. I think English is important to me.

(Interview S8, 31-35)

Similarly, Student 9 and student 10 from class 5 also expressed that English was important because it was useful for travelling, educational purposes, and self-improvement (see interview, S9, 16, & S10, 18-20).

High intrinsic motivation

In this study, most students from three out of five classes: Class 1, Class 3 and Class 5 showed that they had high motivation in the classroom observations. They engaged in all of the learning activities, listened to the explanations of the teachers attentively. They participated discussed actively in their group works. For example, the following excerpt (7) shows that the students' active discussion from Class 1.

Excerpt 7

Students' Discussion: Matching the questions and answers paper scripts

Leader: Now, here are the questions and the answers to match. How can we

               match these?

Student X: This paper should be matched with this.

Student XX: Let's read them all carefully, so then we can easily match them.

Student XXX: How about we try this way (trying to match the papers)

Furthermore, when their teacher asked questions, they gave responses to the teacher quickly and actively. Some students volunteered for their group works without being asked. For instance, the following excerpt 8 shows that the students volunteered for the whole class without being told by the teacher.

Excerpt 8

(Student's volunteering) Explaining the usage of punctuations.

Teacher: Who wants to explain the usage of punctuations to your friends?

Student X: I want to share how to use punctuations. For example question mark (?) can be used when we want to ask questions like "Where do you live?" Full stop (.) can be used at the end of sentences like "I live in MJY." Comma (,) can be used like "yes, or no," and after nouns like "apple, banana, lemon, etc." (Writing down on the blackboard)

Moreover, the students took notes without being told by the teachers. The students were attentive and active in learning from the beginning to the end. For

example, most students from Class 5 listened to the teacher very attentive and took

notes when their teacher explained the meaning of the words such as mosquito,

malaria, absorb and blood. Besides, when they did group competition, they

participated in group activities actively. The following excerpt 9 shows how students

participated in learning activities.

Excerpt 9

(Competition telling about Hellen Keller)

Teacher: …the more sentences you can tell, the more marks you will get. Now,

                let's start.

(Students from Apple group rose up their hands first. Then students from strawberry

rose up their hands. Finally, students from Lemon rose up their hands)

Apple group: Hellen Keller was born in 1880. And she was an American author. She

                was also a lecturer.

Strawberry group: Hellen was deaf and blind. Anne Sullivan was Hellen Keller's

                teacher. She taught Hellen language to communicate with

                people.

Lemon group: Hellen's family lived in Homestead, Ivy Green. Hellen was

contracted by unknown illness when she was 19 months old.

(Observation Class 5, 35-48)

Furthermore, most students in this study not only showed their interests in

learning activities in the classroom observations but they also reported that they are

interested in learning English. When they learnt English, they felt happy. Furthermore,

some teachers also reported that their students were interested in learning English. To

begin with the reports from students, some examples, expressing about interests in

learning English from the students will be presented. Student 1 who had high

motivation commented that learning English was interesting. So, she participated in

the learning activities. She reported that she was happy to learn outside of the class

but she felt bored in the class. This statement did not mean that was not motivated

to learn in the class. Because she continue that she felt shy when she did not have

words to speak in the class but she caught up the lessons by asking their teacher, and

studying from the textbook.

Excerpt 10

Student 1:   I feel like learning English is interesting when I participate in learning

activities because I can learn a lot from my friends like new words. //

When I learn with friends outside of the class I am happy. But in the

class, I feel bored because I sometimes do not have words to use in

the class. When my friends know the words and I don't know, I feel shy.

So, I ask my teacher when I don't know the words or meanings. I try to

catch up the lessons by looking up the textbook and reading it.

                                                                    (Interview S1, 30-36)

Student 3 from class 2 and Student 7 from class 4 who possessed high

motivation also reported that they were very interested in learning English.

Excerpt 11

Student 3:   [...] I am very interested in learning English. That's why I listen to English

songs even though I don't understand the meaning. I am very interested

in English from my inner mind and I also think that English is very

important. [...]   (Interview S3, 28-31)

Excerpt 12

Student 7: <u>I am never demotivated when I learn English. I am always motivated in</u>

<u>learning English. The more I learn, the more I become interested in it.</u> I

want to learn English even without sleeping.

(Interview S7, 59-61)

Some teachers also reported that their students were interested in learning

English. Teacher 1 commented that the students from her class were very active in

the class and interested in the lessons at the beginning of school year. However, they

became demotivated later. She said that some students participated in the activities

actively but some did not. Furthermore, she also addressed that the students'

motivation become decreasing and their attitudes turning worse and worse. According

to the responses of teacher 1, it seemed likely that the students were very active when

at beginning of school year but their motivation became decreasing after long learning

process.

Excerpt 13

Teacher 1:   <u>Students were very active at the beginning of school year. [...] At the</u>

<u>beginning, they were very interested in the activities but later their</u>

<u>motivation become low.</u> [...] Some students listen to the audio

carefully, but some do not. [...] <u>some students participated actively. But</u>

<u>some students did not.</u> [...] <u>the students' motivation level is lower and</u>

<u>lower since the period of staying at IDPs refugees' camps. The students'</u>

<u>attitude is worse and worse. [...]</u>

(Interview T1, 24-45)

Teacher 3 also reported that the students in her class rarely missed the class.

They always did paying attention to the lessons and participated in all the class

activities. Teacher 3 said there were highly motivated students as well as not motivated

students in learning activities. Their interests of learning were also different. She

elaborated that highly motivated students always wanted to study hard. However,

demotivated students did not study hard due to lacking of basic foundation.

Excerpt 14

Teacher 3:   The students in my class do not miss the class frequently. They always

pay attention to the lessons. They participate in all the class activities.

I have never see that they are sleepy in the class. However, as there

are highly motivated students and some students are not motivated.

Highly motivated students always want to study hard. But demotivated

students do not want to study hard. It is because of lacking of basic

foundation.

                                        (Interview T3, 13-17)

Low level of amotivation

       Though most students possessed high level of motivation, there were a few

students who lacked of motivation in their classrooms and they also reported in the

interviews. A few students showed lacking of motivation in the classes. In the

instruction period, they were sleeping, teasing and talking each other. They did not

have any attention on the learning activities. They did not pay attention on the

instructions of the teachers. For example, the students from Class 2 and Class 4 were

not interested in learning activities. During the instructions, most students were doing other things. The following except 15 from class 2 showed that some students lacked of motivation in learning.

Excerpt 15

(The observer was sitting next to two students – boy and girl who were talking and teasing)

Boy: The daughter of Eve is more and more beautiful (touching his hand to the girl's hand)

Girl: I don't eat anything special. You looked very different from before. You become selfish.

Boy: I am not selfish. I am always friendly.

(When the observer looked at them they stopped talking and teasing. After a few minutes later they started talking again. Not only these two students were talking but the other students from the front and near the doors were also talking and teasing each other. They did not care anything that the teacher was teaching.)

(Observation Class 2, 33-41)

Moreover, some students in this study not only showed that they were not interested in learning in the classes but they also reported that they were bored when they learnt English. Student 2, Student 4, Student 6 and Student 10 (see Interview S10, 28)who had the low motivated students mentioned that they were not much interested in learning English, they could not catch the lessons much and they did not study hard without being told by their teachers. Excerpts 16 - 18 will be shown the reports of low motivated students. To begin with student 2, she expressed that she feel bored when she learned English. She said:

Excerpt 16

Student 2:   I feel very bored when I learn English. [...] When I am not interested in the lessons, I feel bored and really want to sleep.

(Interview S2, 28-30)

In the interview, Student 4 from school 2, also stated that he was not motivated in learning English and he could not catch up the lessons and could not remember anything. He said:

Excerpt 17

Student 4:   English is not useful in this area, <u>so I am not motivated in learning</u>

<u>English. // When we learn English grammar, we just look at handout and</u>

<u>listen to our teacher's lectures. So, sometimes I cannot follow the</u>

<u>lesson and cannot remember anything.</u>

(Interview S4, 36-43)

Student 6 also reported that some students were interested in the lessons

while some were not. He also said that the students did not study hard if their teacher

did not tell anything. Only one or two students are interested in the lessons.

Excerpt 18

Student 6:   <u>Some students are interested in the lessons but some are not.</u> When

we learn English, the teacher let us read the meaning of words, and

paragraphs. <u>We do not study when the teacher do not ask. There are</u>

<u>only one or two students who are interested in the lessons and study.</u>

Even until now, we are going to take exam soon, we don't understand

the meaning of the paragraphs.   (Interview S6, 43-47)

Furthermore, the teachers from class 2 and class 4 (see interview T4, 9-10) also reported that their students were not interested in learning not active in the classes. The reports of Teacher 2 gave the typical answers for both Teacher 2 and Teacher 4. Teacher 2 stated that the students were not motivated in learning and did not understand the lessons most of the times even though she explained the lessons again and again. She also said that some students never did the exercises which she assigned to them. However, some students tried to catch up the lessons. Some students were listening carefully to the teacher's explanation while others were doing other things and sleeping during the instruction. These statements were proved that the students' behaviors, seen in their learning period.

Excerpt 19

Teacher 2:   It does not seem that the students are motivated in learning. .

[…] Some students did the exercises and showed me but some did not do any exercises and did not show anything to me. . […] they told me that they didn't understand the lessons. So, I explained them the lessons again. But they did not do. They are

just like that. They never do the exercises. . […] But some

students who wants to do, follow up and try to do.

(Interview T2, 9-31)

However, the teachers from class 1, class 3, and class 5 also reported that their

students' motivation levels were varied. There were high motivated students, low

motivated students and there were a few students who lost their motivation in

learning. The reports from Teacher 1 show the entire answers of Teacher 1, Teacher 3

and Teacher 5. Teacher 1 commented that the students were very active in the class

and interested in the lessons at the beginning of school year. However, they became

demotivated later. She said that some students participated in the activities actively

but some did not. Furthermore, she also addressed that the students' motivation

became decreasing and their attitudes turning worse and worse. According to the

responses of teacher 1, it seemed likely that the students were very active when at

beginning of the school year but their motivation became decreasing after long staying

at refugees' IDPs Camps.

Excerpt 20

Teacher 1:   Students were very active at the beginning of school year. [...] At the

beginning, they were very interested in the activities but later their

motivation become low. [...] Some students listen to the audio

carefully, but some do not. [...] some students participated actively. But

some students did not. [...] the students' motivation level is lower and

lower since the period of staying at IDPs refugees' camps. The students'

attitude is worse and worse. [...]

(Interview T1, 24-45)

Moreover, it seemed likely that there were several reasons that the students'

motivation became decreasing. Regarding to the reports from the interviewed teachers

and students, students' motivation was affected by the unstable socio-political

situation, especially the undergoing wars. Therefore, there were some students who

were not motivated in learning in English language classrooms. To begin with teachers'

reports, teacher 1 reported that due to the situation in the state, the students'

motivation became decreasing and their behaviors became worse and worse. Teacher

1 added that due to the unstable socio-political situations in the state of Myanmar, male students who had graduated from grade 11 had to go to the war zones to fight and protect for their regions. In this case, most students did not want to go to the war zones. Therefore, they tried to stay at school without interests in learning but in order to escape from going to the war zones. It also affected their motivation in learning. They were even afraid to graduate from grade 11 drop out the school. So they repeated the same class for many times. Teacher 1 said:

Excerpt 21

Teacher 1:   [...] it is very dangerous that the students' motivation becomes lower and lower. Their behavior becomes worse and worse. That's why I use those strategies to attract their attention. Even though I use those strategies, some students miss classes especially in the afternoon. // some students do not want to attend the school anymore but they are attending. It is just because they are afraid to go to the war zones as soldiers. They are even afraid to pass the exam. Because once they drop out of the school or graduate grade 11, they have to go to the war zones. This affects their motivation in learning.

