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Increasing the Engagement of Middle School Males Enrolled in a Foreign Language Class

Georgette Paula Leslie

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INCREASING THE ENGAGEMENT OF MIDDLE SCHOOL MALES ENROLLED IN
A FOREIGN LANGUAGE CLASS

by

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DEDICATION

This dissertation is dedicated to God who has given me the wisdom, knowledge, understanding, motivation, courage, and strength throughout this doctoral journey. It is also dedicated to my sister Sharon Wood who never gave up on me during the most difficult periods of my life and to my friends who always encouraged me to complete this journey.

Additionally, I would like to dedicate this work to my late mother Victoria Leslie. I am certain that if you were here on this earth, you would have been extremely proud of your last child who has defied the odds. Your desire was for me to reach for the stars.

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ABSTRACT

This qualitative action research study investigated the engagement of middle school males in a foreign language class based in a British overseas territory. The data collection methods consisted of focus groups, observations, and surveys. The participants for this research included five students who are identified as males. The desired outcome of the research was to determine whether teaching strategies aligned with Howard Gardner's theory of multiple intelligences (MI), the learner-centered approach, and Robert Gardner's motivation theory with reference to integrative motivation, increased the engagement of middle school males in the foreign language classroom. The research questions included: RQ 1. How does an intervention model utilizing Howard Gardner's theory of multiple intelligences, Robert Gardner's integrative motivational strategies, and a learner-centered instructional approach impact the engagement of young men in a 6th-grade foreign language classroom?; and RQ 2. What are the perceptions of students identified as males whose first language is English in regard to the strategic learner-centered and motivational strategies employed in a Middle 1 (M1) foreign language course? The results from the focus groups audio transcripts demonstrated that the learning styles that were most common among the participants involved bodily-kinesthetic, verbal-linguistic, and visual-spatial. The results from the data that included teacher-researcher's observations revealed five main themes. The themes were that the participants had an appreciation for autonomy, student absences affected engagement, enthusiasm among participants increased when instruction incorporated culture,

participants demonstrated ownership of learning, and increased awareness of content relevance among participants. Additionally, five themes emerged from the qualitative survey: 1. understanding the importance of language skills development; 2. independent learning as a vehicle for ownership; 3. understanding the importance of cultural awareness; 4. understanding the need for application of language skills; 5. positive emotions in regard to the target culture. Overall, the findings showed that tapping into the learning styles of learners as per the theory of multiple intelligences, using a learner-centered approach, and Robert Gardner's integrative motivation positively impacted engagement.

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LIST OF ABBREVIATIONS

AMTB	Attitude/Motivation Test Battery
FGOS	Focus Group Observation Survey
M1	Middle 1
MI.....	The Theory of Multiple Intelligences

CHAPTER 1

INTRODUCTION

1.1 Introduction

In a middle school Spanish class that is comprised of 11 boys (young men) and five girls (young ladies), the girls are always excited to come to Spanish class. In this Spanish class, which is based in a British overseas territory, only three of the 11 boys show some form of enthusiasm in Spanish class. The girls are often heard telling the other students in the hallways about the fun and interesting experience they are having in their Spanish class. The teacher of Spanish meets with this group of students three times per week for approximately 40 minutes. Each day, she stands at the door and greets each student politely in Spanish as they enter the classroom. Eight of the 11 boys are reluctant to learn the language and always return the greetings in their native language, English. They refuse to speak Spanish as they contend that it is not their language. This attitude that they display before they even enter through the door of the Spanish classroom always sets the tone for their attitude throughout the lesson. Despite the resistance that the teacher of Spanish gets from these eight students as it relates to learning Spanish- as- a- foreign language, she never ceases to be prepared for the teaching and learning process. She creates a safe learning environment for the students. They are made aware that they should not be scared to make errors in the target language. Irrespective of all the strategies used, these boys are never excited about learning the language as they do not see the relevance of learning Spanish and how it would benefit them as native English

speakers. They refuse to participate in class activities, hardly have their basic learning tools such as notebooks and pens in their possessions, show no passion for learning, and demonstrate a negative attitude towards the subject. Irrespective of the effort that the teacher exerts in telling and demonstrating to them the value of learning Spanish- as- a- foreign language, they still remain unenthusiastic and disengaged.

The importance of acquiring a foreign language can never be overemphasized. Gimatdinova Çağaç (2018) posited that foreign language learning is essential in this globalized world, enhancing students' future prospects and empowering individuals to be strong and active participants in the world. Apart from the technical skills that foreign language students possess in terms of language use, they indeed have tangible advantages in the job market as a result of their increased communication skills (Weatherford, 1986). Furthermore, learning another language and ultimately another culture can prepare individuals to achieve solutions to various social problems due to increased awareness (Weatherford, 1986).

Foreign language learning, in reference to the Spanish language is not only essential in preparing native English-speaking students for the globalized world, but it also has the potential to help them deduce the meanings of unfamiliar words. Crosson and McKeown (2015) noted that students transitioning from elementary school to middle school are exposed to texts in content areas that are more linguistically complex when compared to those at the elementary level and that bound Latin roots could assist students with morphological problem-solving. In essence, since the English and Spanish languages have Latin roots, although English is also a Germanic language unlike Spanish, Latin root words and affixes could assist students with morphological problem-solving as

this could assist them to infer the meanings of unfamiliar words (Crosson and McKeown, 2015).

Although there are multiple benefits in acquiring a foreign language, males and females often learn differently or possess distinct learning styles. Sadker and Silber (2007) defined learning style as an individual's preferred way of "receiving, processing, and responding to information in a learning situation" (p. 47). Because individual learners differ in regard to what mode of instruction or study is most effective for them, optimal instruction requires diagnosing each individual's learning style and tailoring instruction accordingly (Pashler et al., 2008).

Considering the linguistic skill of reading that is pertinent to developing communicative competence in any language, Sadker and Silber (2007) found that boys who were considered to be struggling readers developed an interest in school-based literacy when they were taught by teachers who gave them undivided attention, support, and a choice in assigned tasks. Pearson (2017) similarly indicated that not only do boys need heightened attention in the foreign language classroom, but teachers should also endeavor to select topics that fully interest students, are culturally relevant, and can be linked to the boys' personal lives. Additionally, teachers should make it their responsibility to seat boys toward the front of the class where the teacher's voice is louder, thereby gaining students' full attention (Pearson, 2017).

In addition to the difficulties described above, learning a new language is also a challenge for children because first language interference can be quite a deterrent. There is a common belief that the more similar the second language is to the native language, the easier it is to learn it, yet there is also a "tendency to revert to the rules of the first

language if they share many similarities” (Varghese, 2016, p. 201). Derakhshan & Karimi (2015) noted that whenever students who are studying a foreign language aim to write or speak in the target language, they tend to depend on their first language structures. If the structures of the languages are different, then many errors occur, which signals an interference of the first language on the target language.

Making errors on foreign language tests can also impact students’ motivation, as these errors do affect test scores. Moreover, boys are usually the victims of low scores in foreign language exams. Noting that girls are more than twice as likely boys to pass General Certificate of Secondary Education (GCSE) languages, Hazell (2020) highlighted that the gap between girls and boys in language achievement is so stark that a student’s gender is a better predictor of grades than their level of disadvantage, with a girl from a poorer background more likely to perform at a higher standard than a boy from a wealthier background.

Additionally, illiteracy in one’s native language can pose a problem in foreign language acquisition. August and Hakuta (1997) suggested that students who are generally literate in their first language and have experienced formal schooling in their first language have been found to outperform their counterparts who have not experienced this. Eisenchlas et al. (2013) reported similar findings, demonstrating how students who possess literacy skills in their mother language and have developed communicative abilities in the majority language are able to transfer their literacy skills acquired in the familiar language into the new language.

Despite the many advantages of acquiring a foreign language, the lack of engagement of middle school males that the teacher-researcher has encountered firsthand

in her foreign language classes must be addressed. Bakhtiyarovna (2021) noted, “the higher the motivation of students, the more fruitful will be the study of a foreign language” (p. 1976).

It must be brought to the fore that there are limited studies that have been conducted as it relates to using interventions to solely improve students’ engagement levels in foreign language learning. Most of the studies that have been conducted focus on increasing engagement and motivation and increasing engagement and achievement.

Hiver et al. (2021) noted that true engagement requires that the learner at least to some extent finds the process of learning a language intrinsically motivating in that they need to experience some joys and satisfactions in the activity itself. Bokiev et al. (2018) implied that one of the main challenges language teachers face in their daily classes is to find creative ways of sustaining their students’ interest in language learning, which can often be perceived as dull and tedious. On this premise, the authors noted that music and songs have a universal appeal and ubiquitous presence in most people’s daily lives and constitute all the prerequisites to become an effective teaching resource (Bokiev et al., 2018).

The authors further noted that research findings suggested that the efficient inclusion of music and songs in language teaching has the potential to address multiple intelligences, reduce anxiety, increase motivation, facilitate memory retention, and establish an affectively conducive learning environment (Bokiev et al., 2018).

Additionally, music and songs can be utilized to enhance the learning of almost every aspect of the target language, to develop cultural awareness, and to foster students’ creativity (Bokiev et al., 2018).

1.2 Statement of the Problem of Practice

This specific problem of practice focuses on Spanish language acquisition and the lack of effective strategies for engaging young men at the middle school level in the British overseas territory of Bermuda. In Bermuda, students who are identified as males (male students) at the middle school level are usually referred to as boys, which is quite the contrast in the United States and Europe. In these countries, males at the middle school level are usually addressed as young men. Males in Bermuda are not usually formally referred to as young men until they commence their studies at the senior school level which they enter when they are approximately 14 years old. As this study was conducted in the British overseas territory aforementioned, students who are identified as males will be referred to as boys throughout the study. Additionally, students identified as males and male students will be utilized interchangeably. This is not intended to promote gender discrimination as it relates to students identified as males; it is a mere reflection of the language used within the cultural context of the country in which the research was conducted.

As an educator who has been teaching Spanish- as- a- foreign language for the past nineteen years, the teacher-researcher has realized that while some boys are enthusiastic about learning a foreign language, to a large extent, most are reluctant to learn the language; hence, they are not fully engaged in the teaching and learning process.

According to Adani and Cepanec (2019), the distinction between men and women was confirmed not only for the first language acquisition but also for the acquisition of a foreign language. Boys tend to have weaker or slower capacities for language acquisition (Adani & Cepanec, 2019). They tend to lag behind their female counterparts in many

communication features as well (Adani & Cepanec, 2019). However, it must be noted that the foreign language teacher's approach to teaching the language can either promote or discourage enthusiasm.

Oroujlou and Vahedi (2011) pointed out that teachers of foreign languages cannot effectively execute the content of a language if they do not understand the relationship between motivation and its effect on language acquisition. Therefore, it is paramount that language teachers employ the use of motivational strategies in the teaching and learning process. This belief is also shared by Alshenqeeti, (2018) who indicated that many students face difficulties in learning a foreign language because of a range of factors and issues that demotivate them to learn. The author put forth that research into motivation in the foreign language classroom has discovered that certain strategies can encourage learners to think more positively and thus be more motivated in their language learning process (Alshenqeeti, 2018). In this respect, along with providing specific recommendations for further research on foreign language motivation, the author concluded that teachers need to adopt a range of motivational strategies that can improve student foreign language learning (Alshenqeeti, 2018).

As a result of the importance that globalization has placed on bilingualism and multilingualism, it is imperative that creative ways be unearthed to increase middle school boys' engagement in Spanish class. Motivational strategies are vital for this effort. Hou-Keat et al. (2017) postulated that motivation is considered one of the most crucial determinants in foreign language learning. Therefore, it is paramount to be able to identify what motivates students, in an effort to take a better approach to the teaching and learning process (Hou-Keat et al., 2017). Additionally, existing research recommends

using a learner-centered approach in teaching Spanish as a foreign language, which will allow the teacher-researcher as an action researcher to make the learning process more meaningful, interesting, and democratic (Marwan, 2017).

1.3 Research Questions

Based on the fact that the teacher-researcher believes that all students should be fully engaged in the learning process irrespective of gender, the teacher-researcher decided to carry out this investigation to determine the effectiveness of an intervention focused around learning styles, learning needs, motivation, as well as utilizing a learner-centered approach to increase the participation of male students in the Spanish as a foreign language class. The research questions governing this action research study are listed below.

RQ 1. How does an intervention model utilizing Howard Gardner's theory of multiple intelligences, Robert Gardner's integrative motivational strategies, and a learner-centered instructional approach impact the engagement of young men in a 6th-grade foreign language classroom?

RQ 2. What are the perceptions of students identified as males whose first language is English in regard to the strategic learner-centered and motivational strategies employed in a Middle 1 (M1) foreign language course?

1.4 Theoretical Framework

The theories that form the theoretical framework for this action research study include Howard Gardner's theory of multiple intelligences, Robert Gardner's theory of motivation, and the learner-centered ideology. The theory of multiple intelligences suggests that human intelligence is segregated into different modalities. This signifies

that intelligence is not classified as one single general ability (Ahmad & Dzulkarnain, 2020). The theory of multiple intelligences refutes the claim that everyone is capable to learn the same subject using the same approach and method. Instead, it echoes the belief that not all learners possess equally the same intelligence, thus assuming that not all students will have the same ability and be able to produce the same outcome (Ahmad & Dzulkarnain, 2020). The theory of motivation with specific reference to integrative motivation indicates that since motivation is a strong desire to do something from the heart, it is considered a key factor to get expected results in language learning (Mamajonova, 2021). Motivated students are quite energetic, active, anxious to buckle down, take the assignments seriously, and do not require steady consolation. They enthusiastically stand up to difficulties and could even inspire others (Mamajonova, 2021). Learning a foreign language can be more successful when learners possess a high interest to be aware of foreign culture, tradition and to communicate fluently with foreigners in their native language. This way of learning leads to successful results in foreign language learning as social interaction makes it easier to acquire language. Integrative motivation focuses on learning a foreign language successfully with various ways of using language in a cultural context to achieve communicative competence in a native-like way (Mamajonova, 2021). The school of thought that has been associated with the learner-centered approach is that learners are active agents. They bring their own knowledge, experiences, education, and ideas – and this impacts how they embrace new information and learn (Lawless, 2019).

Educators need to be aware of the learning needs and styles of each child with whom they come in contact. Although learning styles and multiple intelligences are not

the same, they do complement each other. Learning styles are more geared towards a student's preferred way of being taught while multiple intelligences focus more on the student's different intellectual abilities, aptitude, or talents. Sener and Çokçaliskan (2018) noted that it is vital that educators understand their learners' learning styles and multiple intelligences since they can carefully identify their goals and design activities that can teach to the different intelligences, and design learner-centered activities

Howard Gardner theorized that every human being possesses eight types of intelligences. Intelligence is the capacity of an individual to act purposefully, to think rationally, and to deal effectively with the environment (Geeta & Gupta, 2017). These intelligences include Linguistic, Logical/Mathematical, Spatial, Bodily-Kinesthetic, Musical, Interpersonal, Intrapersonal, and Naturalist (Marens, 2020). Linguistic intelligence considers sensitivity to the spoken and written language, ability to learn languages, and the capacity to use language to accomplish certain goals (Marens, 2020). Logical/Mathematical focuses on the capability of an individual to analyze problems logically, carry out mathematical operations, and investigate issues scientifically (Marens, 2020). Spatial intelligence refers to the potential to recognize and manipulate the patterns of wide space as well as the patterns of more confined areas (Marens, 2020). Bodily-Kinesthetic takes into consideration using the body to solve problems or to fashion products while those with naturalistic intelligence tend to be experts in the recognition and classification of the numerous species in their environment (Marens, 2020). Howard Gardner's theory of multiple intelligences will be discussed in greater detail in Chapter 2.

The second theory undergirding this research study is Robert Gardner's socio-educational model with specific reference to integrative motivation. Motivation in the foreign language classroom is indeed paramount. Ochsenfahrt (2012) outlined the four key areas of Gardner's theory of motivation, which stresses the importance of motivation as a tool to garner success in the foreign language classroom. These principal components include the integrative motive, the socio-educational model, the attitude/motivation test battery (AMTB), and the extended second language motivation construct. The two most salient areas relating to foreign language studies are the integrative motive and the socio-educational model (Ochsenfahrt, 2012). The integrative motive focuses on learners' being motivated as a result of positive feelings toward the community that speaks that language. The socio-educational model pays special attention to the role of individual characteristics of the learners in the acquisition of a foreign language. Some of the learner's characteristics that are considered include age, gender, and aptitude (Ochsenfahrt, 2012).

The third theory is the learner-centered ideology. Proponents of the learner-centered ideology "focus not only on the needs of society or the academic disciplines but on the needs and concerns of individuals" (Schiro, 2013, p. 5). The learner-centered ideology dates back to John Dewey's (1859-1952) progressivism. As per Gibbon (2019), Dewey insisted that the old model of schooling where learners sat in rows and memorized and recited was antiquated. Learners should be active, not passive. They were in need of compelling and relevant projects, not lectures. Learners should become problem solvers. Interest, not fear, should be used to motivate them. They should cooperate, not compete.

Gibbon (2019) put forth that Dewey believed that teachers should be guides as well as subject matter experts.

Galskova (2008, as cited in Matukhin & Bolgova, 2015) argued that gaining mastery of a foreign language outside the parameters of the country of the target language and without immediate contact or communication with native speakers will be proven effective if all the possible characteristics of the natural process of language acquisition are taken into consideration. The author also mentioned that in this case, teaching and learning conditions should mimic language acquisition in the natural language environment (Galskova, 2008, as cited in Matukhin & Bolgova, 2015). Additionally, the learner-centered approach promotes learner autonomy as a need that must be considered in the teaching and learning environment. Yasmin and Sohail (2018) researched the mutual creative relationship between learner autonomy and target foreign language acquisition. The researcher, which was qualitative in nature, used semi-structured interviews to explore the beliefs of 16 university teachers of English language teaching in four public sector universities of province Punjab, Pakistan. The results showed a close creative connection between learner autonomy and English language learning. Teachers believed that autonomy in learners accelerates language learning. Major aspects of learner autonomy were reported fulfilling the perceived needs of foreign language learning. The research implied that fostering of autonomy in learners accelerates target language proficiency. Therefore, the learner-centered ideology is quite applicable to increasing the engagement of males in the foreign language class by endeavoring to create an authentic language-learning environment as well as allowing the students autonomy so that they can understand the value of acquiring another language.

In essence, Howard Gardner's theory of multiple intelligences, Robert Gardner's theory of integrative motivation, and the learner-centered approach seem to be quite impactful concerning increasing the motivation and ultimately the engagement of students in the foreign language classroom environment. These three theories will be discussed in greater detail in Chapter 2.

1.5 Purpose of Study

This action research study aims to kindle the interest of students identified as males in order to bolster their engagement in a middle school foreign language classroom. Many students struggle in foreign language classes because some educators do not fully comprehend the way in which they learn best. Also, they are not engaged due to a lack of motivation to learn a foreign language. Quan (2014) indicated that in the foreign language classroom, motivation is indeed paramount and can greatly influence learners' second language or foreign language acquisition. Therefore, this study will explore the possible advantages of using motivational strategies to enhance the engagement of boys.

In the foreign language classroom, it is quite essential to create a learner-centered environment in order to engage males wholeheartedly in the learning process. Matukhin and Bolgova (2015) noted that frustration and inefficiency in foreign language learning can be linked directly to not just the teaching methodology, but more profoundly to the poor elaboration of the theory of foreign language teaching. The authors noted that distinct methods of teaching foreign languages, arising from time to time, often have some success among the developers only; however, they do not have theoretical a basis and scientific-methodological generalizations for the common use in foreign language

teaching. Additionally, Matukhin and Bolgova (2015) seemingly suggested that in order to maximize students' involvement in the educational process as it relates to foreign language learning, it is imperative that the educator play the roles of facilitator, information source, consultant, and partner, helping only at the request of a student rather than imposing a decision. Acting on this premise and guided by the methodology below, this action research study will use a learner-centered approach to pique the interest of male students in learning Spanish as a foreign language.

The teacher-researcher thought that it was very fitting to focus on students' engagement as opposed to students' outcomes or achievement levels because there is always a strong correlation between student engagement and outcomes or achievement. Based on multiple research studies, engaged students often experience positive outcomes and improved academic performance (Üzüm, 2019; Guadalupe & Curtner-Smith, 2019). The focus was on capturing the interest of the young men first, and everything else would fall into place.

1.6 Overview of Methodology

For this action research study, the teacher-researcher used a qualitative research design instead of a quantitative or mixed-methods design. A qualitative approach was the most fitting design to address this problem of practice. Efron and Ravid (2013) noted that the decision about which method to use should be made by practitioners based on the nature of their research questions and the focus of their studies, as well the research setting. The teacher-researcher believed that the research questions and the context of the study, as well as the setting, warranted the use of the qualitative research method because of the nature of the research topic and problem that is being investigated.

