

**Motivational Learning Strategies in World Language Learning: A Qualitative Explanatory  
Case Study**

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Dissertation Submitted to the Doctoral Program  
of the American College of Education  
in partial fulfillment of the requirements for the degree of  
Doctor of Education in Educational Leadership  
Focus of Study in International Education

August 2022

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**Abstract**

The problem was how motivational strategies used by educators in high schools in Southcentral Alaska influenced anxiety levels among World Language learners. A gap exists in the literature regarding perceptions of World Language educators regarding motivational strategies of high school students regarding language learning. A combination of the behavioral learning theory and Maslow's hierarchy of needs theory was the theoretical foundation for this study. Research questions focused on the perceptions of World Language high school educators as well as the analysis of other resources to decrease students' anxiety. A qualitative explanatory case study was to explore World Language educators' opinions and beliefs regarding the motivational strategies' influence on World Language learners and the impact of these strategies on students' language learning anxiety. World Language teachers in Southcentral Alaska (estimated total size of 500), 89 counselors, and 200 administrators was the target population. A sample of educators was drawn from 22 similar high schools, located in Southcentral Alaska. Sixteen participants was the sample size of the study. Convenience sampling was the selection criteria used for this study. Zoom questionnaires and semi-structured interviews were used to collect data. Data were coded, categorized, and analyzed according to the participants' insights. Cultural events, student travel, and celebrations were considered by participants the most effective motivational strategies to use. An inclusive approach to motivational strategies' implementation is recommended.

*Keywords:* second language acquisition, motivation, high school students, world language teachers, world language, high school

**Dedication**

To my husband Fernando, who has been the most supportive husband on Earth. I truly owe you so much I doubt I can ever say it enough. To my amazing and smart sons Gael and Liam, for being my big motivation to keep going and the best kids a mom could ask for. To my beautiful dogs, Blaze, Jagger, and Janis, and the ones who are not with us anymore, thank you for hours of writing by your side and the hugs that mean so much to me. I love you all so much! To my parents, Sita and Manuel, who were the definition of love, hard work, and dedication. Thank you for instilling in us the value of education, resilience, and hard work. I still feel your presence and support. I love you always and miss you so much! To my family in Spain, especially my sisters Bea, Marta, Paula, Tanya, and my best friend Laura, who are always there for me, even though we are thousands of miles apart. Thank you for being such an inspiration and for believing I could go through this journey when I was overwhelmed with self-doubt, I love you all so much! (A mi familia en España, en especial mis hermanas Bea, Marta, Paula, Tanya, y a mi major amiga Laura, quienes siempre están ahí aunque estemos a miles de kilómetros. Gracias por ser una gran inspiración para mí y por creer que podría conseguirlo cuando yo estaba desbordada de dudas. Os quiero tanto!).

### **Acknowledgments**

Thank you to all the participants in my study Brandon Locke, Sven Gustafson, Cara Obrien-Holen, Nadejda Hess, Betsy Paskvan, Eugenia Merrifield, Susan Bernard, Kyla Kingsbery, Virginia Vinales, William Kimball, Yesmid Rodríguez, Adam Cooley, Janeen Wilkins, Grecia Barajas, Troy Hodge, Anaely Hernández who shared resources, experiences, and honest opinions with me. I really enjoyed our conversations and I hope to continue collaborating with all of you. I am humbled and grateful to be surrounded by such an amazing team of educators. To my Chair, Dr. Hamlett, thank you so much for all your help and positivity. You are such an amazing human being, and I am so honored I had the chance to learn so much from you. To my committee member Dr. Collum, thank you so much for all the feedback I received from you and for all your support during this long process, I really appreciate you. To all my professors at the American College of Education for being so dedicated, especially Dr. Brett, who encouraged me through the process when I was exhausted, and Dr. Chametzky, who patiently helped me so much with my revisions. You are a true example to follow, and I will never forget your dedication and hard work. Thank you so much!

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## **Chapter 1: Introduction**

World Language learning differs significantly in the United States compared to other countries. Sixty percent of Europeans can communicate in one or more languages, compared to twenty percent of Americans. In the last decades, World Language education has been gaining importance in the United States, with the implementation of immersion programs and new requirements to pursue college admissions (Werblow et al., 2019). In Alaska, as in the rest of the United States, housing heritage and migrant populations are the most active in participating in language programs (Gilbert et al., 2017). Frustration and lack of motivation developed as the cause of language learning anxiety are the reason why high school students do not continue or even pursue World Language education (Ahmetović et al., 2020).

Emotions in high school-aged students play a significant role in students' learning outcomes. Social-emotional development is gaining importance internationally opening educators to non-academic resources to engage students (Jackson et al., 2021). Among the many emotions that students experience, anxiety is the emotion that can potentially reduce or impede students' performance when learning a language (Zheng & Cheng, 2018). From palpitations to absenteeism or bad behavior in the classroom, the signs of student anxiety are as diverse as students are (Antoni, 2021; Granero-Gallegos et al., 2019).

World Language teachers have the power to decrease or eliminate World Language learning anxiety by using motivational strategies in the classroom (Brewster et al., 2019). Motivational strategies can impact students' perception of safety to reach new individual goals. This research study examined and analyzed the perceptions of the educators connected with the

World Languages department in Southcentral Alaska regarding the impact motivational learning strategies have on World Language learning.

Although there has been extensive literature regarding the perceptions of students on motivational strategies (Cheng et al., 2020; Cukurbasi & Kiyici, 2018), there is scarce research analyzing the perceptions of educators about the impact of anxiety when using motivational strategies in the World Language classroom. Potential benefits of this study are a better understanding of the educators' perspectives, a compilation of effective motivational strategies to use in the World Language classroom, and the educators' reflection on individual practice. This study can contribute to making the World Language learning experience in high school more enjoyable and useful for future students. The background and statement of the problem, the purpose and significance of the study, the research questions, the theoretical framework, the definition of terms, assumptions, the scope, the delimitations, and the limitations of the study are included in this chapter.

### **Background of the Problem**

In recent years, the enrollment of U.S. students in World Language classes suffered a significant decline (Looney et al., 2019). However, in an increasingly global world, World Languages are more relevant than ever (Martinaj, 2020). For instance, 96% of secondary students in the European Union learned a foreign language, while in the U.S. the average of students enrolled in World Language classes is 20% (American Councils, 2017).

There is an urgent need of increasing the number of World Language students in the U.S. high schools, as the world is getting more competitive each year (Martinaj, 2020). Timing is crucial, as students who are younger than 18 years of age can learn languages more easily than

older students (Abutalebi & Clahsen, 2018). According to the Modern Language Association (Looney et al., 2019), just one in five students take World Language classes in high school, despite the need for multilingual personnel in the workforce (Martinaj, 2020). This proportion is even lower when these students enroll in higher education institutions (Looney et al., 2019).

Motivation plays a significant role in this situation as a way to increase the number of students in high school and higher education institutions (Fletcher et al., 2018). A compilation and analysis of the motivational strategies used by World Language educators in the classroom are necessary to improve instruction to create the optimal environment for students and minimize language learning anxiety (Ahmetović et al., 2020). The idea of a general motivational theory was proposed to be of use in all fields, including education (Baumeister, 2016). A compilation of the motivational learning strategies used by educators can increase students' engagement and performance. Effective motivational strategies used by educators, as part of a general theory of motivation, can improve World Language teaching effectiveness and students' performance (Ahmetović et al., 2020).

Two theories can be combined to understand the connection between motivation and anxiety. A negative relationship between motivation and anxiety can significantly impact learning (Dewaele & Alfawzan, 2018). Through the behavioral learning theory and Maslow's hierarchy of needs theory, researchers have highlighted the World Language educators' role to identify each student's needs and better assist and motivate students to decrease language learning anxiety (Ahmetović et al., 2020).

The main topics in literature are language learning anxiety, the identification of student engagement, and the motivational strategies in the World Language classroom. A strong

connection was found between World Language learning anxiety and motivation in students (Ahmetović et al., 2020). To support student learning needs in the World Language classroom, the use of effective motivational strategies is a challenge that World Language teachers face every day (İncirci et al., 2018). There is a gap in the literature regarding the perceptions of World Language educators' use of motivational strategies and the effect these strategies have on high school students' language learning anxiety.

### **Statement of the Problem**

The problem explored is how motivational strategies used by educators in high schools in Southcentral Alaska influenced anxiety levels among World Language learners. The target population is the approximate number of individuals affected by the study, from whom the sample was drawn and may eventually benefit from the study (Dranseika et al., 2017). For the study, the target population was World Language teachers in Southcentral Alaska (estimated total size of 500), 89 counselors, and 200 administrators. A sample of teachers, administrators, and counselors was drawn from 22 high schools with similar characteristics and programs, located in Southcentral Alaska.

Sixteen participants was the sample size of the study. Administrators (principals and assistant principals), counselors, and World Language teachers were included in the sample. Individual World Language educators from different countries with various levels of experience and diverse academic backgrounds were represented in this sample group. Previous studies suggested the relationship between motivational strategies and language learning anxiety, especially among high school students (İncirci et al., 2018).

The motivational strategies World Language educators use in the classroom can be as diverse as the learners and can be academic or non-academic. Motivational strategies have the power to decrease students' language learning anxiety and help students achieve better results (Bouras, 2019). Research regarding the topic of motivation in the World Language classroom highlighted the importance of strategies focused on students' motivation as the foundation of the language learning process (Omar et al., 2020).

Students' perceptions of the motivational strategies used by educators in the classroom have been studied (Cheng et al., 2020; Cukurbasi & Kiyici, 2018). There is a gap in the literature concerning the perceptions of educators on the impact of the motivational strategies on students' language learning emotions, and the assessment these professionals perform to find out the effectiveness of these strategies. This study may contribute to the general knowledge by finding out educators' impressions on this topic and can serve as a reflection of best practices in the World Language learning field.

### **Purpose of the Study**

The purpose of this qualitative explanatory case study was to explore World Language educators' opinions and beliefs regarding the motivational strategies' influence on World Language learners and the impact of these strategies on students' language learning anxiety. A qualitative explanatory case study was utilized to explore the research topic. Through this research design, the participants had the freedom to share opinions and personal insights.

An explanatory case study allows the flexibility of the instrumentation (Powney & Watts, 2018). The instrumentation for this study included a demographic questionnaire (see Appendix A), a questionnaire containing topic questions (see Appendix B), and semi-structured interviews



with open-ended questions to collect data (see Appendix C). In this study, World Language educators' perceptions of practices to motivate students, which can open new horizons for teaching and learning, were explored. This study was an attempt to initiate the general motivation theory that Baumeister (2016) suggested in the second language acquisition area and may provide useful data to collect effective motivational strategies to decrease language learning anxiety and create new strategies for student engagement.

### **Significance of the Study**

The study may advance knowledge about language learning anxiety in high school students by analyzing the motivational strategies that have been proven effective by World Language educators (Dewaele & Alfawzan, 2018). Students will be the main beneficiaries of this study as the motivational strategies can positively impact the decrease of language learning anxiety, promoting engagement in the classroom (Inada & Inada, 2019). Additionally, teachers and other World Language professionals can incorporate the motivational strategies used by other professionals to decrease students' language learning anxiety. This study may improve professional practice in the classroom, not only nationally, but also internationally, as the study identified educators' best practices, contributing to the foundation for innovation in this area. Implications for positive social change could promote other communities and nations to incorporate these motivational strategies and contribute to further research in other communities and subject areas.

### **Research Questions**

The research questions focused on the perceptions of teachers, administrators, and counselors who are involved in World Language teaching. Perceptions were focused on the

motivational strategies used in the World Language classroom. Perceptions included the perspective of participants on the influence of these strategies on language learning anxiety.

Research Question 1: How do World Language high school educators perceive motivational strategies' influence on World Language learners and language learning anxiety?

Research Question 2: What other resources can be used by World Language high school educators to support students?

### **Theoretical Framework**

The behavioral learning theory in combination with Maslow's hierarchy of needs theory is relevant to the topic and subtopics of the study. The extrinsic aspect of motivation is the focus of the behavioral learning theory. According to this theory, external stimuli determine the learning response and students' behavior (Clark, 2018). Maslow's hierarchy of needs empowered language teachers to fulfill the needs of students using motivational strategies in the classroom (Maslow, 1943). According to this theory, motivational strategies go beyond grades or performance and can decrease students' language learning anxiety (Inada & Inada, 2019).

Learning strategies should be focused on the production of knowledge from students and not the simple transmission of knowledge (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979; Stromquist, 2014). When World Language teachers use motivational strategies in the classroom, these strategies ignite motivation in students, hence the desire to be challenged and improve their performance when learning a new language. High school students can be impacted by the motivational strategies used by teachers in the World Language classroom. Students' attitudes (positive or negative), the increase in self-esteem, and the decrease in language learning anxiety can be products of the

combination of these two theories (Pontillas, 2020). More details of the theory are discussed in Chapter 2.

### **Definition of Terms**

The definitions of language learning anxiety, intrinsic motivation, extrinsic motivation, motivational strategies, and effective teaching are provided in this section. A clarification of these terms helps provide a better understanding of the study. Additionally, these terms are discussed in depth throughout the study.

*Effective teaching* is the teaching method directed toward achieving a student's full potential. Effective teaching implies organizational skills, the capacity of adapting the curriculum to students' experiences, and the use of strategies focused on students' motivation (Incirci et al., 2018).

*Extrinsic motivation* is the feeling that a person experiences to learn or to do something, once external stimuli or rewards are put into practice (Ahmetović et al., 2020).

*Intrinsic motivation* is the internal stimuli that an individual experiences to do or learn something, without an external reward (Cheng et al., 2020).

*Language learning anxiety* is the unease feeling, nervousness, or apprehension a language learner experiences when using the target language (Karakis, 2020). This feeling can be caused by insecurities, negative experiences, fear of negative evaluations, or peer pressure (Paterson, 2017).

*Motivational strategies* are stimulating activities, resources, or incentives used to ignite students' motivation and support students' learning needs (Wilson & Conyers, 2020).

*Scaffolding* is a teaching strategy supported by the idea of building up students' knowledge through the acquisition of new skills, gradually. This strategy keeps students motivated and reduces levels of frustration and anxiety, as the tasks are reachable with the proper teacher's guidance (Hahn, 2021).

*Student engagement* is the feeling of learning ownership a student experiences with the appropriate stimuli. Students' engagement changes or evolves. The teacher's role is crucial in keeping student engagement high by building relationships and making connections (Pontillas, 2020).

*World Language high school educators* are the school personnel involved in World Language instruction, directly or indirectly. World Language educators include teachers, administrators, and counselors connected to the high school World Language instruction.

### **Assumptions**

Study assumptions are necessary elements that determine the relevance of a research study and contribute to the reliability and validity of the study (Williams & Moser, 2019). The sample size and the diversity of the participants contribute to the transferability of the study to another context (Tracy & Hinrichs, 2017). Given the characteristics of the plural population in Southcentral Alaska, the diversity of the participants is a safe assumption for this research study. The assumption is the diverse nature of the participants in other settings and contexts.

Participants' honesty is another assumption to consider (Xu et al., 2020). One of the most relevant elements of this study is the participants' honesty which can determine the validity and reliability of the study. To avoid dishonesty, it is crucial to create a safe environment during the

data collection process, where the participants feel free to share their lived experiences in the classroom and be as honest as possible.

Another assumption for this research study was the meaning of motivational strategy for all participants and what student engagement and anxiety look like in the classroom. Addressing these concepts before the data collection process can help to limit the misunderstandings of these concepts during the interviews. Additionally, participants are assumed to take the necessary time to reflect on the provided answers in the interviews, so conclusions can be inferred (Giavrimis, 2020).

### **Scope and Delimitations**

In a research design, the established boundaries that define all aspects of the study are the scope and delimitations (Munthe-Kaas et al., 2019). Delimitations are consciously set by the researcher (Theofanidis & Fountouki, 2018). The focus of the study was the perceptions of World Language teachers, administrators, and counselors about the impact of motivational strategies on language learning anxiety. This study consisted of the compilation and analysis of data regarding these perceptions and how the motivational strategies impact language learning anxiety in high school language learners in Southcentral Alaska. A negative relationship was found between students' motivation and world language learning anxiety (Dewaele & Alfawzan, 2018).

The transferability of the study can be possible due to the characteristics of the community in Southcentral Alaska and the diversity of the participants. This study consisted of the analysis of the perceptions of World Language teachers, administrators, and counselors with different backgrounds, experiences, national origins, and levels of education. This variety of

factors contributes to the reduction of bias through data triangulation and the possible transferability to other settings beyond the established boundaries (Navarro Sada, & Maldonado, 2007).

### **Limitations**

Limitations are a variety of factors and shortcomings of a study that cannot be controlled by the researcher (Munthe-Kaas et al., 2019). The given circumstances, setting, and method influence the limitations of a research study. Limitations of a research study should be mentioned by the researchers to ensure the reliability and validity of the study (Theofanidis & Fountouki, 2018).

A qualitative explanatory case study was utilized to explore the research topic. Although the qualitative methodology is appropriate to understand the participants' experiences, observations, and suggestions, participants should be honest with the answers provided to the study. Honesty is crucial for the reliability, validity, and transferability of the study (Xu et al., 2020). The main limitation is the inability to ensure complete honesty in participants' answers. However, creating a safe environment where participants are comfortable sharing honest answers can alleviate this limitation.

The small sample size and the qualitative method of the study can be factors that determine the inability of the study to be generalized. A generalization of the study in the future is feasible. This generalization can be accomplished by acknowledging this limitation and contributing to the general knowledge with further studies in different school districts (Maxwell, 2021).

Time and resource constraints, such as conflicts in schedules, personal constraints, or

means of transportation are other limitations, especially in the current circumstances of the pandemic (Ravitch, 2020). These limitations were alleviated by conducting the interviews through Zoom. Additionally, the study can present biases that have the potential to influence the study outcomes. As part of the World Language faculty, I avoided contributing to the unbiased study outcomes by not sharing personal experiences and limiting the analysis based on current data shared by the participants.