(Interview T1, 58-61, 100-103)

Similarly, Teacher 2 also reported that some students came to school without

interests in learning. They came to school because they just wanted to escape from

the situation of the state. She stated:

Excerpt 22

Teacher 2:   Some students have to be soldiers. After they graduate from grade 11,

they have to go to the war zones due to the situations of the local

areas. So, they just come to the school because they don't want to be

soldiers. Even though they come to school, they are not interested in

learning. The students those I mentioned who are who are sleeping in

the class are these kinds of students.

(Interview T2, 95-98)

Teacher 3 also mentioned that the students lost educational opportunities due

to the situation undergoing in the state of Myanmar. She explained:

Excerpt 23

Teacher 3:   It is not safe for students. // the students always feel panic because

they are students from unstable areas. They want to continue their

education in big cities but they are worried to go there because of the

situations happening right now. The war is undergoing frequently.

(Interview T3, 75-80)

Teacher 4 also expressed that the students lost educational opportunities.

Furthermore, the students became lazy and did not want to try hard anything even

though supporting by others. Teacher 4 mentioned that it was because they always

thought that they had no future for them.

Excerpt 24

Teacher 4:   // this political situation affect the students a lot. They don't have

opportunity to continue their education in other places. // our students

do not want to try hard because of the war either. The war is

undergoing. // the worst thing for youths is that they don't want to try

hard anything because many donors donate and supports them for

almost all their needs. So, they don't have to do anything. It makes

them become lazy and they don't want to try hard anything. // they

have been supported in every single need but they don't have any

motivation to try hard. They just accept like they don't have their

future.

<div align="right">(Interview T4, 212-226)</div>

Furthermore, teacher 5 also mentioned that the unstable socio-political

situation in the state of Myanmar affected the students' motivation and learning. She

expressed that the students became weak in studying and some students gave up

learning after the bombs were dropped near the school.

Excerpt 25

Teacher 5:   When the bombs were dropped near our school, our students were

very afraid and it really disturbed our students in their learning like they

became weak in studying. Some students do not want to study any

more. The students told me that after the bombs were dropped near

the school, they always feel fear. // If it happens continuously like that,

it can affect the students' mental health. We teacher also become very

confused what we should do and have to do.

<div align="right">(Interview T5, 118-126)</div>

Moreover, all of the interviewed students also stated that their motivation and learning were affected by the situation in the state. To begin with student 1 and student 2, both of them expressed that they very worried for their education all the time because it could happen anything in a second due to the war. They said that they were worried to drop out of the school before they graduated from grade 11 because the situation was unpredictable what would undergo. Excerpt 13 gives the complete answers from both students.

Excerpt 26

Student 2:   Sometimes we cannot attend the school. The school had to be closed when the bombs were dropped near our school. We always feel worried whether we can finish our basic education this year or not. We don't want to drop out of school before we graduate from grade 11.

(Interview S2, 72-75)

Student 4 also mentioned that the students from the context in this study did not have any opportunity to continue their educations in the government's schools due to unstable-sociopolitical situation. Therefore, they were lost what they have to

do after graduate from grade 11 from local areas and they felt like they did have no

hope.

Excerpt 27

Student 4: <u>I feel like it block my life to improve.</u> We just have to accept others'

help. We just have to eat food that other people give because we are

Internal Displace Persons IDPs. <u>I also feel like our education is blocked</u>

<u>because of this unstable situation. That's why I feel like we don't have</u>

<u>any hope.</u>

(Interview S4, 95-98)

Student 5 also expressed that they could not make concentration on their

study because of the unstable socio-political situation which had been undergoing out

in the state in Myanmar. She also mentioned that the bombs were dropped in the

villages. Due to this situation, they could not learn education freely. The situation had

changed frequently. Therefore, they felt depressed and confused for their future.

Excerpt 28

Student 5:   <u>Even though we really want to study hard, we cannot concentrate on</u>

<u>it whenever I hear bad news about the war.</u> I am very worried about

my family. It makes me feel depressed. // recently, <u>it has been bombed</u>

<u>in our village. It affects my education. We cannot learn education freely.</u>

. [...]The situation has changed frequently and <u>it makes us feel confused</u>

<u>for what to do.</u>

(Interview S5, 100-110)

Furthermore, Student 5 also added that due to the war, some students had to

stop their education. Some students lost their lives. She said:

Excerpt 29

Student 5:   Yes. <u>The war is undergoing. We lost many things because of the war. In</u>

<u>education, some students have to stop their education.</u> And then, <u>some</u>

<u>students are injured and they have to stay far away from their parents.</u>

<u>Some students lost their lives.</u> That's why we lost many people who

would become educated persons.   (Interview S5, 86-89)

Student 6 also confessed that the situation in the state effected their education and it caused mental health problems. He said that they did not feel happy. He also explained that some students became misbehaving like stealing and using drugs because of lacking of parental supports for their daily needs.

Excerpt 30

Student 6:   Due to the war we have to live far away from our parents. So our parents cannot support us as usual. . [...] It effects on my education. It also affects our mental health. We don't feel happy. . [...] In our IDPs refugees' camps we don't have enough food to eat. So, some students become thieves and many things are stolen. Some students become misbehaving like using drugs like cigarette.

(Interview S6, 104-114)

Student 7 and student 8 from class 4 also stated that the unstable socio-political situation in the state of Myanmar affected their education if they want to go study abroad. They were prohibited due to the status in local area. Excerpt 31 gave the entire answer from both Student 7 and Student 8.

Excerpt 31

Student 7: <u>The effect is that when we want to go study aboard, we are not</u>

<u>accepted because we just graduated from grade 11 from [...]</u>. I don't

really like it. That's the most important thing we lost opportunity.

(Interview S7, 166-169)

Similarly, student 9 and student 10 (S10, 64-69) also reported that unstable

socio-political situation affected their learning and motivation. Children had lost

educational opportunities. The situation cannot be predicted what would happen in a

moment. Student 9 expressed:

Excerpt 32

Student 9: <u>My feeling is that I am very afraid when we hear the noise of bombing.</u>

<u>We can hear the noise of bombing around here. Because of that fear I</u>

<u>cannot concentrate on learning. // Due to the war my parents cannot</u>

<u>earn money to support my education. So, it is very difficult to continue</u>

<u>my education in big cities.</u>

(Interview S9, 69-85)

Summary of the results for research question 1

Students' motivation in this study, according to the results from quantitative data phase and the data from qualitative phase – overall, the results showed that most students possessed very high level of motivation in learning English with identifying the values of English and high level of intrinsic motivation that showed most students had interests in learning English. Nonetheless, a few students lacked of motivation in learning English. However, it seemed likely that the students' motivation was affected by the unstable socio-political situations especially the wars, undergoing in the state of Myanmar. Therefore, the students' motivation became declining in learning.

EFL Teachers' Use of Motivational Strategies in English Language Classrooms in an Unstable Socio-political Situation

To investigate the motivational strategies used by the teachers in the present study, classroom observations and semi-structured interviews were employed. The observation data were used as main source and the interview data were used as supplementary data. The findings about the use of EFL teachers' motivational

strategies in an unstable socio-political situation in the state of Myanmar are reported

based on the two styles of motivational strategies such as autonomy supportive and

controlling. Since two different types of classes were found out in this study, first, the

use of motivational strategies from active classes and inactive classes will be presented

in brief. After that, the individual strategies used by the teachers will be presented.

Motivational strategies from active classes

In this study, among five observed classes, three classes: Class 1, Class 3 and

Class 5 showed active participations in the learning activities and showed high

motivation in the actual learning classes. The three teachers: Teacher 1, Teacher 3 and

Teacher 5 from these three active classes utilized more autonomy supportive

strategies than controlling strategies. In the classroom observations of these three

classes, it was found out that these three teachers used giving clear instructions,

offering interesting activities, encouraging students, inquiring students' needs, giving

time for students to learn their own pace, and asking critical questions. In the interview

with the teachers from these three classes, they also explained that they used lots of

learning activities including group works to motivate the students. Furthermore, the

interviewed students from these classes also mentioned that their teachers gave lots

of learning activities including group works which made them become more interested

in learning English. However, it was also found out that these three teachers utilized

some controlling motivational strategies to motivate their students as well. The

controlling the strategies that they used in their classes were giving commands, rushing

students, and using competitions to strain students.

Motivational strategies from inactive classes

Among five classes, two classes: Class 2 and Class 4 showed inactive in the

learning activities and showed low motivation in the classroom observations. The two

teachers from these two classes utilized only controlling strategies. In the classroom

observations of these two classes, the teachers used lecturing style from the beginning

of the lessons until the end. They stood in front of the class and giving lectures to the

students. They took their own perspectives and did not ask the students' opinions and

did not let the students learn by their own pace. The controlling motivational strategies

that they used in their classes were giving commands, giving punishment as an external

source, and rushing students. In the interviews, Teacher 2 mentioned that she did not

know many motivational strategies to motivate the students. Therefore, she only used

lecturing style and this statement was also confirmed by the two interviewed students

from the class of Teacher 2. Furthermore, she also said that she neglected the students

after telling something for many times. Teacher 4 also mentioned that when she saw

that the students were not interested in the lessons, she stopped teaching. In the

interview with some students from the class of Teacher 2 and Teacher 4, they also

mentioned that they were not motivated to learn by their teachers' motivational

strategies and they could not catch up the lessons. In the following sections, the use

of teachers' motivational strategies from this study will be presented focusing on

controlling strategies and autonomy supportive strategies individually. First, controlling

strategies will be presented and then autonomy supportive strategies will be

presented. Table 4.3 shows observed motivational strategies from classroom

observations in this study.

Table 4.3 Observed motivational strategies from the classroom observations

No.	Teachers' Motivational Strategies	T1	T2	T3	T4	T5
	Autonomy Supportive Strategies					
A.	Giving clear instructions	x	-	x	-	x
B.	Offering interesting activities	x	-	x	-	x
C.	Encouraging students	-	-	-	-	x
D.	Inquiring students' needs	-	-	x	-	-
E.	Giving time for students to learn their own pace	-	-	-	-	x
F.	Asking critical questions	-	-	-	-	x
	Controlling Strategies					
G.	Giving commands	x	x	x	x	x
H.	Giving punishment as an external source	-	-	-	x	-
I.	Rushing students	x	x	-	x	x
J.	Giving answers directly	-	-	x	-	x
K.	Using competitions to strain students	-	-	x	-	x

Note: T = Teacher, x = observed strategy, - = Not observed strategy

The most used strategies: AB, GI

As shown in Table 4.3, according to the observed motivational strategies in the classes, the data showed that all five teachers were observed to utilize controlling strategies. Moreover, most of teaching period were occupied by utilizing teacher-centered approach when the teachers conducted the instructional activities as a whole class and gave little or no time for students to work at their own pace. The teachers hold most of the class time to teach the lessons by translating or explaining grammar. Especially in the inactive classes of Teacher 2 and Teacher 4 were observed not to use any autonomy supportive strategies. However, in the active classes of Teacher 1, Teacher 2 and Teacher 5 were observed to employ some autonomy supportive strategies.

Controlling motivational strategies. The teachers in this study were observed to utilize multiple motivational strategies. They took their own perspectives and forced the students to think, feel and behave in a specific way. In this study, five controlling strategies were found out including *giving commands, giving punishment as an external source, rushing students, giving answers directly, and using competition to strain students.*

Giving commands. All of the observed teachers employed giving commands to follow and perform in their instructional activities. During the classroom observations the following commands were frequently heard in the classrooms.

"Look at the blackboard"

"Look at here"

"Pay attention"

"Copy these sentences in your exercise books"

"Do quickly! Do quickly!"

"Hurry up! Hurry up!"