Merriam and Tisdell (2016) noted that qualitative research, which focuses on meaning in context, requires a data collection instrument that is sensitive to underlying meaning when gathering and interpreting data. Interviewing, observing, and analyzing are central to qualitative inquiry. Qualitative research methods such as observations and interviews enhance the sensitivity of action researchers to the world of students and others in the school setting (Efron and Ravid, 2013). The teacher-researcher used focus groups, observations, as well as surveys as the primary instruments for collecting the pertinent data.

By using qualitative data, in this action research study the teacher-researcher assessed the use of motivational strategies as well as a learner-centered approach to increase the engagement of middle school boys in the Spanish as a foreign language class.

The teacher-researcher conducted this study during the spring semester over a period of five weeks. As aforementioned, the teacher-researcher collected qualitative data through focus groups, observations, as well as surveys. The use of focus groups was pivotal to collecting initial data as it pertained to the learning styles of the participants. As per the learner-centered approach, the needs and concerns of the learners are paramount. Shah (2020) noted that the learner-centered approach focuses on the needs of the learners rather than others involved in the instructional process, such as teachers and administrators like headteachers and deputy headteachers. Hence, the use of focus group was relevant in order to tap into the needs and concerns of the learners.

The teacher-researcher conducted observations to determine if Robert Gardner's integrative motivational strategies, as well as a learner-centered approach, were effective

in increasing sixth-grade boys' engagement in Spanish class. As highlighted by Merriam and Tisdell (2016), observation can be deemed a research tool when it is systematic. It is considered systematic when it addresses a specific research question and when it is subject to the checks and balances in producing trustworthy results. Furthermore, Efron and Ravid (2013) postulated that the focus of the observation should emerge from the research questions, however, the research must also consider the general context of the setting.

Additionally, the teacher-researcher employed the use of surveys. Surveys can provide the opportunity for students to share their thoughts and views about a teaching technique or strategy (Dana & Yendol-Hoppey, 2019). Surveys are quite effective for conducting qualitative research because they can obtain profound and diverse feedback from participants. They can also make researchers aware of insights they had not previously considered as a possibility (Alchemer, 2018).

1.7 Significance of the Study

As a teacher of Spanish- as- a- foreign language, the teacher-researcher has observed the aversion that male students have to the language. The teacher-researcher believes that not only female students should excel in the foreign language class, but males as well. The teacher-researcher has studied Spanish as a foreign language throughout secondary school as well as at the tertiary level and has witnessed and experienced the endless opportunities that are available globally for both females and males as a result of being able to communicate effectively in a foreign language. Many foreign language teachers have struggled to pique the interests of male students in the classroom.

Therefore, it is hypothesized that knowing how male students learn and using motivational strategies coupled with a learner-centered approach can change the mindset of boys and their engagement level as it relates to the Spanish as a foreign language class. This would increase their academic performance. As per Alqatanani (2017), multiple intelligences strategies can improve students' critical reading skills in the foreign language classroom. Alqatanani (2017) examined the potential effect of a program based on multiple intelligences on improving the Jordanian tenth grade English as a Foreign Language (EFL) students' critical reading skills in English. The research followed a quasi-experimental design in which an experimental group and a control group were purposefully selected. In the experimental group, 30 students were taught using multiple intelligences strategies, and 29 students of the control group were taught by the conventional teaching method as indicated in the teacher's book. A pre-post achievement test was utilized. The findings revealed statistically significant differences between the two mean scores of experimental and control groups in the post-test in favor of the experimental group. Ultimately, The study recommended using multiple intelligences on EFL students' achievement in other language skills and sub-skills (Alqatanani, 2017).

Üzümlü (2019) noted that the learner-centered approach does impact the academic achievement of students in a positive way. The author conducted a study to determine the effect of the layered curriculum on students' academic achievement in English. The layered curriculum is a learner-centered approach in which students are held highly accountable for their own learning. The author put forth that the students were actively involved throughout the experimental process. They were given the opportunity to take ownership of their learning. They took great pleasure while doing the activities provided

according to their learning styles. “Thus, the process was fertile and boosted their learning and achievement” (Üzüm, 2019, p.1602). As per motivation, Çetinkaya & Ataman (2017) argued that integrative motivation does impact students’ achievement levels. The authors conducted a study to investigate the relationship between preparatory class students' integrative/instrumental motivation levels and their achievement scores in English. The results yielded that integrative motivation had a significant correlation with students' achievement scores (Çetinkaya & Ataman, 2017).

In addition to issues of gender, students of color are usually at a disadvantage where foreign language education is concerned. According to Anya & Randolph (2019), they are underrepresented in language education, and therefore do not realize all the benefits that the field can offer. Cross (2020) also highlighted that students of color, especially those from less affluent backgrounds, do not usually benefit from foreign language education. All students, irrespective of their race or socioeconomic status should be exposed to foreign language education as this will assist them in their university journey since studying a foreign language has become somewhat mandatory (Berlinsky-Schine, 2021). Additionally, they will become more marketable in this global world as it relates to their future career paths.

1.8 Limitations of the Study

The limitations of this study included the time frame and the teacher-researcher's ability to adequately address all learning styles. First, the teacher-researcher conducted this study over a five-week period. A more extensive time frame would allow the teacher-researcher to perform a more thorough investigation. Secondly, although the teacher-researcher endeavored to address all the learning styles of the participants as indicated by

a needs assessment conducted via focus groups during week one of the action research. Some learning styles were addressed more than others during the lessons.

1.9 Dissertation Overview

This dissertation in practice is divided into five detailed chapters. These chapters are centered on the premise of how to increase the engagement of middle school boys in the Spanish as a foreign language class. Chapter 1 has set the precedence for the context of the study and the necessity for this research to be carried out. Chapter 2 will focus on a review of the literature as well as provide a more extensive examination of the theoretical framework of this action research study. Chapter 3 will provide detailed information on the action research design as well as methods for data collection and analysis. Chapter 4 will include the presentation of the findings of the study as well as the interpretation of the results. Finally, Chapter 5 will incorporate the action plan for sharing the results and suggestions for further research.

1.10 Definition of Terms

The terms below are pertinent to this study.

Bilingualism: The ability to communicate in two languages.

Foreign Language: Language that is not native to the persons who are studying it.

Punchihetti (2013) noted that what is termed a ‘foreign language’ is a language that has generally no direct link with the person’s immediate social or personal environment.

Middle School: Those years that encompass students in the sixth through eighth-grade levels. The term Middle School can refer to a range of Grades/Years from 5-9 (e.g., Australia, UK, USA), whereas middle schools in New Zealand encompass Years 7-10

and include what is known as Intermediate Schools, comprised of Years 7 and 8 (Dinham & Rowe, 2008).

Motivation: A process that initiates, guides, and maintains goal-oriented behavior (Goyal, 2015).

Multilingual: The ability to communicate in three or more languages.

Learner-Centered Learning: An approach to the teaching and learning process in which the needs of students are the focus. O'Neill and McMahon (2005) viewed the learner-centered approach or student-centered learning as active learning, choice in learning, and a shift of power in the teacher-student relationship.

Student Engagement: An interpersonal component in which interactions with teachers and other students are paramount to the learning experience (Collaço, 2017).

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter seeks to focus extensively on literature that is paramount to the research problem as well as the theoretical and methodological approach aligned to this study. In this regard, prominence will be given to investigations conducted on the topic of foreign language learning, with special attention on how to increase the engagement of middle school males in the foreign language class. The following research question were used to guide this study:

RQ 1: How does an intervention model utilizing Howard Gardner's theory of multiple intelligences, Robert Gardner's integrative motivational strategies, and a learner-centered instructional approach impact the engagement of young men in a 6th-grade foreign language classroom? The second research question guiding this study is, RQ 2: What are the perceptions of students identified as males whose first language is English in regard to the strategic learner-centered and motivational strategies employed in a Middle 1 (M1) foreign language course?

First, we will examine literature based on the study that provides a historical context for the topics of foreign language study. Also, student engagement will be discussed. Secondly, the literature pertinent to the development of the theoretical framework is examined, with a focus on the two theoretical framework models that are pivotal to the research questions.

The subsequent sections of this literature review will explain increasing students' engagement in the foreign language classroom, learner's autonomy in the foreign language classroom, explore the target culture in the foreign language classroom, focus on the relationship between gender and student engagement in foreign language learning, and examine how to create a positive classroom climate to promote gender equity and student engagement.

2.2 Historical Perspective

The existence of foreign languages can even be traced back to the building of the Tower of Babel as chronicled by the Book of Genesis in the Bible. Austin (2012) noted that the Tower of Babel narrative is one of the pre-historical events that took place near the beginning of the world and of humanity. As per the author, the world had only one language. The men of the world decided to build a tower that could reach the heavens in order to be well known or to gain fame (Austin, 2012). As a means to prevent their plan from transpiring, God decided to confound them by confusing their language so that they would not understand each other. This implies that if humanity wants to be able to communicate with each other and to collaborate with each other for a common purpose, then they must learn a second or foreign language for the purpose of communication.

The importance of possessing the linguistic skills to communicate with each other irrespective of differences in languages has even found its place in the medieval period or middle ages. Bischoff (1961) noted that Hebrew as a foreign language was studied by Christians of the middle ages. Christians studied Hebrew for reasons such as biblical studies, religious polemic, interest in Hebrew science or philosophy, and also as the requirements of a pilgrimage to the Holy Land. The author further put forth that

Westphalian priest, Johannes of Scheven, the author of a *Margarita exorcistarum* took some Hebrew lessons from a Jew in order to pronounce correctly in his exorcisms the names of the demons which mainly sounded Hebrew (Bischoff, 1961).

Latin was also studied as a foreign language in the Middle Ages. Bischoff (1961) posited that as a language of the Western Church, every child who was admitted to an ecclesiastical school had to learn it. For many centuries it became the general vehicle of spiritual culture and of practical record. In this regard, It can be said that the precedence regarding the importance of studying a foreign language was established in the Middle Ages and this necessity has even further shown throughout the centuries and more so in the present twenty-first century.

The Teaching of Foreign Language in Public Schools

The teaching of foreign languages across public schools in the United States came into existence during the colonial era. Pentón Herrera (2018) noted that during the 17th century the most common languages taught at schools and universities were Latin, Greek, German, and French. Spanish was not formally taught at an American institution until 1749 (Pentón Herrera, 2018). Rhodes and Pufahl (2014) put forth that Spanish is the foreign or world language most often taught in public and private schools in the U.S.

Joyce (2020) put forth that in the United States, foreign language requirements depend on the state, and presently only four locations have foreign language study as a graduation requirement. In New Jersey and New York, one year of foreign language study is required to graduate high school, while in Michigan and Washington, DC, two years are required (Joyce, 2020). It would be quite beneficial if the other states could emulate New Jersey, New York, Michigan, and Washington, DC in making foreign language

study a mandatory requirement for students to graduate not only because the United States is considered a melting pot for people from different countries, ethnicities, and background, but also future educational purposes and careers choices.

In the British overseas territory where the teacher-researcher conducted the study, foreign language study is mandatory in all public middle and senior schools, except for students who have learning challenges and are exempted. At the senior school level, students must study a foreign language for at least one year so as to graduate.

Additionally, middle school students study a foreign language over a course of three years. Students are encouraged to continue studying the foreign language that they studied at the middle school level at the senior school level to ensure continuity and to give them a good grasp of the language. Additionally, since most tertiary institutions require students to take a foreign language course, having studied the same language for at least four years, can be quite instrumental. This will prevent them from struggling to gain the maximum credit in their foreign language course at the college or university level.

Even though the boys who are studying Spanish- as- a- foreign language at the middle school level are quite aware that they must continue on this trajectory in their senior school years, the fact that they do not see the value of studying another language, their level of interest, enthusiasm, and ultimately engagement in the learning process still remain very low. Therefore, the teacher-researcher believed that by utilizing activities that are linked to Howard Gardner's theory of multiple intelligences (MI), the learner-centered approach, as well as Robert Gardner's integrative motivational strategies as

intervention strategies, the engagement of male students can be improved in the Spanish-as-a-foreign language classroom.

2.3 Theoretical Framework

Learning styles do matter in the teaching and learning process. It is therefore assumed that many male students are not engaged in the foreign language class because teachers are not cognizant of their learning needs, neither are these educators aware of their preferred learning styles. Additionally, these male students are not motivated and also because the lessons are not learner-centered. Therefore, being cognizant of students' learning needs and styles and embracing them through the use of varying activities and using motivational strategies as well as creating a more learner-centered environment in the classroom, may prove a more viable option for boys being more engaged in the course content.

The diagrams below represent an overview of the theories that constitute the theoretical framework for this research study: Howard Gardner's theory of multiple intelligences, the learner-centered ideology, and Robert Gardner's integrative motivation model. The subsequent paragraphs will give a thorough review of each theory.

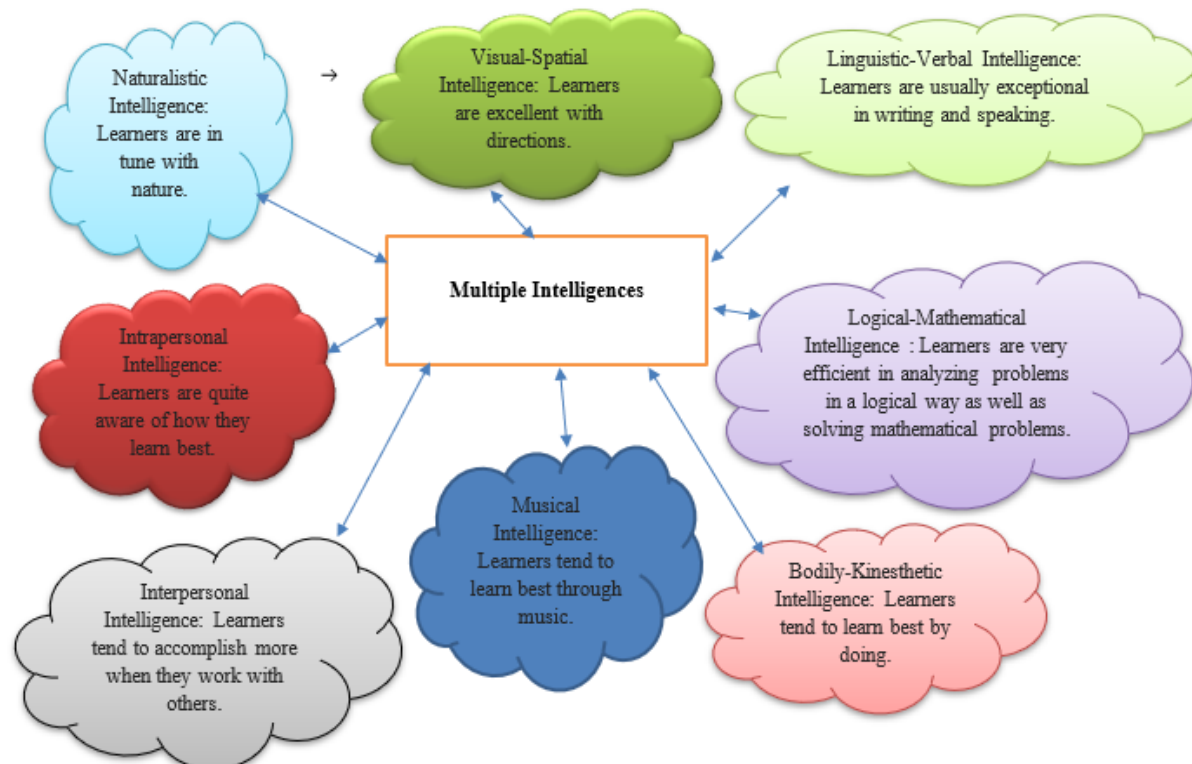


Figure 2.1. Illustration depicting Howard Gardner's theory of multiple intelligences.

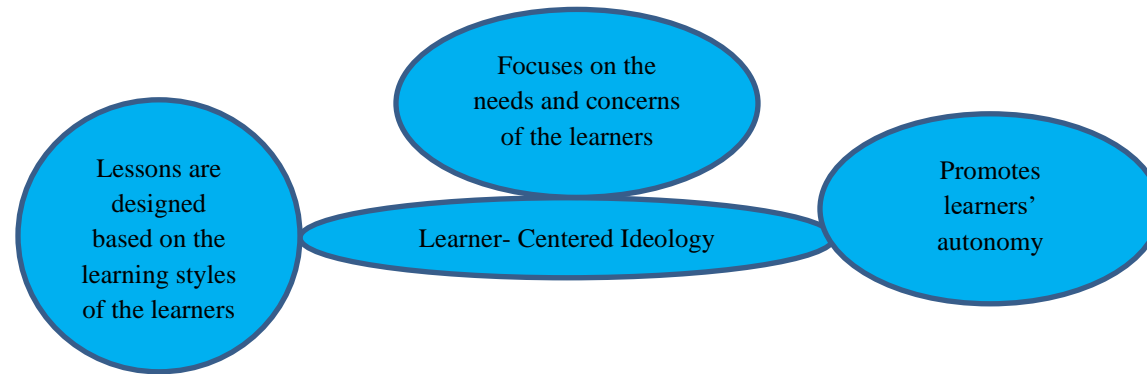


Figure 2.2. Illustration depicting the learner-centered ideology principles.

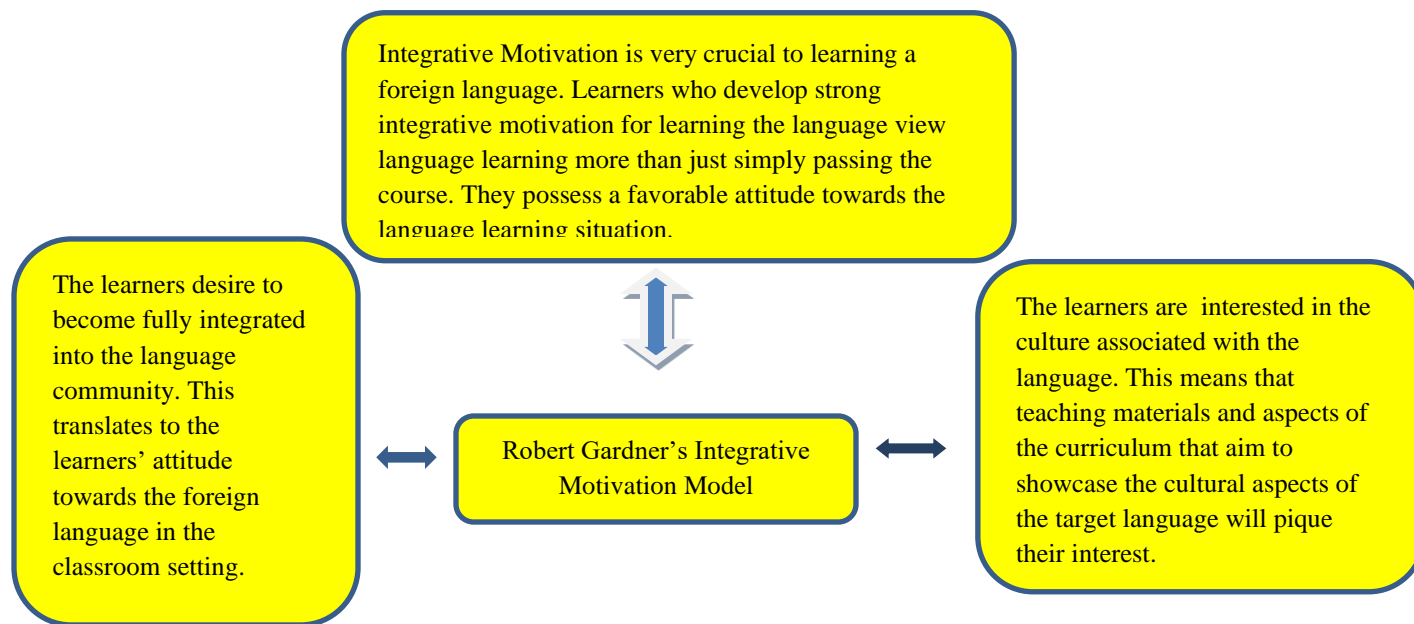


Figure 2.3. Illustration depicting Robert Gardner's integrative motivation model

Sener and Çokçaliskan (2018) postulated that being cognizant of students' learning styles can positively impact their outcomes in the classroom. According to the authors, exploring learning styles and multiple intelligence types of learners can enable the students to identify their strengths and weaknesses and learn from them (Sener & Çokçaliskan, 2018). The authors employed a quantitative research design for their research and the data were collected from the students of a state school in the winter term of 2015-2016 Education Year. The data were collected through The Perceptual Learning-Style Preference Questionnaire (PLSPQ), and the Multiple Intelligence Inventory. The analyses indicated that most of the intelligence types and learning styles had a moderate positive correlation (Sener & Çokçaliskan, 2018). The authors also posited that educators must endeavor to understand their learners' learning styles and multiple intelligences since they can carefully identify their goals and design activities that can teach to the different intelligences, and design learner-centered activities (Sener and Çokçaliskan, 2018).