### **Chapter Summary**

Motivational strategies in the World Language classroom have a positive impact on students' language learning anxiety (Dewaele & Alfawzan, 2018). The purpose of this qualitative explanatory case study was to explore World Language educators' opinions and beliefs regarding the motivational strategies' influence on learners and the impact of these strategies on students' language learning anxiety. Two research questions that guided the research study were presented. Additionally, the theoretical framework, relevant terminology, assumptions, scope, and limitations of the study were analyzed in this section. Time and resource constraints and honesty of participants were the main limitations this study presented. Biases were mentioned with solutions that did not affect the outcomes of the study.

The literature review for the study will be presented in Chapter 2. The behavioral learning theory in combination with Maslow's hierarchy of needs theory, are theories relevant to the topic and subtopics of the study and will be analyzed in the next section. Subtopics of this research study are the World Language learning anxiety, the identification of students' engagement in the World Language classroom, and motivational strategies. Additionally, the counterarguments are present.

## **Chapter 2: Literature Review**

In a global world, the importance of second language acquisition is largely discussed in the literature. Bilingualism and multilingualism have a positive impact on students' social, academic, and cognitive skills. Students who study a second language increase problem-solving skills and attention control (Åsta Haukås & Magne, 2018). Despite the limited resources and support in this area, teachers reinvent the teaching and learning practices each year through professional development and collaboration, to refresh students' interests and adapt to new educational trends (Treacy & Nohilly, 2020).

Motivation in high school students is a priority of educators to improve students' performance when learning a world language. A negative relationship was found between students' motivation and world language learning anxiety (Dewaele & Alfawzan, 2018). One of the high school graduation requirements that creates the most anxiety in high school students is the requirement of World Language credits (Incirci et al., 2018).

Among the resources used by teachers to mitigate language learning anxiety in students are various motivational strategies (Baumeister, 2016; Wilson & Conyers, 2020). High motivation is a factor correlated with success in the second language acquisition process (Åsta Haukås & Magne, 2018). To support student learning needs in the World Language classroom, the use of effective motivational strategies is a challenge that teachers face every day (Incirci et al., 2018). High school students in the United States often experience higher levels of anxiety when learning another language than in other subject areas (Ahmetović et al., 2020).

The problem examined was how motivational strategies used by educators in high schools in Southcentral Alaska influenced anxiety levels among World Language learners.



Exploring World Language educators' opinions and beliefs regarding the motivational strategies' influence on learners and the impact of these strategies on students' language learning anxiety was the purpose of this qualitative explanatory case study. The idea of the compilation of motivational learning strategies used by educators to increase students' engagement and performance has been first purposed by Baumeister (2016). Research studies have found a strong connection between World Language learning anxiety and motivation in students (Ahmetović et al., 2020; Incirci et al., 2018). Using various motivation strategies can be an effective method to lower student anxiety.

Motivated students experience positive emotions and make the most of the learning process. The available opportunities for motivated World Language students, such as exchange programs, travel abroad, or internship opportunities, can influence students' professional and personal lives (Dağgöl, 2020). Highly motivated students (intrinsically or extrinsically) perform better in the classroom (Ahmetović et al., 2020).

The importance of student motivation is crucial for the continuity of World Language teaching and learning in high schools across the United States. World Language learning contributes to students' diversity awareness, instilling a culture of acceptance in our society (Dion, 2020). Additionally, problem-solving and critical thinking skills are positively impacted by language learning and extend to other subjects and students' personal lives. High motivation contributes to students' success in the classroom and decreases the anxiety of this challenging but rewarding task of learning a new language (Åsta Haukås, & Magne, 2018).

Intrinsic and extrinsic motivation are equally relevant on this matter, as opposed to what some literature stated, conceiving intrinsic motivation as the type of motivation that prevails

(Cheng et al., 2020). Motivational strategies impact motivation as an external stimulus, however, these strategies can also affect intrinsic motivation in high school language learners (Wilson & Conyers, 2020). External signs of intrinsic motivation have been considered as clear manifestations and responses to external stimuli (Cheng et al., 2020). The following section contains the literature strategy used, the theoretical framework, and the research literature review.

### **Literature Search Strategy**

The search of the literature regarding the topics and subtopics of the study was extensive to conduct the review. Literature on the topic of the motivational strategies in the World Language classroom, the subtopics of language learning anxiety in high school students, intrinsic and extrinsic motivation, the impact of anxiety in World Language learning, and the theoretical framework for the study was found in the database of the American College of Education (ACE). Some of the literature was found in Google Scholar.

Key search terms used to search in the database of ACE and Google Scholar were motivational strategies, motivation, high school World Language learning, language learning anxiety, second language learning, high school students, intrinsic motivation in high school students, extrinsic motivation in high school students, effective teaching, student empowerment, the Belmont Report, Maslow's hierarchy of needs, teacher collaboration, second language acquisition, and teacher empowerment. When citations were relevant to the topic or subtopics, a search of the referred article was conducted in the ACE database as the main source, and when the complete text was not found, a Google Scholar search was carried out.

### **Theoretical Framework**

Relevant theories for the topic and subtopics of this study are the behavioral learning theory in combination with Maslow's hierarchy of needs theory. The behavioral learning theory is focused on the extrinsic aspect of motivation. According to this theory, external stimuli determine the learning response and students' behavior (Clark, 2018).

Maslow's hierarchy of needs' can be applied as the foundation for World Language teachers to use motivational strategies and fulfill the needs of students (Maslow, 1943). According to this theory, motivational strategies go beyond grades or performance and can decrease students' language learning anxiety (Inada & Inada, 2019). When World Language teachers use motivational strategies in the classroom, these strategies inspire students' motivation, hence the desire to be challenged and improve their performance when learning a new language.

The desire for new challenges in the classroom and consequently, performance improvement, creates knowledge (Stromquist, 2014). High school students can be impacted by the motivational strategies used by teachers in the World Language classroom. Motivational strategies have the potential of creating the optimum learning environment and connecting with students' interests (Bagget, 2018). Students' attitudes towards difficulties, the increase in self-esteem, and the decrease of language learning anxiety can be products of the combination of these two theories (Pontillas, 2020).

### **The Behavioral Learning Theory**

The behavioral learning theory (BLT) was first developed by the Russian physiologist Ivan Pavlov. Pavlov observed in the conducted study, the behavior of dogs and the reflexes dogs

developed as a reaction to external stimuli. External stimuli can make the subjects of the study develop a specific behavior (Cherrington, 2000).

As a blank canvas, students' minds are provided with external stimuli in the World Language classroom. External stimuli are motivational strategies such as words of encouragement, positive reinforcement strategies, activities that are pleasant to students' senses (drawing, crafts, or music), teamwork, or rewards. The external stimuli or motivational strategies that educators use in the classroom have an impact on the anxiety levels of students, encouraging students to take risks and accept new challenges (Clark, 2018).

According to the behavioral learning theory, the external stimuli determine the learning process and student engagement and consequently can decrease or increase language learning anxiety (Pontillas, 2020). The behavioral learning theory served as the framework for this study, as the motivational strategies act as external stimuli in the World Language classroom. This theory stated that learning happens when there is a positive response to some stimuli.

This positive response can adopt different forms, depending on the context. In the context of the use of motivational strategies by World Language educators as external stimuli, the expected response from students is a decrease in their language anxiety levels, an increase in engagement, or the continuation of the pursuit of World Language education in the future. The improvement of the performance of World Language students is the consequence of these responses (Clark, 2018).

Learning happens when behavior changes occur as the result of experience and practice. As an internal event, learning is exteriorized with the corresponding behavior (Pontillas, 2020). According to Pavlov, motivational strategies can disappear, after students learn the desired

behavior. The desired behavior, in this case, is the decrease of anxiety when learning a second language. At this point, students no longer need any external stimuli as part of the instructional approach, as students have already developed and learned the necessary skills to confront and overcome language learning anxiety (Cherrington, 2000).

Pontillas (2020) showed that teachers' positive reinforcement and motivation with students can successfully address the anxiety when using a world language in public. Stimuli used by the teacher, such as motivational prompts and reflection notes, brought a significant change in the performance of the language learners. The reason for this change is that motivational strategies decreased the anxiety levels in students when communicating orally in a world language. Perceptions of the professionals in the field will contribute to the general knowledge to determine the effectiveness of the motivational strategies as external stimuli to decrease language learning anxiety in students.

Behaviorism received critics concerning the effectiveness of this theory in humans. Some research pointed out the irrelevance of behaviorism in subject areas that are not Math or World Language. Clark (2018) highlighted the criticism of this theory regarding the rewards system, as rewards can cause feelings of competition or unfairness. Although rewards do not have a direct impact on student performance, rewards impact behavior which can contribute to an increase in motivation, a decrease in language learning anxiety, and consequently, the student's performance in the World Language classroom (Cherrington, 2000).

### **Maslow's Hierarchy of Needs Theory**

Abraham Maslow's hierarchy of needs theory was developed in the 1940s, opposing the previous literature regarding motivation. According to Maslow, these theories did not observe

the multi-dimensional perspective of human behavior (Aanstoos, 2019; Maslow, 1943).

Maslow's hierarchy of needs theory is represented by a triangle in which each of the steps overlaps with the next (Kılıç et al., 2021).

At the base of the triangle, physiological needs are present, such as food, water, and other basic needs of human beings. Food can be the extrinsic motivation a World Language student needs to be engaged and improve performance in the classroom. Among other motivational strategies, food plays an important role in World Language instruction, as food shows different aspects of a country's culture. World Language teachers can motivate high school students through the first step in Maslow's hierarchy of needs, as part of a multi-dimensional and diverse approach (Dion, 2020). If a student has the basic needs already fulfilled, the motivational impact of food can be lower and will move up Maslow's scale (Aanstoos, 2019).

The second step in Maslow's hierarchy of needs is the need for safety. Security, stability, or insurance are sometimes fulfilled in the school environment when there is not enough structure at home for the students. Adolescents without a structure at home can be negatively impacted by a lack of motivation (Bouchard, et al., 2018). A positive school experience can be crucial for students to feel safe. The routines in the World Language classroom, the structure, or the positive reinforcement of model behaviors can impact the motivation and performance of these students. These strategies can decrease language learning anxiety the student might experience, as a member of the group who feels comfortable making mistakes in a safe environment (Brewster et al., 2019).

Belonging and love, as social needs, are next on the scale. Once more, teachers have the power to use motivational strategies to fulfill the students' needs of belonging. This step is

closely connected with the previous step as a consequence of the safe environment the teacher has the potential to create (Brewster et al. 2019). There are motivational strategies in the classroom which target the objective of love and belonging such as team-building activities, project-based learning, or learning through music and art (Dion, 2020).

Setting small goals, diversity of opportunities that are not strictly academic, scaffolding, and high levels of praise can impact positively the esteem needs in the World Language classroom and respond to Maslow's needs for self-worthiness and accomplishments. At the top of the triangle, there are the self-actualizing needs, such as self-awareness and personal growth (McLeod, 2018). According to Maslow's hierarchy of needs, the needs never end, as humans always tend to improve the *status quo*.

### **Maslow's Hierarchy of Needs Theory and Motivational Strategies**

High school students' motivation changes continuously. Students can quickly move from one step of Maslow's hierarchy to the next in a few days, or revert to a previous stage (Kılıç et al., 2021). It is crucial teachers build meaningful relationships with students to be connected and identify these needs and the changes of these needs over time (Pontillas, 2020).

Literature shows that the application of Maslow's hierarchy of needs in World Language learning is scarce (Farimani, & Shahri, 2020). Educators have the power to fulfill this hierarchy of needs totally or partially, depending on the context and student's background or individual situation. In the World Language classroom, students' motivation to achieve certain results can vary, however, the origin of the motivation is not relevant to achieving positive results in the classroom (Fischer et al., 2019).

One of the first tasks a teacher has when receiving a new student in the classroom is identifying the needs of the student (McGrath Kato et al., 2018). When a teacher successfully identifies the needs of the new student the teacher can plan motivational strategies according to the needs of the individual student. According to Maslow's hierarchy of needs theory, once the student has fulfilled one of the needs, the next group of needs on the scale will surge (Aanstoos, 2019). The World Language educator should identify these needs as the needs arise (Farimani, & Shahri, 2020). By identifying students' needs and planning motivational strategies, the positive impact on the student's language learning anxiety becomes patent (İncirci et al., 2018).

Criticism of this theory has arisen regarding the definition of needs for each individual. The most relevant criticism was from Herbert Marcuse (1964) and the concept of *false needs*, which are the needs certain societal rules impose on individuals, as opposed to true needs. According to Cutts (2019), true needs are objective, as a universal concept and the lack of fulfilling those true needs results in harm to the individual. False needs are subjective and the wants can vary, depending on different factors such as the economic or cultural background. To generalize this division of needs for the whole population does not respond to today's reality in education.

The definition of harm to a student can also depend on the capability of the student to take critics or bullying in or out of the school. For this reason, education should be personalized and individualized, as the true needs of each student change from one individual to the other. Identifying students' needs is crucial to motivating students to reach goals in the classroom (Farimani, & Shahri, 2020).



A combination of the BLT and Maslow's hierarchy of needs served as the framework of this research study as a background and a starting point, where the notion of motivation and human needs is crucial to understanding students' motivation. The behavioral learning theory can additionally influence the future motivational strategies used in the World Language classroom, which can positively affect students' emotions and feelings of anxiety as a response (İncirci et al., 2018).

External stimuli created by extrinsic motivational strategies can trigger internal stimuli and intrinsic motivation, which are crucial to decreasing language learning anxiety (Fischer et al., 2019). One of the objectives of the motivational strategies is to keep the satiation of the needs unreachable, to keep students' motivation high, creating new needs as the student's perspective changes (Baumeister, 2016). World Language teacher's role is crucial for this purpose. The teacher's role needs constant renovation and updates on students' needs (Dewaele, & Alfawzan, 2018). Analysis and compilation of effective motivational strategies can contribute to the access of the information by other World Language teachers to use and contribute to a dynamic community of knowledge to better serve students' needs (Baumeister, 2016).

### **Research Literature Review**

Literature shows a variety of motivational theories, covering different factors. Examples of the factors covered are cognition, emotion, or agency which influence motivation. Motivational strategies used by World Language teachers to decrease high school students' language learning anxiety, can be one of the multiple domains that integrate Baumeister's idea of the general theory of motivation. The phenomena of World Language learning anxiety, the determination of student engagement, the motivational strategies used for second language

acquisition, online learning and anxiety, emotional intelligence, and cultural responsiveness in the World Language classroom are discussed in the review of the literature.

### **World Language Learning Anxiety**

World Language anxiety is a feeling of pressure and concern when speaking, listening, reading, or writing a world language. Anxiety can have a positive effect on World Language students' performance when anxiety levels are low and do not impede students' acceptance of new challenges when learning a new language (Baykara, & Aksu Ataç, 2021). World Language anxiety can be triggered by misconceptions or past experiences that happened previously in the student's life (İncirci et al, 2018).

Creating an optimal environment where students feel safe when making mistakes should be one of the priorities of World Language teachers, as mistakes should be seen as beneficial and an important part of the learning journey (Ahmetović et al., 2020). Previous literature showed the relationship between motivation (intrinsic or extrinsic) and language learning anxiety (Ahmetović et al., 2020; Gregersen, 2020; İncirci et al, 2018). According to Gregersen (2020) language learning anxiety is dynamic, especially at the high school age, when emotions are more intense and changing. The times anxiety is experienced, the interconnection with other emotions, the co-existence of anxiety with other conditions, or the positive and negative interferences, contribute to this dynamism. These different times when anxiety triggers can go from a second to an entire decade. Teachers' ability to adapt to those changes through emotional intelligence and be open to trying new and effective motivational strategies can impact students' responses (Dilek & Balçikanlı, 2022).

Student environment and knowledge can increase or decrease the language learning anxiety experienced at a specific time. A student can experience high anxiety one day, decreased anxiety on the next, and go back to a high anxiety state on the third day (Ahmetović et al., 2020). The environment of the language classroom can significantly impact the student's emotional well-being or discomfort, hence the importance of the motivational strategies used by the teacher in the World Language classroom.

The juxtaposition of emotions in World Language students was highlighted by Dewaele and MacIntyre (2014), stating that anxiety and enjoyment can coexist when learning a new language. Teachers and peers can determine the degree of one or the other emotion with the actions in the World Language classroom. Although some literature resisted having a universal compilation of the motivational strategies which can promote these positive feelings in students and decrease anxiety (Gregersen, 2020) it is true that certain strategies such as games, class routines, cultural projects, or integration of music in the World Language classroom contribute to students' positive feelings and decrease language learning anxiety (Ahmetović et al., 2020). Motivation influences anxiety as part of a system of variables that continuously change and overlap. The small successes and victories in the World Language classroom can positively affect students' well-being, increase motivation, and decrease language learning anxiety (Gregersen, 2020).

Additionally, language learning anxiety increases with age and gender. Older students, such as high school students and female students tend to become more anxious when there is a possibility of failure or embarrassment in public (Ahmetović et al., 2020). During the pandemic, social anxiety increased considerably for high school students as a consequence of the collective

trauma that a global pandemic carries. Role plays, singing, oral presentations, and continuous social exposure are uncomfortable for some students but necessary for second language acquisition process (Muñoz-Basols, 2019). The teacher's influence through emotional intelligence is crucial in this scenario (Dilek & Balçıkanlı, 2022).

Motivational strategies in the classroom have the power to significantly decrease language learning anxiety. There is a negative association between intrinsic motivation and language learning anxiety and a positive association between demotivation and extrinsic motivation. When the motivation in the World Language classroom is high, the anxiety decreases, and the learning outcomes improve (Gegersen, 2020).