Giving punishment as an external source. Three out of five teachers utilized giving punishment to force the students to perform in the instructions as they required. The example of giving punishment including beating, standing up and sitting down or reciting English poems from the textbook. In the classroom observation of Teacher 4, she beat the students who missed her English classes. She warned the students not to miss the class in other times.

Excerpt 33

Teacher 4:   Next time, don't miss the classes. If you miss the classes again, <u>you</u>

<u>will be beaten more.</u>

(Observation T4, 36-37)

In the interview with Teacher 4, she expressed that she did not want to beat

the students and it was not a good manner. However, she was told to follow the rules

from the head mistress to beat the students who missed the classes. Besides, the

students understood why they were beaten and they accepted that they were wrong.

The other teachers were not observed to punish the students in the classes.

However, Teacher 1 stressed about the achievements of students in the examinations

and she said that she honored the students who passed the examinations and she

beat the students who failed.

Excerpt 34

Teacher 1:   <u>I honor the students who pass the exam and give prizes. However, I</u>

<u>beat the students who fail the exam.</u> We have done two tests already.

In the first test 40% passed. In the second test 25 passed, which means

that their effort on the study become decrease.

(Interview T1, 74-76)

Teacher 5 also expressed that she gave punishment to the students. She said:

Excerpt 35

Teacher 5:   I sometimes give punishment to them (the students) by asking

them (the students) to do action for the poems and the

meanings of words.

(Interview T5, 46-47)

Consistently with the teacher's report in the interview, Student 9, from the

class of Teacher 5 reported that their teacher gave punishment to them. She

commented:

Excerpt 36

Student 9:   Um. It is. Our teacher asks poems every day. If we cannot recite them,

she gives us punishment like up and down. I try not to be punished.

(Interview S9, 54-55)

Rushing students. All of the teachers used the words to rush students to complete the tasks such as group discussions and reading passages that they gave. Even though teachers wanted the students to finish the tasks by themselves, they also wanted students to finish the tasks as soon as possible in order to finish the lessons as they had planned. The example of rushing words list shows below.

"Do quickly! Do quickly!"

"You have only 5 minutes left."

"Have you finished reading? Read the passages as quickly as possible."

"Have you finished copying these sentences? Write them down as quickly as possible. Or else I will erase them now"

Giving answers directly. Even though some teachers tried to teach in student-centered approach, most of the time they used teacher-centered approach. Some teachers seemed to ask questions to the students to get the answers from them. However, the teachers did not give enough time to think to get the right answers from the students. The teachers themselves give direct answers to the students. Teacher 3 and Teacher 5 were the examples of giving answers directly. In the class of Teacher 3,

during the students were doing group work, they came up with a question to the

teacher. At that time, Teacher 3 gave the direct answer to the students without giving

time to think or search more by themselves. Excerpt 37 shows the evidence that

Teacher 3 gave direct answer.

Excerpt 37

Students: Teacher, where can we use the hyphen (-)?

Teacher 3:   We can use the hyphen to connect the words.

(Observation T3, 58-60)

Another teacher who gave the answers directly was Teacher 5. When she asked

some questions to the students she did not wait for responses from the students and

she gave the answers by herself after shortly asking questions. Excerpt 38 shows the

way Teacher 5 asking questions and giving answers.

Excerpt 38

Teacher 5:   Do you know the synonym of absorb?

Student: (Silent)

Teacher 5:   <u>The synonym of absorb is suck (Teacher gave answer by herself)</u>. Do you know any disease caused by mosquito?

Students: (Silent)

Teacher 5:   <u>Malaria (Teacher gave answer by herself)</u>. Find new words from the text and write down on your papers. Try to find the meaning of the new words from the dictionary.

(Observation T5, 95-97)

Using competitions to strain students. It was found out that three out of five teachers used competitions in their classroom instructions to motivate the students in terms of the interviews data. However, only Teacher 5 was observed to use competition in the classroom. She created a competition among the three groups of the students by giving scores to the winners. She designed the competition activities because her teaching periods were in the afternoon. She thought that the students might be bored and she wanted the students to participate in the learning activities as shown in Excerpt 39.

Excerpt 39

Teacher 5:   My teaching period is in the afternoon. Some students become sleepy

and bored in my teaching periods. So, I have to create more interesting

activities for them. <u>So, I invite them to participate in the competition</u>

<u>activities.</u>

(Interview T5, 66-68)

In the following section, the autonomy supportive strategies are reported.

Autonomy supportive motivational strategies. According to Reeve (2009),

autonomy supportive motivational strategies were any approaches that use to

motivating students to accept students' perspectives, welcome students' thoughts,

feelings and behaviors and encourage students' motivational development and

capacity for autonomous self-regulation. In this study, six autonomy motivational

strategies were found based on the classroom observation data: *giving clear*

instructions, offering interesting activities, encouraging students, inquiring students'

needs, giving time for students to learn their own pace, and asking critical questions.

Giving clear instructions. This strategy was found out in high motivated classrooms taught by Teacher 1, Teacher 3 and Teacher 5. These teachers gave clear instructions before they began the learning activities to help the students understand what they were going to do in the learning process. Giving clear instructions seemed likely that teachers enhanced students to understand what they were going to learn. Teacher 1 was one of the teachers who used this strategy. Since the students were ready to learn the lesson when the teacher came into the class, Teacher 1 gave the clear instructions for the learning procedures before she started the lesson as shown in excerpt 40.

Excerpt 40

Teacher 1:   "Today we are going to learn about 'say something'. Before we start I want to divide you into 5 groups. Each group will get 3 pairs of paper scripts with questions and answers. You have to match those paper scripts. Once you have paper scripts, you have to discuss in your groups and match the papers. When you finish matching, you have to give your matched papers to me.   (Observation T1, 29-33)

Teacher 3 and teacher 5 also gave clear instructions for what they were going to do and learn in the learning periods. In the class of Teacher 3, she gave the clear instructions how they were going to learn about 'punctuations' and in the class of Teacher 5, reviewing about 'Hellen Keller by doing competitions'.

Offering interesting activities. This strategy was also found out in the classes of Teacher 1, Teacher 3 and Teacher 5. These teachers tried to connect learning English with the interesting activities such as matching paper scripts, group discussions and playing games to attract students to learn with interests. Teacher 1 used questions and answers paper scripts to match in the groups. Teacher 3 used group discussion to fill out punctuations in the worksheet papers. Teacher 5 used games by showing gestures and guessing the words by the representatives of the groups. In the interview with the Teacher 1, she also stated that she utilized lots of learning activities to motivate students.

Excerpt 41

Teacher 1:   I do lots of activities like showing pictures, giving listening tasks, asking

them to find the meaning the words, showing them movies, [...], letting

them practice critical thinking, letting them do sentence constructions,

[…], letting them do group discussion and pair work. I also teach English

poems as songs with melody according to the students' request.

(Interview T1, 49-54)

Encouraging students. In the class of Teacher 5, she was observed to encourage

students to perform in the learning activities. When she tried to encourage the students

who were hesitating to say out something about Hellen Keller in their group

competition. Teacher 5 encouraged that group as shown in excerpt 42.

Excerpt 42

Teacher 5:   <u>Don't be shy. You can do it. Try to say something</u>. (Teacher 5

kept continuing encouraged) <u>This is an opportunity to practice

your speaking skill in the class.</u> So, please let us participate in

the activity altogether. <u>No need to be shy because all of you

are friends. Don't be afraid to make mistake. Your friends will

support you.</u>

(Observation T5, 43-47)

The other four teachers were not observed to encourage in the classrooms.

However, in the interviews, all teachers expressed that they encouraged their students

by telling inspiring stories of other people, telling their own experiences and telling

general knowledge which is related to the lessons. Teacher 4 expressed that how she

encouraged students as shown in excerpt 43.

Excerpt 43

Teacher 4:   ...I always encourage them (students). But I have never said, "You

should do this and you shouldn't do that." I just say, "Decide well by

yourself."

(Interview T4, 298-300)

Inquiring students' needs. Based on Reeve (2016), inquiring students' needs is

one of the autonomy supportive strategies to motivate the students. In this study,

Teacher 3 was the one who observed to use this strategy. In the classroom, before she

started the lessons, she asked the students' needs that what they want to learn in

that teaching period. Excerpt 44 shows that how Teacher 3 enquired students' needs

in the class.

Excerpt 44

Teacher 3:   Before we start anything, I would like to ask you a question.

<u>What do you want to learn today?</u>

Students: About punctuations.

(Observation T3, 16-17)

Giving time for students to learn their own pace. A few teachers gave time for

students to learn by themselves before they learnt in the classes. Using this strategy

seemed likely that the teachers wanted to give the students freedom to learn in their

own pace. For instance, Teacher 5 gave time the students to learn the meaning of new

words by themselves before they discussed in the class. In the interview with Teacher

5, she also expressed that she gave time the students to asked questions. She said:

Excerpt 45

Teacher 5:   … So, for the meanings, I asked them to pick up the words that they

don't understand and try to find the meanings so that they can learn

by themselves. <u>After that I give time to them to ask me questions about</u>

<u>the lessons that they don't understand well so that I can explain them</u>

<u>well.</u>

<div align="right">(Interview T5, 84-87)</div>

In the interviews, both student 1 and student 2 from the class of Teacher 1

also reported that their teacher gave time to them for learning to do group works or

before they discussed in the class. Student 1 commented that it was good that their

teacher gave them time to work with friends. She said:

Excerpt 46

Student 1:   <u>It is good because our teacher gives us time to work together with</u>

<u>friends</u>. Sometimes we have competitions to translate the meanings of

paragraphs. Our teacher always give us compliment on our works. Due

to the competitions, I become more interested in learning English. //

<div align="right">(Interview S1, 45-48)</div>

Asking Critical questions. Teacher 5 was the one who observed to ask critical

questions think further about the lessons in order to support the students' autonomy

and competence in learning. Teacher 5 asked many questions including the questions

which asked about the facts, 'yes or no questions' and critical questions. Excerpt 47

shows the way that the Teacher 5 asked critical question to the students.

Excerpt 47

Teacher 5:   Do you know Mosquito? (Ask in English)

Students: Yes

Teacher 5:   <u>Do you like mosquito? Why? Or Why not?</u>

(Observation T5, 93-94)

Summary of the results from research question 2

To sum up, regarding to the overall data from classroom observations and the

interview data from both the teachers and the students, the three teachers from high

motivated classes used both autonomy supportive motivational strategies and

controlling motivational strategies. However, the two teachers from low motivated

teachers were found out that they only used controlling motivational strategies.

According to the motivational strategies trend shown in Table 4. 3, the most autonomy

supportive strategies used were giving clear instructions and offering interesting

activities. In contrast, the most controlling strategies used were giving commands and

rushing students. Furthermore, the trend also shows that all teachers were employing

controlling strategies though some teachers sometimes utilized autonomy supportive

strategies. Therefore, it can be concluded that the teachers in this study used more

controlling motivational strategies than autonomy supportive motivational strategies.

In the following section, the factors which affected on the use of teachers'

motivational strategies are reported.

The influences of unstable socio-political situation on the use of teachers'
motivational strategies in English language classrooms

To investigate the influences of the unstable socio-political situation on

teachers' motivational strategies in English language classrooms, the data from

classroom observations and teachers' semi-structured interviews were used in this

study. The data from the observations and interviews about the use of motivational

strategies and how teachers perceived the effects of the unstable socio-political

situation on students' motivation and learning tend to suggest that the teachers' use

of strategies was influenced by the unstable socio-political situation, at least indirectly.

The interview data showed that all teachers were aware of how their students had

lost interests in learning because they were afraid of the ongoing civil war and aware of the uncertainty in their future. Consistently, the observation data showed how the teachers utilized more controlling strategies than autonomy supportive strategies to promote students' motivation.