Monje and Saavedra (2020) highlighted the contribution of the use of multiple intelligences activities in a group of Chilean young learners from 3rd and 4th grade, who were adapting to a bilingual system during their first school term, to reduce their levels of foreign language classroom anxiety. As per the authors, the research was conducted in a semi-public bilingual school located in Concepción, Chile. The intervention was implemented in the English Club, which is a compulsory extracurricular activity for new students in the institution. Eighteen students from 3rd and 4th grade took part in the intervention of two sessions, where activities based on the Multiple Intelligences Theory (Gardner, 1986) were executed. The participants' levels of anxiety before and after the

intervention were assessed through a Likert scale. Their perceptions of the intervention were collected through a focus group after the intervention. Data were analyzed using frequency and thematic analysis, respectively. The findings showed a consistent decrease in students' levels of anxiety after the implementation of the activities. Additionally, their perceptions about the intervention provided evidence that the use of this methodology seems quite beneficial, easier to perform, and more engaging (Monje and Saavedra, 2020).

Derakhshan and Faribi (2015) noted that Howard Gardner's theory of multiple intelligences does impact foreign language learning and teaching. Derakhshan and Faribi (2015) reviewed the effects of multiple intelligences theory (MIT) on learning English as a foreign language as well as the relationship between multiple intelligences and teaching English as a foreign language (TEFL). The researchers indicated that in the second or foreign language classrooms, it is possible to motivate learners by different activities relating to the different intelligences, therefore, MIT should be applied in classes in order to enhance the students' learning skills (Derakhshan and Faribi, 2015).

Schiro (2013) posited that the learner-centered ideology proponents focus primarily on the needs and concerns of the learners as opposed to the needs of society or the academic disciplines. Additionally, those who promote this ideology believe that education involves drawing out the innate potential of learners. It facilitates healthy, virtuous, and favorable growth if what is naturally coaxed out of the learners' inborn abilities. Those who favor the learner-centered ideology also believe that the potential for growth lies within the learners. However, learners are stimulated to grow as a result of interacting with their physical, intellectual, and social environments (Schiro, 2013).

In this regard, it seemed as if Shiro (2013) would promote this use of the learner-centered model in the foreign language classroom so as to increase the engagement of boys. Increasing the boys' engagement can seemingly be achieved if the educator creates a context, environment, or unit of work to stimulate growth among these males as they construct meaning for themselves (Schiro, 2013).

As it relates to increasing the engagement of boys' in the foreign language classroom the theory of motivation, particularly that of Robert Gardner is quite fitting. Loganathan (2016) defined motivation as a psychological process that leads to achieving a certain goal. Robert Gardner's socio-educational model as it relates to foreign language learning is quite an influential motivational theory in the field of second language education. This model focuses extensively on integrative motivation. In other words, Robert Gardner's socio-educational model defines integrative motivation as one of the constructs involved in foreign language learning.

Robert Gardner et al. (1992) theorized that it is possible that the most widely researched motivation to learn another language has been the integrative motive. Integrative motivation arose from a need to understand the language and culture of another group. As per Robert Gardner et al (1992), integrative motivation promotes proficiency in a second language as indicated by various studies which have reported significant correlations with measures of achievement in a second language such as objective tests and course grades. Also, "other studies have shown that such variables are related to behavior in the classroom" (Gardner et al,1992, p. 198). In essence, it is assumed that Robert Gardner recommended integrative motivation as an intervention strategy to bolster second language proficiency.

Zhang et al. (2020) put forth that integrative motivation positively influences second foreign language proficiency by stimulating a learner's interest in the selected language and its associated culture. Hudson (2017) echoed similar beliefs about the positive impact of integrative motivation on students' desires to learn a foreign language. The author explored the role of integrative motivation among second language learners. As per the author, the results indicated that the majority of participants expressed their desire to learn about, and integrate with, English speaking culture (Hudson, 2017).

Increasing Students' Engagement in the Foreign Language Classroom

The need for students to be engaged in the foreign language classroom is paramount. Akbari et al. (2016) argued that in present days, one of the most important questions in teaching and learning involves increasing the degree of students' engagement in learning. Akbari et al. (2016) conducted a study that investigated the influences that using social networks for educational purposes may have on learners' engagement, motivation, and learning. During the intervention phase, a comparison of a control group using face-to-face education and an experimental group using the social network Facebook was done (Akbari et al.,2016). The study discovered significant differences between the two groups in terms of learning, engagement, and motivation. The Facebook group showed higher outcomes in the TOEFL post-test than the face-to-face group with no differences in the pre-test. The Facebook group report significantly higher levels of engagement and motivation after the course than the face-to-face group (Akbari et al.,2016). As a result, engagement was related to learning outcomes in the Facebook group, but not in the face-to-face group (Akbari et al.,2016).

Teng and Wang (2021) studied the effect of two educational technology tools on student engagement in Chinese English as a foreign language (EFL) courses. The authors explored the application, advantages, and disadvantages of learning management systems (LMS) and social networking systems in Chinese EFL courses, represented by Superstar—Xuexitong and WeChat. The study aimed to investigate the relationship between the two educational technology tools and three dimensions of student engagement. By utilizing an adopted and revised questionnaire from former research, the study measured the extent of the impact of the specified educational technology tools on student engagement with the help of SPSS (Teng & Wang, 2021). The results showed that there were significant differences in cognitive engagement between different genders, with that of males surpassing females (Teng & Wang, 2021).

Al-Bogami and Elyas (2020) focused on promoting middle school students' engagement through incorporating iPad applications in English as a foreign language (EFL) classes. The study endeavored to illumine the extent to which a selection of iPad applications, utilized as a pedagogical tool, augment young learners' engagement and learning in English as a foreign language (EFL) environment (Al-Bogami & Elyas (2020). Based on the statistical evidence, learners demonstrated highly positive attitudes toward the use of the iPad applications in their EFL classes (reading and vocabulary) as they discovered the applications bolstering their level of engagement and learning compared to traditional teaching paradigms (Al-Bogami & Elyas (2020).

Despite the evidence that supported the use of social networks and technology to improve students' engagement in the foreign language classroom, the teacher-researcher did not focus on these strategies as a form of intervention due to limited access to

technology at the research site. Howard Gardner's theory of multiple intelligences(MI), the learner-centered approach as well as Robert Gardner's theory of motivation with a special focus on integrative motivation were utilized as intervention strategies for increasing the engagement of middle school young men in the Spanish- as- a- foreign language classroom.

Learners' Autonomy in the Foreign Language Classroom

There has been a call for students to be autonomous learners in the classroom. Parker et al (2017) posited that whenever teachers give students real choices in the classroom such as the material they study, the assignments they complete, the peers with whom they work, and other choices of this nature, it can boost their engagement and motivation. The authors gave a scenario in a mathematics class where every day the teacher gave students the autonomy to vote for the warm-up activities that were of interest to them (Parker et al.,2017). This voting exercise would take place during the first few minutes of class. In order to participate in making this decision, students began to arrive to class early. All students were actively engaged in doing the warm-up, which had not occurred before the teacher began offering students the choice of contexts (Parker et al.,2017). In essence, the authors indicated that giving the learners the opportunities to make choices in regard to learning tasks can foster the key feelings of autonomy and can improve students' engagement (Parker et al.,2017).

Similarly, Guadalupe & Curtner-Smith (2019) explored the impact of giving boys autonomy in the decision-based process as it relates to increasing their engagement. As per the authors, in the physical education class, the boys were placed in small groups and given the opportunity to discuss and make decisions as it relates to activities, specific

tasks as well as assessments. At the end of the discussion, a vote was taken as to the ideas that should be implemented. The study concluded that allowing students to have a voice in the teaching and learning process through negotiation, can increase their engagement and love for the subject (Guadalupe & Curtner-Smith, 2019).

Yagcioglu (2018) emphasized that the autonomy approach in language learning and teaching means considering the approaches which the learners are interested in and which the learners would like to follow. The author also noted that with the use of the autonomy approach, students benefit a great deal in that they become more fluent and happier learners (Yagcioglu, 2018). When the autonomy approach is student-led, students become more creative and they increase their thinking and creativity abilities (Yagcioglu, 2018). When the autonomy approach is collaborative, students become more active and talkative in their class hours (Yagcioglu, 2018).

Campis (2018) also opined that allowing students to take ownership in their learning experience by giving them choices, can boost their engagement. The author contended that educators could provide choice through content, product, and process by presenting broad topics but letting students narrow their tasks to smaller slices, letting students choose how they present what they have learned, and accepting the reality that everyone learns differently. Curtis (2017) added that creating an autonomous learning environment where students become partners in their education can influence engagement. Curtis (2017) also brought to the fore that when teachers give students a voice, provide choices, and lead them to set goals, learners feel that they have control or ownership over their learning and ultimately foster engagement.

The Target Culture in the Foreign Language Classroom

It is believed that foreign language learning is much more than learning grammar rules, lexis and phonology. A person who is quite cognizant of words in the target language does not mean that the individual is capable of putting those words together correctly to communicate ideas effectively in a particular context. Understanding the target culture can help language students to use words appropriately in context. Hamza (2018) argued that learning a foreign language without learning its culture is considered incomplete. The author also posited that learning a language implies not only the knowledge of its grammar rules and the denotative meanings of words, but it also involves the cultural phenomena, the way of life, habits and customs, history, and everything that is associated with culture (Hamza, 2018). The cultural component does contribute to motivation in the foreign language classroom. Nguyen (2017) posited that learning the target culture may help students to be more interested in learning the language.

Kato & Xian-han Huang (2016), posited that providing foreign language learners with an authentic learning environment is vital to increase learners' foreign language interests and also heighten their motivation levels. Bajrami & Ismaili (2016) recommended the use of video material as authentic material as a motivational tool in the foreign language classroom. As per the authors, learners generally find the experience of using video material to be interesting, relevant, beneficial, and somewhat motivating in class (Bajrami & Ismaili, 2016). They, therefore, suggested that both teachers and students can be involved in creative ways to incorporate different video materials in a

variety of classroom activities to enhance learning outcomes and provide a positive classroom environment (Bajrami & Ismaili, 2016).

The Relationship Between Gender and Student Engagement in Foreign Language Learning

The issue of gender has oftentimes found itself in the foreign language classroom. One major problem that is frequently highlighted is that both boys and girls take a different approach to foreign language learning and present distinct levels of motivation and engagement. In examining the relationship between gender, motivation, and achievement in learning English as a foreign language, Bećirović (2017) conducted a study that consisted of 185 students aged ten (fifth grade), fourteen (ninth grade), and eighteen (twelfth grade). The results revealed that female students are more successful at learning English as a foreign language than male students at each group/grade level which was largely influenced by their level of motivation Bećirović (2017). Additionally, Oga-Baldwin & Fryer (2020) propounded that the learners' gender can have subtle long-term effects on their motivation, engagement, and ultimate achievement in learning a foreign language. According to the authors, in order to improve the quality of students' foreign language achievement, greater support is necessary to improve the quality of boys' motivation (Oga-Baldwin & Fryer, 2020).

Chaffee (2019) seemingly believed that the notion that language study is often deemed appropriate exclusively for females may affect the engagement of boys in the foreign language classroom. The author noted that more women have been entering male-dominated educational fields and careers (Chaffee, 2019). As per Chaffee (2019), the proportion of men in female-dominated areas, however, has remained unchanged for the

most part. Gender gaps in female-dominated undergraduate majors such as foreign languages are larger than gender gaps in biology, math, or the physical sciences. The author further established that gendered beliefs could affect what students value as important, and what they think they are good at. As per the author, stereotypes that language is for girls lead boys to devalue language and to feel less able to succeed in language arts (Chaffee, 2019). This in turn decreased boys' interest in language careers and their performance in language arts classes (Chaffee, 2019).

Stangeland et al (2018) conducted a study on gender differences in toddlers' language and participation in language activities. In this research study, staff in Norwegian Early Childhood Education and Care institutions paid close attention to language comprehension, word production, and participation in adult-driven language activities in 1005 thirty-three-month-olds (489 girls and 516 boys). Gender differences in favor of girls were found in all aspects explored (Stangeland et al., 2018). Data were gathered through structured observation of the children's competencies during play and daily life activities by the staff members in the Early Childhood Education and Care institutions (Stangeland et al., 2018). In order to collect the best data possible, the following procedures were used: the child had to master each item in different situations over time. The registrations were done when at least two of the staff in the Early Childhood Education and Care institutions had, independently, observed that the child had mastered or partly mastered the various items (Stangeland et al., 2018). Before the observation was initiated, the staff members in the Early Childhood Education and Care institutions were briefed with updated information on young children's language development and training in how to use the material in courses especially developed for

this purpose (Stangeland et al.,2018). The findings from the study indicated that children who produce high language scores participate more in language activities than children with low language scores, and boys are overrepresented in the last-mentioned group (Stangeland et al.,2018).

While research often demonstrates that girls tend to be more engaged in the foreign language classroom and ultimately outperform their male counterparts, Wucherer (2018) indicated that this is not always the case. The researcher used linguistic and psychological measures to investigate gender differences in the realm of foreign language (L2) proficiency of late learners. The performance of 64 subjects (32 females), matched for age, education as well as linguistic background, was analyzed regarding gender and personality/motivation differences (Wucherer, 2018). The results showed a gender gap in two domains of L2 expertise and cast doubt on the idea of a general female language advantage: male subjects outperformed their female counterparts in phonetic speech imitation ability or pronunciation (Wucherer, 2018). An advantage of the females could be found for grammar learning (Wucherer, 2018). The research showed that an open-minded, extroverted, and motivated personality is beneficial to language learning (Wucherer, 2018). It also suggested that foreign language teaching should strive to accommodate more male/female differences and take into account the effects of personality and motivation differences (Wucherer, 2018).

Creating a Positive Classroom Climate to Promote Gender Equity and Student Engagement

The atmosphere that the educator creates in the classroom can impact student engagement. Garibay (2016) noted that a learning environment where learners feel safe,

valued, and respected is necessary for students to achieve and demonstrate their full potential. This view is also echoed by Barr (2016) who propounded that creating a positive classroom climate through interpersonal skills such as developing a positive rapport with learners can improve their learning and motivation. It also can provide a model for how learners should behave in class toward their peers, which can increase learner connectedness and also leads to greater student learning and motivation (Barr, 2016).

Research indicated that gender inequity not only presents itself by the unconscious biases of the instructor but can also seep into the classroom via instructional materials. Sulaimani (2017) explored gender representation in an international English as a Foreign Language (EFL) textbook that has been specifically adapted for the Saudi Arabian context. The study investigated gender frequencies in conversations in three dimensions: gender relations, subject positions, and contents. The results showed that the textbook was biased in terms of gender (Sulaimani, 2017). Females were underrepresented in the textbook. They were excluded from half of the units in the textbook (Sulaimani, 2017).

Another study revealed that gender biases enter the teaching and learning environment via instructional tools. Lee (2018) researched whether the Japanese government's attempt to promote a 'gender-equal' society in recent decades and also the improved status of women reflected in patterns of gender representation in Japanese English as a foreign language textbook. In this study, the researcher made an analysis of four popular series of English language textbooks published in 2011 for local Japanese students (Lee, 2018). This considered corpus linguistic tools such as concordance and

keyword in context in an aim to investigate the ratio of female-to-male appearances, the extent of use of gender-neutral and gender-marked constructions, the common adjectives associated with women and men, the common address titles for reference to women, and the order of appearance of women and men (Lee, 2018). The findings disclosed some proof of gender equity, including the common use of gender-inclusive vocabulary such as "sales clerk," and "waitperson" and the neutral address title "Ms." for women (Lee, 2018). However, the 'male-first' phenomenon was still prevalent in contemporary Japanese textbooks, indicating the secondary status of women (Lee, 2018).

Briggs (2018) encouraged educators to teach gender equity in the classroom. The author suggested that educators should be mindful of the language used and make room for emerging definitions of nonbinary and transgender identities as well. The author further noted that many educators are much harsher on boys than on girls when it comes to behavioral issues, but this only fuels destructive cultural phenomena like toxic masculinity (Briggs, 2018). When boys are constantly picked on in this way, they internalize their shame as anger, which often leads to further behavioral issues in the future. The author also recommended the use of gender-equal instructional materials, as gender bias in textbooks and other instructional materials is a real problem (Briggs, 2018).

2.4 Summary

This chapter examined various researchers relating to increasing the engagement of males in the foreign language classroom. The chapter covered learners' autonomy in the foreign language classroom, the target culture, the relationship between gender and student engagement, and promoting a positive classroom environment to influence equity

and classroom engagement. A review of the literature revealed that learners' autonomy and the target culture can indeed influence the engagement of boys in the foreign language classroom (Bajrami & Ismaili, 2016; Campis, 2018; Curtis, 2017; Hamza, 2018; Kato & Xian-han Huang, 2016; Parker et al., 2017; Yagcioglu, 2018). While females are said to be favored in the general classroom environment, it was revealed that instructional materials, especially textbooks constantly give males the upper hand. It had been established that males too can be engaged in the foreign language classroom once effective strategies are utilized to accommodate them.

CHAPTER 3

ACTION RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this qualitative action research study was to investigate the impact of Howard Gardner's theory of multiple intelligences, Robert Gardner's integrative motivation, as well as the learner-centered approach on the engagement of 6th-grade middle school young men enrolled in a Spanish- as- a -foreign -language class in a British overseas territory and to explore the perceptions of students identified as males whose first language is English in regard to the strategic learner-centered and motivational strategies employed in a Middle 1 (M1) foreign language course. The research informs us that middle school males demonstrate less motivation and are not as engaged in the foreign language class when compared to their female counterparts (Oga-Baldwin & Fryer, 2020). Having observed this lack of engagement among male pupils within my classroom, the teacher-researcher has developed a high level of concern and thus aimed to carry out this investigation in order to evaluate specific strategies and new ways of teaching that will bolster motivation and ultimately engagement of these male pupils. Despite all the research about females being more motivated and highly engaged in the foreign language classroom in comparison to male students, these studies have not explicitly proposed or recommended what best teaching practices and strategies might be employed in the foreign language classrooms to increase engagement among male

learners at the middle school level. Therefore, the following research questions that guided this study were indeed pivotal and consequently were addressed:

RQ 1. How does an intervention model utilizing Howard Gardner's theory of multiple intelligences, Robert Gardner's integrative motivational strategies, and a learner-centered instructional approach impact the engagement of young men in a 6th-grade foreign language classroom?

RQ 2. What are the perceptions of students identified as males whose first language is English in regard to the strategic learner-centered and motivational strategies employed in a Middle 1 (M1) foreign language course?

3.2 Purpose of the Study

Far too often, in the general classroom setting, the needs of many male students are sometimes not met, and consequently, they become disengaged in the teaching and learning process. Although the issue of gender bias is not overtly manifested in the school environment where the teacher-researcher is employed as a factor that may have contributed to some educators not exerting the required effort to meet the needs of male students, this may very well be the case. Fenzel & Richardson (2019) noted that inequalities are quite present in urban public schools and have resulted in Black and Hispanic male students being left behind as it relates to academic skill development, high school graduation, and college success. Therefore, the importance of giving male students autonomy in the classroom cannot be overemphasized (Guadalupe & Curtner-Smith, 2019). Additionally, educators should seek to find out what students are interested in and aim to link it to the essential curriculum, and ultimately their classroom experience to these interests. (Schiro, 2013). Furthermore, it is important for children to make

choices about what they will learn, and they also have the right to direct their own learning (Schiro, 2013). Also, the target culture should be incorporated in the teaching and learning process to encourage students' interest (Nguyen, 2017). In essence, this research was deemed significant because it addressed an issue that the teacher-researcher has been facing since having started the journey as a foreign language teacher. It was also significant because it sought to focus on how motivation with reference to Robert Gardner's socio-educational model with reference to integrative motivation as well as a learner-centered approach could increase middle school males' engagement in the foreign language class.