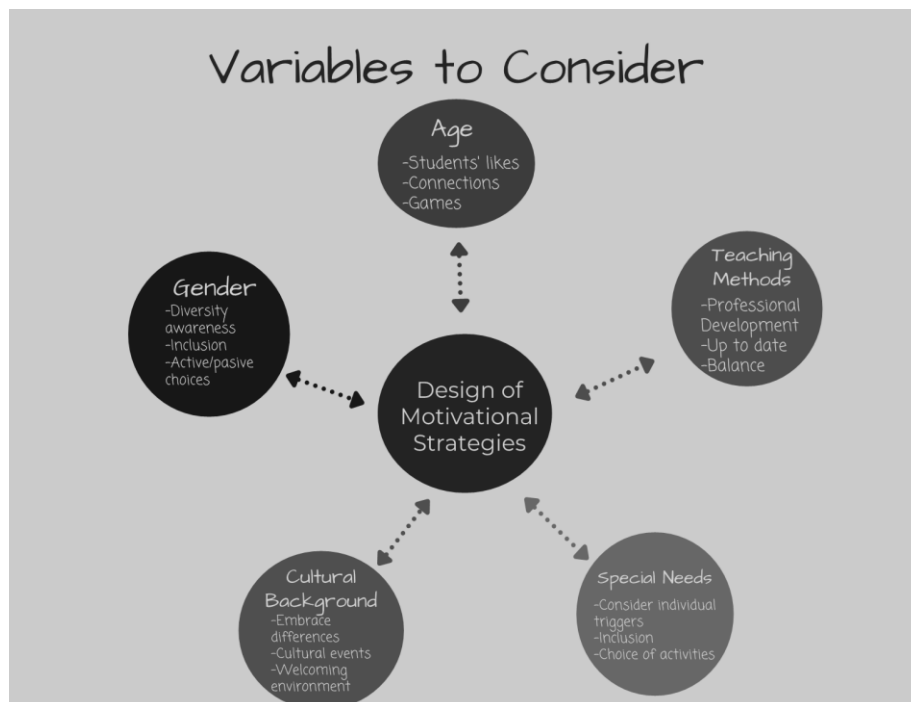
The role of the educator is crucial in the World Language classroom as an external motivational agent who contributes to the internalization of extrinsic motivation (Ahmetović et al., 2020). Teachers can create a classroom environment where students feel safe and comfortable, where there are enough opportunities for collaborating with peers, and where participation is encouraged without the fear of embarrassment or sarcasm from the teacher or other peers. The perceptions educators have regarding these strategies can help to identify the effectiveness of motivational strategies in students. This current study may provide the necessary information to continue the research and contribute to improving the learning environment in the World Language classroom.

When designing the motivational strategies, World Language teachers should consider different variables to include all students (see Figure 1). These variables include age, gender, cultural background, teaching methods, or special needs (Ahmetović et al., 2020). Regarding age, teachers should match the motivational strategies with students' interests and likes, make

connections by building a strong teacher-student relationship in the classroom and adapting the games and other activities to increase student engagement (Degrave, 2019).

**Figure 1**

*Variables to Consider by Teachers When Designing Motivational Strategies*



Teaching methods should be up to date through effective professional development opportunities and balance these opportunities with teachers' planning times, to design the most effective motivational strategies for students (McGhie-Richmond & Haider, 2020). World Language teachers should also consider each student's special needs, identifying possible triggers, especially when dealing with severe physical or mental conditions (Bagget, 2018).

Special needs should also be considered by including all students in activities and giving students choices to adapt to each student's special needs (Dilek & Balçikanli, 2022).

Embracing differences among students through cultural events and creating a welcoming atmosphere for all students should be among the teacher's priorities when designing motivational strategies in the World Language classroom (Bagget, 2018). Additionally, the inclusion of all genders in the classroom, and acknowledging students' gender identity can set the culture not only in the World Language classroom but in the school in general. A welcoming and safe environment should be the main priority for all teachers when designing motivational strategies, so students can develop a sense of belonging (Dilek & Balçikanli, 2022).

As opposed to what some studies suggested, one of the factors that greatly impact language learning anxiety is the negative correlation between language learning anxiety and critical thinking. İncirci et al. (2018) suggested in a study that students with high levels of anxiety tend to become more successful when acquiring a new language. This study did not take into consideration the impact of students' motivation to learn a language. Effective motivational strategies give joy to students and decrease, or eliminate language learning anxiety (Dewaele & Alfawzan, 2018).

Literature has traditionally focused on the negative aspects of language learning anxiety. There is no doubt, according to a considerable number of researchers, that language learning anxiety affects learning outcomes and engagement in students, increasing as students age (İncirci et al, 2018). Some studies suggest that positive emotions play a considerably significant role when students experience language learning anxiety.

The holistic approach of positive psychology literature gave a new perspective to language learning instruction, focusing on the positive experiences of students in the World Language classroom. In this context, the role of the World Language teacher as a motivator and designer of positive experiences is vital to decreasing the impact of language learning anxiety in students (Dewaele, & Alfawzan, 2018). There is a gap in the literature regarding the analysis or examination of the motivational strategies that are being used in the World Language classroom by educators. It is not known which of these strategies positively impact language learning anxiety. This study was an initial approach to close this gap in finding out what motivational strategies educators believe that work in the classroom and contribute to the literature related to the topic.

### **Identifying Student's Engagement in the World Language Classroom**

A World Language lesson that presents a variety of motivational strategies to students can contribute positively to students' engagement (İncirci et al., 2018). Determining student engagement and motivation (intrinsic or extrinsic) can be challenging for the educator (Cheng et al., 2020). Cukurbasi and Kiyici (2018) analyzed students' perceptions and engagement in Project-Based Learning (PBL) activities in the Flipped Classroom (FC) model. In this study, students showed positive emotions such as excitement and higher motivation to complete the tasks.

The impact of these activities on students' anxiety was associated with the exchange of ideas and task sharing when working together in groups. In this study, there was no negative feedback from the 35 students, although these students were reluctant to participate at the beginning. Results of the study suggested that motivational strategies such as PBL activities can

be generalized, considering the age, background, students' needs, and specifics of each student in a group (Baumeister, 2016).

Cheng et al. (2020) analyzed facial expressions as signs of intrinsic motivation in students. World Language educators' observation of these signs can be the foundation to elaborate and design specific motivational strategies in a group of students, identifying students' scale of needs and promoting communication in the classroom (Farimani, & Shahri, 2020). Non-verbal clues from students can be an effective tool to identify students' emotions and engagement in the World Language classroom, as signs of intrinsic or extrinsic motivation. Facial expressions can also help to identify emotions in students with diverse backgrounds as facial expressions are universal among cultures (Cheng et al., 2020).

Previous studies collected and analyzed students' perceptions and emotions regarding motivational strategies in the classroom (Cheng et al., 2020; Cukurbasi & Kiyici, 2018). There is a gap in the literature concerning educators' perceptions of the impact of the motivational strategies on students' language learning emotions and the assessment these professionals perform to find out the effectiveness of these strategies. The results of this study can contribute to the general knowledge by finding out educators' impressions on this topic and can serve as a reflection of best practices in the World Language learning field.

This research study is intended to be a contribution to the idea of a general theory of motivation postulated by Baumeister (2016). Opposite to previous research, the general theory of motivation incorporates multiple facets of human motivation. Baumeister pursues a general integrative theory of motivation, as an evolving concept. The present research study focused on



one of the many facets of the general motivational theory included and was focused on the changing needs of high school students.

According to Baumeister (2016), motivation is not only influenced by wanting but also liking. High school students' motivation to be engaged in the World Language classroom, and even go further the language studies, such as taking AP, immersion, or college credit classes, changes over time. Additionally, motivation changes among students (Bagget, 2018). Baumeister (2016) highlighted the two kinds of motivation human beings experience.

One type of motivation is the pattern of desire to do something and the consequent behavioral tendencies. This pattern is not felt by the person constantly and not all humans experience these patterns with the same intensity. This behavioral pattern occurs in the World Language classroom when the desire is complex and advanced, such as being respected for choosing advanced language classes and social acceptance in a specific social circle where languages are considered important (Bıyıklı, 2021).

The second type of motivation that Baumeister (2016) mentioned is about a specific desire. This type of motivation in the World Language classroom can be earning a certain grade, communicating in the target language, college acceptance, or earning a world language certificate. Language immersion students in Alaska who are enrolled in an immersion program since kindergarten receive special recognition and special graduation in high school (Anchorage School District, 2021). These students also receive opportunities to travel abroad at least once a year, where students can practice the target language and learn about the cultural aspects. Besides long-term motivation, there are also motivational strategies teachers can use in the classroom daily as a habit to motivate high school World Language learners (Bagget, 2018). The

challenging part for teachers is to identify the desires of each learner to put in place the correct motivational strategies and keep students engaged for the whole school year.

Satiation of motivation occurs when learning a language in certain cases. For a student, the motivation can be to communicate in the target language. Once the student reaches this goal, the student satiates the motivation of continuing to learn the language (Baumeister, 2016). On the other hand, with the correct external stimulus in the classroom, the student can increase the motivation of learning a new language, and the satiation of the motivation stimulates the student to decrease language learning anxiety and seek more knowledge.

The role of the World Language teacher is to make satiation of the motivation not available, hence each student can perform according to the student's potential. Baumeister (2016) emphasized the idea of a general theory of motivation, where all areas are covered. There is not a general motivation theory yet, and this study can contribute to the development of this general theory in the field of education, specifically in the World Language high school instructional environment. This explanatory case study may contribute to the analysis and compilation of effective motivational strategies used by World Language educators to decrease language learning anxiety, something that has never been studied before. The motivational strategies in the World Language classroom and the types of motivational strategies that can be used are analyzed in the following section.

### **Motivational Strategies in the World Language Classroom**

Motivational strategies can be academic or non-academic approaches, attitudes, or learning activities used in the World Language classroom to engage students. Student engagement is considered successful when motivational strategies serve as tools for students to

use when finding difficulties learning a world language and persistence is needed to pursue higher levels in learning the language (Bouras, 2019). Regarding the topic of motivation in the World Language classroom, Omar et al. (2020) highlighted the importance of strategies focused on students' motivation as the foundation of the language learning process.

There is a vast amount of literature regarding the importance of motivation when learning a new language. Dörnyei (2010) highlighted the importance of motivation even for the most gifted students, influencing the attitude of all students during the learning process. Research has been conducted regarding the power of motivational strategies and the impact of these strategies on language learning anxiety (Baykara, & Aksu Ataç, 2021). The skills that are practiced in every world language are reading, writing, listening, and speaking.

Although these four skills can present challenges and anxiety in students, speaking is the skill that generates the most anxiety. Baykara and Aksu Ataç (2021) conducted a study in which the attitudes of World Language learners were analyzed. The results suggested the anxiety levels presented in monolingual students were higher than the anxiety levels of students from multilingual households.

Students' attitudes play a significant role in students' performance, which implies that motivational strategies that teachers use in the classroom influence the anxiety levels and attitudes of students (Ahmetović, et al., 2020). The complexity of World Language learning, focusing on the speaking part, can be influenced by multiple factors. Educators should consider all variables to better understand each student, providing motivational strategies to decrease the anxiety that learning a new language produces.

Multiple combinations of motivational strategies can motivate students and decrease language learning anxiety. This study contributed to the compilation of effective motivational strategies and a better understanding of the impact these strategies have on students' anxiety. One of the motivational strategies focused on decreasing language learning anxiety and increasing student engagement is music. Literature suggested through different studies that the incorporation of music in the lessons is effective to maintain students' interest in the World Language classroom. Degrave (2019) examined the currently available resources to incorporate in lessons and the effectiveness of these resources, in an attempt of providing reluctant teachers with the tools to use this motivational strategy.

The three main approaches when incorporating music in the World Language classroom are music as a background (Rull et al., 2019), songs (Engh, 2013), and rhythmical activities (Graham, 1993). Degrave (2019) suggested the use of music in the world language learning environment not only adds awareness of the culture (cultural enrichment) but also is a valuable resource for practicing pronunciation through drills and repetition. Additionally, the use of music in the classroom motivates students and contributes to a positive learning environment in which students can participate, decreasing the levels of language learning anxiety (Degrave, 2019).

Project-Based Learning (PBL) activities can contribute to a safe environment for World Language students. Teamwork allows students to share ideas in a comfortable environment, rather than in front of the whole class. Parker (2020) suggested that PBL is a motivational strategy commonly used in World Language instruction. Time restraints and teacher workload sometimes prevent teachers to use a variety of activities, limiting these activities to students' presentations as a simple way to this approach. Parker (2020) analyzed students' responses

regarding the use of PBL activities in an intermediate Spanish classroom. Eighty-six percent of students agreed about the benefits of these activities regarding language comprehension.

Cukurbasi and Kiyici (2018), analyzed high school students' perceptions of the implementation of PBL activities. Participants were reluctant to participate in these activities and showed little interest in performing the work. Once the PBL activities were implemented, the researchers suggested that these strategies have an impact on a variety of aspects of student learning, including the enhancement of students' motivation.

Connecting students' personal experiences and interests with the curriculum have the potential to enhance the learning experience and promote critical thinking (İncirci et al, 2018). The target language and culture can be the object of analysis by students to develop critical thinking skills. The analysis of certain aspects of the language and culture can be a beneficial motivational strategy for high school students.

Bagget (2018) suggested the importance of World Language teachers' role in creating an inclusive classroom. Issues such as racism, sexism, or privilege were analyzed by students in the target language and cultural context. This analysis increased students' engagement and motivation considerably because the topics were relatable to students' personal lives.

One of the most effective motivational strategies that are currently available is student travel through exchange programs or visits abroad during the school year (Sustarsic, 2020). Although the literature is scarce regarding the topic of motivation and study abroad at the high school level, there is research regarding the benefits of students' language learning of immersive experiences abroad (Paterson, 2017; Sustarsic, 2020). The benefits of these experiences can be the achievement of proficiency in the World Language, cultural awareness, reduce prejudice,

open-mindedness, and self-esteem, among others. These benefits impact students for life (Paterson, 2017).

The World Language teacher can set motivational strategies focused on these exchange programs when available as the main goal for the World Language learning experience. In Southcentral Alaska, there are student travel programs and exchange programs available for high school students. These programs can be crucial to develop motivational strategies in the World Language classroom (Anchorage School District, (1) 2021).

Student anxiety, disengagement, and demotivation can lead to behavior issues in the World Language classroom (Dewaele & Dewaele, 2020). The topic of classroom management in the World Language classroom is scarce in research. According to Debreli et al. (2019), World Language classroom management is unique and different from general education areas. Additionally, Debreli et al. highlighted the importance of the relationship between student motivation and classroom management. For this reason, the motivational strategies focused on student behavior in the World Language classroom are crucial and some of the first issues to consider by the World Language teacher, as behavior can impact content learning if not addressed properly (Keyes. 2019).

### **Online Learning During the Covid-19 Pandemic and Anxiety**

World Language students are exposed to uncomfortable situations daily (Muñoz-Basols, 2019). Common practices in the World Language classroom include oral presentations, peer reviews, teamwork, essays in the target language, cultural comparisons, or listening activities with accents from different countries. These practices can be triggers for high school students and increase students' anxiety levels more than in any other class, because of the unpredictability

and variety of these activities. This situation has been enhanced by the Covid-19 pandemic, which added the stressor of online learning.

According to Chametzky (2017), anxiety in students is especially triggered by situations in which students are being exposed to situations out of their comfort zones. Online learning during the pandemic increased Alaskan students' anxiety, as online learning was unfamiliar for all. Effective motivational strategies used by World Language educators decrease students' anxiety levels to regain balance (Chametzky, 2017). The role of the World Language teacher in this context is crucial to listen to students' concerns and help students to deal with anxiety (Thomas et al., 2017).

### **Emotional Intelligence**

Emotional Intelligence (EI) is the effective management of emotions an individual can have in different situations (Thomas et al., 2017). Literature is scarce regarding the relationship between language learning and EI. World Language teachers can potentially influence students' emotional responses through motivational strategies. These motivational strategies can change students' negative perceptions through EI and promote learning ownership of students (Dílek & Balçikanli, 2022). Motivational strategies in the World Language classroom can be powerful tools to cope with academic stressors for high school students. Additionally, teachers' attitudes towards the class can be handled through EI to alleviate negative emotions (Dílek & Balçikanli, 2022).

A multifaceted approach is crucial for minimizing anxiety and increasing student motivation. Motivational strategies and other resources to support students are part of the uniqueness of each student's needs. Motivational strategies can reverse students' negative

thoughts towards the target language and increase engagement, recognizing the challenging nature of second language acquisition and providing a safe environment in which students can feel comfortable when making mistakes through EI (Dilek & Balçikanli, 2022).

### **The Culturally Responsive World Language Classroom**

The implementation of cultural responsiveness strategies across the United States has caught the attention of the most innovative educational professionals and has become a trend in the last decade to fight the status quo (Mansilla & Jackson, 2011). Literature regarding this change in educational practices highlights the resistance these educational innovators face daily (Treacy & Nohilly, 2020). High school teachers should focus on the potential impact high school students can make on the community and work together to avoid the conservatism of some educational institutions which impedes the implementation of strategies to promote all students' sense of belonging and inclusion.

Teachers should create an environment in the World Language classroom where students feel welcome and part of something. Maslow's hierarchy of needs theory and the behavioral learning theory are blended in this context, where it is ok for students to make mistakes and try again when needed and create a setting where students are willing to take risks and accept new challenges (Clark, 2018). A sense of community goes hand to hand with a culturally responsive approach where a variety of forms of diversity is patent (Dion, 2020).

The consideration of the uniqueness of the student population is crucial to promoting motivation and engagement in the World Language classroom. According to Scribner et al. (2021), culturally responsive classroom implementation starts with leadership. All educators



should be up to date not only regarding new strategies to implement in the classroom but the issues each community faces.

Professional development opportunities for all educators and self-reflection are crucial for further implementation of a culturally responsive focus in the World Language classroom. According to Prins et al. (2019), disciplinary practices should respect the uniqueness of each learner. Textbooks should reflect a respect for diversity and be a guide for teachers to implement culturally responsive practices to motivate students. Integrating a diverse range of work opportunities in the classroom for high school students can impact student motivation and decrease student anxiety. According to Devon (2020), giving students options when completing and assessing work is crucial to break the *lecturing, memorizing, and testing cycle*, especially for minorities.

Additionally, students' motivation and decreased language learning anxiety can be impacted by the language used in the classroom. A culturally responsive language used in the World Language classroom can create a comfortable environment where students feel at home. Biondi (2021) highlighted the holistic pedagogy approach to respond to equity, creating a balance between the cognitive and affective dimensions in students. Teachers should consider the emotional dimensions of each student when implementing new motivational strategies in the classroom.

Cultural responsiveness goes further than race and cultural backgrounds but also takes into consideration students' socioeconomic data, housing, and emotional well-being. For this reason, relationship building is crucial (Biondi, 2021). The acknowledgment of teachers', counselors', and administrators' own biases, creating high expectations for all students, and

building strong relationships with students' families are examples of the culturally responsive classroom where students are willing to be themselves in a nurtured learning environment (Devon, 2020).