As shown in Excerpts 48-51, students' motivation and behaviors were affected by the unstable situations in the state and how the teachers' perception about the students seemed to influence their choices of motivational strategies. In Excerpt 48, Teacher 1 expressed that due to the war, students' behaviors became worse and worse after long-time stay at IDP camps and she felt the needs to change their teaching strategies in order to motivate students.

Excerpt 48

Teacher 1:   The students cannot go outside of this area to learn from other people. They always just have to stay here at IDPs refugees' camps. This is due to the war. It has been for a long time they have to stay at IDPs refugees' camps. That's why their behavior become worse and worse. This affect their motivation to learn. We teachers also feel depressed when we see

those students. Due to the feedback of the students, our teaching

strategies are also affected. Sometimes, the students even say, "It is so

different between the lessons in books and practice." So, I create the

lesson to be more practical to be able to use in their daily life.

(Interview T1, 124-131)

Similarly, Teacher 2 also reported in Excerpt 49 that due to the situation in the

state, the students were lost, lacking motivation to do anything. Their parents had to

earn money to support their children and had no time to take care of them. So, the

students seemed to have lost the goal in life and did not want to study anymore.

Teacher 2 mentioned how she felt desperate and did not know how to support the

students.

Excerpt 49

Teacher 2:   My opinion is that, here some civilians cannot work for their daily food

because they are IDPs. They are supported by donors. But some families

do not have enough food from support. So, they go far away to earn

money. At that time, the parents cannot take care of their children.

That's why their children cannot be trained well between the schools

and their homes. Teachers teach them at schools but there is no one

to teach them at home. That's why they are lost. That's the results of

political situation. // the students from here do not want to study

anymore. // <u>I ask the students their needs but most of them do not tell</u>

<u>anything. May be they are shy to me. Even though I ask them, they</u>

<u>never tell anything. They just say, "We don't need anything." When I</u>

<u>ask while they are sleeping in the class like "What have been happened</u>

<u>at your home?" They just say, "Nothing". So, I don't know what to do.</u>

<u>I just keep continuing teaching.</u>

(Interview T2 84-119)

In the same vein, as shown in Excerpts 50 and 51, Teacher 4 and Teacher 5

mentioned that the ongoing war in Jade Land had affected students' motivation and

that affected their teaching plans and practices. They said that the students were not

interested in learning when they heard the news about the war. Therefore, they could

not use the lessons that they had prepared.

Excerpt 50

Teacher 4:   When the students hear the news about the war that happens in their

hometown, they cannot concentrate in learning. In this kind of

situations we cannot teach and cannot use the strategies that we have

prepared. Example: Some students come to the class but their mind is

not in the class. They are just thinking about the news. When I see this

kind of case, I don't want to teach. It affects the teaching period as well

like that.

(Interview T4, 376-380)

Excerpt 51

Teacher 5:   Due to the war, it affects my teaching practices as well. Sometimes I

prepared a lot but I could not use those teaching strategies when the

students' mind was not in the lesson because they were just thinking

about the war and bombings.

(Interview T5, 140-142)

In conclusion, the data from all sources suggest a relationship between the ongoing war and students' motivation and behaviors, which consequently influenced the teachers to exercise controlling strategies to boost up the students' motivation.

CHAPTER 5

DISCUSSIONS

This chapter aims to consolidate this study by presenting the summary

of the study, summary of findings and a discussions of the findings in relation to the

previous studies. Then, the limitations of the study, pedagogical implications and

suggestions for future research are discussed.

Summary of the study

This study utilized a mixed-method sequential explanatory design to

investigate students' motivation, teachers' motivational strategies which were being

employed in English language classrooms in unstable socio-political contexts

especially in the civil war zones, and to identify the factors which affect teachers' use

of motivational strategies. The participants were 172 students and 5 teachers from

grade 11, secondary schools from unstable socio-political contexts in Myanmar. The

research instruments in this study were students' motivation questionnaire, classroom

observations, students' semi-structured interview questions and teachers' semi-

structured interview questions. First, to investigate students' motivation, the

descriptive data means and standard deviation were analyzed by using statistic

package quantitatively. Furthermore, the qualitative data from classroom observations

field notes and students' semi-structured interviewed transcribes were analyzed by

coding, categorizing and theming. Second, to discover teachers' motivational strategies,

the data from classroom observations and teachers' semi-structured interview

transcripts were analyzed by coding method. Last but not least, the same coding

method was utilized to analyze teachers' semi-structured interview data to identify

the factors which affect teachers' motivational strategies.

Summary of the findings

The present study revealed the main findings which related to the research

questions. First, the quantitative data from students' motivation questionnaire,

classroom observations and students' semi-structured interviews showed that most of

the students in this study possessed very high level of identified regulation and high

level of intrinsic motivation. Nonetheless, 13.95%-20.30% of students were lack of

motivation.

Second, in this study, the data from classroom observations and teachers'

semi-structured interviewed data demonstrated that all five teachers' teaching style

were controlling. However, three teachers tended to use both autonomy supportive

strategies and controlling strategies while the other two teachers only used controlling

strategies. Last but not least, the data classroom observations and semi-structured

interviews from the teachers revealed that teachers' motivational strategies were

affected by the unstable socio-political situations, at least indirectly from the teachers'

perspectives on students' motivation which affected by the war.

Discussions

The following section presents the discussions of findings in relation to the

previous studies. Three main points will be discussed: first, the students in this study

recognized the importance of English learning and internally interested in English.

Second, the war affected students' motivation in education in general. Last but not

least, teachers exercised controlling strategies to boost students' motivation in the

situation of the ongoing civil war.

Students recognized the importance of English and internally interested in English

The findings showed that the students in this unstable socio-political situation recognized the importance of English learning and internally interested in learning English, regardless of their awareness of the unpredictable future. These results are different from a study by (Ireland & Benthuysen, 2014), which only revealed Myanmar students' extrinsic motivation for English learning. They reported finding that the students had been motivated to learn English for academic and professional advancement after the country opened for international business in 2010. Another instrumental reason for learning English for students in Myanmar was the requirement for English medium instruction in higher education institutions (Lall et al., 2013). Thus, the findings in this study provided new insights about motivation in English learning of students in Myanmar.

The war affected students' motivation in education in general

The interview data showed clear evidences of how motivation in learning in general of the students was affected by the war. In the study of Thabet and Vostanis (1999) and (Uguak, 2010), similar findings were found. In their studies, the students

were found to have lost motivation in learning and had negative behaviors such as

bullying, being lazy, being bored, missing classes, sleeping in the class, imitating bad

attitudes, not attending to anything, and being distracted from the class activities. In

the case of Jade Land, higher educational opportunities for youths are because the

Myanmar government does not accredit the education provided by the local

administration in the state and no vocational training is available (Lut, 2013; Awng,

2017). This unpredictable future for higher education in the state is likely affecting the

students' motivation in learning.

Teachers exercised controlling strategies to boost students' motivation in the situation of the ongoing civil war

In the present study, the data showed that all teachers exercised controlling

strategies more than autonomy supportive strategies when they observed the

students' lack of self-determined motivation and negative learning behaviors due to

the ongoing war in Jade Land.

Pelletier et, al. (2002) argued that when teachers perceived that their students

were not self-determined in learning, they were likely to become controlling. The

effects of the unstable socio-political situation on teachers' motivational strategies in this study added an insight into how wars can affect teachers (cf. Akulluezati, 2011; (Feuerverger, 2011). Previous studies have revealed how teacher motivation and instructional practices could be affected by an ongoing war in the area where they teach (e.g. Akulluezati, 2011; (Feuerverger, 2011). The teachers in the present study also were observed to be affected by the situations in the state. Many of them reported feeling distressed about the students' loss of interests in learning and feeling demotivated to try out new ideas in teaching.

To sum up, the students in this study noticed the importance of learning English and they possessed internal interests in learning English as well. It seemed likely that the students were motivated in learning English even in the unstable socio-political situation. Nonetheless, the students' motivation were affected by the war in Jade Land, the state of Myanmar. Teachers exercised controlling strategies to boost students' motivation in the situation of the ongoing civil war. The use of teachers' motivational strategies was influenced by the unstable socio-political situation in Jade

Land, one state of Myanmar, at least indirectly by the behaviors of students who have

been affected by the war.

Limitations of the study

First, since this mixed method study only aimed at explaining the situations in

one context, the state of Jade Land, and generalization of the findings to other

contexts is thus needed to be made with cautions. Second, the data were collected

from only one classroom in each school due to the time of the observation which was

close to the end of the semester when the teacher had to complete all the lessons

and prepared the students for the matriculation examination. This might have limited

the observation of the pattern in students' behaviors and the teachers' use of

motivational strategies.

Pedagogical implications

The findings from the current study suggest a critical need for high quality

teacher education to prepare teachers for such contexts. In the present study, even

though most students in Jade Land reported having very high level of identified

regulation and high level of intrinsic motivation in learning English but a number of

students were found to have lost their interests, not in learning English specifically but in education in general, due to the ongoing war and unpredictable situations in the state. Many did not even see the reasons to study and had lost their goals in life. Teacher training and professional development for pre-service and in-service teachers for schools in such contexts therefore needs to emphasize the training on effective motivational strategies.

Suggestions for future research

Based on the findings and limitations of this study, further investigations on related topics are recommended as follows:

First, since the data for this study were collected from only one lesson in each school, a longitudinal study that can provide insights into a long-term pattern of the teachers' use of motivational strategies and students' motivation and behaviors is needed.

Second, the teachers in this study were found to employ controlling strategies even though they all showed concerns about the students' lack of interests because of the war. This finding suggests that the teachers might not be aware of the effects of

controlling strategies on students' intrinsic motivation. Studies that look into teacher

knowledge and beliefs about motivational strategies and their effects on students are

recommended.

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APPENDIX

Appendix A

Students' Motivation Questionnaire

Section I: Demographic information

Directions: Please provide personal information.

1. Name _____ Last Name _____

2. Age: _____

3. Gender: ☐ Male ☐ Female

4. Which school are you attending?

☐ School 1

☐ School 2

☐ School 3

☐ School 4

☐ School 5

☐ School 6

Section II: Students' Motivation Questionnaire

*Direction: Please, simply write a (√) on the rating scale based on **your motivation***

***in learning English**. This is not a test, so there are no "right" or "wrong" answers.*

I learn English...............								
	Strongly Disagree				Strongly Agree			
Intrinsic Motivation	1	2	3	4	5	6	7	

1. because English language is fun.
2. because I enjoy learning English.
3. because learning English is exciting.
4. Because of the enjoyment that I feel while learning English.

Extrinsic Motivation	1	2	3	4	5	6	7	

1. because I want to learn new skills.
2. because it is important to learn English.
3. because I want to improve English.
4. because I can learn skills which I could use in other areas of my life.
5. because I want the teacher to think I am a good student.
6. because I would feel bad about myself If I did not.
7. because I want the other students to think I am skillful.
8. because it bothers me when I do not learn.
9. because I will get into trouble if I do not.
10. because that's what I am supposed to do.
11. so that the teacher will not yell at me.
12. because it is a rule.

Amotivation	1	2	3	4	5	6	7	

1. but I do not really know why.
2. but I do not see why we should learn English.
3. but I really feel I am wasting my time in English.
4. but I cannot see what I am getting out of English.

Thank You for your Cooperation!