3.3 Action Research

In conducting this research, the teacher-researcher adhered to the principles of an action research study. Hines et al (2020) put forth that a study utilizing an action research approach involves participants conducting an inquiry into their own practices in order to enhance teaching and learning, practices, and programs. In this respect, the researcher is a participant in the activity being investigated, whether it is in schools or community centers—wherever teaching and learning occur. Additionally, Overby (2019) argued that an action research model simply describes a research methodology used to diagnose and address problems. In an educational setting, the teacher plays the role of the researcher, and the students represent the study participants. Action research is a useful way for a teacher to find out why students perform the way they do.

Keegan (2016) posited that an action research approach is a useful agent of change because it can be tailored to the needs of the educator. It should be a mandatory component of teacher education courses, and it should also be considered an essential

skill for lifelong learning for educators. Additionally, Lari et al (2019) noted that both the process and results of action research offer several benefits to the teacher-researcher, and these transformations in teacher practice improve student outcomes.

Action research takes into account internal validity as well as external validity. Herr and Anderson (2015) defined internal validity as the trustworthiness of inferences drawn from the data while external validity focuses on how well these inferences are transferable to other contexts. Additionally, Efron and Ravid (2020) pointed out that validity refers to the extent to which the study, the data collection instruments as well as the interpretation of data accurately represent the issue under investigation.

The teacher-researcher ensured internal validity by utilizing the practice of triangulation. Noble and Heale (2019) argued that triangulation is used to increase the credibility and validity of research findings. They further noted that triangulation can help ensure that fundamental biases arising from the use of a single method or a single observer are overcome by combining theories, methods, or observers in a research study.

In order not to limit oneself to one kind of data source, the teacher-researcher triangulated the data by using, focus groups, observations, and surveys. By using these three data instruments, the teacher-researcher was able to obtain a more comprehensive view as to how to increase the engagement of the participants in the foreign language classroom.

One benefit of utilizing observations in a qualitative research study is that it can give researchers information that goes beyond numbers and statistics. Generally, observation is a systematic way to collect data by observing people in natural situations or settings (Ferguson, 2018). As per focus groups Gill and Baillie (2018) put forth that

focus groups can be used in conjunction with interviews or observations, and can therefore help to confirm, extend, or enrich understanding and provide alternative insights. They further emphasized that the social interaction between participants often results in lively discussion and can therefore boost the collection of rich, meaningful data (Gill and Baillie, 2018). Marshall (2016) indicated that one-on-one interviews when conducted in person, are advantageous in that they can detect social cues and body language as well give the interviewer a deeper insight to specific answers.

The teacher-researcher utilized each qualitative data instrument to collect the data at different intervals. However, the data retrieved from each method were integrated to provide the teacher-researcher with valid data on the issue being researched.

3.4 Rationale for Qualitative Research Design

In this action research study, the teacher-researcher utilized a qualitative research design. Mills (2018) pointed out that qualitative research utilizes narrative, descriptive approaches to data collection in order to understand the way things are and what the research means from the point of views of the participants in the study. Tilley (2019) put forth that qualitative research has an important role to play in informing new directions in educational practices and policies that will help to ensure a socially just education for all students, irrespective of their backgrounds. Merriam and Tisdell (2016) purported that in a qualitative research design, interviewing and observing are central activities. Since interviews and observation were the primary means that the teacher-researcher utilized to gather data for this study, then a qualitative approach was quite suitable. Additionally, Cleland (2017) recommended the use of a qualitative research design in the context of education as it addresses the “how” and “why” research questions and promotes an in-

depth understanding of experiences, phenomena, and context. As per the author, a qualitative research allows the investigator to ask questions that cannot be easily put into numbers to understand human experience (Cleland, 2017).

3.5 Setting and Time Frame of Study

The teacher-researcher conducted this study in a middle school setting in the British overseas territory, Bermuda. Within this British overseas territory, children commence primary or elementary education at age five. This is a compulsory stage of education lasting for six years, Primary 1 - 6 (P1 – P6). After completing their elementary education, children start their middle school education which lasts for three years, Middle 1 – Middle 3 (M1 – M3). Children generally start middle school at age 11 and end at 14 years. There are occasions where children may commence at 10 years old. When compared to the United States, there are some similarities, as students proceed from elementary school to middle school or junior high school in both educational settings. Middle school accommodates students from grades six through eight in the British overseas territory, which is similar to the United States.

This study was implemented within a five-week period commencing in the spring semester of 2021 in a face-to-face setting. The teacher-researcher met with the participants three times per week for 40 minutes. The institution is called Cool Breeze Middle School (pseudonym). The teacher-researcher used pseudonyms throughout this study to protect the institution as well as the participants. Cool Breeze Middle School (pseudonym), a public institution, opened its doors in September 1997. The school operates from 8:30 am to 3:30 pm each day and currently accommodates 127 students. The school prides itself in being a caring community that enables self-discipline and

promotes academic rigor and excellence. The school not only caters to the needs of the child by encouraging teachers to execute the academic curriculum in an effective, manner but the child's psycho-social needs are met through various lunchtime and after school programs as well as a mandatory advisory session which is usually held three times per week at the commencement of the school day. A general assembly usually takes place every Monday morning while another morning is designated for year-level assemblies, as per the dictates of the year leaders. The administrative staff includes one principal, a vice-principal, clerical staff, and an administrative secretary. The staff consists of twenty subject teachers and sixteen non-teaching members. Among the staff, there is an educational therapist as well as two guidance counselors.

The students at Cool Breeze Middle School (pseudonym) must choose between Spanish and French as their foreign language electives. They choose either language at the commencement of their middle school years and continue with the selected language throughout their three-year journey. The foreign department is served by two teachers, the teacher-researcher who facilitates the Spanish program, and a teacher of French. Foreign language study is compulsory for all students, except those who are exclusively in the learning support program and have to be given special attention in subjects such as mathematics, science, social studies, and English that are considered the core subject areas.

There is a strong collaboration between home and school, which is facilitated through the (PTSA) Parent Teacher Student Association. A PTSA meeting is held once per month. Parents, teachers, and students are all encouraged to attend to deal with both current situations and foreseeable future happenings. Additionally, the teachers can

contact the parents via email and telephone in order to address academic matters, behavioral challenges as well as to report the positive behaviors displayed by students.

Table 3.1 Demographic Characteristics and Identification of Participants

Participants		Biography
1	Boy 1	An 11-year-old multiracial male student. He demonstrates behavioral issues. He oftentimes makes funny sounds in class and encourages his peers to follow suit.
2	Boy 2	An 11-year-old white male student. He lives with his mother. His mother is incredibly supportive in his educational journey.
3	Boy 3	An 11-year-old male student of Hispanic heritage. He resides with his father. He is very keen in Spanish class but has to be forced to get the work done on many occasions.
4	Boy 4	An 11-year-old black male student. He lives with both parents who are always willing to listen to his teachers. He demonstrates behavioral issues in class.

5	Boy 5	A 12-year-old mixed-race male student. He is very keen as it relates to Spanish as a foreign language but hardly completes the given tasks during class.
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The convenience sample consisted of five boys in the Middle 1-year level (M1) within a class of 16 students. The ages ranged from 11 to 12 years old. They were of various ethnicities. The Middle 1(M1) year level is equivalent to the 6th grade in the United States. The ages ranged from 11 to 12 years old. The participants of this research were selected on the basis that they would affect or would be affected by the issue under investigation (Efron and Ravid, 2020). Additionally, these participants were invaluable as it relates to answering the research questions.

The teacher-researcher used purposeful sampling in this study. “Purposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned” (Merriam and Tisdell, 2016, p. 96). The sample size provided a level of convenience in this action research regarding taking field notes on the 5 participants during the observation period.

3.6 Ethical Considerations

Arifin (2018) postulated that protecting human subjects through the application of appropriate ethical principles is important in all research studies. As it relates to qualitative research, ethical considerations have a resonance due to the in-depth nature of the study process (Arifin, 2018). Likewise, Pérez et al (2017) stressed the importance of

respecting the participants. They argued that it is vital to respect the dignity of the participants and to safeguard their confidentiality during the whole research process. Additionally, they posited that the data obtained should be encoded to maintain anonymity. This requirement of anonymity must also be taken into account when publishing research results and precautions must be taken to protect the privacy of research subjects and the confidentiality of their personal information, including the storage of the research documents in a safe place (Pérez et al 2017).

This action research did not pose any risks to the participants. Participants as well as their parents or guardians had the option to choose to participate in the study. Parents, as well as participants, signed a letter indicating their willingness to participate.

3.7 Role of the Researcher

The teacher-researcher teaches Spanish across all year levels, that is Middle 1, Middle 2, and Middle 3. The teacher-researcher is also a member of the Middle School Spanish assessment team, who along with a Spanish teacher from another public middle school, is responsible for writing assessments as per the guidance of the Foreign Language Education Officer who serves all public schools on the island.

Apart from preparing students for the global world by using effective strategies to develop their communication skills in the target language, the teacher-researcher fulfills all duties as required by administration such as carrying out bus or lunch duty, attending year level meetings, departmental meetings, faculty meetings as well as professional learning seminars.

During the period of inquiry, the teacher-researcher played the part of a vivid observer as well as an interviewer. As a subject teacher, the teacher-

researcher implemented the use of motivational strategies as well as created a learner-centered environment. Through the use of focus groups, observations, and surveys, the teacher-researcher assessed the effectiveness of these strategies as it relates to an increased engagement of male students in the Spanish- as- a- foreign language class.

3.8 Qualitative Data Instruments

Focus Group

Mills (2018) posited that focus groups are valuable and usually consist of several individuals who can contribute to the understanding of the area of focus. Focus groups are particularly useful when the interaction with individuals will lead to an understanding of the questions that are being posed by the teacher-researcher among group members.

The teacher-researcher utilized focus groups interviews because this allowed participants to share about their various learning styles in a non-threatening environment. Additionally, as the participants responded to one another, they introduced varied points of views, and stimulated one another's thinking which yielded a broad range of opinions (Efron and Ravid, 2020). The focus group aimed to discover the participants' learning styles and needs. Below are the focus group questions. The questions asked were based on Howard Gardner's (1983) theory of multiple intelligences. As per Gardner, people do not have just an intellectual capacity but have many kinds of intelligence, including musical, interpersonal, spatial-visual, and linguistic intelligences (Cherry, 2019). By gaining an understanding of the learning styles that the participants possess, the teacher-researcher was better able to plan and execute the lessons in a way that would best cater to the needs of each child. Below are the focus group interview questions that are aligned to Howard Gardner's theory of multiple intelligences.

Table 3.2 Focus Group Interview Questions Aligned to Howard Gardner's Theory of Multiple Intelligences

Please Answer The Following Questions:		Naturalistic	Mathematical -Logical	Verbal- Linguistic	Musical – Rhythmic	Visual – Spatial	Bodily - kinesthetic	Interpersonal	Intrapersonal
1	Do you enjoy singing?								
2	Do you enjoy puzzles and other word games?								
3	Do you like working by yourself.								
4	Do you learn best with charts, maps, and graphic organizers?								
5	Do you learn best when you can talk over a new idea?								
6	Do you enjoy doing work that involves art, photography, or craft?								
7	Do you like listening to music?								
8	Do you get along well with different types of people?								
9	Do love class activities that involve acting or moving?								
10	Do you enjoy doing written assignments in class?								
11	Do you learn best by doing hands-on activities?								
12	Do you enjoy doing classes outside?								


13	Do you often help others without being asked?								
14	Do you get restless easily?								
15	Do you always do things one step at a time?								

Observations


With an aim to investigate how to increase the engagement of middle school males enrolled in a Spanish as a foreign language class, the teacher-researcher utilized observations. As per Merriam and Tisdell (2016), observations are quite commonly used in qualitative action research studies. Observation allows the researcher to examine the setting purposefully. It also enables the researcher to view the classroom, or specific students in particular settings to see things that may have been missed unconsciously in the chaotic dynamics of teaching (Efron and Ravid, 2020).

The teacher-researcher used observation as a research tool to collect data because as an observer, the teacher-researcher was able to notice and record the students' engagement and motivational levels as they occurred (Merriam and Tisdell, 2016).

During the observation periods, the teacher-researcher determined the level of engagement and motivation of the convenience sample by their level of participation and involvement in the assigned tasks. Below are samples of two of the tasks that the participants were assigned; the dialogue writing task and the roleplay writing task respectively.

 In an effort to review and put into perspective all the topics that you have covered so far, imagine that you are in Spain or any other Spanish-speaking country, write a dialogue between you and a friend who has just joined your Spanish class. Include the following in your dialogue:

- greetings
- name
- age
- birthday



- where you live (include a Spanish-speaking country)
- the items that you have /don't have in your school bag
- the items that you have/don't have in your classroom

 • farewell
Note: You can create a title for your dialogue if you so desire.


 Note: If you desire to obtain a level 4, you MUST use vocabulary that you did not study in this unit as well as grammatical concepts.

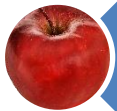
Figure 3.1. Illustration depicting the dialogue writing task assigned to participants



En el café Or En el restaurante



Imagine that you are in a café or restaurant in a Spanish -speaking country ordering food, write a script for a roleplay that involves communication between the waiter/waitress and the clients and include:



- greetings
- what you want to eat and drink
- farewell



Note: If you desire to obtain a level 4, you **MUST** use vocabulary relating to food items that you did not study in this unit as well as grammatical concepts.

Figure 3.2. Illustration depicting the roleplay writing task assigned to participants

To do this, the teacher-researcher took field notes as well as utilized two different observational checklists during the class periods. One observation checklist reflected the learner-centered approach model, while the other represented the integrative motivation model as per Robert Gardner. As these two models were the theoretical framework that guided the study, it was essential that the teacher-researcher utilized them as the blueprint on which the checklists were formulated. The teacher-researcher placed the observation checklists on a clipboard on a daily basis as it was quite accessible and easy to maneuver in the classroom as it relates to observing the participants and checking their involvement in the teaching and learning process as the lessons progressed each day. Below are the checklists that were used during the observation period.

Table 3.3 Learner Observation Engagement Checklist for the Learner-Centered Approach

Participants	Category 1	Category 2	Category 3	Category 4	Category 5	Category 6
	Participant works collaboratively with peers	Participant is on task throughout the lesson	Participant demonstrates enthusiasm and joy when completing classroom learning tasks	Participant takes ownership for his learning	Participant knows what he is learning and why	Participant shows learner's autonomy by being willing to work at his own pace and by exploring his own interests
Boy 1						
Boy 2						
Boy 3						
Boy 4						
Boy 5						

Table 3.4 Learner Observation Engagement Checklist for the Integrative Motivation Model

Participants	Category 1	Category 2	Category 3	Category 4	Category 5	Category 6
	Participant is enthusiastic to participate in activities that depict the target culture	Participant exerts effort and is willing to learn about the target culture via video presentations	Participant is willing to write dialogues in the target language based on themes that focus wholeheartedly on the target culture.	Participant demonstrates willingness to mimic the target culture by being involved in role-plays	Participant demonstrates integrative motivation by being successful in the target language in listening, reading, and writing tasks	Participant demonstrates the desire to use the target language in the classroom setting in asking and responding to questions.
Boy 1						
Boy 2						
Boy 3						
Boy 4						
Boy 5						

Surveys

Efron and Ravid (2020) posited that surveys are quite efficient in gathering information. Mertler (2020) added that surveys can consist of open-ended questions where participants provide their own responses. These questions that require that participants give their responses are more qualitative in design. The teacher-researcher incorporated the use of open-ended questions to conduct the survey as open-ended questions were deemed significant in obtaining qualitative data when compared to closing questions. Allen (2017) noted that, unlike closing questions, open-ended questions do not provide participants with a predetermined set of answer choices. Instead, they allow the participants to provide responses in their own words. Open-ended questions are often used in qualitative research methods which provide the opportunity for researchers to take a holistic and comprehensive look at the issues being studied because open-ended responses permit respondents to provide more options and opinions, giving the data more diversity than would be possible with a closed-question or forced-choice survey measure.

Table 3.5 Qualitative Survey Questions

Survey Questions	
Please respond to All questions or statements in complete sentences.	
1	Why do you think it is important to use vocabulary and grammatical structures learned in your foreign language class to write your own essays and dialogues, instead of your teacher writing them for you?
2	Why do you think it is important to be able to choose the way in which you present your dialogues, instead of your teacher telling you how to do your presentation?
3	Why do you think it is important to learn the names of the different Spanish- speaking countries?
4	Explain how you felt when you were given the opportunity to include in your dialogue that you are from a Spanish-speaking country.
5	Why do you think it is important for your teacher to allow you to watch video clips of Spanish-speaking children doing various activities?

6	Explain how you felt when you were allowed to watch Spanish – speaking children ordering food items in a café?
7	Explain how you felt when you were given the opportunity to role-play a café or restaurant scene in the foreign language classroom, using the target language?

3.9 Procedure

The teacher-researcher carried out this investigation for this qualitative action research for a period of 5 weeks. Prior to the collection of data, this research was submitted and approved by the Institutional Review Board (IRB). The teacher-researcher subsequently sought approval from the principal of the institution, which was granted. The teacher-researcher also sent a letter to parents seeking approval for their children to participate in the study via email as well as hard copies. The main tools that were used to collect the data included focus groups, observations, as well as surveys.

Week 1

In the first week of the investigatory period, the teacher-researcher carried out a needs assessment to find out the participants' preferred ways of learning by using Howard Gardner's theory of multiple intelligences as a key guide. This was done using focus groups. The results given served as a base for the lessons that were conducted during weeks two to four. In this regard, the teacher-researcher planned and executed the lessons based on the learning styles of the participants as indicated when carrying out the needs assessment.

Weeks 2 - 4

In weeks two to four, the teacher-researcher incorporated the use of activities in line with Howard Gardner's multiple intelligences, Robert Gardner's integrative motivational strategies, and the learner-centered ideology. In weeks two to four, the participants were involved in activities that took into consideration, their learning styles.

As per the focus groups data, for the most part, all the participants were deemed bodily-kinesthetic learners, and four of them were verbal-linguistic and visual-spatial learners. Therefore, precedence was given to these learning preferences; however, the other intelligences were still taken into account during the teaching and learning process. In this regard, participants were given the opportunity to put into action and context, the grammatical concepts and vocabulary through the various themes studied by performing their mini skits, roleplays, and dialogues. Participants demonstrated their verbal-linguistic prowess by writing skits, role-plays, and mini-dialogues and presenting them. Additionally, they took ownership of their learning by showing a level of assertiveness and responsibility as they created their own performance scenes during the process of creating and presenting their scripts. As it relates to integrative motivation, the teacher-researcher integrated an aspect of the culture of distinct Spanish-speaking countries in each week's lessons and the participants did not shy away from incorporating these cultural aspects in their writing and presentations. The teacher-researcher encouraged the participants to emulate or mimic the pronunciation of words as per the accents of native Spanish speakers. In preparation for the various presentations, participants were shown videos of native Spanish-speaking children acting out similar scenes as it relates to the activities that they were tasked to do. The teacher-researcher observed and took field notes as it relates to the participants' level of engagement in the lessons. During the observation period, the teacher-researcher in addition to taking field notes also utilized observation checklists that were based on the learner-centered approach and the integrative approach by Robert Gardner, two of the theoretical principles on which this study is based.

Week 5

In week five, the teacher-researcher conducted a survey to determine how the learner-centered activities as well as the incorporation of aspects of the cultures of the different Spanish-speaking cultures impacted their engagement in the lessons. The participants wrote their responses and were encouraged to answer in complete sentences. They were given the opportunity to complete this survey in a quiet space so as to be able to think and reflect upon the approaches used during the teaching and learning process so that they could give their most genuine responses and feedback.

3.10 Description of Intervention

During a five-week period, the teacher-researcher taught Spanish to students at the M1 level. These pupils are referred to as M1 students because they are currently in their first year of middle school which is termed Middle 1 (M1). The students at this level are those who have recently transitioned from elementary or primary school. The teacher-researcher used the intervention strategy, Focus Group Observation Survey (FGOS) to collect data. The intervention teaching strategies that were utilized to increase the engagement of males in a 6th grade Spanish- as- a- foreign language classroom were methodologies that were aligned to the learner-centered approach as well as Gardner's integrative motivation.

Prior to launching the intervention teaching strategies, the teacher-researcher conducted a focus group interview using Howard Gardner's multiple intelligences theory guidelines. During the focus group interview, participants were asked various questions about their preferred way of learning. Their responses were audio recorded. The teacher-researcher then proceeded to plan and execute lessons accordingly. That is, the teacher-

researcher considered the learning styles of each participant during the planning process and when teaching the lessons. Additionally, the teacher-researcher incorporated aspects of the learner-centered approach as well as the integrative motivational model as per Robert Gardner. The main aspects of the learner-centered approach that were considered included learner's autonomy, learner's creation, learner's accountability, and learner's collaboration. The use of the intervention teaching strategies occurred for the duration of three weeks; three times per week. Each lesson lasted for approximately 40 minutes. During this time, the teacher-researcher observed the participants and recorded field notes. In addition to this, the teacher-researcher also collected pertinent data through the use of observation checklists. There was one checklist that focused on the learner-centered approach strategies, while the other took into account, Robert Gardner's integrative motivation. The teacher-researcher observed each participant keenly in order to ensure that the checklists were completed appropriately and to ensure accuracy in data collection. Subsequently, during week five, the participants completed a qualitative open-ended survey, in which they were tasked to give an account of their learning experiences in the foreign language classroom as well as their views on the effectiveness of the intervention teaching and learning strategies.