### **Counter Arguments**

The determination of student engagement requires the teacher's expertise and motivation. Student engagement can have different perspectives from students, parents, teachers, or administrators. Different perspectives can enrich the learning experience; however, these perspectives can be challenging for educators and contribute to teachers' demotivation (Wilson & Conyers, 2020).

Literature emphasized the clues of intrinsic motivation, such as facial expressions when receiving information or performing certain activities (Cheng et al., 2020). However, each student is unique and exteriorizes emotions differently. Educators can additionally find cultural or emotional challenges when implementing motivational strategies. For this reason, the concept of *one size fits all*, which the educational field has been implementing in the last decades with standardized testing and curricula, does not apply to motivational strategies (Bondie et al., 2019).

### **Summary and Conclusions**

High school students often experience higher levels of anxiety when learning another language than in other subject areas (Ahmetović et al., 2020). The relationship between language learning anxiety and motivation is a topic that has been studied in different contexts. Research is consistent in showing this relationship as crucial for language attainment.

Although the role of the World Language educator in this scenario is key, research is focused on the students' vision of motivational strategies, rather than the educators' perspective.

This current study was an attempt to initiate the general motivation theory that Baumeister (2016) suggested in the World Language area. This study may provide useful data to collect effective motivational strategies to decrease World Language learning anxiety and create new strategies for student engagement.

In this chapter, the theoretical framework of the study was analyzed. The two theories that can be combined to understand the topic are the behavioral learning theory and Maslow's hierarchy of needs theory. World Language educators' main role is to identify each student's needs to better assist and motivate students to decrease language learning anxiety.

Additionally, six main topics in literature were explored: World Language learning anxiety, determination of student engagement, motivational strategies used for second language acquisition, online learning and anxiety, emotional intelligence, and cultural responsiveness in the World Language classroom. Literature shows the relationship between motivation and language learning anxiety, which can be triggered by misconceptions, or past experiences that happened previously in the World Language student's life (İncirci et al, 2018). The role of the teacher as a motivator and designer of positive experiences is crucial to decreasing the impact of language learning anxiety in students (Dewaele, & Alfawzan, 2018).

In the following section, the methodology of this study will be analyzed. Chapter Three includes the research design and rationale, the role of the researcher, the procedures followed for the research, the population and sample selection, instrumentation, and data collection, preparation, analysis, and organization. The chapter also includes the ethical procedures of the study.

### **Chapter 3: Methodology**

Motivational strategies used by teachers affect the intrinsic thoughts of the students and can be crucial to academic and future achievements (Cabestrero et al., 2018). Teachers need a range of academic, structural, or emotional resources to help students learn a World Language effectively (Bıyıklı, 2021). Among the resources used by teachers, motivational strategies applied to keep students engaged and decrease the levels of anxiety when learning a language are a focal point (Cukurbasi & Kiyici, 2018). World Language is one of the required subjects in high school creating the most anxiety and an obstacle for language learning (İncirci et al., 2018). To mitigate the anxiety caused by language learning in high school students, World Languages educators in the United States developed new motivational strategies (Baumeister, 2016; Wilson & Conyers, 2020).

Educators involved in teaching World Languages in Alaska tend to design motivational strategies through trial and error, which is time and effort-consuming (Nation & Macalister, 2020). The problem was how motivational strategies used by educators in high schools in Southcentral Alaska influenced anxiety levels among World Language learners. The purpose of the qualitative explanatory case study was to explore World Language educators' opinions and beliefs regarding the motivational strategies' influence on World Language learners and the impact of these strategies on students' language learning anxiety. The following research questions guided the study:

Research Question 1: How do World Language high school educators perceive motivational strategies' influence on World Language learners and language learning anxiety?

Research Question 2: What other resources can be used by World Language high school educators to support students?

This section comprises the methodology that directs the study. A basic qualitative method was used and was supported by research. Both the instruments and the research procedures were explained in detail to collect and analyze the data of the target population. The criteria for selecting participants and the role of the researcher, as well as the resources to improve the reliability and validity of the study, are described. Ethical procedures are also specified.

### **Research Design and Rationale**

A qualitative explanatory case study was utilized to explore the research topic. Through this research design, participants can have the freedom to share opinions and personal insights. This design allowed the flexibility of the instrumentation (Powney & Watts, 2018). Qualitative methodology is appropriate to understand the participants' experiences, observations, and suggestions (Creswell & Creswell, 2018). As a method established in the 1960s, qualitative research helps researchers understand the participants' point of view of a specific phenomenon, extending the current information and narrowing the gap in the literature (Merriam & Grenier, 2019). Other types of qualitative research design such as ethnography, narrative inquiry, or phenomenology link to specific types of data collection and analysis, which are not related to this study's topic. For instance, ethnography's focus is on the culture of different groups (Neubauer et al., 2019). A case study intends to investigate a phenomenon in a real-life context and is, for this reason, the optimal approach for this study (Tomaszewski et al., 2020).

### **Methodology**

The focus of this case study is to analyze educators' perceptions of practices to motivate World Language learners which can open new horizons for World Language teaching and learning. A different approach from a qualitative explanatory case study, such as a quantitative research design or mixed methods, would not be appropriate for this study as the intrinsic nature of motivation and anxiety are not measurable in numbers (Dong et al., 2021). Motivational strategies that teachers use in the classroom are broad and encompass a variety of elements. An initial questionnaire and personal interviews gave the participants the opportunity of explaining strategies and perceptions regarding the motivational strategies used in the World Language classroom to decrease language learning anxiety among high school students.

### **Design**

A qualitative explanatory case study was conducted at 22 high schools located in Southcentral Alaska. The questionnaire and interviews allowed the participants to explain and discuss the perspectives participants have regarding the motivational strategies used in the World Language classroom. Experienced and new World Language teachers, counselors, and administrators with diverse backgrounds, languages, and levels of education helped in identifying motivational strategies to decrease students' anxiety. An explanatory case study with interview questions was focused on the individual strategies each of the participants use or observed in the World Language classroom. Semi-structured interviews were used so educators could explain in detail the strategies, share individual responses, and start conversations leading to conclusions. Interviews showed the degree of the quality and effectiveness of the motivational strategies to decrease students' anxiety by leading participants to reflect and share, creating knowledge through the participants' experiences and interaction (Powney & Watts, 2018).

Time and resource constraints, such as conflicts in schedules, personal constraints, or means of transportation, were alleviated by conducting the interviews through Zoom. The online platform provided flexibility to accommodate the participants' schedules. Participation in this research study may be a valuable professional development opportunity for participants.

Administrators at any of the 22 high schools located in Southcentral Alaska were among the possible participants. Participation of the administrators can be an advantage in terms of support and added value to the study. This study may be a collaboration opportunity among professionals in different high schools with different roles and backgrounds, benefiting the staff and students across the district.

The main advantage of choosing an explanatory case study was the possibility of a compilation of the motivational strategies used in the World Language classroom in high schools across Southcentral Alaska. An understanding of the effective motivational strategies among high school World Language students may be provided by this study. This study may be a step forward in language learning as a foundational pillar from which high school World Language teachers can collaborate nationally and internationally (Baumeister, 2016). World Language high school students can benefit from a compilation of motivational strategies. This compilation may be used by World Language teachers to present new challenges for all students and decrease language anxiety levels when learning a new language (Ahmetović et al., 2020).

### **Role of the Researcher**

I acted as an observer, creating and coordinating questionnaires and interviews with participants, ensuring participants' explicit permission for the research study. Additionally, I observed the interactions and conversations with participants, taking notes to collect data. Data

from the questionnaires and interviews were coded, categorized, and analyzed according to the participants' insights (Powney & Watts, 2018).

Being part of the staff at the same school leads to professional relationships among the participants and the observer. Professional relationships may affect the study by creating biases in the development and administration of the interview questions. The participation of other high schools with similar characteristics reduced bias. Additionally, professional relationships contributed to the research study positively, as the participants were more comfortable sharing experiences (Creswell & Creswell, 2018). Administrators, counselors, and teachers participating in the study have a positive professional relationship as members of the staff in any of the 22 high schools across the district. I was a teacher at one of the high schools, with no supervisory duties of any kind. Administrators have a supervisory role over the teachers and counselors within the schools but do not have any involvement in the administration of the research steps.

The study can present some ethical issues, even though the confidentiality of the participants was protected. Some issues can arise as teachers can feel judged about the motivational strategies used in the classroom. To mitigate the potential judgment from administrators the interviews were conducted privately with each participant. In addition, no identifying participant information was included in the participants' responses. No identities were provided with the interviewees' responses. An incentive for participating can be the professional development opportunity to have conversations about the topic, which can benefit World Language teachers and students (Schwartz, 2009).

### **Research Procedures**



Research procedures are the pillars of the study to pursue the insights of the participants with specific criteria. The information about the research procedures, the sample, and the participant selection are explained. The procedures for the recruitment of participants, the criteria, and the rationale for the selection are detailed. Ethical considerations are detailed in the following paragraphs.

### **Population and Sample Selection**

The target population was the approximate number of individuals affected by the study, from who the sample was drawn and who may eventually benefit from the study (Dranseika et al., 2017). For the study, the target population was World Language teachers in Southcentral Alaska (estimated total size of 500), 89 counselors, and 200 administrators. A sample of teachers, administrators, and counselors was drawn from 22 high schools with similar characteristics and programs, located in Southcentral Alaska.

Sixteen participants were the sample size of the study. The sample included administrators (principals and assistant principals), counselors, and World Language teachers. Teachers from different countries, with various levels of experience, and diverse academic backgrounds composed the group of World Language educators. This study may also be the foundation of future research on this matter as the size and diversity of the participants make possible the generalization and extrapolation.

Convenience sampling strategy was used and integrated stakeholders working in high schools within the district. The entire administrative, counseling, and World Languages departments were contacted to participate in the research. A small size was chosen to support the depth of case-oriented analysis (Vasileiou et al., 2018).

Sixteen participants were included in the final sample. World Language teachers, counselors, and administrators at high schools were selected from high schools in Southcentral Alaska. World Languages programs are diverse and popular among students in Southcentral Alaska. Selecting the sample from the 22 high schools in Southcentral Alaska gave the study trustworthiness (Vasileiou, et al., 2018).

The inclusion and exclusion criteria helped determine the relevant participants for the study. According to the scope of the study and the topic, the geographic, demographic, age, or professional characteristics of the participants can be taken into consideration as inclusion or exclusion criteria (Patino & Ferreira, 2018). For this study, the inclusion criteria included the high schools where these participants are employed, their roles, and the nature of the role of the participants at these schools (World Language teachers, counselors, and administrators who directly or indirectly supervise the World Language department and the department's activities). The exclusion criteria are the other educators employed in elementary and middle schools throughout the district, non-World Language teachers, or any other staff who are not counselors or administrators.

Site approval was requested through email (see Appendix D). After IRB and site approval were granted, prospective participants who fell into the scope of the study received a recruitment letter through the district's email (see Appendix E). The email contact information is publicly available on the district's website. Interested individuals then replied directly to the researcher's email and the consent form was sent (see Appendix F). Once the participants signed the informed consent for participating in the study, a protected and confidential link was sent to each of the participants with an initial questionnaire containing screening, demographic, and topic questions.

**Data Instruments**

In this study, the questionnaire containing screening, demographic (see Appendix A), and topic questions (see Appendix B) and semi-structured interviews with open-ended questions were used to collect data (see Appendix C). Adequate instruments to conduct a qualitative study are small group discussions, semi-structured interviews, in-depth interviews, text analysis, or observations (Hammarberg et al., 2016). Semi-structured interviews with open-ended questions were conducted through Zoom. The use of open-ended questions allowed the participants to explain the motivational strategies used in the World Languages classroom, the impact of the motivational strategies on students' language anxiety, and the opinions the participants have regarding the topic.

**Questionnaire**

A questionnaire with demographic questions (see Appendix A), and another questionnaire containing the topic questions (see Appendix B) were administered before the interviews and were sent through a survey link. The demographic questionnaire had eight questions and the topic questions questionnaire had seven questions. Questionnaires allowed participants to reflect on the topic of the research study and are a fruitful way to gather information (Charlotte & Hagström, 2017). Participants' answers to the questionnaires determined their eligibility to participate in the study. Questions were reviewed by subject matter experts (see Appendix H).

**Semi-structured Interviews**

Interview questions were developed and personalized considering the role of each of the participants in the school so participants can give a vision from different perspectives. The total

number of interview questions was 11. Previous qualitative studies with the same instrumentation methods were the sources to develop the questions; however, original interview questions were developed and adapted to the participants' roles. Three subject matter experts reviewed the questions before the interviews were conducted. The questions were open-ended questions that lead to one-to-one conversations (de la Croix et al., 2018). Interview questions were answered by the participants according to the role participants held in school and were conducted through Zoom.

### **Instrument Validation**

Interviews and questionnaire content was validated through a review by subject matter experts. Three subject matter experts in the field reviewed the questions of the interviews and questionnaire. Two of the subject matter experts earned an EdD and one earned a PhD. All subject matter experts hold a position of leadership in the field of education. Subject matter experts provided feedback, suggesting the questionnaire and interview questions not be excessively time-consuming, to ensure the reliability of the study. The necessary modifications were made based on the feedback.

### **Data Collection and Preparation**

Data collection process began when the Institutional Review Board approval was obtained from the American College of Education. The entire data collection process took four weeks. An invitation was sent to the participants. Recruitment for this study took place through a recruitment letter (see Appendix E), addressed to high school World Language teachers, guidance counselors, and administration teams. When the participants replied, expressing

interest, an informed consent form was sent to the participants by email. Participants signed and returned the consent form through DocuSign.

Once the consent form was received, the questionnaires with screening, demographic, and topic questions were sent to participants through an online survey. The screening of the participants was completed through the eight-question demographic questionnaire (see Appendix A). Through the topic questions questionnaire (see Appendix B), participants disclosed their demographic information, their connection of the participants with the World Language department, and their role in the school. Questionnaires were distributed using Survey Monkey. Survey Monkey is a tool commonly used by teachers and administrators from high schools in Southcentral Alaska to collect data. Participants are familiar with the data collection tool which made the process simple. Allowing the use of familiar data collection tools simplifies the process (Ro et al., 2017). The demographic questionnaire duration was no more than 15 minutes.

Once the questionnaires were completed, 16 participants who met the qualifications were selected from the pool. The scheduling of the interviews took place through email. Scheduling was based on each participant's availability. Interviews were scheduled and confirmed through the Zoom application's calendar. The location of the interviews was online at any of the 22 high schools in Southcentral Alaska, or an alternative location such as the participants' respective residences, as the interviews were conducted through Zoom and allowed participants to change location if needed. Zoom interviews' access was protected through a passcode. The duration of the interviews was no more than 45 minutes per interview to avoid redundancy in the responses (Jervis, 2019). Interviews started with a meet-and-greet phase, where the participants had the opportunity to review the consent form and ask questions if needed. After all participant

questions had been answered, the interviews began. Each participant answered the 11 semi-structured questions of the interview. The responses to the open-ended interview questions were recorded with a recording device. Notes were also taken at the same time the interviews were conducted, including the participants' attitudes, body language, and other relevant information for the study. The interactions of the participants and other non-verbal clues were annotated. Proper notes to describe the participants' interactions and other non-verbal clues contribute to the accuracy of the interpretation of the responses (Rupert et al., 2017).

Once the individual interviews were completed, the video recording was reviewed. Notes were added to the initial notes and categorized by the role of the participants. Note-taking in the data collection process provides an accuracy of the responses to be later categorized (Rupert et al., 2017). Data were stored online with password-protected access to ensure confidentiality for the next 3 years. A protected and coded access to data increases the confidentiality of the participants (Berkowitz, 2017). Additionally, participants' responses were identified with a coded number. Participants exited the study in a debriefing session in a Zoom meeting. During the debriefing session, participants asked any questions that came up during the interview. Transcripts of each interview were created from the interviews' recordings. Member checking took place in this phase. Interview transcripts were emailed to participants, and participants were given 10 days to review. Participants made corrections to the statements in the interview transcripts if clarifications were needed. In the case the participants made any corrections to the transcripts, the new version of the transcripts was sent by email for confirmation. Participants replied to the email confirming the new transcript. Member checking contributed to the trustworthiness of the study. Once the two phases were concluded (questionnaire and interviews),

participants exited the study. Participants were thanked and were advised regarding the eventual receipt of the results of the study when the study was concluded. After the study was conducted and the required three years of storing the data are completed, electronic data will be erased according to the secure deletion procedures of the programs and platforms used for the study (Kuckartz & Rädiker, 2019). Paper notes will be shredded.

### **Data Analysis**

Once the data were prepared, the analysis took place. Data analysis in a qualitative study is a creative and dynamic process that uses induction to theorize and draw conclusions. The process of organizing, categorizing, and coding the responses of the participants in the questionnaires and interviews is the data analysis (Oswald, 2019). Data from the questionnaire and interviews were prepared by printing transcripts and gathering and categorizing notes. All materials were reviewed to ensure the accuracy of the notes. Frequent words were highlighted, and notes were taken. Patterns in the responses and interactions were documented (Jervis, 2019). Participants' names were removed and coded at the beginning of the process to protect participants' confidentiality. Data were cleaned up by eliminating redundancies and structural errors.

### **Organizing the Data**

A Microsoft Excel table was used to organize the data collected from the questionnaires and the transcripts of the interviews. Data contained transcripts of the video recordings and notes. Identification of salient themes, frequent words and patterns in the answers, and conversations with the participants followed. Color coding themes, patterns, and frequent words identified was the next step. The final step was to formulate a list of associated themes which

emerged in the conversations and responses with the participants to ensure the reliability and validity of the data collection were observed during the process of the data analysis (Williams & Moser, 2019).

The software used to analyze data were MAXQDA to ensure the uniformity and accuracy of the analysis (Oswald, 2019). A combination of content and discourse analysis was the appropriate evidence-based model for the study. Content of the documented interviews was used to study the responses. Participants' interactions were studied following the discourse analysis (Hossain, 2017).