Appendix B

Showing Means and standard deviation for all question items (N-132)

Intrinsic Motivation	$\bar{x}$	SD
I learn English because English language is fun.	5.19	1.53
I learn English because I enjoy learning English.	5.14	1.50
I learn English because learning English is exciting.	5.89	1.26
I learn English because of the enjoyment that I feel while learning English.	5.03	1.60
Extrinsic Motivation		
I learn English because I want to learn new skills.	6.39	0.91
I learn English because it is important to learn English.	6.53	0.71
I learn English because I want to improve English.	6.55	0.79
I learn English because I can learn skills which I could use in other areas of my life.	6.22	0.92
I learn English because I want the teacher to think I am a good student.	4.60	1.89
I learn English because I would feel bad about myself If I did not.	5.60	1.38
I learn English because I want the other students to think I am skillful.	3.80	2.13
I learn English because it bothers me when I do not learn.	5.17	1.46
I learn English because I will get into trouble if I do not.	5.36	1.63
I learn English because that's what I am supposed to do.	5.75	1.52
I learn English so that the teacher will not yell at me.	2.71	1.88
I learn English because it is a rule.	2.56	1.83
Amotivation		
I learn English but I do not really know why.	2.64	1.73
I learn English but I do not see why we should learn English.	2.47	1.69
I learn English but I really feel I am wasting my time in English.	2.42	1.45
I learn English but I cannot see what I am getting out of English.	2.26	1.49

Appendix C

Evaluation Form for English Experts for Back Translation of Questionnaire

Explanations of the Questionnaire

This study will be conducted by using mixed-method sequential explanatory

design to investigate the students' motivation, and teachers' motivational strategies

which are being employed in English language classrooms in unstable socio-political

contexts especially in the civil war zones, and to identify the factors which affect

teachers' use of motivational strategies.

According to Dornyei (2001), motivation cannot be observed directly. Therefore,

to be able to see the phenomenon from different views and to be able to achieve the

purposes of this study, three types of instruments will be employed. These instruments

are (a) a student motivation questionnaire, (b) classroom observations and (c) semi-

structured interview questions for both teachers and students.

In this study, to achieve the purposes of research objectives, students'

motivation questionnaire has to be translated from English into Kachin Language

because this questionnaire will be used with Kachin students and it is difficult to

understand the questionnaire in English for the students in terms of their English proficiency. Therefore, the students' motivation questionnaire has been translated from English into Kachin version. However, these original English version and back translated English versions have to be done validity checked. I, therefore, would like you to check the two versions of questionnaire to validate by using the following rating sheet.

There will be two rating sheets to Test comparability and Interpretability of Original English Version and Back Translated English Version

Comparability/Interpretability Rating Sheet

Please circle the response which most closely represents how you would rate the following pairs of items in terms of:

(A) Comparability of language refers to the formal similarity of words, phrases, and sentences (how comparable is the formal wording?)

(B) Similarity of interpretation refers to the degree to which the 2 versions engender the same response even if the wording is not the same. (would the paired items be interpreted similarly, even if the wording is different?).

Please circle only one response for (A) and one response for (B) for each pair of items.

		(A) Comparability of language						
		Extremely Comparable		Moderately Comparable				Not at all Comparable
Original English Version	Back Translated English Version	1	2	3	4	5	6	7
		(B) Similarity of interpretation						
		Extremely Similar		Moderately Similar				Not at all Similar
		1	2	3	4	5	6	7

Original English Version	Back Translated English Version	(A) Comparability of language						
		Extremely Comparable			Moderately Comparable			Not at all Comparable
I learn English………..	I learn English………..							
Intrinsic Motivation	**Intrinsic Motivation**	1	2	3	4	5	6	7
1. because English is fun.	because English is fun.							
2. I enjoy learning English.	because I am happy to learn English.							
3. because learning English is exciting.	because learning English is exciting.							
4. because of the enjoyment that I feel while learning English.	because of that I am happy when I am learning English.							

Extrinsic Motivation	Extrinsic Motivation	1	2	3	4	5	6	7
1. because I want to learn new skills.	because I want to learn new skills.							
2. because it is important to learn English.	because learning English is important.							
3. because I want to improve English.	because I want to improve English.							
4. because I can learn skills which I could use in other areas of my life.	because I can learn skills which I could use in other areas of my life.							
5. because I want the teacher to think I am a good student.	because I want the teacher to think I am a good student.							
6. because I would feel bad about myself If I did not.	because I would feel bad about myself If I did not learn.							

7. because I want the other   because I want the other
    students to think I am   students know that I am
    skillful.   skillful.

8. because it bothers me   because it makes me feel sad
    when I do not learn.   when I do not learn.

9. because I will get into   because I will get into
    trouble if I do not.   trouble if I do not learn.

10. because that's what I am   because that's what I must
    supposed to do.   do.

11. so that the teacher will   so that the teacher will not be
    not yell at me.   angry with me.

12. because it is a rule.   because it is a rule.

	Amotivation	**Disincentive**	1	2	3	4	5	6	7
1.	but I do not really know why.	but I do not really know why I learn English.							
2.	but I do not see why we should learn English.	but I do not see why we should learn English.							
3.	but I really feel I am wasting my time in English.	but I really feel I am wasting my time in English.							
4.	but I cannot see what I am getting out of English.	but I cannot see what I obtain out of English.							

Original English Version	Back Translated English Version	(B) Similarity of interpretation						
		Extremely Similar			Moderately Similar			Not at all Similar
I learn English………..	I learn English………..							
Intrinsic Motivation	**Intrinsic Motivation**	1	2	3	4	5	6	7
1. because English is fun.	because English is fun.							
2. I enjoy learning English.	because I am happy to learn English.							
3. because learning English is exciting.	because learning English is exciting.							
4. because of the enjoyment that I feel while learning English.	because of that I am happy when I am learning English.							
Extrinsic Motivation	**Extrinsic Motivation**	1	2	3	4	5	6	7
1. because I want to learn new skills.	because I want to learn new skills.							
2. because it is important to learn English.	because learning English is important.							
3. because I want to improve English.	because I want to improve English.							
4. because I can learn skills which I could use in other areas of my life.	because I can learn skills which I could use in other areas of my life.							
5. because I want the teacher to think I am a good student.	because I want the teacher to think I am a good student.							
6. because I would feel bad about myself If I did not.	because I would feel bad about myself If I did not learn.							

7. because I want the other   because I want the other
    students to think I am   students know that I am
    skillful.   skillful.

8. because it bothers me   because it makes me feel sad
    when I do not learn.   when I do not learn.

9. because I will get into   because I will get into
    trouble if I do not.   trouble if I do not learn.

10. because that's what I am   because that's what I must
    supposed to do.   do.

11. so that the teacher will   so that the teacher will not be
    not yell at me.   angry with me.

12. because it is a rule.   because it is a rule.

	Amotivation	**Disincentive**	1	2	3	4	5	6	7
1.	but I do not really know why.	but I do not really know why I learn English.							
2.	but I do not see why we should learn English.	but I do not see why we should learn English.							
3.	but I really feel I am wasting my time in English.	but I really feel I am wasting my time in English.							
4.	but I cannot see what I am getting out of English.	but I cannot see what I obtain out of English.							

Additional comments (Please specify)

_____

_____

_____

_____

_____

Appendix D

Students' Interview Questions

Opening Questions

1. How long have you studied in this school?

2. How do you like the school?

Main Questions

3. How important is English to you?

4. What do you think about learning English?

5. How do you do in English lessons?

   - (Follow up: What has helped you in your English learning?

6. What do you think about this English class?

7. What methods did your teacher do make you want/ not want to learn English?

8. What would you like to be changed about your English class?

6. How do you feel about the situations in our state?

   - (Follow up: Do you feel safe?

   - How does it affect your life?

Closing Questions

Thank you for your time, cooperation and sharing. Before we end is there anything else that you would like to add according to your interest in learning English and what make you feel interested/uninterested to learn English in the situations of our state?

Appendix E

Teachers' Interview Questions

Opening Questions

1. How is your day so far?

2. How many lessons do you have today?

3. Anything exciting today?

4. How is the situation in the school in this week?

Main Questions

1. Please describe how students involved/ participated in your class today

2. What did you do to keep the students' attention in the lesson?

3. Why did you do_____?

4. How often do you_____? Why?

5. Are there any other methods or strategies that you use in the same situation?

6. Why didn't you use_____ in this lesson?

7. What do you think on the key factors that may affect their motivation?

8. How would you describe the political situations in our state?

9. How have the situations affect the students' learning and motivation?

10. What have you done in response to these situations?

11. Which motivational strategies that have you used that is important and affective?

   Why?

Closing Questions

Thank you for your time, cooperation and sharing. Before we end is there anything else that you would like to add regarding to the students' motivation, your use of motivational strategies and how the political situations affect students' motivation and the motivational strategies that you used?

Appendix F

Symbols used in the interviews transcriptions

Symbols	Explanation
((words)) double parens around comment	Transcriber comments about context
. period	Stop the speech
, comma	Continuing the speech
[Single left bracket	Speech overlap
[...] three equally spaced dots (ellipse) inside brackets	Words omitted from sentence
.[...] four dots (or rather full stop and ellipse in brackets, with space between)	Sentence omitted from excerpt
// double slash	Multiple sentences omitted from excerpt
" " quotation mark	Reported speech
hhh hhh	Laughter
sh sh	Crying
(#) Parens sounding numbers of second of pause	Long pause

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CHULALONGKORN UNIVERSITY

Appendix G

Expert Evaluation Form for the teachers' and the students' interview questions

<u>Expert Evaluation Form</u>

First of all, thank you very much for your time to review and give comments

on the interview questions for my study. My name is Hkawn San Nra. This study is

conducted as a part of my study in the M.Ed. in Teaching English Language Program at

Chulalongkorn University and is under the supervision of Jutarat Vibulphol, Ph.D.

The study employs a mixed-method sequential explanatory design to

investigate students' motivation and teachers' use of motivational strategies in English

language classrooms in unstable socio-political situations and to identify the factors

which affect the teachers' use of motivational strategies. The study will be conducted

in one state in Myanmar that has engaged in civil wars since the independence of the

country from the British. Data will be collected in six upper secondary schools and will

include six English teachers and approximately 160 students. Three types of

instruments—questionnaire, observation, and interview will be employed. Details

about the research design and methods are in the attached research proposal.

For this evaluation, you will be asked to review two sets of interview questions.

The first set will be used with each teacher after an observation of his or her classroom.

And the other set will be used with two selected students from each class—one with

the highest motivation and the other lowest in their class.

Teachers Interview Questions

The interview will be conducted after the researcher finish writing the

expanded field note of the observation of each teacher's English lesson. The interview

will be conducted in English but the teachers will be given options to respond either

in English or in their mother tongue. The interview will take approximately 45 to 60

minutes.

In each interview, three types of questions--opening questions, main questions

and closing questions, will be used. The opening questions will be used to build

rapport between the participants and the interviewer. The main questions will be used

to investigate the teacher's use of motivational strategies and the factors which may

affect the students' motivation and the teacher's use of motivational strategies. The

stability of the political situations in the area and how it may affect the students and

the teachers will be also be explored in this set of questions. The closing questions

will be used to indicate the end of interview session.

Students Interview Questions

The interview will be conducted after each class observation. Two students

from each class will be selected based on the results of the questionnaire. The

interview will be conducted in the student's mother tongue. Each student will be

interviewed separately and the interview will take approximately 45 to 60 minutes.

There are three types of questions – Opening questions, Main questions and

Closing questions. The opening questions will be used to build rapport between the

participant and the interviewer. The main questions will be used to investigate the

motivation of the students in learning English their perceptions of the strategies that

the teacher used that makes them motivated or not motivated to learn, and how the

political situations in the state affects their motivation and learning. The closing

questions will be used to indicate the end of interview session.

Teachers Interview Questions

Introductions:

This evaluation form includes two parts. The first part requests your evaluation

of the three sets of questions to be used in the interviews. Part II is to obtain your

overall evaluation of the interviews.

For Part I, please provide your comments about the interview questions. Please

indicate your opinions whether each item is applicable for the purposes of this study.

Please circle around the number that matches with your opinion.