3.11 Data Analysis

The aim of analyzing the data in a qualitative action research is to organize the enormous amount of data collected into a logical structure in order to allow the investigator to better understand the information gathered (Efron and Ravid, 2020). During the research process, the teacher-researcher analyzed the data simultaneously with data collection. This was to prevent data from being unfocused, repetitious, and

overwhelming in the sheer volume of material that needed to be focused on. (Merriam and Tisdell, 2016).

Focus Groups

The data received during the focused group meeting were reviewed thoroughly and prior to the first observation period. This prevented the teacher-researcher from losing the opportunity to collect more reliable and valid data (Merriam and Tisdell, 2016).

The data obtained during this meeting were coded based on themes. The themes that were considered relevant to the research were kept by the teacher-researcher, while those that were viewed as irrelevant were discarded. Through the use of deductive coding analysis, the teacher-researcher listened to the interview transcripts and assigned the learning styles as per the responses given by each participant in relation to the characteristics of each of Howard Gardner's theory of multiple intelligences. The teacher-researcher reviewed questions that were linked to the irrelevant data. If it was deemed that the participants did not comprehend the questions, these questions were refined and asked more simplistically.

Observations

The data gathered during the observation process were coded. Merriam and Tisdell (2016) defined coding as the process of making notations next to bits of data that strike the researcher as being relevant or potentially relevant, for answering the research question. A coding scheme was also utilized to group data that contained similar information. This was quite useful as it assisted the teacher-researcher to code data collected during the focus group interview, observation period, and administered the

survey in an organized way based on similar patterns and themes (Mertler, 2020). The data from the field notes were categorized into themes using a grounded approach. This means that the themes were developed after the collection of data. During the process of gathering field notes, the teacher-researcher focused on the tenets of the principles of the learner-centered approach as well as Robert Gardner's integrative motivation and wrote descriptive notes based on the actions that were observed among the participants as they occurred. Key words were used to determine the themes based on the interpretation of the field notes.

The data collected during the observation in the form of field notes were utilized to inform the efficacy of the learner-centered ideology as well as Robert Gardner's integrative model of motivation in increasing the engagement of male students in the foreign language classroom. The teacher-researcher developed a checklist to determine the effectiveness of the learner-centered activities as well as tasks that promoted the integrative motivation model in increasing the engagement of the participants in the foreign language classroom.

Surveys

The information garnered from the open-ended survey questions was grouped according to categories. These categories were then organized into themes based on the principles that are embedded in the learner-centered approach as well as Robert Gardner's integrative motivational model. Deductive coding analysis was used to analyze the data gathered from the survey.

The data gathered from the survey were used to determine the effectiveness of the learner-centered approach as well as Gardner's integrative approach as it relates to

engaging middle school males in the foreign language classroom. This allowed for the research question to be responded to in multiple ways and thereby achieve the purpose of the study.

3.12 Plan for reflecting with participants on data

At the end of the period of collecting data, the teacher-researcher created a PowerPoint presentation as it relates to the data. The teacher-researcher then invited the participants to the foreign language classroom during an assigned session, shared the results, and provided them with an opportunity to add any additional feedback as well as reflect upon the period of carrying out the research.

3.13 Chapter Summary

This chapter has laid out the methodology for this qualitative action research study. It has provided the restated versions of the problem of practice, the research question, as well as the purpose of the study. It has given a thorough description of the action research methods and design as well as the rationale.

This chapter has also provided in-depth information about the setting and time frame of the study and also a biography of each participant. It has taken into account the ethical principles for conducting an action research in terms of validity and protecting the participants' integrity.

The three main data collection instruments – focus groups, observations, and surveys have been described, giving a rationale for the use of each instrument. Additionally, the procedure for collecting the data and the data analysis strategies were established. Finally, a plan was developed for sharing and reflecting on the result of the data with the participants.

CHAPTER 4

PRESENTATION AND DATA ANALYSIS

4.1 Introduction

The main aim of this qualitative action research was to determine the effect of Howard Gardner's theory of multiple intelligences, the learner-centered approach, as well as Robert Gardner's integrative motivational strategy on increasing the engagement of middle school students identified as males in the Spanish- as- a- foreign language classroom. The teacher-researcher carried out the study to investigate the engagement of boys during regular teaching sessions in an authentic learning environment within a middle school setting. The teacher-researcher collected data using focus groups, observations, and surveys (FGOS). The teacher-researcher analyzed the qualitative data obtained from the focus group as well as surveys using deductive coding analysis. Thematic and narrative analyses as well as a grounded approach were used to analyze the observation data. The problem of practice addressed was that most middle school males are not enthused when it comes to foreign language learning; hence, they are not engaged in the learning process in the classroom.

This chapter examined the findings of two research questions: “How does an intervention model utilizing Howard Gardner's theory of multiple intelligences, Robert Gardner's integrative motivational strategies, and a learner-centered instructional approach impact the engagement of young men in a 6th-grade foreign language classroom?” and “What are the perceptions of students identified as males whose first

language is English in regard to the strategic learner-centered and motivational strategies employed in a Middle 1 (M1) foreign language course?”

4.2 Findings

Focus Group

Howard Gardner’s Multiple Intelligences

For the first task during the research process, the participants were involved in a focus group interview to determine their learning styles and needs based on Howard Gardner’s theory of multiple intelligences. All the participants were audio-recorded during the focus group meeting while they responded to the questions. The participants were asked the following questions below:

Table 4.1 Focus Group Interview Questions to Discover Learning Styles and Needs

1	Do you enjoy singing?
2	Do you enjoy puzzles and other word games?
3	Do you like working by yourself.
4	Do you learn best with charts, maps, and graphic organizers?
5	Do you learn best when you can talk over a new idea?
6	Do you enjoy doing work that involves art, photography, or craft?
7	Do you like listening to music?
8	Do you get along well with different types of people?
9	Do love class activities that involve acting or moving?
10	Do you enjoy doing written assignments in class?
11	Do you learn best by doing hands-on activities?
12	Do you enjoy doing classes outside?
13	Do you often help others without being asked?

14	Do you get restless easily?
15	Do you always do things one step at a time?

Table 4.2 outlines the results of the Focus Group and evaluation of the Learning Styles of each of the male students.

Table 4.2 Learning Styles as per Howard Gardner's Theory of Multiple Intelligences

Learning Styles as per Howard Gardner's Theory of Multiple Intelligences	
Boy 1	Verbal-linguistic, Bodily-kinesthetic, Visual-spatial, Interpersonal
Boy 2	Musical-Rhythmic, Verbal-linguistic, Bodily-kinesthetic, Visual-spatial, Interpersonal
Boy 3	Verbal-linguistic, Bodily-kinesthetic, Visual-spatial, Interpersonal
Boy 4	Verbal-linguistic, Bodily-kinesthetic, Interpersonal
Boy 5	Bodily-kinesthetic, Visual-spatial

As noted in the results, several learning styles were evident across the five students. It is important to note that in Table 4.2 the learning styles are not listed in any particular order or ranking. They were randomly written as the teacher-researcher reviewed the audio transcript of the focus group interview. Consequently, the learning styles that appeared the most evident with this group of male students were bodily-kinesthetic, verbal-linguistic, and visual-spatial. There were also notable differences among the male students as their learning styles were evaluated.

As per the transcript from the focus group interview, the only participant who was not fond of puzzles and other word games was Boy 5. In response to the question, "Do you like working by yourself?" One participant said "No," one said "Sometimes," while the others responded in the affirmative. It was also interesting to note that Boy 2 was the

only participant who gave a positive response to doing work that involves art, photography, or craft. This is important to note because bodily-kinesthetic involves learning through physical hand and body movement and he was also the only participant who did not enjoy listening to music and did not get along well with different types of people. Boy 1 was the sole participant who disliked class activities that involved acting or moving. None of the participants enjoyed doing written assignments in class; however, they all learned best by doing hands-on activities.

The teacher-researcher took the learning styles and needs of the participants into consideration during the planning periods as well as the execution of the lessons. Since most of the participants are verbal-linguistic, visual-spatial, and bodily-kinesthetic learners, these attributes were embedded in these lessons. As per verbal-linguistic activities, the participants were required to write dialogues and roleplay scripts and present them as if they were in real-life settings. Visual-spatial activities take into account the watching of videos. As bodily-kinesthetic activities are associated with doing things, the participants being involved in acting out a restaurant scene was an authentic example. It must be noted that the learning styles were not listed in any order of importance or dominance.

RQ 1. How does an intervention model utilizing Howard Gardner’s theory of multiple intelligences, Robert Gardner’s integrative motivational strategies, and a learner-centered instructional approach impact the engagement of young men in a 6th-grade foreign language classroom?

Teacher-Researcher Observations

The teacher-researcher utilized observations as a way to analyze the impact of the specialized intervention. Within this process of recording and analyzing field notes as well as reviewing the observation checklists during the observation period, five themes emerged from this part of the study. The themes that surfaced were associated with Robert Gardner's integrative motivation as well as the learner-centered approach. Integrative motivation as per Robert Gardner, suggested the need for the incorporation of culture in the foreign language classroom. The learner-centered approach implied that the importance for students to demonstrate ownership and the need for teachers to give students autonomy in the learning environment. Although Howard Gardner's theory of multiple intelligences is not directly associated with theme 2: "student absences affecting engagement," intrapersonal intelligences, which can be linked to self-reflection, can be applied. The reality is that Boy 2's absences were as a result of his own behavior, so while he was required to pay attention to the task at hand, he might have been distracted due to his own thought processes or introspection. Below those themes will be explored in greater detail.

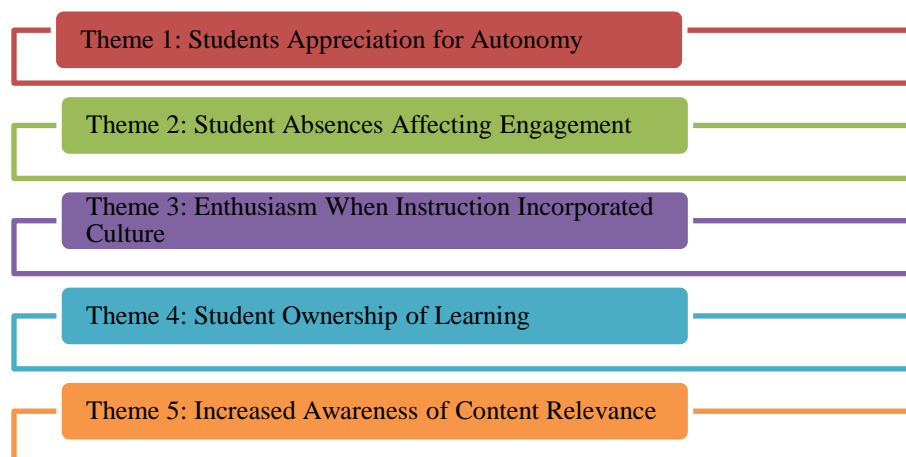


Figure 4.1. Illustration depicting five emerging themes from observations

Theme 1: Students Appreciation for Autonomy

Giving students autonomy during the learning process is quite empowering, especially if the teacher's main goal is to have them fully engaged. Reeve (2011) encouraged teachers to give students autonomy as this is one of the most crucial support they need. Reeve et al. (2020) indicated that teacher-provided autonomy support tends to increase students' agentic engagement during class. Reeve et al.(2020) seemingly supported the principles of the learner-centered approach. During the three weeks of observation, the teacher-researcher discovered that the participants appreciated the opportunity of being autonomous learners. The teacher-researcher observed that once the participants were given the instruction as to the content that should be included in their dialogue for example, they discussed with their peers relating to how they should organize it. For example, prior to commencing the writing of the dialogue, Boy 2 said to his partner, "I will start the conversation." It must be noted that Boy's 2 partner was not a participant in the study. Overall, the students appeared to appreciate being given autonomy as it related to working with others and selecting their assignments. In this

respect, the teacher-researcher deduced that the participants demonstrated agentic engagement as they were quite invested in the tasks at hand and took the initiative to speak up during class activities to communicate their interests and preferences (Reeve et al.,2020). On day one of week two, the participants were assigned a graded task and provided the autonomy to choose how they wanted to tackle it. They had the option to work with a partner and do a dialogue or work alone in writing an essay. The teacher-researcher noted the conversations among the participants as they decided whether to choose the dialogue or essay. Boy 1 said to his peer who was a participant in the study, “Let’s work as partners and do the dialogue together because we can help each other out.” His partner, who was a participant in the study, responded in the affirmative. All the participants chose to work with a partner to do the dialogue.

The teacher-researcher observed that the participants demonstrated learner autonomy by being willing to participate actively in their learning. They worked at a comfortable pace, exploring their interests. These participants did not rely on the teacher-researcher to dictate the content and vocabulary that they should incorporate in their assigned tasks during weeks two to four. Once the writing expectations were relayed to them as guided by instructions for the assigned tasks as well as the writing rubric (Table 4.3), they went ahead and worked feverously to complete their assignments and charted their own course in the process.

A rubric (Table 4.3) was utilized to evaluate their writing skills. The fact that the action research was carried out in a normal classroom setting, the teacher- researcher had to report on how well the students have mastered the standards that are aligned to each language skill biweekly. Therefore, the writing standards set out by the Department of

Education, Bermuda, for students studying foreign languages at the Middle 1 level, were used as a guide to develop this rubric. Please see the rubric below. Students were also encouraged to add a cultural flare to the writing task by including that they are from a Spanish-speaking country.

Table 4.3 Dialogue Writing Rubric – Writing Skills

Standards	Level 0 No Evidence	Level 1 Below Expectations	Level 2 Partially Meets Expectations	Level 3 Meets Expectations	Level 4 Exceeds Expectations
Effectively uses appropriate thematic vocabulary: old and new	Makes no attempt to write	Uses appropriate thematic vocabulary (old and new) with major spelling errors	Uses appropriate thematic vocabulary (old and new) with few spelling errors	Effectively uses appropriate thematic vocabulary: old and new	Effectively uses appropriate thematic vocabulary: old and new along with relevant vocabulary done outside of the unit
Uses proper grammar and grammatical structures in line with current topics learned (past and present)	Makes no attempt to do activity	Uses grammar with major errors and limited vocabulary in line with current topics learned.	Uses grammar with few errors and vocabulary in line with current topics learned.	Uses proper grammar and vocabulary in line with current topics learned	Uses a wide variety of vocabulary and grammar in line with current and previous topics
Writes short texts using simple sentences and familiar language to convey meaning and information	Makes no attempt to write	Writes short texts using simple sentences with major errors which hampered effective communication of information.	Writes short texts using simple sentences with minor errors which affected clarity of communication.	Writes short texts using simple sentences and familiar language to convey meaning and information	Writes short and long texts using simple and complex sentences and relevant language to convey meaning and information

This data was significant as it showed the teacher-researcher the aspects of the learner-centered approach that were fully effective in keeping the participants engaged. It also showed the teacher-researcher that the learner-centered approach is indeed impactful in the foreign language class as it relates to keeping students engaged.

Table 4.4 demonstrated the participants' autonomy in being willing to work at their own pace, exploring their interests.

Table 4.4 Weeks 2 – 4 Learner Observation Engagement
Checklist for the Learner-Centered Approach – Category 6

Participants	Category 6 - Week 2		Category 6 – Week 3		Category 6 - Week 4	
	Participant shows learner’s autonomy by being willing to work at his own pace and by exploring his own interests					
Boy 1	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓
Boy 2	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	Ab.	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	Ab.
Boy 3	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓
Boy 4	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓
Boy 5	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓

Theme 2: Student Absences Affecting Engagement

Gottfried (2014) indicated that absenteeism can be detrimental to the success of students as early as kindergarten and can reduce educational engagement. During the second week of the research process, the teacher-researcher's observation process was carried out over three days within a 40-minute time slot for each lesson. On the first day, participants were required to complete writing their dialogues. The teacher-researcher recorded the first absence on day 3 of week 2. Boy 2's partner was absent from class. His partner was not a participant in the study. He was absent for the first time from Spanish class as well as from school as the teacher-researcher was also his homeroom teacher and ultimately the first teacher to encounter with him on a daily basis. Although Boy 2 worked on writing the script for the dialogue by himself, the teacher-researcher noted in the field notes that he was on task but not engaged as he should have. Therefore, the teacher-researcher engaged Boy 2 in the following conversation as to the reason why he chose not to work assiduously on the assigned task:

Teacher-researcher: Boy 2, why don't you continue writing the dialogue? Is it that you are not feeling well?

Boy 2: I am feeling okay, but my partner is not here, and I can't do it by myself.

Teacher-researcher: Why don't you continue with an imaginary conversation between you and your partner? Just imagine how he would have responded to the questions that you ask. When he returns to school, he could review what you have written and make changes if he does not agree with what you have.

Boy 2: I can't! I don't know anything about him.

Teacher-researcher: Remember that I told you that it is imaginary. It is not real. Just use the rubric as a guide to ensure that you include the necessary information.

Boy 2: That's a great idea! I will do that then.

Teacher-researcher: Thanks for cooperating.

Boy 2: Okay.

As seen in the above conversation, during the absence of Boy 2's partner the teacher-researcher endeavored to incorporate aspects of the learner-centered intervention strategies by making suggestions and ultimately allowing the young man to have a say in the decision process. So, there was a collaboration between teacher and student as it relates to the required assignment. Harrington and DeBruler (2019) indicated that in a learner-centered environment, teachers and students work collaboratively to co-create a learning plan or pathway that best suits the needs of each individual learner.

The teacher-researcher also acknowledged in her field notes that had it not been for the absence of his partner, Boy 2 would have completed the script as he would have been more motivated to do so as in the case of Boy 5 and Boy 1 who had finished writing their scripts. In essence, Boy 2 was quite frustrated because his partner's absence during day 3 of week 2 had hindered him from completing the task. The data from the focus group interview indicated Boy 2's preferences for activities that involve musical-rhythmic, verbal-linguistic, bodily-kinesthetic, visual-spatial, and interpersonal intelligences as per the tenets of Howard Gardner's theory of multiple intelligences. Therefore, Boy 2's frustration could have stemmed from the fact that the activity that he was required to carry out was more verbal-linguistic. A combination of activities that catered to his learning preferences perhaps could have minimized his level of frustration.

Not only did the absence of Boy's 2 partner affect his level of engagement, but his own absence also affected this as well. The teacher-researcher had also noted in her field observation that Boy's 2 absences on day 2 of week 2 as well as day 3 of week 4 might have contributed to his inconsistency as it relates to his level of engagement. Boy 2 generally does not have a chronic attendance issue as it relates to being present at school; however, he is pulled out of regular classes occasionally for a day by administration due to his frequent infractions in most of his classes. On the days that he was absent, he was placed on in- school suspension (ISS) for being non-compliant in a number of his classes. The teacher-researcher noted that in two consecutive lessons Boy 2 was off task. During day three of week three which was the last lesson for that week as well as day one of week four which was the first lesson for that week, this participant was not engaged in the lesson. In this regard, it can be said that when a student is absent from class, this can have a negative impact on class engagement. Stewart et al. (2011) noted that students' attendance is a predictor of their performance. The learner-centered approach does not only focus on students being able to understand and apply the content that they have studied to real-life contexts, but also on the whole child. The teacher-researcher did not resort to labeling the young man based on him being absent and the reasons that led to him being absent as, rather than labeling young people the learner-centered approach provides them with a range of ways to engage with ideas and content, including hands-on, embodied, and experiential opportunities (Hansen, 2019). In this regard, the teacher-researcher made suggestions to Boy 2 based on how he could approach writing the dialogue in the absence of his partner. He accepted the recommendation because he had

the support to carry out a meaningful learning opportunity aligned to his strengths (Hansen, 2019).

It must be noted that the teacher-researcher carried out this action research within her own Spanish-as-a-foreign language classroom in order to address the issue of student engagement. However, as Boy's 2 absence was based on infractions that he committed in other classes, the teacher-researcher concluded that his teachers might not have been cognizant that he possesses the following intelligences: verbal-linguistic, bodily-kinesthetic, visual-spatial, musical-rhythmic, as well as interpersonal and therefore preferred to participate in class activities that connect with these intelligences as opposed to those activities that use a one-size-fits-all instructional approach. It was highly likely that the inclusion of activities that appealed to his intelligences would have possibly eliminated behavioral problems in their classrooms as his learning needs and preferences would have been addressed.