### **Examining, Coding, and Categorizing**

Additional notes were taken from the recordings to complete the existing notes. Questionnaire and interview data were organized and categorized. Visual maps were used to display data, organize, and bring more rigor to the study (Parmentier-Cajaiba & Cajaiba-Santana, 2020). A table containing the categorized data with color-coded patterns in responses, related topics, and frequent words, was reviewed and conclusions were formulated. The coding process had three phases. During the open coding phase, the concepts and themes were identified for categorization. In the axial phase, themes were refined and aligned. In the final phase, categories were selected and integrated. These three phases were crucial to optimizing data and understanding the participants' perspectives (Williams & Moser, 2019). MAXQDA was the computer software used for data analysis. This program provided different options for analysis, such as unstructured text, audio, or video (Oswald, 2019). A comparison of the participants' responses was made through the software.

### **Reliability and Validity**



In this research study, reliability and validity were affected by several factors. A major factor was lack of time teachers, counselors, and administrators were experiencing due to the changes the pandemic and back to in-person school setting caused. To increase engagement in the study, incentives can be an optimal way to address the time issue, in the form of gift cards or paying extra hours as an addendum. Another incentive could be the professional development opportunity the questionnaires and interviews provided that made participants reflect on the practice in the classroom. Another factor was the judgment of administrators regarding the strategies used in the classroom. Teachers' work and strategies in the classroom could be an object of critics by administrators and counselors. A final factor was to determine strategies related to the decrease of anxiety in language learners. To investigate anxiety in students when learning a new language, the input of the counselors was necessary (Morris & Slaten, 2014).

Data triangulation by using a questionnaire and interviews ensured the strategies to establish the credibility and dependability of the study are implemented. Interviews and questionnaires, as the use of a variety of data collection sources, is a simple way to avoid bias in a qualitative study (Navarro Sada, & Maldonado, 2007). The diversity of the participants' backgrounds, demographics, visions, experiences, and roles can contribute positively to establishing transferability to other settings. The observer provided a thick description of the district's environment, such as the social and cultural context. A detailed account of the district's environment can help to understand the school district's setting, which contributes to the transferability of the research (Tracy & Hinrichs, 2017). Contextualization, interpretation, and understanding of the district's setting can put at risk the confidentiality of the participants of the study. Participants' confidentiality was protected by guaranteeing participants' identity and

responses beyond the questionnaires and interviews were not able to be connected to a specific individual. The implementation of strategies of trustworthiness was through the reduction of bias. Bias was reduced by incorporating participants from different high schools to ensure the diversity of the setting.

### **Ethical Procedures**

The three principles of The Belmont Report were followed for the entire research process. Respect for persons, beneficence, and justice were the three basic ethical principles established by the Belmont Report (Friesen et al., 2017). Consent procedures were put in place to ensure the research study process respects persons. Safe storage of data guaranteed the participants' confidentiality (Brothers et al., 2019). Responding to the principle of beneficence, the participants were free to decide their desire to contribute to the study. Participants' decisions were respected at all times of the research process. To guarantee the principle of justice, the participants were selected as directly related to the problem being studied and their potential contributions (Friesen et al., 2017).

After IRB approval was obtained (see Appendix G), potential participants were selected and notified by school email through an informed consent letter (see Appendix F) at least four weeks before the first meeting. The letter contained the introduction of the research study, invitation to the participant, the procedures, and duration. Policies to follow regarding confidentiality, anonymity, and the participant's right to refuse at any time during the study were shared with the participants through the consent letter. Data were stored online with coded access to protect confidentiality for the next 3 years. A protected and coded access to data guarantees the confidentiality of the participants (Berkowitz, 2017). After the study was conducted and the 3

years of storage completed, data will be erased and will not be possible to be accessed, and notes will be shredded (Ryan, 2016). Interviews and questionnaires were personal and confidential, and the confidentiality of the individual responses will be preserved.

### **Chapter Summary**

Motivational strategies in the World Language classroom are crucial components to contribute to the decrease of language learning anxiety among high school students (Cabestrero et al., 2018). A compilation of effective strategies used in the World Language classroom can contribute to the effectiveness of educators and provide schools with valuable resources to increase students' performance (Baumeister, 2016). The problem was how motivational strategies used by educators in high schools in Southcentral Alaska influenced anxiety levels among World Language learners. This qualitative explanatory case study explored administrators,' counselors,' and World Language educators' opinions and beliefs regarding the motivational strategies' influence on learners and the impact of these strategies on students' language learning anxiety.

The largest school district in Alaska was the location in which this study was conducted. High school educators, administrators, and guidance counselors were the target population of this study. Participants answered an initial demographic questionnaire to determine their eligibility for the study. Individual interviews were conducted with all participants. Data were organized and analyzed to interpret the results. Potential threats to reliability and validity were addressed, followed by the ethical procedures. Results of the analysis detailed in this section were presented through the research findings and data analysis in the next chapter. Aspects regarding data collection, data analysis and results, and reliability and validity will be detailed in Chapter 4.

### **Chapter 4: Research Findings and Data Analysis Results**

In recent years the enrollment of U.S. students in World Language classes suffered a significant decline (Looney et al., 2019). However, in an increasingly global world, World Languages are more relevant than ever (Martinaj, 2020). The problem explored is how motivational strategies used by educators in high schools in Southcentral Alaska influenced anxiety levels among World Language learners. There is an urgent need to increase the number of World Language students in U.S. high schools, as the world is getting more competitive each year (Martinaj, 2020).

Motivation plays a significant role in world languages, increasing the number of students in high school and higher education institutions (Fletcher et al., 2018). A compilation and analysis of the motivational strategies used by World Language educators in the classroom are necessary. Motivational strategies are needed to improve instruction, create the optimal environment for students, and minimize language learning anxiety, as the main factor of student demotivation (Ahmetović et al., 2020).

Data collection of the study, focusing on the description and timeframe of the informed consent process, the number of participants, location, duration, and any study variations that were encountered will follow. Additionally, data analysis, study results, reliability, and validity aspects of the study are identified. This section includes a summary where all relevant aspects are mentioned.

#### **Data Collection**

An email containing the recruitment letter (see Appendix E) was sent to potential participants (high school administrators, counselors, and World Language high school teachers) on December 13, 2021, after participants responded showing interest in the study. Informed

consent letters (see Appendix F) were sent through DocuSign and were signed by the participants digitally. The time frame of the collection and receipt of informed consent documentation was from January 4 to January 28, 2022.

Upon receipt of an informed consent form, the questionnaires with screening, demographic (see Appendix A), and topic questions (see Appendix B) were sent to participants through an online survey. The questionnaire was divided into two, as SurveyMonkey did not allow more than ten questions in each questionnaire for its public access version. For this reason, there was one questionnaire with nine demographic questions (see Appendix A) and another questionnaire with seven topic questions (see Appendix B). All interviews were conducted through Zoom. Interviews were recorded and transcribed as expected. From the initial informed consent forms received from 20 participants, 16 participants completed both phases of data collection. Participants were World Language high school teachers, counselors, and administrators currently employed at the Anchorage School District.

All participants were assigned a number at the beginning of the process when the consent form was signed to protect participants' confidentiality. Interview questions were adapted to each participant's role in the school district, and some clarification was needed to understand the participants' answers. Although 20 participants signed the informed consent form, only 16 participants completed both questionnaires (see Appendices C and D) and the interview. Screening of the participants was accomplished through the completion of the eight-question demographic questionnaire where participants disclosed their demographic information, the participants' connection with the World Language department, and the participants' roles in the school. The questionnaire was completed using SurveyMonkey.

Once the questionnaire was completed, 16 participants met the qualifications. World Language high school teachers, counselors, and administrators at high schools were selected from high schools in Southcentral Alaska. All participants who expressed interest and were involved in teaching or supervising the World Language department were chosen according to this criterion. Scheduling of the interviews took place through email and/or google forms, based on each participant's availability. Zoom application calendar was used to schedule and confirm the interviews. All interviews were conducted through Zoom and were protected through a passcode. A voice memo application was used for all interviews and transcribed through Trint.

Deviations of the specifics during the data collection process were to ensure the accuracy of the recording process, the confidentiality of the participants, and the accessibility of data for analysis. The use of the voice memo application instead of the Zoom recording feature made it simpler to start, pause, or stop the recordings of the interviews without affecting the Zoom call. Trint audio transcription software as the transcription tool was used for the simplicity of this application and its compatibility with the recording process for posterior coding with MAXQDA.

Regarding the unusual events and circumstances during the data collection process, the timing delayed the entire process. Data collection timing coincided with a major holiday in the country, winter break, and data collection was delayed, which affected the previous prediction of a three-week data collection period. The first email sent to potential participants was on the last week before the winter holidays, which coincided with the high school level final exams. For this reason, a reminder email was sent to potential participants after the winter break.

Regarding the data collection tools, SurveyMonkey did not allow more than 10 participants' answers in the public access to the application, charging a year subscription to see

all the answers. The difficulty of the access to Zoom features made the use of iPhone's voice memo and Trint for the transcripts appropriate. Five potential participants who initially signed the informed consent forms, decided not to participate because of time constraints and scheduling, as was predicted in the research proposal. Three participants tested positive for Covid-19 and had to reschedule the Zoom interview.

### **Data Analysis and Results**

This section contains an analysis of the participants' demographic profile, questionnaire topical summary, and interview data. The topic data regarding the student engagement portion, a free response question, was analyzed with MAXQDA to highlight patterns in the responses. In the interview section, MAXQDA was the chosen application to analyze the Zoom interviews. Coding took place after each interview concluded, to provide participants' responses with recent notes and observations. Visual illustrations are displayed for a better understanding of the other strategies used to support students, the obstacles that impede the use of motivational strategies in the World Language classroom, and the motivational strategies that according to participants, the effective motivational strategies, and the strategies that contribute to decreasing the anxiety levels in language learners. A table is provided (see Table 1) showing the recurrent themes identified, such as motivational strategies, anxiety, and other strategies for student support, and how the school can support the use of these strategies to decrease anxiety in high school students.

#### **Participant Demographic Profile**

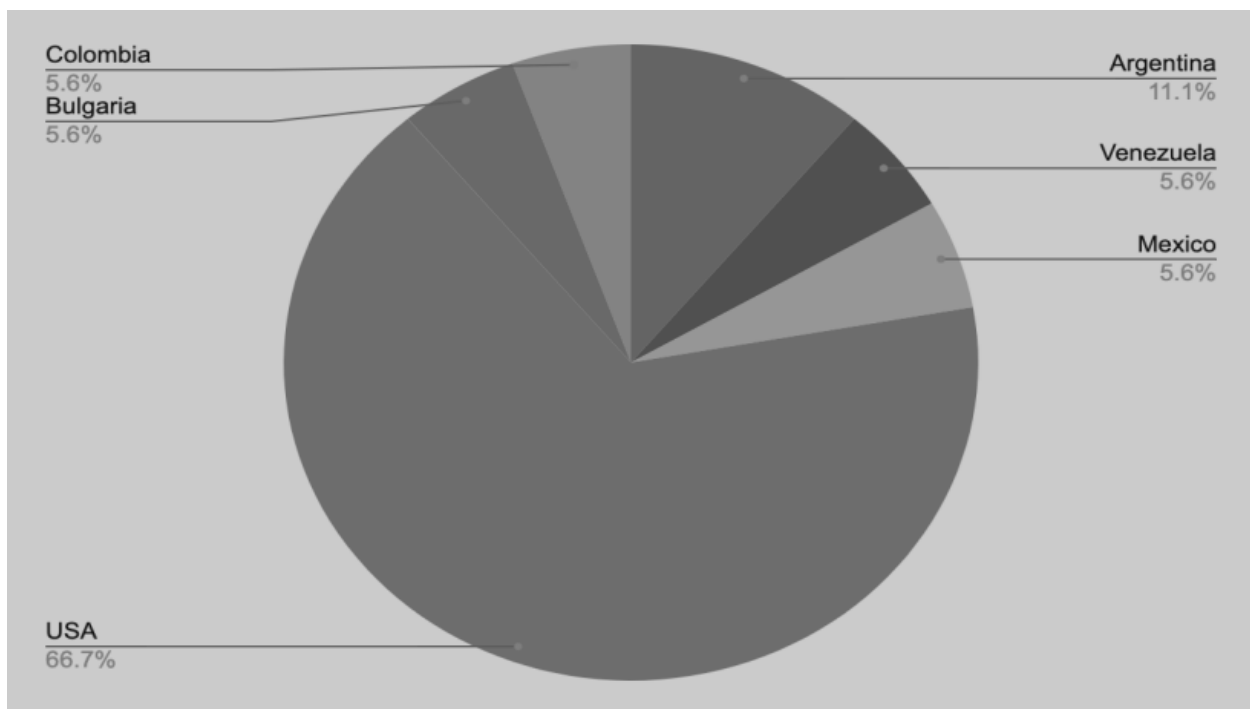
Due to budget reasons, the original questionnaire had to be divided into two sections. Demographic questions were included in the first section and topic questions, in the second

section. The analysis of the questionnaires was provided by the SurveyMonkey website (see Figure 2). A total number of 16 participants answered the first section of the questionnaire. Participants' responses were anonymous to protect confidentiality.

Groups of participants were diverse as expected with 66.7% of participants from different parts of the United States, and the rest of the participants from different parts of the world (see Figure 2). Most participants were between the ages of 45 to 54 years old (56%), female (73%), with a master's degree or higher (94%). Administrators, counselors, and teachers were invited to participate, and teachers were the group with a greater participation rate (78%).

**Figure 2**

*Participants' Nationalities*



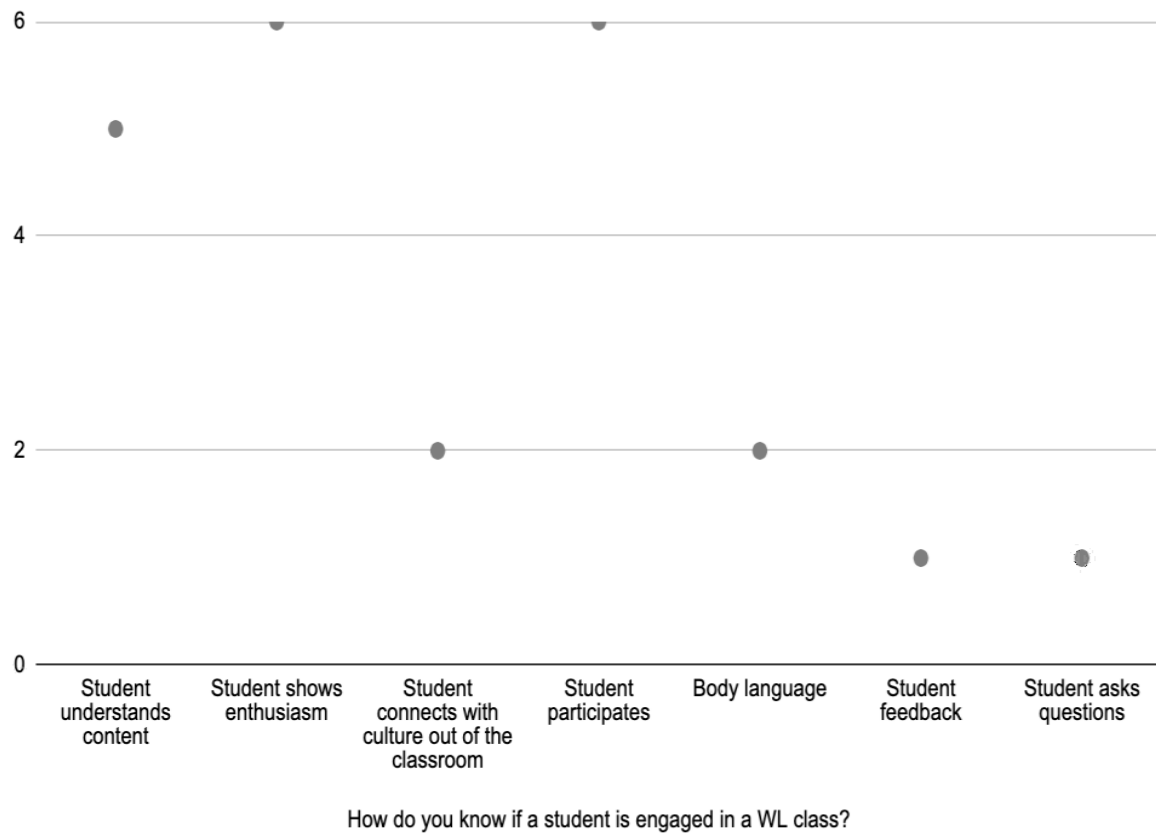


**Questionnaire Topical Summary**

Regarding the second section of the questionnaire, 16 participants responded to the seven topic questions. Participants' perceptions regarding the feedback received from students were addressed in the questionnaire phase. All participants shared they have heard students complaining about not being motivated in a class and received at least positive feedback once for a World Language class. The final question of the questionnaire asked participants how they knew if a student was engaged in the classroom. Students' enthusiasm and participation were the most frequent responses (see Figure 3). Regarding the analysis of the questionnaire's topical portion, SurveyMonkey provided useful visual illustrations for the yes/no questions. MAXQDA was used to identify the recurrent themes used for the student engagement identification part.