1 = applicable   the question can be used for the purpose of this research

0 = questionable   the question is unclear or questionable

-1 = inapplicable   the question should not be used for the purpose of this

research

Part I: Questions

No.	Questions			
Opening Questions				
	Before starting each interview, 1-2 simple questions about the participant or participant's general experience of the day will be used. - How is your day so far? - How many lessons do you have today?	1 Applicable	0 Questionable	-1 Inapplicable

	- Anything exciting today? - How is the situation in the school in this week?			
Comments:				
Main Questions				
1.	Please describe how students involved/ participated in your class today.	1 Applicable	0 Questionable	-1 Inapplicable
Comments:				

2.	What did you do to keep the students' attention in the lesson?	1 Applicable	0 Questionable	-1 Inapplicable
Comments:				
3.	Why did you _____? (This question will be based on the responses to question No. 2)	1 Applicable	0 Questionable	-1 Inapplicable
Comments:				

4.	How often do you _____? (This question will be based on the responses to question No. 2)	1 Applicable	0 Questionable	-1 Inapplicable
Comments:				
5.	Are there any other methods or strategies that you use in the same situation?	1 Applicable	0 Questionable	-1 Inapplicable
Comments:				
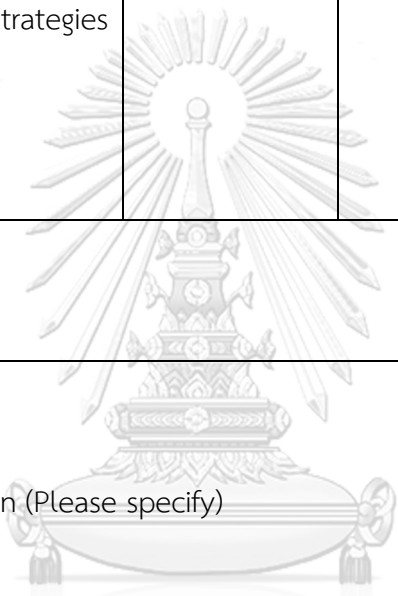
6.	Why didn't you use _____in this lesson? (This question will be based on the responses to question No. 3)	1 Applicable	0 Questionable	-1 Inapplicable
Comments:				
7.	What do you think are the key factors that may have affected their motivation?	1 Applicable	0 Questionable	-1 Inapplicable
Comments:				
8.	How would you describe the political situations in our state?	1 Applicable	0 Questionable	-1 Inapplicable

Comments:				
9.	How have the situations affect the students' learning and motivation?	1 Applicable	0 Questionable	-1 Inapplicable
Comments:				
10.	What have you done in response to these situations?	1 Applicable	0 Questionable	-1 Inapplicable
Comments:				
11.	Which motivational strategies that you have you used that can	1 Applicable	0 Questionable	-1 Inapplicable

	motivate the students the most? Why?			
Comments:				
Closing Questions				
	To end each interview session, the following question will be used: Thank you for your time, cooperation and sharing. Before we end, is there anything else that you would like to add regarding to the students' motivation, your use of	1 Applicable	0 Questionable	-1 Inapplicable

	motivational strategies and how the political situations affect students' motivation and the motivational strategies that you used?			
Comments:				

Part II: Overall Evaluation (Please specify)

Student Interview Questions

This evaluation form includes two parts. The first part requests your evaluation

of the three sets of questions to be used in the interviews. Part II is to obtain your

overall evaluation of the interviews.

For Part I, please provide your comments about the interview questions. Please

indicate your opinions whether each item is applicable for the purposes of this study.

Please circle around the number that matches with your opinion.

1 = applicable   the question can be used for the purpose of this research

0 = questionable   the question is unclear or questionable

-1 = inapplicable   the question should not be used for the purpose of this

research

Part I. Questions

No.	Questions			
Opening Questions				
	Before starting the interview, 1 or 2 questions will be asked about the participant or the participant's general experience in the school. - How long have you studied in this school? - How do you like the school?	1 Applicable	0 Questionable	-1 Inapplicable
Comments:				
Main Questions				
1.	How important is English to you?	1 Applicable	0 Questionable	-1 Inapplicable
Comments:				

2.	What do you think about learning English?	1 Applicable	0 Questionable	-1 Inapplicable
Comments:				
3.	How do you do in English lessons? (Follow up: What has helped you in your English learning?)	1 Applicable	0 Questionable	-1 Inapplicable
Comments:				
4.	What do you think about this English class?	1 Applicable	0 Questionable	-1 Inapplicable
Comments:				

5.	What methods did your teacher do make you want/ not want to learn English?	1 Applicable	0 Questionable	-1 Inapplicable
Comments:				

6.	What would you like to be changed about your English class?	1 Applicable	0 Questionable	-1 Inapplicable
Comments:				

7.	How do you feel about the situations in our state? - (Follow up: Do you feel safe? - How does it affect your life?)	1 Applicable	0 Questionable	-1 Inapplicable
Comments:				

Closing Question			
To end the interview session, the following question will be used with gratitude. - Thank you for your time, cooperation and sharing. Before we end is there anything else that you would like to add according to your interest in learning English and what make you feel interested/uninterested to learn English in the situations of our state?	1 Applicable	0 Questionable	-1 Inapplicable
Comments:			

Part II. Overall evaluation specify

Appendix H

Field Notes Expanded Sample (Class 1)

Date: 23rd February, 2018

Time: 9:00 AM – 10:00 AM (Myanmar)

Observer: Hkawn San Nra

Teacher: Teacher 1

Grade: 11

Class: 1

Male: 11   Female: 19   Total: 30

1   In the very early morning of 22nd of February, 2018, I prepared to go to Alen

2   Bum School. The school was quite far from where I lived. It took one hour to

3   reach the school by motorbike. The school is situated between two IDPs camps

4   on Myanmar and China Boarder. It is built at the bottom of the mountain. There

5   are many kinds of trees around the school. In this school, only students from

6   two IDPs camps were attending. When I arrived the school, I went to the office

7   of the headmaster and headmistress. They welcome me warmly. We talked

8   about how I would conduct the data collection process at their school. It was

9   very nice to talk to them. They introduced me with English teacher who would

10   be observed. I introduced English teacher and explained how I would conduct

11   the data collection process with her and the students. Since I had informed all

12   the process before, she understood all the process very well. She asked me to

13   follow with her to the class. Her class started at 9:00 AM. I followed her to the

14   class which was at the second floor of the building. What I saw in front of the

15   class was students' shoes. The shoes were nicely put in front of the class. On

16   that day I explained how I would collect the data to the students. Among 30

17   students, 25 students participated in the quantitative data collection process.

18   On the next day 23rd February, 2018 morning, I got early and went to the school

19   again. I arrived the school even before than the teachers from the school. I was

20   very excited to see the class. That's why I arrived there very early morning.

21   After waiting for 30 minutes at the office of headmaster and headmistress,

22   English teacher came to me and picked me   up to her English class. When we

23   arrived   the   class,   all   students   stood   up   and   greeted   us

24   "Good morning teachers" in English. Then we greeted back to the students

25   "Good morning class. After greeting, the teacher gave a chair near her seat and

26   I took a seat in front of the class beside the teacher's seat and started writing

27   the field notes. The classroom setting was as follows.
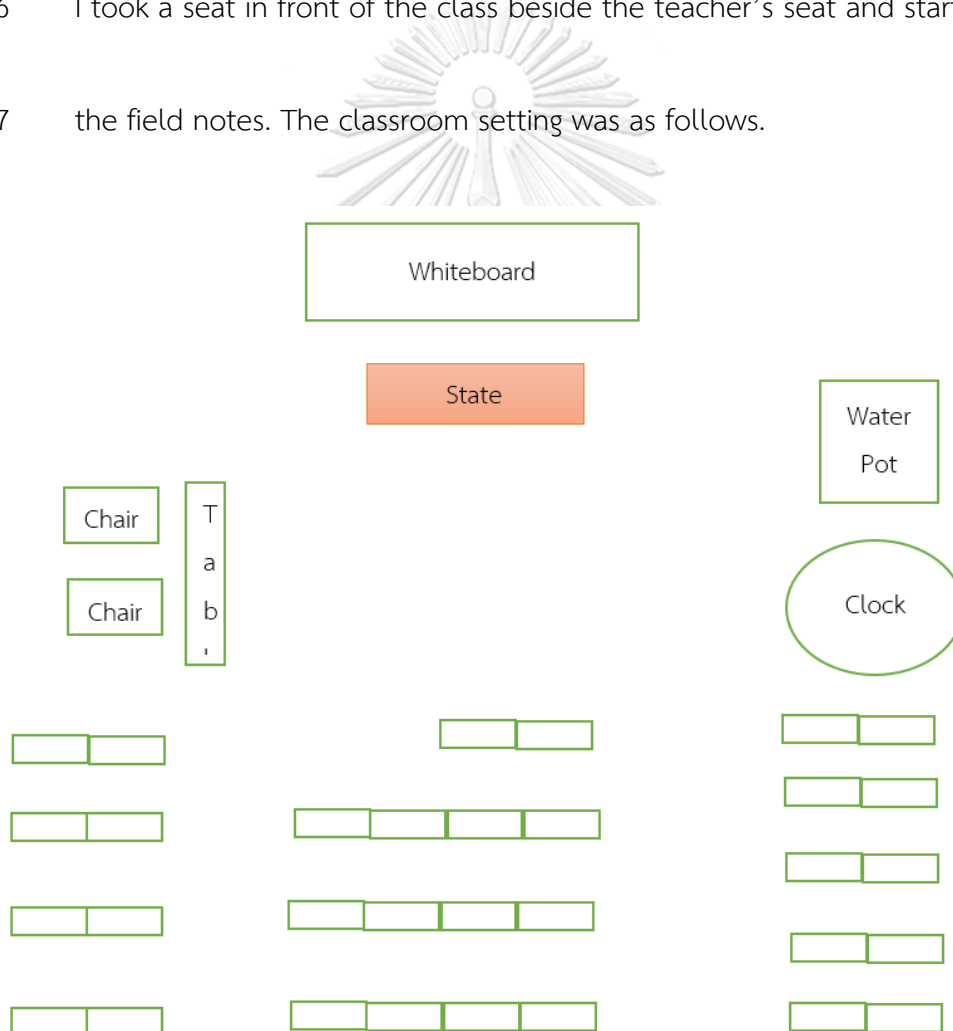
28   The teacher said, "Let me check your exercises firs." And she checked the

29   exercises of the students. It seemed like she gave some exercises the day

30   before. After that she said, "Pay attention! Listen to me carefully! I am going to

31   tell you what we are going to do today." At that time, all students looked at

32   the teacher and listened to the teacher attentively. Then, the teacher said,

33   "Today we are going to practice about 'Say Something'. Before we start, I want

34   to divide you into 5 groups. Each group will get 3 pairs of paper scripts with

35   questions and answers. You have to match those paper scripts. Once you have

36   paper scripts, you have to discuss in your groups and match the papers. When

37   you finish matching, you have to give your matched papers to me." While she

38   was giving the instructions she also wrote a sentence on the whiteboard, "It

39   was like using a watch runs slow" and she said, "Look at here! We will practice

40   this kind of sentence. Do you understand my instructions?" All the students

41   responded, "Yes". Then, the teacher, said, "Ok, now count 1, 2, 3, 4, 5 and

42   group one take a seat here, group 2 here, group 3 here, group 4 here, group 5

43   here." She showed the places where each group had to take place. All the

44   students counted 1 to 5 and they went to their group members and took

45   places where the teacher suggested. After that the teacher said, "Please

46   choose one leader from your group." Then, the students chose one leader

47   from their groups. Once every group had a leader, the teacher said, "Please,

48   all group leaders come to in front of the class and take the paper scripts from

49   these two boxes. One box is question box and the other one is answer box.

50   You can choose three pieces of papers from each box. And go to your group

51   and discuss which question papers can be matched with which answer papers.