Theme 3: Enthusiasm When Instruction Incorporated Culture

In the foreign language classroom, it is very pivotal that the students become interested in language learning to improve their learning level and quality (Zhao, 2014). To arouse the students' learning interest, the teacher is required to stimulate their desire for learning (Zhao, 2014). To promote the students' interest in foreign language learning, and boost enthusiasm the teacher can introduce them to the customs of the target culture through songs, as well as original films and authentic materials such as magazines (Zhao, 2014). Zhao (2014) seemingly supported Robert Gardner's integrative motivation. Integrative motivation, as per Robert Gardner promotes the use of the culture of the target language in the foreign language classroom. Robert Gardner (2010) stated that,

Individual's openness (willingness or ability) to take on features of another community must be considered an important part of the second language process. This is viewed as a cultural component of second language learning and is represented in the construct of integrativeness (p.3).

During week three, all the participants had completed the written versions of their dialogues and were tasked with presenting them in the classroom setting. Boy 5 and Boy 1 completed the writing task on day one, while On day two of week three, all the other participants completed writing their dialogues. Before the participants were allowed to make their presentations, they were required to watch an authentic video of Spanish-speaking children performing the acts that the content of the dialogues incorporated. A sample of the dialogue written by participants is below as well as the English translation.

Un diálogo

I: Buenos días

R: Buenos días

I: ¿cómo estás?

R: Estoy Bien ¿y tú?

I: Estoy Bien

R: ¿cómo te llamas?

I: me llamo ~~me~~^I ¿y tú?

~~I~~ R: me llamo ~~R~~^R

I: ¿Dónde vives?

R: yo vivo en Mexico ¿y tú?

I: yo vivo en Mexico

R: ¿cuantos años tiene?

I: Tengo 11 años ¿y tú?

R: Tengo 12 años

I: ¿cuando es tu cumpleaños?

R: Mi cumpleaños es el veinticuatro de diciembre ¿y tú?

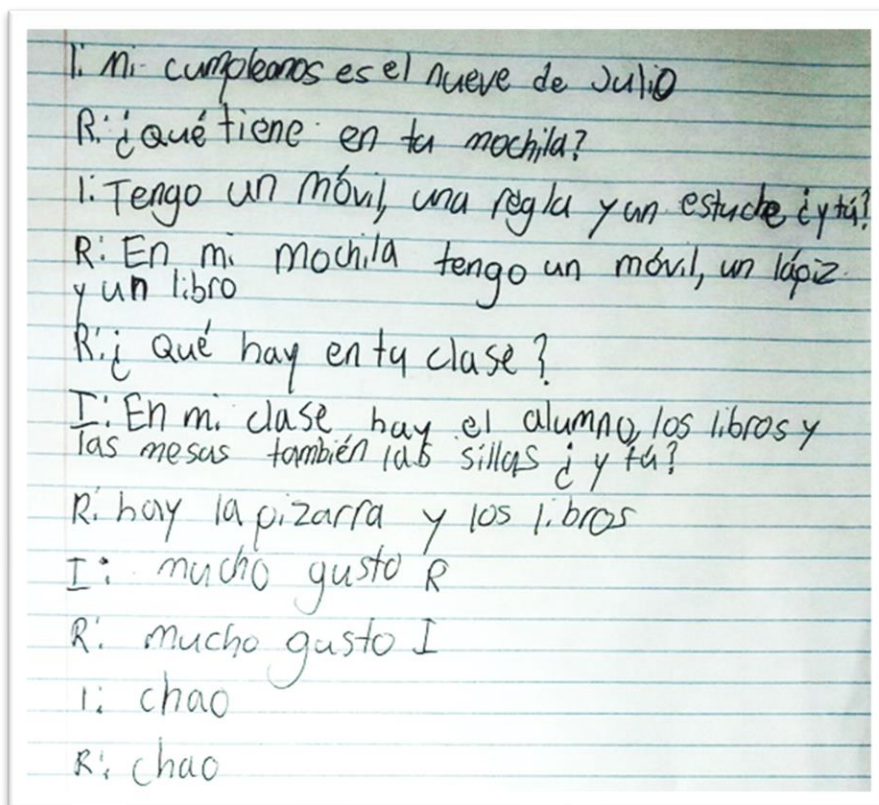


Figure 4.2. Illustration depicting a sample of one of the dialogues that participants wrote

Table 4.5 English Translation of the sample dialogue above

A dialogue	
I:	Good morning.
R:	Good morning.
I:	How are you?
R:	I am fine, and you?
I:	I am fine.
R:	What is your name?
I:	My name is I, and you?
R:	My name is R.
I:	Where do you live?
R:	I live in Mexico, and you?
I:	I live in Mexico.
R:	How old are you?
I:	I am 11 years old, and you?
R:	I am 12 years old.
I:	When is your birthday?
R:	My birthday is December 24 th , and you?
I:	My birthday is the ninth of July.
R:	What is there in your schoolbag?
I:	I have a mobile phone, a ruler, and a pencil case, and you?
R:	In my schoolbag I have a mobile phone, a pencil, and a textbook.
I:	What is there in your classroom?

R: In my classroom there are the male student, the textbooks, the tables, also the chairs, and you?

I: There are the board and books.

I: Nice to meet you R.

R: Nice to meet you I.

I: Bye-bye

R: Bye-bye

The purpose of the participants watching the video was to ensure that they add a cultural flavor to their presentations. The teacher-researcher did not want the participants to merely recite the memorized script. Therefore, Robert Gardner's integrative motivation was brought into play as it relates integrating culture. With an aim to incorporating the Spanish culture in the classroom, the teacher-researcher played a video of Spanish-speaking children having conversations with each other. This conversation was based on the topics that the participants had to include in their dialogues. This video presentation served to set the tone for the presentation that the participants were required to do. The teacher-researcher noticed that the participants were quite enthusiastic as the video not only portrayed the authenticity of the spoken language, but also the nonverbal cultural gestures that were involved.

Giving students the freedom to make decisions in the teaching and learning process is synonymous with the learner-centered theory and could be a best practice that educators could strive to adopt. The participants had a choice of how they wanted to present their dialogues. In this regard, they were urged to be creative and realistic during

their presentations. On day three of week three, the participants presented their dialogues. They all displayed enthusiasm during the presentation. After presenting Boy 1 said, “I feel like I can speak Spanish now.” Boy 5 remarked “I feel like I was born in Spain.” They then chuckled. Boy 1 and Boy 5 worked together as partners during the preparation of the dialogue and ultimately, the presentation. The teacher-researcher utilized a checklist to evaluate the engagement of the participants in the lesson as per the learner-centered approach and the integrative motivation model (See Appendix E, Tables: E.4, E.6, E.7, and E.12).

At the commencement of week four, the teacher-researcher started a new unit on the topic “La comida y la bebida.” Participants were introduced to vocabulary and expressions that were required to be taught as per the foreign language school’s curriculum when teaching the different types of foods and beverages. Although ordering food at a restaurant or café is not included in the curriculum, the researcher inserted it as she thought it was vital in using this medium to add a cultural flare to the lesson by creating a miniature restaurant scene in the classroom where students would be required to order food and beverages in the target language. The teacher-researcher assimilated the Spanish culture as per Robert Gardner’s integrative approach in the classroom during the intervention phase of the investigation. Additionally, Howard Gardner’s theory of multiple intelligences was also included in relation to bodily-kinesthetic intelligence. The fact that all of the participants were kinesthetic learners in that they enjoy moving around and being physically involved in the learning process as per the data from the focus group interview, this activity was quite relevant as it catered to the learning preferences of all the participants.

On day two of the fourth week, the participants reviewed the food vocabulary and expressions for ordering food and beverages at a restaurant or café. They then watched a video of native Spanish-speaking children who were ordering and ultimately having lunch at a café. This video was to set the tone for the roleplay that the participants were required to perform. As the Spanish culture was involved, this activity was linked to Robert Gardner's integrative motivation. The participants were then given the opportunity to form their own groups. In this respect, they were given autonomy as it relates to the learner-centered theory. They also had the option of focusing on a café or restaurant scene. They were told to write a roleplay script in which they order and serve food at a café or restaurant. In each group, one person was required to play the role of a waiter and the others, customers. All the participants were enthusiastic to participate. Due to limited time, however, the participants were not able to complete the writing of their scripts within the class period.

On the third day of week four, the participants completed their scripts within the first few minutes of the class period. A sample of the roleplay script written by participants is below as well as the English translation.

En el café - 4 Role Play

R: Hola buenas tardes, ¿Qué quieres comer?
¿Qué quieres beber?

I: ¿Quiero unas patatas fritas y una
limonada ¿y tú?

R: Quiero un bocadillo, una hamburguesa, y
agua mineral.

Camarero: Aquí está el menú.

R: Gracias camarero

I: Gracias camarero

I: ¿Cuánto cuestan las patatas fritas y
la limonada, camarero?

Camarero: doce dólares.

R: ¿Cuánto cuestan el bocadillo, la hamburguesa
y el agua mineral, camarero?

Camarero: trece dólares

I: La comida es deliciosa.

R: Gracias camarero

Camarero: De nada

I: Adiós, camarero

R: Adiós, camarero

Figure 4.3. Illustration depicting a sample of one of the scripts for the roleplay that the participants wrote

Table 4.6 English Translation of the sample roleplay script above

In the café – A Roleplay

R: Hello, good afternoon. What do you want to eat? What do you want to drink?

I: I want some potato fries and a lemonade, and you?

R: I want a sandwich, a hamburger, and mineral water.

Waiter: Here is the menu.

R: Thank you waiter.

I: Thank you waiter.

I: How much do the potato fries and lemonade cost, waiter?

Waiter: 12 dollars.

R: How much do the sandwich, hamburger, and mineral water cost, waiter?

Camarero: 13 dollars.

I: The food is delicious.

R: Thanks, waiter.

Waiter: You are welcome.

I: Goodbye, waiter.

R: Goodbye, waiter.

The teacher-researcher provided the participants with real food items as well as replicas of food items that they chose to focus on in their roleplay. The waiter was given an apron and a tray to serve these food items. The teacher-researcher put on background cultural Spanish music to create an authentic café scene, which the participants opted to focus on. The participants were quite enthused as realism was brought into the classroom. They also got the opportunity to consume the real food items that they utilized in their presentations. Boy 2 was the only participant that did not participate in this task due to his absence. The teacher-researcher utilized the observation checklists to evaluate the engagement of the participants as well as a rubric to assess their overall presentation of the roleplay. This rubric was geared towards the evaluation of their speaking skills. Although the focus of this action researcher was to assess students' engagement and not their speaking skills, the teacher-researcher had to fulfill the mandate of the ministry of education by assessing and reporting on students' language skills and ultimately their academic performance biweekly. The teacher-researcher had to ensure that this was done as the research was conducted in a regular classroom setting. Also, this rubric was created, using the speaking standards for foreign languages at the Middle 1 level as a guide as per the Department of Education, Bermuda. Please see the rubric below.

Table 4.7 Roleplay Presentation Rubric – Speaking Skills

Required Skills	Level 0 No Evidence	Level 1 Below Expectations	Level 2 Partially Meets Expectations	Level 3 Meets Expectations	Level 4 Exceeds Expectations
Fluency as it relates to speaking the language clearly.	Makes no attempt to speak	Speaks using with major pronunciation errors	Speaks using with few pronunciation errors	Speaks using clear pronunciation and intonation	Speaks with natural fluency
Accuracy of grammar and content	Makes no attempt to do activity	Uses grammar with major errors and limited vocabulary in line with current topics learned	Uses grammar with few errors and vocabulary in line with current topics learned	Uses proper grammar and vocabulary in line with current topics learned	Uses a wide variety of vocabulary and grammar in line with current and previous topics
Communicative competence as it relates to using language to communicate ideas clearly	Makes no attempt to communicate	Communicates ideas vaguely with use of inappropriate language	Communicates ideas, but sometimes ideas are not clear. Sometimes the use of language is not appropriate	Communicates ideas clearly with use of appropriate language	Communicates ideas clearly with use of appropriate language coupled with the use of gestures and body language

Tables E7, E8, E9, and E10 (Appendix E) demonstrated that during weeks two to four, the participants were fully engaged and were enthusiastic to participate in activities that depicted the target culture. The teacher-researcher noted that the participants were passionate about the video presentations during the lessons. After the video presentation that showed Spanish-speaking children discussing items in their classroom, Boy 1 said, “I would like to watch more videos.” Boy 3 said, “Senorita, please let us watch more of these videos because I learn a lot from them.” The learner-centered approach implies that students are more inclined to learn when they are given the opportunity to actively participate in the teaching and learning process and also when activities are relevant to real-life situations. The participants, in their involvement in the activities, manifested that

authenticity is valued in the foreign language classroom; hence, their reason for being actively engaged.

The participants watched video recordings of Spanish-speaking children in café and restaurant scenes. They were required to emulate these children in the way in which they articulated during their presentations. The teacher-researcher observed that during his presentation of the café scene, when Boy 4 said to the waiter “La comida es deliciosa,” which means in English, “The food is delicious,” he increased the volume of his voice. He also displayed a pleasant facial gesture when he expressed his satisfaction about the food. The boy in the video that he watched had increased his tone of voice when he expressed how tasty the food was and was also quite pleasant when he expressed his delight about the food. The teacher-researcher also noted that Boy 3 gave the “c” in “gracias” the English unvoiced “th” sound just as it was pronounced by the girl in the video when he said “Gracias, camarero,” which translates to English, “Thank you, waiter.” The fact that the teacher-researcher had created an authentic restaurant scene in the classroom where participants were encouraged to enunciate and pronounce words and expressions as if they were native speakers, this indeed had set the tone for participants to feel as though they were part of the people and culture whose language they were learning. The participants were not merely learning grammatical rules and expressions, they were putting language into perspective in an authentic way.

During weeks two to four, as evidenced by Table E8 (Appendix E), the participants exerted effort and were willing to learn about the target culture via video presentations. As it relates to integrative motivation, the participants were quite affected in a positive way. They wanted to be closely affiliated with the culture of the target

language as evidenced by their willingness to be involved in activities that allowed them to represent the people whose language they were studying and obviously appreciated. During one of the video presentations, Boy 3 asked, “Señorita, are we going to watch these videos every day?” Before I could respond, Boy 4 said, “Yes we should because it’s fun and everything seems real.”

This data is significant as it indicated the effectiveness of Robert Gardner’s integrative motivation in the foreign language classroom, especially as it relates to students’ interest in the target culture which heightened their enthusiasm and ultimately engagement.

Theme 4: Student Ownership of Learning

Students taking ownership of learning means that they are motivated, engaged, and self-directed. It signifies that students can monitor their own progress and can reflect on their learning based on mastery of content (McClaskey, 2018). Additionally, learners have the skills, knowledge, and dispositions to independently direct and design their own learning experiences (McClaskey, 2018). In this respect, it can be said that McClaskey’s (2018) view relating to students taking responsibility for their learning, supported the learner-centered approach to teaching and learning. It is interesting to note that during weeks two to four of the observation period, the teacher-researcher noticed that the participants took charge of their learning. The participants took responsibility for the task that they had at hand by taking steps to ensure its completion. The teacher-researcher noted in her observational notes that participants, during the paired and group tasks were seen collaborating with their colleagues as to the trajectory that their presentation should take. During the process of collaborating with their group members for the roleplay, Boy

4 said, “I will be a customer because I want to order the food.” Each group member discussed and agreed upon the roles that they would play during the presentation. Participants were observed taking the initiative to rehearse their scripts without being instructed to do so by the teacher-researcher. During the process of rehearsing his script for the café or restaurant scene, Boy 5 said to his group members, “Hold my book and see if I am saying it right.” Boy 1 who was a member of his group cooperated. They both took turns rehearsing without their scripts. Table E.4 (Appendix E) demonstrated that during weeks two to four, the participants exhibited the desire to take ownership of their learning.

Theme 5: Increased Awareness of Content Relevance

Oftentimes in the foreign language classroom, students question the relevance of what they are learning. Fox (2011) argued that when students do not see the connection between the content and activities of the course and their future lives, they question what is happening and what we ask them to do. Fox’s (2011) view is in line with the learner-centered approach which implied the need for connectedness between the curriculum and the real-world. Robert Gardner’s integrative motivation establishes a connection between the target language and culture. Robert Gardner implied that culture and language go hand-in-hand and language teaching must reflect the interrelatedness between the two in order for foreign language learners to see the relevance of studying a language. Fox (2011) implied that to keep students motivated and ultimately engaged, the course content and activity should be relevant. Some practices that can help teachers establish the relevance of course content and activities include regularly sharing and discussing the learning outcomes of the course, tying those learning outcomes to the

required activities and assignments, and orienting students at the beginning of each class period by discussing the “What, Why, and How” of that day (Fox, 2011).

As customary, at the beginning of each lesson, the teacher-researcher communicated the objectives of the lesson as well as each task and also the relevance. In addition, the teacher-researcher ensured that the lesson’s objectives were referred to during the course of each class period. During the observation period, the teacher-researcher noticed that the participants were quite cognizant of what they were learning and also its importance and relevance. Robert Gardner implied the need to make students aware of the relevance of language to the target culture by virtue of the activities undertaken in the foreign language classroom. Also, the fact that the objectives were visible on the board and communicated verbally to the participants catered to their verbal-linguistic intelligence as well as visual-spatial as per Howard Gardner’s theory of multiple intelligences. It must be reiterated that only Boy 4 was not interested in visual-spatial activities and Boy 5 did not take a keen interest in activities that involve verbal-linguistic intelligence as they indicated in the focus group interview. The participants were quite cognizant of the fact that they were not merely learning the concepts taught in Spanish because it is required for them to do so. They were quite aware of the benefits of doing each activity and the importance of developing communicative competence in a foreign language. As per the observational notes, the participants were quite conscious of the role of understanding the target culture. After the roleplay scene Boy 1 said, “I feel like I am in Spain in a restaurant! I am going to go there one day to experience this! It’s fun!” Boy 4 said, “Señorita, you should bring food for us every day. Different food that Spanish people eat. Spanish class is now my favorite. We don’t have to write notes all the

time and do worksheets. We get to do roleplays”. The participants were given the opportunity to ask questions regarding the objectives and the reason for them studying the themes or topics. With an understanding of the relevance of the content to their lives, the participants demonstrated a willingness to be engaged in the lesson and the accompanying tasks.

Research Question 2: What are the perceptions of students identified as males whose first language is English in regard to the strategic learner-centered and motivational strategies employed in a Middle 1 (M1) foreign language course?

4.3 Emerging Themes

Research Question 2 asked the following question, What are the perceptions of students identified as males whose first language is English in regard to the strategic learner-centered and motivational strategies employed in a Middle 1 (M1) foreign language course? In an effort to capture the participants' perspective, the participants were given an open-ended survey which gave them the opportunity and freedom to respond in their own words and to give their genuine opinions and feedback. This research question is aligned to the overall purpose of the study in that the study's purpose was to evaluate the effectiveness of the intervention strategies used. It was considered worthy to have the views of the participants as their voices were pertinent as it relates to the effectiveness of the intervention strategies. This indeed provided valuable data as it relates to improving the teacher-researcher's practice as an action researcher. As a result of the data collected from the survey, the teacher-researcher noted five dominant themes. The emerging themes are shown on the diagram below and are explained thoroughly in the subsequent paragraphs.