**Figure 3**

*How do Participants Know if a Student is Engaged in the WL Classroom*



### The Interview

Themes were identified with the creation of topics, with the highlighting and categorizing features provided by MAXQDA. Using the highlighting features of MAXQDA, interview questions and topical questionnaire answers were categorized. Patterns were analyzed through color-coding, and themes were identified. After the identification process, paper copies were made and physically grouped. Paper analysis was created for a better understanding, of each topic and the number of participants who agreed on that topic. As shown in Figure 4, the themes identified after data collection were relationship building as the top priority for educators, teacher collaboration, and the obstacles to implementing new motivational strategies, the rewards system

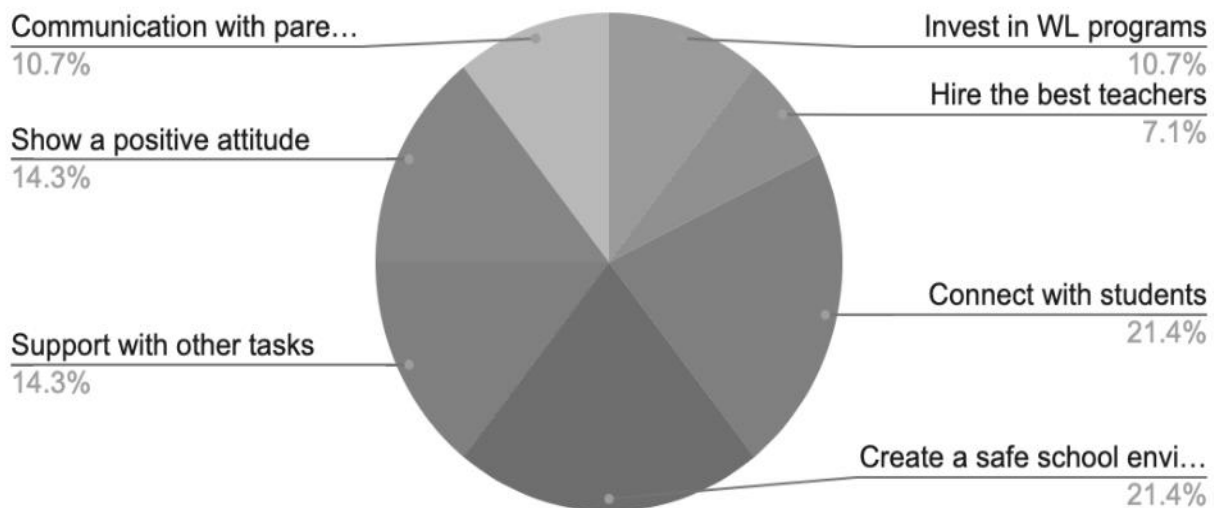
as the most effective motivational strategy, the impact of travel, and organization of cultural events during the pandemic, and the importance of creating a safe environment in the World Language classroom.

### Relationships as the Top Priority for Educators

Building relationships with students was not only mentioned by participants as an effective motivational strategy but also as an additional resource to support high school students. Participants recalled as one of the pillars of the motivational strategies the relationships and connections between teachers and students. Positive relationships between students and teachers are an optimal way to decrease language learning anxiety (see Figure 4).

**Figure 4**

*Other Strategies to Support High School Students*



### Teacher Collaboration

All participants' responses coincided that teacher collaboration is crucial to creating and implementing new motivational strategies, however, the lack of time, scheduling, and even other teachers' attitude towards the job because of poor job conditions and lack of respect, make collaboration a challenging task. Participant 6 stated, "There are not a lot of obstacles. If we're very candid about most of the obstacles are self-created, whether it be, I don't want to put forth the energy because I'm tired". Participant 1 stated, "I don't think it (teacher collaboration) exists really right now in our school district, which is unfortunate". Participant 15 stated, "If we had the chance to work together, we could come up with some really cool ideas and events to bring the department together and create a sense of community". According to participants, teacher collaboration opportunities decreased since the pandemic started, in part because of the increase in other tasks teachers complete daily.

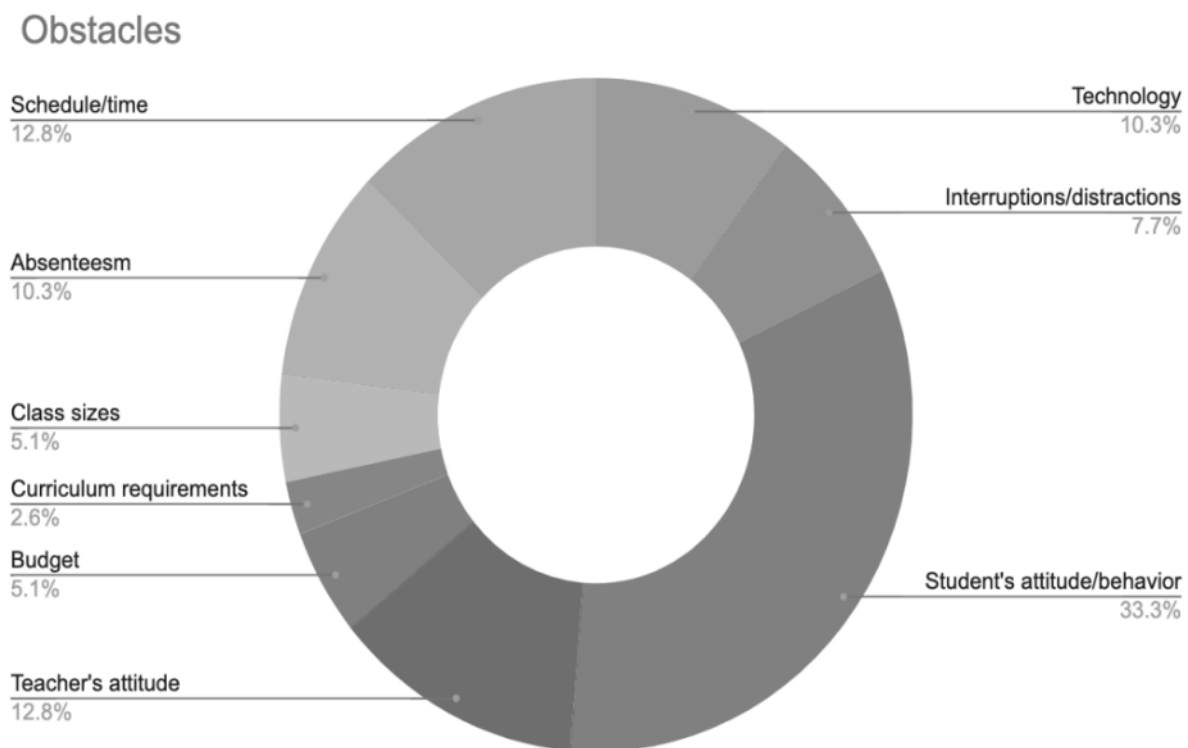
### **Obstacles**

Interruptions during instructional time, technology, teacher's attitude, planning time, and absenteeism are the main obstacles participants see to implementing new motivational strategies. Examples of interruptions are the use of cell phones by students, students being called for other classes or by counselors, and behavior, which has gotten worse during the pandemic (see Figure 5). Participant 10 stated, "They don't want to be in the classroom. They just want to do something different". Participant 9 stated, "This year has been very tough in terms of discipline in the school. I guess it's like that for a year, but the kids have been kind of like a little out of hand". Participant 13 stated, "...so attendance is a really big part of that. And it's a part of the whole school issue as well." Motivational strategies focused on student behavior in the World

Language classroom are crucial and some of the first issues to consider by the World Language teacher, as behavior can impact content learning if not addressed properly (Keyes. 2019).

**Figure 5**

*Obstacles that Impede the Implementation of Motivational Strategies*



### **Rewards System and Competition**

Regarding rewards and competition as positive reinforcement and motivational strategies for students, 13 out of the 16 participants considered these strategies the most effective in the World Language classroom. Stickers, stamps, marbles, candy, or a points system, where students

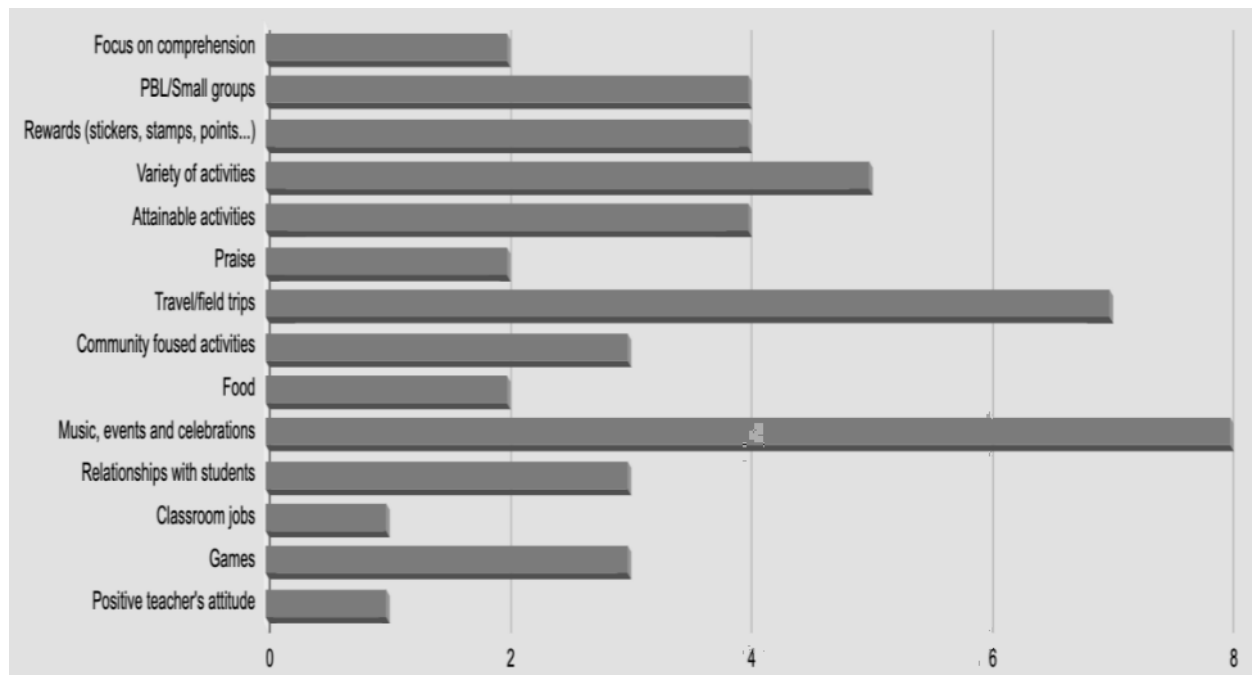
have the chance to compete are some examples. Participant 12 stated that students “really like to compete for something”. External stimuli that educators use in the classroom, have an impact on the anxiety levels of students, encouraging students to take risks and accept new challenges (Clark, 2018).

### **Travel, Cultural Events, and the New Normal**

Travel, cultural events, and celebrations have been, according to the participants and literature, powerful motivational strategies for high school World Language students. The current pandemic has limited cultural events and celebrations with food and music. Additionally, exchange programs and student travel completely stopped in 2019 and will remain inactive until at least the spring of 2023. Most of the participants consider traveling and cultural events as the most effective motivational strategies for World Language high school students (see Figure 6). Some participants have adapted to this new reality using Zoom to do virtual exchanges of students and invite public speakers from overseas, so high school students still have that experience. Participant 14 stated, “one of those silver linings that COVID did bring to us. It opened up the power of, you know, zooming. And it's the next best thing to be able to communicate with our sister cities and to communicate with, you know, we just did the whole fundraising for Venezuela, and we have never met these students, but we have seen them online. We have seen them on the computer, and it's just so magical to be able to be in such close encounters”. The benefits of these experiences can be the achievement of proficiency in the world language, cultural awareness, reduced prejudice, open-mindedness, and self-esteem, among others.

**Figure 6**

*Effective motivational strategies in the WL classroom according to participants*

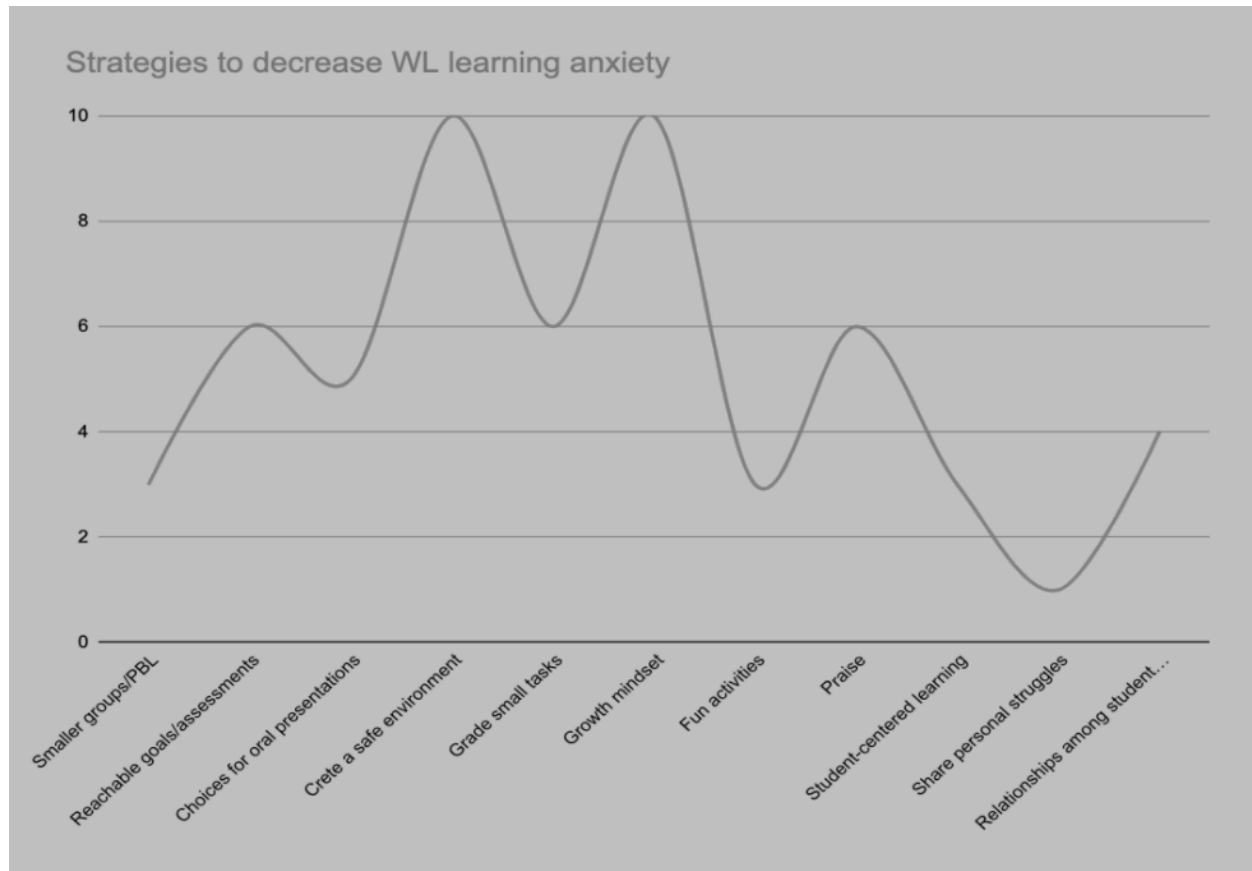


### **Creating a Safe Environment**

Creating a safe environment in the World Language classroom to alleviate language learning anxiety, has been a consistent response among participants (see Figure 7). The growth mindset culture in the World Language classroom is part of the safe environment where students are allowed to make mistakes and learn from those mistakes. Accepting mistakes as a teacher in front of students models a growth mindset behavior “and shows them that nobody is perfect and that the most important thing is learning from mistakes” (Participant 15).

**Figure 7**

*Strategies to Decrease WL learning anxiety*



World Language educators perceive motivational strategies' influence on learners as a long-term benefit that impacts students' self-esteem and consequently decreases language learning anxiety. After being exposed to uncomfortable situations which happen in the World Language classroom, students “are more likely to take new challenges in life, looking at the world you have confidence in your ability to learn and understand, and it puts you in a community of people who look at the world through a different lens” (Participant 13). Motivational strategies such as creating a safe environment in the classroom, and the growth



mindset become part of the daily routine of learners, promoting the confidence needed to decrease anxiety (see Table 1).

**Table 1**

*Themes: Motivational Strategies, Anxiety, and Other Strategies for Student Support.*

Themes	Citations
Relationships as the top priority for educators	<p>"I try to meet the kids where they are, capturing kids' hearts, stuff that we do, like connecting with teenagers is super meaningful, especially with lower-level kids or whatever content you're working on is that touch base with them and connect with them and communicate through your actions and your words that you care about them, and you want to make their life as easy as possible" (Participant 7).</p> <p>"You have to talk to your students, you have to. And you know, I think that with experience comes a lot of, you know, strategies in how to do it and there and it's probably the same for teachers, you know, we're not looking for, you know, I'm personally not looking for a middle schooler to be my friend, you know, and that's not my goal in life. That's not my goal at my worksite, you know. But I have to care. I have to want to know who they are" (Participant_17_audio, Pos. 17).</p> <p>"I think that there's so much to say about a personal connection with students. The kids tend to really enjoy their language teachers. And the proof in the pudding is when they return, you know, to level two to level three to level four" (Participant 8 (1), Pos. 7).</p>
Teacher collaboration	<p>"...we coach each other. German teacher teaches German. We don't know German. We learn from his strategies. The French teacher teaches us French and I do the Japanese. So yeah, and we take a particular strategy and share it with each other. So a lot of trust" (Participant_16 (1) (2), Pos. 17).</p>

Obstacles to implementing motivational strategies

"I believe that the best teacher learning is from learning from other teachers. And I think the best way to determine where you are at as a teacher and your effectiveness is to watch other teachers" (Participant 4 audio (1), Pos. 15).

"I think teacher collaboration with other teachers of the same department would make a huge difference. If the teachers agreed we could create a culture in the school to celebrate world languages. If we had the chance to work together, we could come up with some really cool ideas and events to bring the department together and create a sense of community. Students enjoy feeling like they're part of something" (Participant 18 audio (1), Pos. 13).

"The biggest obstacle is just interruptions. And that's the case with all of my classes" (Participant\_2, Pos. 7).

"I think technology is a, you know, dual-edged sword, and it can help. It can help motivate kids, because in some ways, you know, it's what they're used to. They're very savvy with technology, but at the same time, when it doesn't work, it can totally crash a lesson" (Participant\_1, Pos. 5).

"Technology can be a problem (...) they didn't have the computer skills to access some of the things that I was trying to use". (Participant 3, Pos. 5).

"...right now it's just attendance getting the kids in front of me in the classroom so that we can have the repetition of the high-frequency vocabulary and the stories kind of build on themselves. I don't know if you use comprehensible input story building, but that's kind of what I do. And so if you're missing Monday, Tuesday, Wednesday, you come back to school Thursday, then you've missed all the preparatory storytelling pieces. So attendance is a really big part of that. And it's a part of the whole school issue as well" (Participant\_16 (1) (2), Pos. 5).