52   To do this task you will have 15 minutes." All group leaders came out of in

53   front of the class and followed the teacher's instructions. Once, they got the

54   papers they went back to their groups and discussed in the groups. All of the

55   students participated actively and discussed actively in the groups. In their

56   group discussion, I heard some sentences from the group next to me. The group

57   leader said, "Now, here are the questions and the answers to match. How can

58   we match these?" Then, one student replied, "This paper should be matched

59   with this." Then, another one said, "Let's read them all carefully first, so then

60   we can easily match them. After that, another one added up, "How about we

61   try this way (trying to match the paper."   While the students were working in

62   their group, the teacher walked around the groups and checked whether the

63   answers are right or wrong. And she gave the alarm to the students that how

64   much time they had left, "Now, you have 10 minutes left. How about your

65   process?" After 5 minutes later, she warned again, "You have only 5 minutes

66   left." All the students were trying to match their papers by reading the

67   sentences from the paper scripts. Once, the time was up, the teacher said,

68   "Time is up now, please give me your matched papers to me." All group

69   leaders collected their matched paper scripts and showed their works to the

70   teacher actively. Then, 61   the teacher rearranged the papers (See the

71   photos) and asked the students, "Do you know which paragraphs are from

72   which units?" At that time, all students responded together that they knew

73   where the paragraphs are from, "Yes". Then, the teacher and the students

74   discussed some paragraphs from the textbook. After discussing about the

75   paragraphs, the teacher and the students moved to practicing the questions

76   and answers from the text as a revision. The teacher asked the students to

77   read the questions and answers together and she said, "Please, read these

78   questions and answers. You can catch 5 marks from the questioning and

79   answering from the exam paper. So, try to catch 5 marks from it." I think that

80   it was like the teacher focused on practicing for the exam instead of teaching

81   and learning. The teacher wrote down the questions and answers that the

82   students should have practiced for the exam and she said, "Copy these

83   sentences into your exercise books and practice by yourself." The questions

84   and answers were:

85   Q.7. What is the title of the unit from which the following sentence is taken?

86   What does the underlined word refers to?

87   "The moon itself rotates, but <u>it</u> does so very slowly."

88   Answer: The title of the unit from which the following sentence is taken is "The

89   moon: A Nice Place To Visit" The underlined word refers to "rotates"

90   (The teacher gave the answer to the students directly.)

91   Q.8. What is the title of the unit from which the following sentence is taken?

92   What does it mean?

93   "Grandfather clocks are very much in demand again today."

94 (The teacher asked the students to answers by themselves.)

95 While the teacher was writing this sentence, she said, "Try to answer these

96 question by yourself."

97 Q.9. What is the title of the unit from which these words are taken?

98 What does the underlined word refer to?

99 "<u>They </u>still didn't keep correct time."

100 (The teacher asked the students to answer by themselves.)

101 While the teacher was writing this sentence, she said, "Try to answer this

102 question by yourself." After writing the questions on the whiteboards, the

103 teacher asked the students to practice all the questions and answers from the

104 text to prepare for the exam, "Please, practice all these questions and answers

105 from the textbook to prepare for the examination" While the teacher was giving

106 instructions, the students were listening carefully and responded, "Yes". At that

107 time, I heard the sound of the bell to change the teaching period. Then, the

108 teacher said, "Let's stop here for today. Goodbye class." Then, all the students

109 stood up and replied, "Goodbye teacher, thank you teacher."

Appendix I

Sample Interview Transcripts from Teacher 1

1   Interviewer: Can we start now?

2   Participant: Yes.

3   Interviewer: I wanna ask you some questions about the students'

4   motivation, your use of motivational strategies and the situations in the state.

5   At first I want to ask you one question. How is your day so far?

6   Participant: For today's lesson about "Say something", I could prepare well.

7   I have taught this lesson already. But my students requested me to do it again,

8   so, I invited them to practice this lesson again. When I teach with these students

9   I always have to consider in two ways, for the students those who are not

10   interested in the lessons and always sleeping in the class and for those who

11   are interested in the lessons. I feel motivated when I see motivated student

12   but I don't want to teach when I see unmotivated student.

13   Interviewer: How is the situation in the school in this week?

14   Participant: The administration of the school is good. Our headmaster is very

15   good at leadership. This school is Internal Displace Persons IDPs School as well

16   as Boarding School, there are lots of things to manage. Some students stay at

17   the camp and some come to school from their home. Even though we stay

18   very closely with the parents of the students, they are weak at negotiation with

19   the teachers. So, the teachers have to manage everything as much as possible.

20   But some students are bully to the students. Since this school is IDPs school,

21   subject teachers are changed frequently. So, we have to change and teach

22   different subjects frequently. That's why, it is very difficult to be skillful and

23   expert in one subject. So, it is difficult to plan and teach the students well. If

24   we can teach the same subject every year, it will be better.

25   Interviewer: Please describe how students involved/ participated in your

26   class today.

27   Participant: The students were very active at beginning of the school year.

28   Because at the beginning, we opened special English class for grade 7, 8, 9, 10,

29   11 students after classes in the afternoon. We invited them to do listening

30   activities, word games, puzzle games, greetings class by class. At the beginning,

31   they were very interested in the activities but later their motivation become

32   low. So, we stopped that special class.

33   Interviewer: Why did their motivation become low late?

34   Participant: Why? Because they had been learning the whole day and they

35   said that they were very hungry after all classes had been finished. There is

36   also another reason that we stopped special English class. It was because we

37   have to focus on the national test for grade 9 and grade 11. I also invite my

38   students to do listening from the audio. Some students listen to the audio

39   carefully but some do not. I also let them play scrabble games, let them listen

40   to English songs, let them discuss in groups. In these activities, most students

41   participated actively. But some students did not. It happened when there were

42   too many group members.

43   Interviewer: What did you do to keep the students' attention in the lesson?

44   Participant: I let the students write letters/essays by themselves. At that

45   time, some students asked me to write for them. Some students never want

46   to write even though I gave them punishment. So, later I just neglected those

47   students. But some students tried to catch up the lesson and do the exercises.

48   Most students those who do not want to learn the lesson and do not want to

49   do any exercises were from […] schools. The students' motivation level is lower

50   and lower since the period of staying at IDPs camp. The students' attitude is

51   worse and worse. I don't want to study hard. They accept that they don't need

52   to do anything because they are supported for their needs by donors. In my

53   opinion, they don't seem afraid of the exam.

54   Interviewer: So, what did you do to keep the students' attention in the

55   lesson?

56   Participant: I always ask the students' opinions first before they do the test.

57   I do lots of activities like showing pictures, giving listening tasks, asking them to

58   find the meanings of the words, showing them movies, asking them what they

59   have learnt, letting them practice critical thinking, letting them do sentence

60   constructions, giving examples when I explain the lesson, using PPT, letting

61   them do group discussion and pair work. I also teach poems as songs with

62   melody according to the students' request.

63   Interviewer: Why did you use those strategies?

64   Participant: Why? Because I want my students to be more and more

65   interested in the lessons and to participate in the activities. When we were

66   young, our teachers did not give us time. So, we could not learn much. I don't

67   want my students to be like us. Now, it is very dangerous that the students'

68   motivation becomes lower and lower. Their behavior becomes worse and

69   worse. That's why I use those strategies to attract their attention. Even though

70   I use those strategies, some students miss classes especially in the afternoon.

71   Interviewer: How often do you those strategies?

72   Participant: Mostly I use two or three strategies in one lesson. It is the same

73   that I give listening task for every unit. The strategies are different from each

74   class. I think it is so boring if I use the same strategies in each class. That's why

75   I change the strategies. Sometimes I ask them to check their tasks by

76   themselves. The activity that gave me most satisfaction was that I could invite

77 my students to translate the history of our leader from mother tongue into

78 English because they participated in that activity very actively. In this activity, I

79 could see that the students had different reasons for participation. Some

80 students participated in it because they are interested in it, some wanted to

81 get prizes. Some wanted to get experiences. Some were afraid to participate

82 due to lack of basic foundation of English but they did it because they were

83 invited.

84 Interviewer: Are there any other methods or strategies that you use in the

85 same situation?

86 Participant;   Mostly I just ask my students to repeat after me and explain the

87 text. I honor the students who pass the exam and give prizes. However, I beat

88 the students who fail the exam. We have done two tests already. In the first

89 test 40% passed. In the second test 25 % passed, which means that their effort

90 on the study become decrease.

91 Interviewer: Why do you think that their effort on the study become

92 decrease?

93   Participant: As I said they don't need to consider for their daily food. They

94   are being supported by donors. That makes them become lazy.

95   Interviewer: What do you think are the key factors that may have affected

96   their motivation?

97   Participant: The key factor is examination. Grade 11 have to take national

98   test. The reason that they don't want to study hard is that the test is designed

99   as they have studied. They have to focus on not only English but also other

100   subjects for the exam. Mostly the students are just interested in other things

101   that they can be happy.

102   Interviewer: Why do you think that they are just interested in other things

103   that they can be happy?

104   Participant: Even we teachers do not know exactly why? It is so difficult to

105   find the solution. Some students are clever but most are bully.

106   Interviewer: We have talked about your students' motivation, and your

107   English class. Now I want to ask you another question. How would you describe

108   the political situations in our state?

109   Participant: Political situation is not stable. It has happening the war

110   frequently. Due to this political situation, most civilian have to move to other

111   places and have to stay at IDPs camps. They lost many things. Parents have to

112   go far away to earn money to support their education. So, they cannot take

113   care of their children well. That's why children become more aggressive and

114   their learning attitude become worse and worse.

115   Interviewer: How have the situations affect the students' learning and

116   motivation?

117   Participant: Some students do not want to attend the school anymore but

118   they are attending. It is just because they are afraid to go to the war zones as

119   soldiers. They are even afraid to pass the exam. Because once they drop out

120   of the school or graduate grade 11, they have to go to the war zones. This

121   affects their motivation in learning.

122   Interviewer: So then, what have you done in response to these situations?

123   Participant: I told them about the leaders who we can admire. I explained

124   them that it is a good thing that we serve for our country. To be able to serve

125   we have to be educated. Then, it is worth to serve our nation. At that time,

126   some students told me like this, "How can we continue our education after

127   we graduate from grade 11? Right now, even for daily food, we have been

128   supported by other people. It is impossible to continue our education. It will

129   be just like we give overload to our parents." then, I told them my experiences

130   how I have tried hard for my education and others' experiences those who

131   suffered from the war and how they tried hard for their education.

132   Interviewer: Which motivational strategies that you have you used that can

133   motivate the students the most? Why?

134   Participant: There is nothing special strategy. But telling about the leaders

135   who can be admire is really worth. The students can learn a lot from them.

136   Interviewer: Thank you for your time, cooperation and sharing. Before we

137   end, is there anything else that you would like to add regarding to the students'

138   motivation, your use of motivational strategies and how the political situations

139   affect students' motivation and the motivational strategies that you used?

140   Participant: I want the ministry of education give more educational

141   opportunities like further study for grade 11 students after they graduate. When

142   they give the opportunities, it would be better if they allow to work at any

143   places after the students graduate. Another thing that I want to say is that now

144   mostly, the students cannot go outside of this area to learn from other people.

145   They always just have to stay here at IDPs camps. This is also due to the war.

146   It has been for a long time they have to stay at IDPs camps. That's why their

147   behavior become worse and worse. This affect their motivation to learn. We

148   teachers also feel depressed when we see those students. Due to the feedback

149   of the students, our motivational strategies are also affected. Sometimes, the

150   students even say, "It is so different between the lessons in books and

151   practice." So, I create the lesson to be more practical to be able to use in their

152   daily life.

153   Interviewer: Is there anything else you want to add up?

154   Participant: No. Nothing more.

155   Interviewer: Thank you for your time, cooperation and sharing.

156   Participant: Thank you so much.

Appendix J

Sample Interview Transcripts from Student 1 (High Motivation)

1   Interviewer: So, now let's start. Ok?

2   Participant: Ok.

3   Interviewer: Please give me answer as you understand the questions. Feel

4   free to ask me any question if you have while conducting the interview.