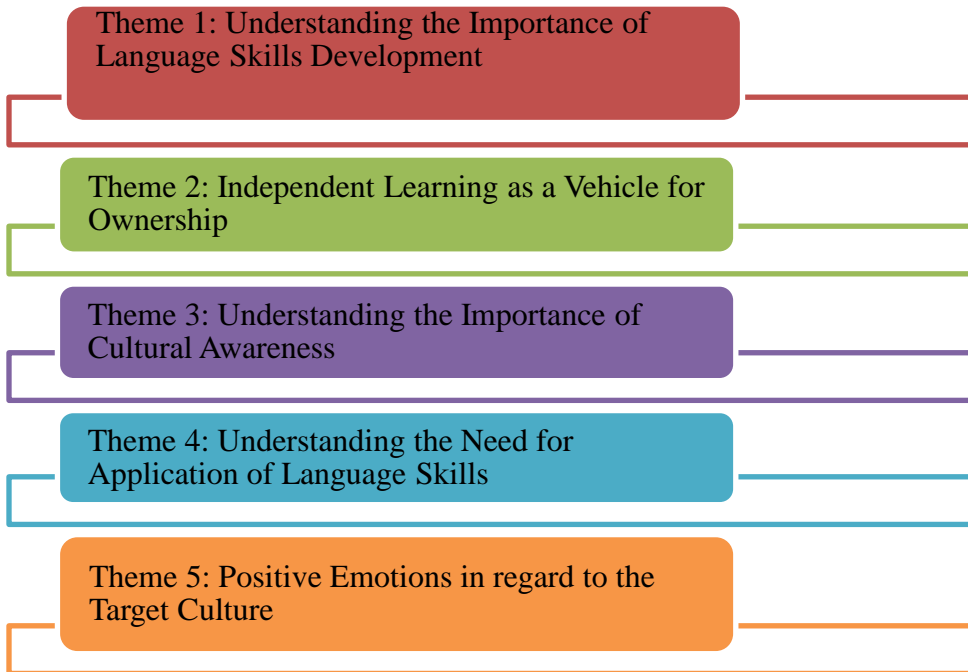


Figure 4.4. Illustration depicting five emerging themes from a qualitative survey

Theme 1: Understanding the Importance of Language Skills Development

As it relates to the development of language skills, students articulated an awareness of their need to develop their individual language skills. Darancık, (2018) asserted that the four basic language skills, listening, reading, speaking and writing are indispensable parts of foreign language teaching and learning. For successful and effective education and training in foreign language courses, these four basic language skills must be developed and reinforced in accordance with the level and needs of the learners (Darancık, 2018). Blanka, (2014) suggested that the four language skills should be integrated in foreign language classes so that pupils can focus more on functional use of language. There were several examples of this theme evident in participant responses. Question one stated, “Why do you think it is important to use vocabulary and grammatical structures learned in your foreign language class to write your own essays

and dialogues, instead of your teacher writing them for you?” Participants responded to this by expressing that the activity would allow them to “grow language,” “learn better,” as well as “learn Spanish.” In this regard, the teacher-researcher deduced that the participants as it relates to Boys 1, 2, and 3 saw the importance of utilizing vocabulary and grammatical concepts in writing tasks as it relates to developing their language skills. This theme is linked to Robert Gardner’s verbal-linguistic intelligence as the participants clearly saw the need to have a good grasp of the target language that they have been studying in order to be articulate.

Additionally, this theme also came into existence as a result of the participants’ responses to question three, “Why do you think it is important to learn the names of the different Spanish- speaking countries?” In this respect, Boy 1 said, “So I know about them and know how to pronounce them,” while Boy 3 said, “ So I can pronounce them properly.” By expressing the desire to possess knowledge about the Spanish-speaking countries, Boy 1 demonstrated the importance of the incorporation of Robert Gardner’s integrative motivation in foreign language teaching. It was not surprising that Boy 1 and Boy 3 were interested in ensuring that they could pronounce words appropriately in the Spanish language as they possess verbal-linguistic intelligences, in relation to their preferences in learning tasks as evidenced by the results from the focus group interview.

Furthermore, this theme also emerged as a result of the responses to question five, “Why do you think it is important for your teacher to allow you to watch video clips of Spanish-speaking children doing various activities?” given by Boys 1 and 3. Boy 1 stated, “So we know how to pronounce them,” while Boy 3 responded by saying “So you can learn how to say the activities in Spanish.” In essence, the keywords that elicited this

theme in the participants' responses are "grow," "learn," "pronounce," and "say." Based on the responses given, the teacher-researcher was able to understand more, the perceptions of male students in regard to the motivational strategies employed in the Middle 1 (M1) foreign language classroom. In this respect, the teacher-researcher deduced that Boy 1 and Boy 3 were quite determined to improve their language skills. Robert Gardner (2010) said that "Even if one learns simply to count to ten in another language, the individual is making something that is foreign part of his/her behavioral repertoire" (p. 2). Robert Gardner (2010) also noted that "the learning of a second language involves taking on features of another cultural community" (p.2). So, the fact that Boys 1 and 3 were eager to improve their pronunciation skills, demonstrated that they wanted to be able to identify with the Spanish-speaking world as closely as possible by being able to articulate words well. In essence, these participants highlighted the value of integrative motivation in the Spanish-as-a-foreign language classroom.

Theme 2: Independent Learning as a Vehicle for Ownership

The participants understood and made the distinction between their knowledge and the teacher's knowledge. They were quite aware that in order to become independent learners, in accordance with the learner-centered theory, they should strive to perform given tasks autonomously. Additionally, they should endeavor to hold themselves accountable for their own learning. The theme of independent learning surfaced as a result of responses to question one, "Why do you think it is important to use vocabulary and grammatical structures learned in your foreign language class to write your own essays and dialogues, instead of your teacher writing them for you?," question two, "Why do you think it is important to be able to choose the way in which you present your

dialogues, instead of your teacher telling you how to do your presentation?,” and question three, “Why do you think it is important to learn the names of the different Spanish-speaking countries?”

In response to question one, Boy 4 mentioned, “So I can learn the words for myself instead of the teacher doing it for me” while Boy 5 said, “So you learn something and not the teacher.” In answering question two, this theme appeared in all the responses except for that of Boy 3 whose main intention for thinking that it is paramount to have autonomy in the way presentation is done, simply “for a good grade.” In his response, the theme extrinsic motivation arose.

Question two stated, “Why do you think it is important to be able to choose the way in which you present your dialogues, instead of your teacher telling you how to do your presentation? ,” and the participants responded in the following ways: “You can imagine how you want it to be,” as per Boy 1 “We can do things as we plan,” (Boy 2) “learn to do them ourselves,” (Boy 4) and “Do it the way you want it” (Boy 5).

The learner-centred intervention strategies utilized in the intervention utilized during the research process had some bearings on the responses given. The learner-centered approach does promote the importance of students taking ownership of their learning in a quest to become independent learners. The responses given by the participants indicated their aim and desire to take responsibility for their own learning as opposed to being reliant on their facilitator to be their take the initiative at all times. Additionally, this theme also shed some light on participants’ perceptions in regard to the strategic learner-centered strategies employed in foreign language class.

Theme 3: Understanding the Importance of Cultural Awareness

The participants demonstrated their understanding of the need to have an awareness about the culture in which they were studying so as to become familiar with the cultural norms of the Spanish-speaking world. Since they were made aware that culture and language go hand-in-hand, they were quite cognizant of the value of being culturally aware. This theme highlighted Robert Gardner's integrative motivation. The theme, cultural awareness popped up as a result of the responses that were given by participants. It surfaced as per the response given by Boy 2 concerning question 3, "Why do you think it is important to learn the names of the different Spanish-speaking countries?" and Boy 4's reply to the statement, "Explain how you felt when you were given the opportunity to include in your dialogue that you are from a Spanish-speaking country." Boy 2's response was, "So you know if you should speak Spanish there," while Boy 4 explained, "So they would know where you had come from."

Additionally, this theme was also highlighted in the responses given by Boys 2 and 5 in relation to question five, "Why do you think it is important for your teacher to allow you to watch video clips of Spanish-speaking children doing various activities?" In answering this question, Boy 2 replied that "You can know how Spanish people use their accent" while Boy 5 said, "So that we know what it sounds like when we have Spanish person speaks to us."

Theme 4: Understanding the Need for Application of Language Skills

Applications of learning skills is also a theme that was born based on the participants' feedback to the qualitative survey. This theme first came to the fore in Boys 3 and 5 responses to question 3, "Why do you think it is important to learn the names of

the different Spanish- speaking countries?” Boy 3 replied by saying that “when you go away you can have conversation with someone” while Boy 5 noted that “if you go to the countries you know what say.” These responses could be linked to the learner-centered theory as this approach takes into account the needs of the learners, especially as it relates to creating awareness. It could be deduced that Boys 3 and 5 were quite aware of the importance of knowing the countries that speak the target language that they are studying. They saw the need and value of not only learning the language but also being cognizant of where it is spoken. This also implied the importance of being knowledgeable about the culture of the target language and having the desire to integrate in the culture as per the integrative motivation model.

This theme was also acknowledged in Boy 4’s feedback to question five, “Why do you think it is important for your teacher to allow you to watch video clips of Spanish-speaking children doing various activities?” This participant stated, “I can get the full experience of what I am doing.” Hence the key phrases that elicited this theme were “have conversation with someone,” “you know what say,” and “get the full experience of what I am doing.” The fact that Boy 4 mentioned about having a full experience could be that he recognized the value of an authentic language situation being introduced in the Spanish- as -a- foreign language classroom. The fact that he was not in a country where the target language is spoken to get a total immersion experience, watching videos of Spanish-speaking children putting the content that he was learning into perspective had somehow given him a “full experience” and had paved the way for him to do his presentations in a similar way. The idea of getting a full experience in the Spanish- as- a- foreign language class could be linked to the learner-centered approach as well as the

integrative motivation model. A learner-centered approach environment inspires students to think deeply about how they might apply what they are learning to their future practice (Moate & Cox, 2015), while integrative motivation promotes the adaptation to the target culture through language. Therefore it is vital to provide foreign language learners with an authentic learning environment to increase learners' foreign language interests (Kato & Xian-han Huang, 2016).

Theme 5: Positive Emotions in regard to the Target Culture

This theme emerged in regard to the participants' responses to statements four, six, and seven. In statement four, the participants were required to explain how they felt when they were given the opportunity to include in their dialogues that they are from a Spanish-speaking country. This elicited positive emotions as indicated by Boys 1, 2, and 3. Boy 5 had expressed fear. Boys 1, 2, and 3 said that they "felt good;" while Boy 5 said that he "felt nervous."

In statement six, the participants were tasked with explaining how they felt when they were allowed to watch Spanish – speaking children ordering food items in a café. Boy 1 wrote, "It felt nice and different." Boy 2 noted that it was "good." Boy 3 mentioned that "it was interesting," while Boy 5 expressed that he "felt happy about the video." All of the feedback to this statement given by the participants evoked positiveness.

In statement seven, the participants exhibited positive emotions as they explained how they felt when they were allowed to roleplay a café or restaurant scene in the foreign language classroom, using the target language. Boy 2 was absent from school, so he could not respond to this statement. The following sentences derived from the

participants' responses had warranted the use of this theme: "I liked it," as per Boy 1; "It was nice;": Boy 3; and "It was fun," according to Boy 4.

Please see Table D.1 in Appendix D which shows the participants' responses to the qualitative survey questions as well as how the teacher-researcher used thematic analysis through color-coding to generate appropriate themes for the responses.

4.4 Research Question Analysis

The data from the focus group, observations, and survey were amalgamated. The data from the focus group and observations were analyzed and the data from the survey were coded using deductive coding analysis to determine emerging themes. The qualitative method design was utilized to comprehend how using Robert Gardner's integrative motivational strategies and a learner-centered instructional approach would impact the engagement of boys in a 6th-grade foreign language classroom.

The teacher-researcher asked the following questions to guide the action research study:

RQ 1. How does an intervention model utilizing Howard Gardner's theory of multiple intelligences, Robert Gardner's integrative motivational strategies, and a learner-centered instructional approach impact the engagement of young men in a 6th-grade foreign language classroom? and RQ 2. What are the perceptions of students identified as males whose first language is English in regard to the strategic learner-centered and motivational strategies employed in a Middle 1 (M1) foreign language course?

Using Robert Gardner's integrative motivational strategies and a learner-centered instructional approach did impact the engagement of boys in a 6th-grade foreign language classroom positively. The use of focus group during the first week of the investigation

period gave the teacher-researcher an insight in relation to the learning styles and needs of the participants. Having a knowledge of their learning styles and needs had paved the way for the teacher-researcher to plan and execute lessons accordingly while incorporating strategies associated with Robert Gardner's integrative motivational model as well as the learner-centered instructional model.

During the observation periods, through the use of a checklist guided by the principles of the learner-centered ideology, the teacher-researcher noted that the participants worked collaboratively with peers, demonstrated enthusiasm and joy when completing classroom learning tasks, took ownership for their learning, knew what they were learning and why, and showed learner's autonomy by being willing to work at their own pace and by exploring their own interests. The only drawback was that sometimes a few participants were not fully on-tasks as they were distracted by their peers, especially through chit-chatting. However, by the end of each designated class period, they completed the given tasks.

As it relates to Robert Gardner's integrative motivation model as evidenced by the checklists during the observation periods, the participants were enthusiastic to participate in activities that depicted the target culture, they exerted effort and were willing to learn about the target culture via video presentations and were willing to write dialogues in the target language based on themes that focus wholeheartedly on the target culture. Additionally, the participants demonstrated a willingness to mimic the target culture by being involved in roleplays, they demonstrated integrative motivation by aiming to be successful in the target language in listening, reading, and writing tasks, and also the

desire to use the target language in the classroom setting in asking and responding to questions.

A qualitative survey was used during week five of the investigation period to collect data pertaining to the learner-centered instructional model in relation to impacting the engagement of boys in a 6th-grade foreign language classroom. The themes that came to the fore based on the principles of the learner-centered ideology as per the responses given by the participants were independent learning, development of language skills, and application of language skills. Some of the participants strived to be autonomous or independent learners as evidenced by responses given to questions 1 and 2 on the survey instrument (see Table D.1 for participants' responses to survey questions). Additionally, they aimed to develop and apply their language skills to real-life situations (see Table D.1 for participants' responses to survey questions).

As it relates to using Robert Gardner's integrative motivational strategies as an intervention model to increase the engagement of boys in a 6th-grade foreign language classroom, the underlying themes that emerged in relation to this theory during the survey were cultural awareness and positive emotions. During the qualitative survey, Boys 1, 2, and 3 showed positive emotions when asked to explain how they felt when they were given the opportunity to include in your dialogue that you are from a Spanish-speaking country. Boys 1, 2, 3, and 5 also demonstrated positive emotions when asked to explain how they felt when they were given the opportunity to role-play a café or restaurant scene in the foreign language classroom, using the target language. Additionally, the theme cultural awareness emerged as a result of responses that were given. In this respect,

Robert Gardner's integrative motivational strategies did impact the participants in a positive way.

4.5 Summary

This chapter focused on the findings of the research questions: How does an intervention model utilizing Howard Gardner's theory of multiple intelligences, Robert Gardner's integrative motivational strategies, and a learner-centered instructional approach impact the engagement of young men in a 6th-grade foreign language classroom? and What are the perceptions of students identified as males whose first language is English in regard to the strategic learner-centered and motivational strategies employed in a Middle 1 (M1) foreign language course? The study had a qualitative methodology design, and the teacher-researcher collected data through focus groups, observations, and qualitative survey, researcher. The teacher-researcher analyzed the data using deductive coding analysis, the grounded approach, as well as thematic and content analyses.

The results of the study indicated that being aware of students' learning styles and considering them in the teaching and learning process as well as incorporating both the learner-centered approach and Robert Gardner's integrative approach in the foreign language classroom can increase the engagement of middle school boys. Further findings, conclusions, and recommendations for additional research are explored in Chapter 5.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

The teacher-researcher used a qualitative research design to investigate the impact of Howard Gardner's theory of multiple intelligences, the learner-centered approach as well as Robert Gardner's integrative motivation approach on increasing the engagement of middle school 6th-grade males in the Spanish as a foreign language classroom. Using the intervention data collection method focus groups, observation, and surveys (FGOS) as well as observation checklists, the teacher-researcher analyzed the engagement of the participants during the teaching and learning process. This chapter takes into consideration, the conclusions, and recommendations of the data collected during the intervention.

5.2 Problem of Practice

The teacher-researcher has observed that during her many years as a teacher of Spanish at the middle school and secondary levels, the male students tend to be less engaged in the foreign language class when compared to their female counterparts. As a dedicated educator who is quite aware of the value of learning a foreign language in this globalized community, the teacher-researcher had embarked on a journey to alleviate this issue among male students. Having perused various studies about increasing the

engagement of boys in the foreign language classroom, the teacher-researcher decided to utilize the theory of multiple intelligences, the learner-centered approach, as well as Gardner's integrative motivational model as intervention strategies to tackle this problem.

5.3 Research Questions

The research questions of the action research study were: RQ 1. How does an intervention model utilizing Howard Gardner's theory of multiple intelligences, Robert Gardner's integrative motivational strategies, and a learner-centered instructional approach impact the engagement of young men in a 6th-grade foreign language classroom? and RQ 2. What are the perceptions of students identified as males whose first language is English in regard to the strategic learner-centered and motivational strategies employed in a Middle 1 (M1) foreign language course?

5.4 Purpose of the Study

The action research study determined how to increase the engagement of middle school males in the foreign language classroom by implementing the use of Howard Gardner's theory of multiple intelligences, the learner-centered approach as well as Robert Gardner's integrative motivation approach. The purpose of the study was to determine if Howard Gardner's theory of multiple intelligences, the learner-centered approach, as well as Robert Gardner's integrative motivation approach, increase the engagement of boys in the 6th grade who are in their first year of middle school.

5.5 Overview of Methodology

An action research design was the blueprint that guided this dissertation in practice. Through the action research design, the teacher-researcher focused on the impact of Howard Gardner's theory of multiple intelligences, the learner-centered

approach as well as Robert Gardner's integrative motivation approach as it relates to increasing the engagement of boys in the 6th grade at a middle school in a British overseas territory. The teacher-researcher assessed the influence of Howard Gardner's theory of multiple intelligences, the learner-centered approach as well as Robert Gardner's integrative motivation approach in relation to increasing the engagement of boys by using observation checklists and open-ended survey questions. Using the data from the focus group audio transcript, the field notes taken during the observation periods, the observation checklists, as well as an open-ended qualitative survey, the teacher-researcher found that the having a knowledge of students' learning styles, and using the learner-centered approach, as well as Robert Gardner's integrative motivation approach, do increase the engagement of middle school 6th-grade male students in the Spanish as a foreign language classroom.

This chapter of the dissertation in practice contains discussions of the results, findings, the action researcher as a foreign language teacher, and action plan. It also considers the recommendations for practice, implications for research, and an overall summary. Additionally, each section outlines the implications of the action research study.

5.5 Results and Findings

The research findings indicated that activities that are aligned to the participants' learning styles as per Howard Gardner's theory of multiple intelligences, the learner-centered approach, as well as Robert Gardner's integrative motivation approach, do increase the engagement of 6th-grade middle school males in the Spanish as a foreign language classroom. The significant results and findings in this action research study

stemmed from the focus group interview, the observations, as well as the survey. The focus group interview was practically based on Howard Gardner's theory of multiple intelligences. The significant finding was that most of the participants were verbal-linguistic and kinesthetic learners. All the participants were bodily-kinesthetic learners, while only one participant was not a verbal-linguistic learner.

The findings based on the observations can be attributed to the observation checklists that were utilized. One of the checklists focused on the learner-centered approach, while the other gave precedence to Robert Gardener's integrative motivation model. In analyzing the data obtained from the learner-centered observation checklist, it was revealed that there were marked improvements in the level of engagement among participants during weeks three and four when compared to week two, which was the week when the intervention was first initiated. Another notable discovery is that the participants embraced all strategies that focused on the integrative motivation model as per the observation checklists (See Appendix E, Tables E.7 – E.12). The level of engagement increased when cultural activities were included in the teaching and learning process.

The data gathered from the observation checklists coupled with the observational field notes revealed five emerging themes. These themes included students' appreciation for autonomy, student absences affecting engagement, enthusiasm when instruction incorporated culture, student ownership of learning, and increased awareness of content relevance.

As it relates to the participants' responses to the survey questions, five major themes emerged. The themes that were unearthed included understanding the importance of

language skills development, independent learning as a vehicle for ownership, understanding the importance of cultural awareness, understanding the need for application of language skills, and positive emotions in regard to the target culture.

In essence, increased engagement among the male students during the application of the intervention strategies over a period of three weeks was present. Although the participants were off-task occasionally due to being distracted by their peers, the evidence of increased engagement was quite clear as per the fact that they completed all tasks assigned to them and willingly participated in all class activities in relation to the dictates of the intervention strategies.

5.6 Action Researcher as a Teacher of Foreign Language

The action researcher is a teacher of Spanish as a foreign language at the school in this study. As a teacher of Spanish, the teacher-researcher teaches Spanish at all year levels at this middle school. The teacher-researcher, through her instructional approaches, endeavors that student develop linguistic competencies in the areas of listening, speaking, reading, and writing at the beginner's level. It must be noted that students who are studying a foreign language are introduced to the basics of the language and are considered beginners.

5.7 Action Plan

The teacher-researcher will share the findings that the theory of multiple intelligences, the learner-centered approach, as well as Robert Gardner's integrative motivation approach, do increase the engagement of middle school 6th-grade male students in the Spanish as a foreign language classroom with middle school foreign

language teachers, administrator, and the education officer in charge of foreign languages.