"The biggest one or just all the distractions, you

know, people being out sick or you know that you get after, say, it's coming with passes for students to leave" (Participant\_6, Pos. 7)

"I think that's one of the biggest obstacles is keeping those students that would normally be really loud anyway, more controlled" (Participant\_15, Pos. 5).

"So I think like not to downplay what teachers can control, but I also think that there is some space there that I think we need to acknowledge (referring to student's attitude)" (Participant\_11\_audio, Pos. 9).

They don't want to be in the classroom. They just want to do something different (Participant\_13, Pos. 5).

"This year has been very tough in terms of discipline in the school. I guess it's it's like that for a year, but the kids have been kind of like a little out of hand" (Participant\_12 audio, Pos. 9)

Rewards system and competition

"They really like to compete for something like the Joker to get some prize or the best like the best presentation day just to get some something out of it. Or we had some language games and they earned stickers, you know, simple things like stickers" (Participant\_14\_1\_, Pos. 3).

"I give participation points using (...) this stamp, this ink thinking Stamper. And so when the kids answer correctly one of my questions or are they freely volunteered to give me an answer, they earn a stamp and then it becomes a sort of this competition" (Participant\_1, Pos. 3).

Travel, cultural events as a "new normal"

"I'd love to do stuff more stuff with like food, travel" (Participant\_2, Pos. 41).

"I think that they could help us, maybe with the trips, you know, being maybe a little bit more flexible when it comes to traveling. Well, there are a lot of regulations" (Participant\_13, Pos. 23).

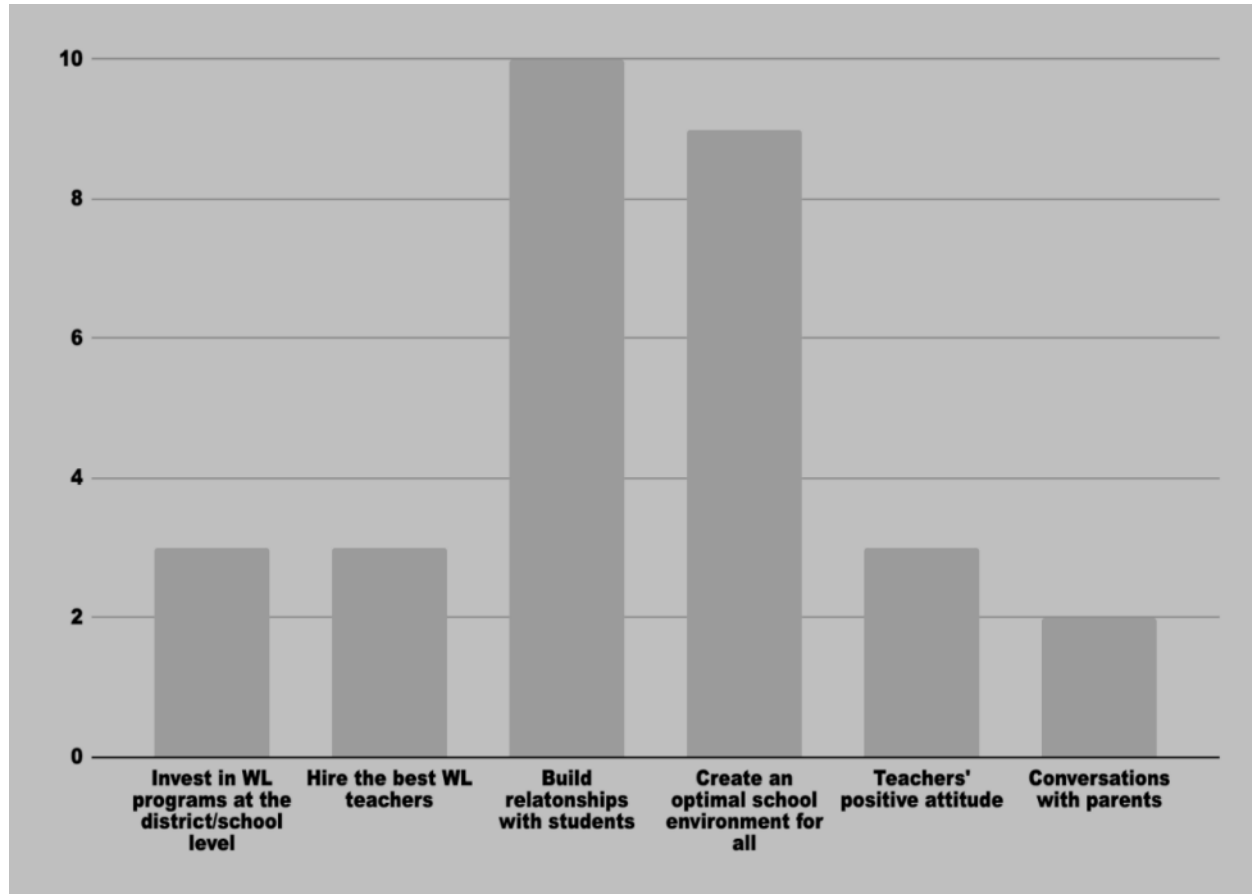
"...one of those silver linings that COVID did bring to us. It opened up the power of, you know, zooming. And it's the next best thing to be able to communicate with our sister cities and to communicate with, you know, we just

The importance of a safe environment	<p>did a whole fundraising for Venezuela, and we have never met these students, but we have seen them online. We have seen them on the computer, and it's just so magical to be able to be in such close encounters”</p> <p>(Participant_17_audio, Pos. 11).</p> <p>“...you're just really looking for opportunities for kids to show and practice what they're doing. And after they get past that little bubble of, you know, being able to realize that they're in a safe environment and that they can make the mistake and they will be able to help me be helped and taught how to say something in the correct way or what have you”. (Participant 4 audio (1), Pos. 17)</p>
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Regarding other resources used by World Language high school educators to support students, building relationships with students and creating an optimal school environment were most common among participants (see Figure 8). Among the relationship-building strategies to support students, participants mentioned a diverse variety of strategies. These strategies go from keeping struggling students' materials in class, helping with college applications, teaching organizational strategies to succeed in other classes, to matching incoming students with other peers and giving new students a tour through the school to make new students feel supported. Participant 16 stated, “we try to link kids up with the same speaking language in certain classrooms (...) and we have our EEO program, that's really good here that helps kids survive the academic process”. All these resources contribute to making the high school student's learning experience more enjoyable and useful.

## Figure 8

### *School Support*



*Note.* Participants' responses on how can schools support teachers in the implementation of motivational strategies in the World Language classroom to reduce language learning anxiety in high school students.

### **Reliability and Validity**

Triangulation with interviews and questionnaires ensured the strategies to establish the credibility and dependability of the study were implemented. Data triangulation, as the use of a variety of data collection sources, is a simple way to avoid bias in a qualitative study (Navarro Sada & Maldonado, 2007). Greater scientific accuracy in qualitative studies and the credibility of the findings is provided by data triangulation (Santos et al., 2020).

The diversity of the participants' backgrounds, demographics, visions, experiences, and roles contributed to establishing the transferability to other settings. A thick description of the staff interaction and the social and cultural context of the school were provided. Detailed accounts of the school environment can help to understand the school setting, which contributes to the transferability of the research (Tracy & Hinrichs, 2017).

Contextualization, interpretation, and understanding of the district's setting can put at risk the confidentiality of the participants of the study. Participants' confidentiality was protected by guaranteeing the confidentiality of the participants' identity and responses beyond the questionnaires and interviews. Strategies of trustworthiness were implemented through the reduction of bias. Bias was reduced by incorporating participants from different high schools to ensure the diversity of the setting.

### **Chapter Summary**

The data collected served to identify the perceptions of teachers, administrators, and counselors who are directly or indirectly involved in World Language teaching. Perceptions focused on the motivational strategies used in the World Language classroom. Participants shared perspectives on the motivational strategies used in the World Language classroom and the influence of these strategies on high school students' language learning anxiety.

Answering the first research question, how do World Language high school educators perceive motivational strategies' influence on learners and language learning anxiety, educators perceive motivational strategies' influence on learners as a long-term benefit that impacts students' self-esteem and consequently decreases language learning anxiety. After being exposed to uncomfortable situations which happen in the World Language classroom, students are more

likely to take on new challenges in life. Motivational strategies such as creating a safe environment in the classroom, and the growth mindset become part of the daily routine of learners, promoting the confidence and self-esteem needed to decrease anxiety. Regarding the second research question, resources that can be used by World Language high school educators to support students, build relationships with students, and create an optimal school environment were the most mentioned by participants (see Figure 8). An interpretation of the study's findings, limitations, implications, conclusions, and recommendations are provided in Chapter 5.

### **Chapter 5: Discussion and Conclusions**

The purpose of the qualitative explanatory case study was to explore World Language educators' opinions and beliefs regarding the motivational strategies' influence on World Language learners and the impact of these strategies on students' language learning anxiety. Data was collected and served to identify the perceptions of teachers, administrators, and counselors who are directly or indirectly involved in World Language teaching. These perceptions were focused on the motivational strategies used in the World Language classroom. Participants shared perspectives on the motivational strategies used in the classroom and the influence of these strategies on high school students' language learning anxiety.

World Language educators perceive motivational strategies' influence on learners as a long-term benefit that impacts students' self-esteem and consequently decreases language learning anxiety. After being exposed to uncomfortable situations which happen in the World Language classroom, students are more likely to take on new challenges in life. Motivational strategies such as creating a safe environment in the World Language classroom, and the growth mindset become part of the daily routine of learners, promoting the confidence and self-esteem needed to decrease anxiety. Regarding the additional resources and strategies used by World Language high school educators to support students, building relationships with students and creating an optimal school environment have been mentioned the most by participants.

#### **Findings, Interpretations, and Conclusions**

According to the perceptions of most of the participants, traveling and cultural events are the most effective motivational strategies for World Language high school students (see Figure 6). The achievement of proficiency in the world language, cultural awareness, reduced prejudice,



open-mindedness, and self-esteem are some of the benefits the participants believed would impact students' lives. Teacher collaboration, obstacles to implementing new motivational strategies, relationship building for educators, rewards systems and competition, student travel, and the creation of a safe environment were the themes identified in this study.

### **Teacher Collaboration**

Teacher collaboration is the foundation of a safe environment for students, as collaboration propitiates opportunities for sharing new approaches. New motivational strategies can be developed as part of a professional development routine (Central States Conference on the Teaching of Foreign Languages, 2019). This professional development and collaboration practices respond equally to Maslow's hierarchy of needs and the behavioral learning theory. Increasing the number and quality of the motivational strategies teachers can offer, can have a significant impact on the number of motivational strategies available for students, which can impact negatively on language learning anxiety (Cheng et al., 2019).

### **Obstacles to Implementing New Motivational Strategies**

As stated in the literature, participants found obstacles to implementing motivational strategies in the classroom (Dewaele & Alfawzan, 2018; Granero-Gallegos et al., 2019; Antoni, 2021). These obstacles are behavior issues, interruptions, faulty technology, or time constraints. A negative relationship between students' motivation and World Language anxiety was found in the literature (Dewaele & MacIntyre, 2014). Students' and teachers' attitudes in the classroom can determine the effectiveness of motivational strategies. These two factors are the main obstacles that can impede the use of motivational strategies. Negative attitudes can have a significant impact on the application of Maslow's hierarchy of needs and the behavioral learning

theory in the World Language classroom, as these attitudes impede the intrinsic or extrinsic aspects of motivation. An open mind and a positive approach are crucial for the motivational strategies' effectiveness, and educators play a crucial role in creating the optimal classroom environment for students' motivation (Mirhosseini et al., 2018).

### **Relationship Building**

The relationship between teachers and students is one of the pillars of the motivational strategies in World Languages (see Figure 5). Relationships are an optimal way to decrease language learning anxiety (Inada & Inada, 2019). Students' attitudes towards difficulties, the increase in self-esteem, and the decrease of language learning anxiety can be products of the combination of the behavioral learning theory and Maslow's hierarchy of needs (Pontillas, 2020). These theories complement each other as the two sides of motivation (intrinsic and extrinsic). Maslow's hierarchy of needs theory observes the intrinsic motivational part. Students are motivated when educators create a safe environment in the classroom, building relationships, and students have a sense of belonging to a group (Dong et al., 2021). The role of the educator is crucial in the World Language classroom as an external motivational agent who contributes to the internalization of extrinsic motivation (Ahmetović et al., 2020).

Maslow's hierarchy of needs as the intrinsic motivational element plays a crucial role regarding the emotional part of the classroom. Students can quickly move from one step of Maslow's hierarchy to the next in a few days, or revert to a previous stage (Kılıç et al., 2021). Meaningful teacher-student relationships are crucial to identifying these needs and the changes in these needs over time (Pontillas, 2020). Building relationships with students is crucial to keeping students motivated. Students' perceptions and emotions regarding motivational strategies in the

classroom were collected and analyzed by previous studies (Cheng et al., 2020; Cukurbasi & Kiyici, 2018). This study added knowledge regarding the educators' perspectives.

### **Rewards Systems, Competition, and Student Travel**

Consistent use of motivational strategies to affect students' intrinsic motivation is a relevant part of the external stimuli that can influence the learning process (Cheng et al., 2020). Positive reinforcement using stamps, stickers, candy, or other items are the motivational strategies that are most used by participants. However, cultural events, student travel, and celebrations are considered by participants the most effective motivational strategies, even though with the Covid-19 pandemic restrictions, these kinds of activities are limited or inexistent.

According to Maslow's hierarchy of needs (Maslow, 1943), motivational strategies go beyond grades. Educators have the power to fulfill this hierarchy of needs totally or partially, depending on the context and student's background or individual situation. In the World Language classroom, students' motivation to achieve certain results can vary. Educators use extrinsic and/or intrinsic motivational strategies so students can achieve positive results in the World Language classroom (Fischer et al., 2019).

The behavioral learning theory operates with extrinsic motivation. Educators use positive reinforcement strategies such as stamps, stickers, cultural events, or student travel, to promote engagement and interest in learning a new language. Both aspects of motivation are equally relevant for student learning and decrease of language learning anxiety (Cheng et al., 2019).

Motivational strategies influence students' lives by building up students' confidence, self-esteem, problem-solving, and risk-taking. For this study, the behavioral learning theory as an

extrinsic motivational element was shown to be the most effective for high school World Language learners. Stickers, stamps, candy, and other positive rewards systems are believed to be the most effective, according to participants. Students extrinsically stimulated through motivational strategies, can change behaviors and decrease their anxiety levels changing the perspective of learning a language as a pleasant experience.

Literature is consistent regarding the benefits in students' language learning of immersive experiences abroad that can impact students for life (Paterson, 2017; Sustarsic, 2020). Most participants considered rewards and competition as positive reinforcement strategies, the most effective in the World Language classroom, given the current situation with the pandemic. The motivational strategies used by World Language teachers to decrease high school students' language learning anxiety, can be one of the multiple domains that integrate Baumeister's idea of the general theory of motivation (Baumeister, 2016).

### **Safe Environment**

Motivational strategies such as creating a safe environment and implementing a growth mindset become part of the daily routine of World Language learners, promoting the confidence and self-esteem needed to decrease anxiety. According to the literature, a safe environment in which students can make mistakes should be one of the World Language teachers' priorities (Ahmetović et al., 2020). One of the main themes identified in this study was creating a safe environment as a motivational and supporting strategy for language learners (see Figure 6). Creating a safe environment in the World Language classroom is one of the motivational strategies that is most used by participants to decrease language learning anxiety (see Figure 8).

Recent research suggested that Project-Based Learning (PBL) is a motivational strategy commonly used in World Language instruction (Cukurbasi & Kiyici, 2018). Teamwork gives opportunities for students to share ideas in a comfortable environment (Parker, 2020). Small groups and PBL for cultural activities or problem-solving were mentioned by participants among the most effective motivational strategies when learning a new language. Project-Based Learning and other teamwork activities in the classroom responded to Maslow's hierarchy of needs theory regarding the sense of belonging students have when contributing to a common project.

### **Limitations**

Honesty is crucial for the reliability, validity, and transferability of the study as the answers to the questionnaires (see Appendix A and Appendix B) and interviews (see Appendix C) of this study can provide valuable information on the best practices in the field (Xu et al., 2020). As anticipated, the main limitation was the inability to ensure complete honesty in participants' answers. However, a safe environment was created where participants were comfortable sharing honest answers.

Additionally, the small sample size of the study can be a limitation that determines the inability of the study to be generalized. The ultimate scope of the study is to contribute to the general motivational theory postulated by Baumeister (2016) by compiling the most effective motivational strategies used in the World Language classroom. For this reason, the study can be one of the multiple domains, to contribute to a general motivational theory, and put together a wider approach through a self-reflection exercise of educators' best practices in the future.

The findings and conclusions of this study are the starting point to a broader conversation and research opportunity for practitioners and researchers. Generalization can be accomplished

by putting together similar studies to compile the effective motivational strategies used in the classroom to decrease students' anxiety. Additionally, generalization can be accomplished by acknowledging the limitation of the sample size as part of a wider vision. This study can be considered one of the necessary domains for a general motivational theory and contribute to the general knowledge with further studies in different school districts (Maxwell, 2021).

Transferability of knowledge is one of the main purposes of research to contribute to the common good (Ruiz-Corbella et al., 2020). The findings of this study can be transferable to other subjects, school settings, and districts. To promote optimal relationships between employer-employee and decrease the anxiety of employees in the workforce environment, this study's findings can be transferred to other fields besides education. The themes identified can provide useful knowledge of the next generation of employees' interests and how this group can be motivated.

Time and resources constraints, such as conflicts in schedules, personal constraints, or means of transportation, were another limitation. This limitation was anticipated, especially in the current circumstances of the pandemic (Ravitch, 2020). Some participants had to reschedule the interview due to illness, meetings, and personal matters during data collection. These limitations were alleviated by the possibility of interviews through Zoom and offering multiple dates and times to schedule the interviews. Triangulation with the questionnaires and interviews ensured the strategies to establish the credibility and dependability of the study were implemented. Data triangulation, as the use of a variety of data collection sources, is a simple way to avoid bias in a qualitative study (Navarro Sada, & Maldonado, 2007).