5   Participant: Ok.

6   Interviewer: Ok. So then, I have three types of questions: at first, uh. I will

7   ask opening questions, second, I will ask about your interest in learning English

8   and finally, I will ask closing questions to wrap up the interview. Ok?

9   Participant: Ok.

10   Interviewer: At first, I would like to ask you. How long have you studied in

11   this school?

12   Participant: 5 years.

13   Interviewer: How do you like the school?

14   Participant: Teachers are very good at teaching. Lots of educated people

15   come to this school and give us inspiring speech and teach us part time. Our

16   head master is also very good and very patient. I love my headmaster very

17   much. Teachers are always unite. There are many friends here. So, I would love

18   to go to school even on holidays hhh hhh. ((Speak very actively.)

19   Interviewer: How important is English to you?

20   Participant: In my opinion, English is the key to open the door in the world.

21   English is   used everywhere in the world like medicine, travelling and so

22   on. I also feel like if I know English I feel confident. I also feel like I am

23   impressive by others. Nowadays, English is used in the meetings as well. I am

24   interested in English since I was young. But I am not good at it yet.

25   Interviewer: You mentioned that English is the key to open the door in the

26   world. English is used everywhere in the world. So then, what do you think

27   about learning English?

28   Participant: We learn English by many ways like reading, and writing. Our

29   teachers teach us grammar by doing group works, sometimes we have

30   competition among the groups. Sometimes teachers teach us from outside of

31   the textbook.

32   Interviewer: How do you feel when you participate in these learning

33   activities?

34   Participant: I feel like learning English is interesting when I participate in

35   learning activities because I can learn a lot from my friends like new words.

36   Interviewer: How do you do in English lessons?

37   Participant: When I learn with friends outside of the class I am happy. But in

38   the class, I feel bored because I sometimes do have words to use in the class.

39   When my friends know 35   the words and I don't know, I feel shy. So, I ask

40   my teacher when I don't know the words 36   or meanings. I try to catch

41   up the lessons by looking up the textbook and reading it. Sometimes we listen

42   to the audio files for the paragraphs before we discuss in the class. Sometimes,

43   other invited teachers also teach us poems by singing. So then, I am not afraid

44   to learn poem anymore because we can also learn poems by singing and we

45   can earn mark from the poems in the exam.

46   Interviewer: Um um um. So then, what has helped you in your English

47   learning?

48   Participant: Especially my friends and my teacher helped me in my English

49   learning. Because I can learn a lot from my friends while we are doing group

50   works.

51   Interviewer: Um. Ok. So then, what do you think about this English class?

52   Participant: It is good because our teacher gives us time to work together

53   with friends.

54   Sometimes we have competitions to translate the meanings of paragraphs. Our

55   teacher always give us compliment on our works. Due to the competition

56   activities, I become more interested in learning English. Sometimes our teacher

57   gives us draw lot papers that we have to take role in the competition and I

58   also participate in that kinds of activities. Sometimes we have to write down

59   words on A4 papers and then our teacher put our papers on the wall. Our

60   teacher always encourages us to read books from outside of the textbook to

61   get general knowledge and let us share in the class like […] grammar book. Our

62   teacher gives us time to do the tasks and read the text before we share in the

63   class. So, we can discuss with our friends each other.

64   Interviewer: What methods did your teacher do make you want/ not want

65   to learn English?

66   Participant: Whenever I look at my teacher, I feel motivated. Because our

67   teacher knows English a lot. She can translate all paragraphs from the book.

68   She can explain the lesson very well. So, I understand the lesson well. She

69   told us her leaning English experience. That makes me want to learn English

70   more. I also see my teacher as a very smart teacher.

71   Interviewer: What would you like to be changed about your English class?

72   Participant: There are something that I want to be changed about our English

73   class. Sometimes our teacher does not teach well, at that time I don't

74   understand the lesson well. I don't know what to ask my teacher. But this is

75   not all the time. Sometimes even though my friends understand the lesson, I

76   don't understand. I think this is my fault as well. I don't know how to write

77   essays when our teacher give the topic and ask us to write immediately without

78   giving time to think to write. I want her to give us time to think to write. Because

79   writing essay is very difficult for us even if we write in our language.

80   Interviewer: We have talked about your English language class and your

81   participation in the lessons. Now I want to ask you the situation in our state.

82   What is happening?

83   Participant: War!

84   Interviewer: War! How do you feel about the situations in our state?

85   Participant: I just want our land be independent. Due to the situation right

86   now, we lost lots of opportunities to continue our education. There are many

87   things that unfair among the ethnic groups. That's why sometimes I just want

88   to say, "Give us army training and send us to the war zones." Because I just

89   want to fight to get freedom and independence. But sometimes, I think

90   education is the key to get independence. That's why I keep studying hard.

91   Interviewer: Do you feel safe living here?

92   Participant: No, I don't feel safe because we don't know how the situation

93   will be changed within one second. We can die any time because sometimes

94   bombs are dropped by air forces around this area. That's why we ran away to

95   other side [...]. But we were not accepted by that country. So, we have to stay

96   here with fears. Our school was also moved from the old place to here because

97   of the safety. We were not safe there but I cannot say that here is safe.

98   However, that place was worse.

99   Interviewer: How does this situation affect your life?

100   Participant: I feel upset because my father always had to go to the war

101   zones and he was hurt by bombs. Sometimes I want to kill [...] ((very serious

102   issue to be considered)). But I just comfort myself. I wonder why people just

103   want to fight and kill each other, we all are the same. We people should live

104   equally. I am also very worried for my education all the time. We don't know

105   what will happen in a second because of the war. I am worried to drop out of

106   the school before I graduate from grade 11. We don't know when we can

107   continue our education if the war happens here right now.

108   Interviewer: Before we end is there anything else that you would like to add

109   according   to your interest in learning English and what make you feel

110   interested/uninterested to learn English in the situations of our state?

111   Participant: No, I don't have anything to add. Thank you very much for your

112   questions to ask me. I could tell you about what is happening in our state and

113   our English learning.

114   Interviewer: Thank you for your time, cooperation and sharing.

115   Participant: Thank you.

Appendix K

Sample Interview Transcripts from Student 2 (Low motivation)

1   Interviewer: So, now let's start. Ok?

2   Participant: Ok.

3   Interviewer: Please give me answer as you understand the questions. Feel

4   free to ask any question if you have while conducting the interview.

5   Participant: Ok.

6   Interviewer: Ok. So then, I have three types of questions: at first, uh. I will

7   ask opening questions, second, I will ask about your interest in learning English

8   and finally, I will ask closing questions to wrap up the interview. Ok?

9   Participant: Ok.

10   Interviewer: At first, I would like to ask you. How long have you studied in

11   this school?

12   Participant: 3 years.

13   Interviewer: How do you like the school?

14   Participant: We can learn not only the lessons from the textbooks but also

15   extra knowledge after the classes like music, and sport. I like that. And I also

16   like our teachers' teaching styles. They are very patient and they explain the

17   lesson very clearly. They assign us to read one day before we discuss in the

18   class.

19   Interviewer: How important is English to you?

20   Participant: English is very important to me because it will be very useful

21   when I go abroad and it also helps me when I work. I can also explain the

22   lesson and exercises to my younger sisters and brothers. If my parents cannot

23   read the words and directions from medicine. I want to become a teacher. I

24   also want other people to be impressive to me like "oh this English teacher is

25   very smart." (#) I also want to be able to translate English to my mother tongue

26   or vice versa when foreigners come to our village.

27   Interviewer: What do you think about learning English?

28   Participant: (#) Learning English means learning from the dictionary, learning

29   from friends and teachers.

30   Interviewer: How do you feel when you learn English?

31   Participant: I feel very bored when I learn English.

32   Interviewer: Why do you feel bored?

33   Participant: When I am not interested in the lessons, I feel bored and really

34   want to sleep. When I am interested in the lessons, I don't want to sleep.

35   Interviewer: In what kinds of situations you are not interested in the lessons?

36   Participant: When I want to go somewhere else, when I don't have money

37   to use, when I am not happy, when I want to chat with friends, and when I

38   don't do the exercises that our teachers assign us and our teachers scold to

39   me.

40   Interviewer: How do you do in English lessons?

41   Participant: I participate in group works that our teacher assigns to do. I find

42   the meanings of the words that our teacher ask to find. Sometimes I present

43   the lesson as a   representative of the group. If our friends do not dare to

44   ask something to the teacher, I ask the teacher as a representative of our

45   friends. Sometimes I go to in front of the class and explain the lesson.

46   Interviewer: What has helped you in your English learning?

47   Participant: Especially our teacher […] from last year. He can speak English

48   very well. I am very impressive him. I also want to be like him. So, I do self-

49   study.

50   Interviewer: What do you think about this English class?

51   Participant: Some lessons from the book are not useable outside of the

52   class. But some lessons can be used outside of the class. Some lessons are

53   very difficult but I can learn and study because our teacher teaches us well.

54   Interviewer: What methods did your teacher do make you want/ not want

55   to learn English?

56   Participant: I want to learn English because our teacher let us listen to the

57   audio. She explains the paragraphs one by one and then summarize the whole

58   paragraphs and explain again. I also like it.

59   Interviewer: What would you like to be changed about your English class?

60   Participant: I don't want to be changed anything about our English class.

61   Interviewer: We have talked about your English learning. Now I want to ask

62   you another question about the situation in our state. What is happening in our

63   state?

64   Participant: War!

65   Interviewer: War! How do you feel about the situations in our state?

66   Participant: The political situation is unstable. The war is happening all the

67   time. […] are fighting all the time as they like. So, the students cannot learn

68   education safely, we feel always unhappy. Because we are worried about our

69   parents who have to go to the war zones. We cannot travel easily.

70   Interviewer: Do you feel safe living in this situation?

71   Participant: No, I don't feel safe because we don't know what will happen

72   in a second.   We always have to be awake. We cannot concentrate on our

73   lessons because the war has been happening very close to us. We always have

74   to think about it. Some of our family members are soldiers. So, they have to

75   go the war zones, which makes me feel not interested in the lessons.

76   Interviewer: How does the situation affect your life?

77 Participant: We have to stay far away from parents and family members.

78 Due to the situation, our parents cannot earn money to support for my

79 education. Sometimes we cannot attend the school. The school had to be

80 closed when the bombs were dropped near our school. We always feel worried

81 whether we can finish our basic education this year or not. We don't want to

82 drop out of school before we graduate from grade 11.

83 Interviewer: Is there anything else you want to add up?

84 Participant: No.

85 Interviewer: Before we end is there anything else that you would like to add

86 according   to your interest in learning English and what make you feel

87 interested/uninterested to learn English in the situations of our state?

88 Participant: Our teacher use English language when she teaches English to

89 us. So, I am very impressive our teacher and I also want to speak English as our

90 teacher. We could learn grammar at grade 9 and grade 10 well. So, in this grade

91 11, I don't feel like grammar is very difficult.

92 Interviewer: Is there anything else you want to say more?

93   Participant: No, that's all.

94   Interviewer: Thank you for your time, cooperation and sharing.

95   Participant: Thank you.

VITA

Hkawn San Nra was born on November 11th, 1986 in Ja Pu village, Waingmaw Township, Kachin state in Myanmar. She received her Bachelor Degree, majoring in Psychology from Myitkyina University in 2010. In 2016, she was granted a full scholarship by Education Department of Kachin Independence Organization to study in Teaching English as Foreign Language (TEFL) at Faculty of Education, Chulalongkorn University in Bangkok, Thailand. She had taught for ten years at Mai Ja Yang Teacher Training College, which had been upgraded to Mai Ja Yang Institute of Education in Kachin State, Myanmar. She is also aiming to teach at the same institution.