The teacher-researcher will continually perform the action research process on a yearly basis. This will ensure that the aim to keep the flame burning as it relates to increasing the engagement of middle school boys in the foreign language classroom does not blow out.

5.8 Recommendations for Practice

Based on the research findings, the teacher-researcher recommends utilizing a focus group interview to discover students' learning styles before embarking on intervention strategies in a classroom setting to address a problem and finding possible solutions to eradicate it. The findings from the study also suggested the use of strategies that are linked to Howard Gardner's multiple intelligences theory as per the learning styles of students to increase their level of engagement. Additionally, the study findings also indicated the use of the learner-centered approach as well as Robert Gardner's integrative motivation approach as intervention teaching strategies to increase the engagement of middle school male students in the Spanish as a foreign language classroom.

Data from the focus groups, observation, and survey indicated that when educators tap into the learning styles and needs of their learners and also seek to give them autonomy in the learning process, they can be transformed into active learners who take responsibility for their own learning. As it relates to foreign language teaching, the emphasis should not be placed only on grammar and vocabulary or the linguistic skills of listening, speaking, reading, and writing. Foreign language educators should strive to

incorporate aspects of the target culture relevant to the topic that is being taught on a daily basis.

The major themes that emerged from the survey such as understanding the importance of language skills development, independent learning as a vehicle for ownership, understanding the importance of cultural awareness, understanding the need for application of language skills, and positive emotions in regard to the target culture indicated that the theory of multiple intelligences, the learner-centered approach, and integrative motivation should be the forefront invention strategies to increase foreign language classroom engagement. This is so as students can develop their language skills, become independent learners, and be culturally aware. Furthermore, students can apply their language skills to real-life situations and thus develop positive emotions towards the target language. All these are pertinent if learner engagement ought to occur.

5.9 Implications for Future Research

The research study had a participant sample of five male students in a 6th-grade middle school setting. The teacher-researcher selected this sample due to convenience. The study's sample size of five students is not universalizable. A proposal for future research is to include participants from multiple classrooms within the middle school setting. Because the school's population consists of predominantly black males, a recommendation for future research is to include students of more ethnicities as participants. Additionally, the participants included children from the middle or lower class. Future research should consider participants from varying socioeconomic diversity.

Furthermore, as indicated by the findings that were derived from the observation checklist related to integrative motivation, culture plays an integral role in the foreign

language classroom. A suggestion for future research, therefore, is that foreign language educators work more in-depth to find out new and innovative ways in which to include cultural activities in the classroom. Additionally, future researchers should endeavor to access the Consortium for Public Education for Howard Gardner's updated work on his theory of multiple intelligences.

5.10 Summary

This action research study focused on the impact of the theory of multiple intelligences, the learner-centered approach, as well as Robert Gardner's integrative motivational strategy on increasing the engagement of middle school males in the foreign language classroom. The teacher-researcher took into account the effects of the aforementioned intervention strategies and their overall impact on the engagement of males in a foreign language class. A Focus group interview, observation field notes, checklists, and a survey instrument were used to determine the impact of the intervention strategies. The data collected during the intervention indicated that strategies associated with Howard Gardner's theory of multiple intelligences, the learner-centered approach as well as Robert Gardner's integrative motivational strategy do increase the engagement of middle school males in the foreign language classroom.

As a teacher of Spanish, the teacher-researcher will share the findings from the literature review and data analysis with fellow middle school foreign language teachers to increase the likelihood of using the theory of multiple intelligences, a learner-centered approach, as well as Robert Gardner's integrative motivational strategy to increase the engagement of middle school males in the foreign language classroom. The teacher-researcher will continue to improve her problem of practice through the medium of the

action research design on a yearly basis in a quest to increase the engagement of middle school males in the foreign language classroom. The results of this study indicated that Howard Gardner's multiple intelligences strategies, the learner-centered approach, as well as Robert Gardner's integrative motivational strategies, do increase the engagement of middle school males in the foreign language classroom. Because this is a generalized claim, future studies are pivotal to be conducted and be extended to samples of different ethnicity as well as a wider range of socioeconomic backgrounds.

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APPENDIX A

CONSENT LETTER AND PERMISSION SLIP

Dear Parent/Guardian of _____,

Presently I am undertaking a doctoral degree at the University of South Carolina in Curriculum and Instruction with an emphasis in Curriculum Studies. An integral part of my doctoral work is the completion of an action research study. An Action research is an inquiry conducted by educators in their own settings to improve their practice and advance their students' learning (Efron & Ravid, 2020). I have chosen to focus on how to engage middle school boys in the foreign language class. I would be very thankful if you would grant your permission for your child to take part in my research.

My data collection methods will include observations, one-on-one interviews as well as focus groups. I guarantee confidentiality of information and promise that the name of the school or my students will not be made public. Students' names will be replaced by pseudonyms that will make the child unidentifiable.

Participation is easy and will not involve any stress or risks. However, if you choose not to have your child participate, rest assured that they will still receive the same instruction as other students. If you wish to be kept informed about the progress of my action research project, I can keep you updated. I will be happy to present my work to parents if there is interest.

I would appreciate if you would sign and return the permission slip below at your earliest convenience.

Sincerely,

Ms. G. Leslie

Permission Slip

I, _____, as parent/guardian of _____, grant permission for my child to participate in the action research project. I understand that the written materials and records may be shared with the supervising professor(s), instructor, and fellow students at the University of South Carolina for educational purposes. I understand my child's real name will not be shared.

Signature: _____ Date: _____

APPENDIX B

LETTER TO PRINCIPAL

RE: Permission to Conduct Research Study

Dear Principal [REDACTED],

Presently, I am undertaking a doctoral degree at the University of South Carolina in Curriculum and Instruction with an emphasis in Curriculum Studies. An integral part of my doctoral work is the completion of an action research study. Action research is an inquiry conducted by educators in their own settings to improve their practice and advance their students' learning (Efron & Ravid, 2020). I have chosen to focus on how to engage middle school boys in the foreign language class. I would be very thankful if you would grant your permission for me to conduct this research at the [REDACTED]

My data collection methods will include observations, one-on-one interviews, and focus groups. I guarantee confidentiality of information and promise that the name of the school or my students will not be made public. Students' names will be replaced by pseudonyms that will make the child unidentifiable.

Your approval to conduct this research study will be greatly appreciated. This research study will not involve any stress or risks. If you wish to be kept informed about the progress of my action research project, I can keep you updated. I would be happy to answer any questions or concerns that you may have at that time. You may contact me at my email address: [REDACTED]

If you agree, kindly submit a signed letter of permission on your institution's letterhead acknowledging your consent and permission for me to conduct this study at your institution.

I would appreciate if you would respond to my request at your earliest convenience.

Sincerely,
GLeslie

Georgette Leslie

APPENDIX C

ORIGINAL SURVEY COMPLETED BY PARTICIPANTS

Boy 1 – Response to Survey Questions

Please respond to All questions or statements in complete sentences.

1. Why do you think it is important to use vocabulary and grammatical structures learned in your foreign language class to write your own essays and dialogues, instead of your teacher writing them for you?

so you can grow your language

2. Why do you think it is important to be able to choose the way in which you present your dialogues, instead of your teacher telling you how to do your presentation?

so you can imagen how you want it to be

3. Why do you think it is important to learn the names of the different Spanish- speaking countries?

so i know about them and know how to pronounce them

4. Explain how you felt when you were given the opportunity to include in your dialogue that you are from a Spanish-speaking country.

i felt good

5. Why do you think it is important for your teacher to allow you to watch video clips of Spanish-speaking children doing various activities?

SO we know how to pronounce them

6. Explain how you felt when you were allowed to watch Spanish – speaking children ordering food items in a café?

It felt nice and different

7. Explain how you felt when you were given the opportunity to role-play a café or restaurant scene in the foreign language classroom, using the target language?

I liked it because we acted it out and it was different

Figure C.1 Picture taken of Boy 1's responses to the survey questions

Boy 2 - Response to Survey Questions

A Survey

Please respond to All questions or statements in complete sentences.

1. Why do you think it is important to use vocabulary and grammatical structures learned in your foreign language class to write your own essays and dialogues, instead of your teacher writing them for you?

I feel like we learn better

2. Why do you think it is important to be able to choose the way in which you present your dialogues, instead of your teacher telling you how to do your presentation?

So we can do things as we please

3. Why do you think it is important to learn the names of the different Spanish-speaking countries?

So you know if you should speak Spanish there

4. Explain how you felt when you were given the opportunity to include in your dialogue that you are from a Spanish-speaking country.

important it felt good

5. Why do you think it is important for your teacher to allow you to watch video clips of Spanish-speaking children doing various activities?

so you can know how Spanish people use there accent.

6. Explain how you felt when you were allowed to watch Spanish – speaking children ordering food items in a café?

Good!

7. Explain how you felt when you were given the opportunity to role-play a café or restaurant scene in the foreign language classroom, using the target language?

I wasn't there at the time!

Figure C.2 Picture taken of Boy 2's responses to the survey questions

Boy 3- Response to Survey Questions

A Survey

Please respond to All questions or statements in complete sentences.

1. Why do you think it is important to use vocabulary and grammatical structures learned in your foreign language class to write your own essays and dialogues, instead of your teacher writing them for you?

So you can learn Spanish

2. Why do you think it is important to be able to choose the way in which you present your dialogues, instead of your teacher telling you how to do your presentation?

For a good grade if you present it good then you will get a better grade

3. Why do you think it is important to learn the names of the different Spanish-speaking countries?

So when you go away you can have conversation with someone

4. Explain how you felt when you were given the opportunity to include in your dialogue that you are from a Spanish-speaking country.

It felt good

5. Why do you think it is important for your teacher to allow you to watch video clips of Spanish-speaking children doing various activities?

so you can learn how to say
the Actives in Spanish

6. Explain how you felt when you were allowed to watch Spanish – speaking children ordering food items in a café?

it was interesting

7. Explain how you felt when you were given the opportunity to role-play a café or restaurant scene in the foreign language classroom, using the target language?

it was nice and we could eat
the chippafer

Figure C.3 Picture taken of Boy 2's responses to the survey questions

Boy 4 - Response to Survey Questions

A Survey

Please respond to All questions or statements in complete sentences.

1. Why do you think it is important to use vocabulary and grammatical structures learned in your foreign language class to write your own essays and dialogues, instead of your teacher writing them for you?

So I can learn the words for myself instead of the teacher doing it for me

2. Why do you think it is important to be able to choose the way in which you present your dialogues, instead of your teacher telling you how to do your presentation?

So we can learn to do things ourselves

3. Why do you think it is important to learn the names of the different Spanish-speaking countries?

So I can pronounce them properly

4. Explain how you felt when you were given the opportunity to include in your dialogue that you are from a Spanish-speaking country.

So they would know where you had come from

5. Why do you think it is important for your teacher to allow you to watch video clips of Spanish-speaking children doing various activities?

So I can get the full experience of what I am doing

6. Explain how you felt when you were allowed to watch Spanish – speaking children ordering food items in a café?

I did not feel any emotions when I was watching the show

7. Explain how you felt when you were given the opportunity to role-play a café or restaurant scene in the foreign language classroom, using the target language?

I thought it was fun and funny but I enjoyed the experience

Figure C.4 Picture taken of Boy 2's responses to the survey questions

Boy 5 - Response to Survey Questions

A Survey

Please respond to All questions or statements in complete sentences.

1. Why do you think it is important to use vocabulary and grammatical structures learned in your foreign language class to write your own essays and dialogues, instead of your teacher writing them for you?

So you learn something and not the teachers.

2. Why do you think it is important to be able to choose the way in which you present your dialogues, instead of your teacher telling you how to do your presentation?

So that you can present better and do it the way you want it.

3. Why do you think it is important to learn the names of the different Spanish- speaking countries?

So if you go to ^{the} ~~that~~ ~~countries~~ countries you know what say.

4. Explain how you felt when you were given the opportunity to include in your dialogue that you are from a Spanish-speaking country.

I felt nervous when I was given a chance.

5. Why do you think it is important for your teacher to allow you to watch video clips of Spanish-speaking children doing various activities?

So we know what it sounds like when we hear Spanish person speaks to use.

6. Explain how you felt when you were allowed to watch Spanish – speaking children ordering food items in a café?

I felt happy about video.

7. Explain how you felt when you were given the opportunity to role-play a café or restaurant scene in the foreign language classroom, using the target language?

I like cause I want to eat the food at the end and speak to my class mates.

Figure C.5 Picture taken of Boy 5's responses to the survey questions

APPENDIX D

PARTICIPANTS' RESPONSES TO QUALITATIVE SURVEY QUESTIONS

Table D.1 Participants' Responses to Qualitative Survey Questions and Thematic Analysis Through Color Coding

#	Questions	Responses Boy 1	Responses Boy 2	Responses Boy 3	Responses Boy 4	Responses Boy 5
1. →	Why do you think it is important to use vocabulary and grammatical structures learned in your foreign language class to write your own essays and dialogues, instead of your teacher writing them for you?	So you can grow your language *Development of language skills	I feel that we learn better *Development of language skills	So you can learn Spanish *Development of language skills	So I can learn the words for myself instead of the teacher doing it for me *Independent learning	So you learn something and not the teacher *Independent learning
2. →	Why do you think it is important to be able to choose the way in which you present your dialogues, instead of your teacher telling you how to do your presentation?	So you can imagine how you want it to be *Independence in learning	So we can do things as we plan *Independent learning	For a good grade you can present it *Extrinsic motivation	So that we can learn to do them ourselves *Independent learning	So that I can present better and do it the way you want it *Independent learning

3. →	Why do you think it is important to learn the names of the different Spanish- speaking countries?	So I know about them and know how to pronounce them *Development of language skills	So you know if you should speak Spanish there *Cultural awareness	So when you go away you can have conversation with someone *Application of language skills	So I can pronounce them properly *Development of language skills	So if you go to the countries you know what say *Application of language skills
4. →	Explain how you felt when you were given the opportunity to include in your dialogue that you are from a Spanish- speaking country.	I felt good *Positive emotions	Important I felt good *Positive emotions	It felt good *Positive emotions	So they would know where you had come from *Cultural awareness	I felt nervous when I was given a chance *Fear
5. →	Why do you think it is important for your teacher to allow you to watch video clips of Spanish-speaking children doing various activities?	So we know how to pronounce them *Development of language skills	So you can know how Spanish people use their accent *Cultural awareness	So you can learn how to say the activities in Spanish *Development of language skills	So I can get the full experience of what I am doing *Application of language skills	So that we know what it sounds like when we have Spanish person speaks to us *Cultural awareness
6. →	Explain how you felt when you were allowed to watch Spanish – speaking children ordering food items in a café?	It felt nice and different *Positive emotions	Good *Positive emotions	It was interesting *Positive emotions	I did not feel my emotions when watching the show *Negative emotions	I felt happy about video *Positive emotions
7. →	Explain how you felt when you were given the opportunity to role- play a café or restaurant scene in the foreign language classroom, using the target language?	I liked it because we acted it out and it was different *Positive emotions	I wasn't there at the time	It was nice and we could eat the chips after *Positive emotions	I thought it was fun and funny but I enjoyed the experience *Positive emotions	I like cause I want to eat the food at the end and speak to my classmates *Positive emotions

APPENDIX E

OBSERVATION CHECKLISTS RESULTS

Table E.1 Weeks 2 – 4 Learner Observation Engagement Checklist for the Learner-Centered Approach – Category 1

Participants	Category 1 – Week 2		Category 1 – Week 3		Category 1 – Week 4	
	Participant works collaboratively with peers					
Boy 1	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓
Boy 2	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	Ab.	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	Ab.
Boy 3	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓
Boy 4	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓
Boy 5	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓

Table E.2 Weeks 2 – 4 Learner Observation Engagement Checklist
for the Learner-Centered Approach – Category 2

Participants	Category 2 - Week 2		Category 2 – Week 3		Category 2 - Week 4	
	Participant is fully on task throughout the lesson					
Boy 1	Day 1	✗	Day 1	✓	Day 1	✓
	Day 2	✗	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓
Boy 2	Day 1	✓	Day 1	✓	Day 1	✗
	Day 2	Ab.	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✗	Day 3	Ab
Boy 3	Day 1	✗	Day 1	✓	Day 1	✓
	Day 2	✗	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓
Boy 4	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✗	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓
Boy 5	Day 1	✗	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✗	Day 3	✓	Day 3	✓

Table E.3 Weeks 2 – 4 Learner Observation Engagement Checklist
for the Learner-Centered Approach – Category 3

Participants	Category 3 – Week 2		Category 3 – Week 3		Category 3 – Week 4	
	Participant demonstrates enthusiasm and joy when completing classroom learning tasks					
Boy 1	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓
Boy 2	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	Ab.	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	Ab.
Boy 3	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓
Boy 4	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓
Boy 5	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓

Table E.4 Weeks 2 – 4 Learner Observation Engagement Checklist
for the Learner-Centered Approach – Category 4

Participants	Category 4 - Week 2		Category 4 – Week 3		Category 4 - Week 4	
	Participant takes ownership for his learning					
Boy 1	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓
Boy 2	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	Ab.	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	Ab.
Boy 3	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓
Boy 4	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓
Boy 5	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓

Table E.5 Weeks 2 – 4 Learner Observation Engagement
Checklist for the Learner-Centered Approach – Category 5

Participants	Category 5 – Week 2		Category5 – Week 3		Category 5 – Week 4	
	Participant knows what he is learning and why					
Boy 1	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓
Boy 2	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	Ab.	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	Ab.
Boy 3	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓
Boy 4	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓
Boy 5	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓

Table E.6 Weeks 2 – 4 Learner Observation Engagement
Checklist for the Learner-Centered Approach – Category 6

Participants	Category 6 - Week 2		Category 6 – Week 3		Category 6 - Week 4	
	Participant shows learner’s autonomy by being willing to work at his own pace and by exploring his own interests					
Boy 1	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓
Boy 2	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	Ab.	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	Ab
Boy 3	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓
Boy 4	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓
Boy 5	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓

Table E.7 Weeks 2- 4 Learner Observation Engagement Checklist for the Integrative Motivation Model – Category 1

Participants	Category 1 – Week 2		Category1 – Week 3		Category 1 – Week 4	
	Participant is enthusiastic to participate in activities that depict the target culture					
Boy 1	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓
Boy 2	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	Ab.	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	Ab.
Boy 3	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓
Boy 4	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓
Boy 5	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓

Table E.8 Weeks 2- 4 Learner Observation Engagement
Checklist for the Integrative Motivation Model – Category 2

Participants	Category 2 - Week 2		Category 2 – Week 3		Category 2 - Week 4	
	Participant exerts effort and is willing to learn about the target culture via video presentations					
Boy 1	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓
Boy 2	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	Ab.	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	Ab.
Boy 3	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓
Boy 4	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓
Boy 5	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓

Table E.9 Weeks 2- 4 Learner Observation Engagement
Checklist for the Integrative Motivation Model – Category 3

Participants	Category 3 – Week 2		Category 3 – Week 3		Category 3 – Week 4	
	Participant is willing to write dialogues in the target language based on themes that focus wholeheartedly on the target culture					
Boy 1	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓
Boy 2	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	Ab.	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	Ab.
Boy 3	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓
Boy 4	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓
Boy 5	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓

Table E.10 Weeks 2- 4 Learner Observation Engagement
Checklist for the Integrative Motivation Model – Category 4

Participants	Category 4 - Week 2		Category 4 – Week 3		Category 4 - Week 4	
	Participant demonstrates willingness to mimic the target culture by being involved in role-plays					
Boy 1	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓
Boy 2	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	Ab.	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	Ab.
Boy 3	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓
Boy 4	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓
Boy 5	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓

Table E.11 Weeks 2- 4 Learner Observation Engagement
Checklist for the Integrative Motivation Model – Category 5

Participants	Category 5 – Week 2		Category 5 – Week 3		Category 5 – Week 4	
	Participant demonstrates integrative motivation by aiming to be successful in the target language in listening, reading, and writing tasks					
Boy 1	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓
Boy 2	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	Ab.	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	Ab.
Boy 3	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓
Boy 4	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓
Boy 5	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓

Table E.12 Weeks 2- 4 Learner Observation Engagement
Checklist for the Integrative Motivation Model – Category 6

Participants	Category 6 - Week 2		Category 6 – Week 3		Category 6 - Week 4	
	Participant demonstrates the desire to use the target language in the classroom setting in asking and responding to questions					
Boy 1	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓
Boy 2	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	Ab.	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	Ab.
Boy 3	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓
Boy 4	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓
Boy 5	Day 1	✓	Day 1	✓	Day 1	✓
	Day 2	✓	Day 2	✓	Day 2	✓
	Day 3	✓	Day 3	✓	Day 3	✓