### **Recommendations**

This study can serve as the foundation and a part of global research regarding motivational strategies used in the World Language classroom and beyond. Further research and practitioners can benefit from the findings of this study. These findings can serve as the foundational discussion for different educational levels (school districts, organizations, or higher education institutions) to contribute to Baumeister's initiative of the motivational strategies compilation (Baumeister, 2016).

### **Recommendation for Research**

Research should use a higher number of participants with different roles in the school. Involving the perspectives of different stakeholders such as students' parents or other stakeholders can give a broader perspective for a general motivational theory. Additionally, there could have been more participation in the study if participants had the option of written answers instead of a Zoom meeting. For this reason, further research should use a variety of options for data collection to ensure more diverse levels of participation.

### **Recommendations for Practitioners**

According to this study, practitioners should provide opportunities for World Language high school students to participate in cultural events, student travel, and celebrations, creating an accepting and welcoming environment in the community. The implementation of non-traditional ways of funding these opportunities can create a more inclusive and reachable approach, especially for students with limited resources. All students can benefit from cultural events, student travel, and celebrations if practitioners ensure the provision of fundraising opportunities. By providing these opportunities, practitioners can contribute to empowering and rebooting the motivation in World Language, especially after the more than two years lapsus of the pandemic.

Additionally, practitioners should promote and embrace teacher collaboration between different languages, levels, and schools. New motivational strategies can be shared by World Language teachers as part of an established professional development routine. Having teachers work together through Zoom or other online platforms makes it possible to share new approaches to enhance students' motivation and decrease language learning anxiety.

Practitioners should consider working closely as a team to support students and create opportunities to informally share resources and concerns with other colleagues, students, and parents. Strong and respectful relationships between students and teachers should be promoted by the district's administration team, providing feasible and flexible opportunities. The teacher's role is crucial in keeping student engagement high by building relationships and making connections so students' language learning anxiety can be reduced (Pontillas, 2020).

### **Implications for Leadership**

The scope of the study was to explore World Language educators' opinions and beliefs regarding the impact of motivational strategies on the anxiety levels of learners. From the educator's perspective, the results of this research study represent valuable data. This study contributed to the general knowledge through the reflection of the World Language professionals in Southcentral Alaska, to make the high school student learning experience more enjoyable and useful for the future.

### **Positive Individual Change**

The creation of an optimal environment in the World Language classroom through the use of motivational strategies contributes to higher self-esteem, confidence, and risk-taking by students (Bagget, 2018). This research study contributed to the positive individual change



through the participants' reflection on the motivational strategies used and the impact of these strategies, not only on students' learning but on the students' future travel and cultural interactions, self-esteem, job opportunities, problem-solving, and risk-taking. Additionally, individual change comes from the memories collected in the World Language classroom.

The external stimuli or motivational strategies that educators use in the classroom, have an impact on the anxiety levels of students, encouraging students to take risks and accept new challenges (Clark, 2018). A high school student who relates World Languages with a positive, safe, and nurturing environment, will have a positive outlook when dealing with real-life situations through traveling abroad, risk-taking, immigration, and even political decisions. This explanatory case study has started the compilation of these motivational strategies that can positively impact high school students.

### **Positive Policy Change**

This study contributed to the general knowledge by collecting and analyzing the participants' reflections on motivational strategies used and/or observed in the World Language classroom. The obstacles that educators find when implementing these strategies have been revealed in this study (see Figure 5). Students' behavior was the most mentioned obstacle by participants. Acknowledging these obstacles makes it possible to work towards minimizing the impact on students' learning.

Previous literature suggested that student anxiety, disengagement, and demotivation can lead to behavior issues in the World Language classroom (Dewaele & Alfawzan, 2018). This study's compilation and identification of the effective motivational strategies used in the World Language classroom can minimize behavioral issues in the future. Finding out educators'

impressions on this topic served as a reflection of best practices in the World Language learning field.

### **Further Changes for Implementation**

The study revealed the most effective motivational strategies for high school World Language students are cultural events and student travel abroad. However, the strict policies and lack of funding for these events and cultural trips make these activities unreachable for most students who cannot afford to participate. For this reason, district policies regarding cultural events and student travel in Southcentral Alaska should be inclusive. Equity in this regard can be reached through the active collaboration between administrators, counselors, and teachers to organize fundraising opportunities for these events.

### **Conclusion**

World Language high school educators perceive motivational strategies' influence on learners and language learning anxiety as a long-term benefit that impacts students' self-esteem and consequently decreases language learning anxiety, answering research question number one. World Language students are constantly exposed to uncomfortable situations which happen in the classroom; for this reason, students are more likely to take on new challenges in life. Motivational strategies such as creating a safe environment in the World Language classroom and the growth mindset become part of the daily routine of learners. Motivational strategies promote the confidence and self-esteem needed to decrease anxiety. World Language educators use other resources to support students, such as building relationships with students and creating an optimal school environment, which has been the most mentioned by participants.

This study contributed to the general knowledge through the reflection of the World Language professionals in Southcentral Alaska, to make the high school student learning experience more enjoyable and useful for the future. Regarding the implications of this study, the support of school leaders to the World Language department in each school is crucial. School leaders can implement new strategies to promote teacher collaboration, flexibility, and resources for cultural events and student travel, and recognize the role of World Language for the students' future, through the creation of an inclusive and accepting school culture.

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## Appendix A

### Questionnaire Demographic Questions

#### Copy of Motivational Learning Strategies in World Language Learning: A Qualitative Explanatory Case Study. Demographics Questionnaire.

1. 1- Where are you from?

2. How old are you?

☐ 25-34

☐ 55-64

☐ 35-44

☐ 65+

☐ 45-54

3. What is your gender?

- ☐ Male
- ☐ Female
- ☐ Non-binary
- ☐ Other

4. What is the highest degree you have obtained?

- ☐ BA
- ☐ MA/MEd/MBA
- ☐ PhD/EdD
- ☐ Other

5. How long have you been working with high school students in a school setting?

- ☐ 5 years or less
- ☐ 5-10 years
- ☐ 10-15 years
- ☐ More than 15 years

6. I work at ASD and I am...

- ☐ A teacher
- ☐ An administrator
- ☐ A counselor
- ☐ N/A

7. Do you teach World Languages?

☐ Yes

☐ No

8. Are you familiar with the teaching practices of the World Language Department at the Anchorage School District?

☐ Yes, and I am an administrator.

☐ Yes, and I am a WL teacher

☐ Yes, and I am a counselor

☐ No

Done

Device View



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Si



## Appendix B

### Questionnaire Topic Questions

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#### Motivational Learning Strategies in World Language Learning: A Qualitative Explanatory Case Study. Topic Questions

\* 1. Are you a WL teacher, counselor, or administrator in one of the largest high schools in Alaska?

☐ Yes

☐ No

\* 2. Have you ever taught or observed a WL lesson?

☐ Yes

☐ No

\* 3. Have you ever received feedback from any high school student regarding a WL class?

☐ Yes

☐ No

---

\* 4. On a scale from 1 to 10, being 10 the most, how confident do you feel giving feedback to WL teachers?

\* 5. Have you ever heard any high school student complaining about not being motivated in the WL class?

☐ Yes

☐ No

\* 6. Have you ever received any positive feedback from a high school student regarding a WL class?

☐ Yes

☐ No

\* 7. Please, explain how you know if a student is engaged in a WL class.

### **Appendix C**

#### **Interview questions (addressed to three WL teacher participants)**

1. Explain the strategies you use in your lessons to motivate World Language students.
2. Describe any obstacles that impede the use of motivational strategies in the World Languages classroom at your school.
3. How do you measure the influence and effectiveness of a motivational strategy on a World Language student?
4. Are there any motivational strategies you would like to use but feel unreachable at your current school? If so, why?
5. How do you research and find motivational strategies for your World Language classroom?
6. How can teacher collaboration impact the development of new motivational strategies in the WL classroom?
7. How do you think you can improve student engagement in the WL classroom?
8. From your role at your school, what motivational strategies have you observed to be effective in the WL classroom?
9. What do you believe the school can do to support the motivation of WL learners?
10. How do you think we can decrease language learning anxiety in WL learners?
11. How do you think motivational strategies can influence WL learners?

## Appendix D

### Site Approval Form



## **Appendix E**

### **Recruitment Letter**

Date:

Dear -----,

I am a doctoral student at American College of Education. I am writing to let you know about an opportunity to participate in a dissertation research study.

Brief description of the study:

The purpose of the qualitative explanatory case study was to explore World Language educators' opinions and beliefs regarding the motivational strategies' influence on World Language learners and the impact of these strategies on students' language learning anxiety. The sample size of the study will be 15-20 participants. Data will be collected through Zoom questionnaires and semi-structured interviews. Data will be coded, categorized, and analyzed according to the participants' insights.

Description of criteria for participation:

Your participation in the study will be voluntary. If you wish to withdraw from the research at any time, you may do so by contacting me using the information below. I may publish the results of this study; however, I will not use your name nor share identifiable data you provided. Your information will remain confidential. If you would like additional information about the study, please contact the following Candidate Contact Information: Chair Contact Information:

If you meet the criteria above, are interested in participating in the study, and would like to be included in the potential participant pool, please use the link below to access, review, and accept the informed consent. Attach informed consent or add link here. Link to approved IRB Informed consent. Thank you again for considering this dissertation research opportunity.

Important contacts for this study include:

Principal Investigator: [REDACTED]

E-mail: [REDACTED]

Phone: [REDACTED]

Dissertation Chair: [REDACTED]

E-mail: [REDACTED]

Thank you for your attention to this issue and prompt response. I appreciate your time and consideration of my request.

Regards,

María Roel

**Appendix F****Informed Consent**

**Prospective Research Participant:** Read this consent form carefully and ask as many questions as you like before you decide whether you want to participate in this research study. You are free to ask questions at any time before, during, or after your participation in this research.

**Project Information**

**Project Title:** The Motivational Learning Strategies Used by High School World Language Teachers.

**Researcher:** [REDACTED]

**Organization:** American College of Education

**Email:** [REDACTED]

**Telephone:** [REDACTED]

**Researcher's Dissertation Chair:** [REDACTED]

**Organization and Position:** American College of Education Dissertation Chair

**Email:** [REDACTED]

**Introduction**

I am [REDACTED], and I am a doctoral candidate student at American College of Education. I am doing research under the guidance and supervision of my Chair, [REDACTED]. I will give you some information about the project and invite you to be part of this research. Before you decide, you can talk to anyone you feel comfortable with about the research. This consent form may contain words you do not understand. Please ask me to stop as we go through the information, and I will explain. If you have questions later, you can ask them then.

**Purpose of the Research**

The purpose of the qualitative explanatory case study is to explore World Language educators' opinions and beliefs regarding the motivational strategies' influence on World Language learners and the impact of these strategies on students' language learning anxiety. World Language teachers are using to decrease their students' levels of anxiety, and the perceptions of counselors and administrators on this matter, to understand what strategies are effective for motivating World Language students and compile these strategies for other World Language teachers to use. You are being asked to participate in a research study which will assist with answering questions regarding the effective motivational strategies used by teachers to decrease students' anxiety. Conducting this qualitative study will contribute positively to the World Language teaching practices in Anchorage.

**Research Design and Procedures**

The study will use a qualitative methodology and explanatory case study research design. Semi-structured interviews will be disseminated to specific participants within the 22 high schools in Southcentral Alaska. The study will comprise of 15-20 participants, randomly selected, who will participate in an initial questionnaire and semi-structured interviews. The study will involve a questionnaire sent through a survey link and individual interviews conducted through Zoom. The interviews will be recorded, and transcripts will be created.

**Participant selection**

You are being invited to take part in this research because of your experience as a Language Teacher, counselor, administrator who can contribute much to the general knowledge, which meets the criteria for this study. Participant selection criteria: High School WL teacher, counselor or administrator.

**Voluntary Participation**

Your participation in this research is entirely voluntary. It is your choice whether to participate. If you choose not to participate, there will be no punitive repercussions and you do not have to participate. If you select to participate in this study, you may change your mind later and stop participating even if you agreed earlier.



**Procedures**

We are inviting you to participate in this research study, if you agree, you will be asked to answer a questionnaire and interview questions. The type of questions asked will range from a demographical perspective to direct inquiries about the topic of motivational strategies and anxiety among students.

**Duration**

The interview portion of the research study will require approximately 20 minutes to complete. If you are selected to participate in the focus group, the time expected will be a maximum of 30 minutes.

**Risks**

The researcher will ask you to share personal and confidential information, and you may feel uncomfortable talking about some of the topics. You do not have to answer any question or take part in the discussion if you don't wish to do so. You do not have to give any reason for not responding to any question.

**Benefits**

While there will be no direct financial benefit to you, your participation is likely to help us find out more about the motivational strategies that are effective for high school students who are

learning World Languages. The potential benefits of this study will aid the World Languages department in the Anchorage School District.

**Reimbursement**

As a result of your participation in this research study, you will receive an addenda/ gift card/ professional development credit.

**Confidentiality**

I will not share information about you or anything you say to anyone outside of the researcher. During the defense of the doctoral dissertation, data collected will be presented to the dissertation committee. The data collected will be kept in a locked file cabinet or encrypted computer file. Any information about you will be coded and will not have a direct correlation, which directly identifies you as the participant. Only I will know what your number is, and I will secure your information.

**Sharing the Results**

At the end of the research study, the results will be available for each participant. It is anticipated to publish the results so other interested people may learn from the research.

**Right to Refuse or Withdraw**

Participation is voluntary. At any time, you wish to end your participation in the research study, you may do so without repercussions.

**Questions About the Study**

If you have any questions, you can ask them now or later. If you wish to ask questions later, you may contact María Roel. This research plan has been reviewed and approved by the Institutional Review Board of American College of Education. This is a committee whose role is to make sure research participants are protected from harm. If you wish to ask questions of this group, email [IRB@ace.edu](mailto:IRB@ace.edu).

**Certificate of Consent**

I have read the information about this study, or it has been read to me. I acknowledge why I have been asked to be a participant in the research study. I have been provided the opportunity to ask questions about the study, and any questions have been answered to my satisfaction. I certify I am at least 18 years of age. I consent voluntarily to be a participant in this study.

Print or Type Name of Participant: \_\_\_\_\_

Signature of Participant: \_\_\_\_\_

Date: \_\_\_\_\_

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily. A copy of this Consent Form has been provided to the participant.

Print or type name of lead researcher: \_\_\_\_\_  \_\_\_\_\_

Signature of lead researcher: \_\_\_\_\_

Date: \_\_\_\_\_ 10/16/2020 \_\_\_\_\_

## Appendix G

### IRB Approval



December 13, 2021

To : [REDACTED]  
Dissertation Committee Chair

From : Institutional Review Board  
American College of Education

Re: IRB Approval

"Motivational Learning Strategies in World Language Learning: A Qualitative Explanatory Case Study"

The American College of Education IRB has reviewed your application, proposal, and any related materials. We have determined that your research provides sufficient protection of human subjects.

Your research is therefore approved to proceed. The expiration date for this IRB approval is one year from the date of review completion, December 13, 2022. If you would like to continue your research beyond this point, including data collection and/or analysis of private data, you must submit a renewal request to the IRB.

Candidates are prohibited from collecting data or interacting with participants if they are not actively enrolled in a dissertation sequence course (RES6521, RES6531, RES6541, RES6551, RES6561, RES6302) and under the supervision of their dissertation chair.

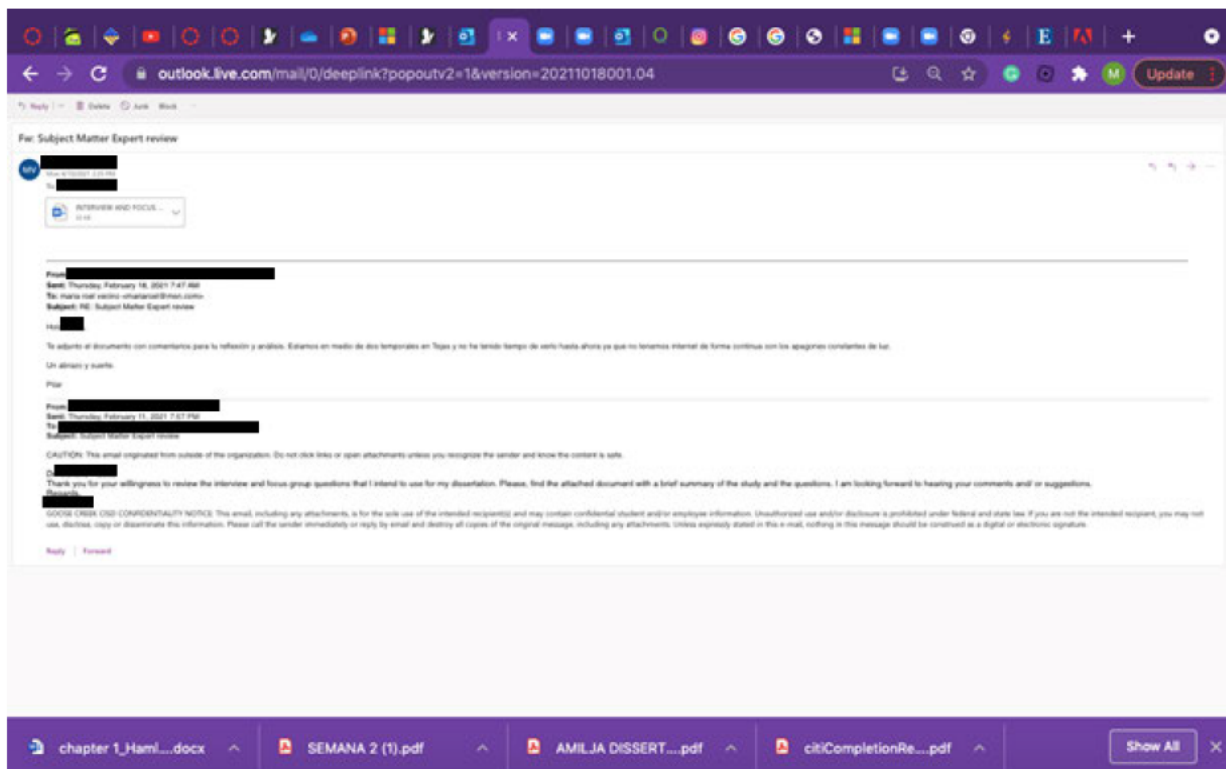
Our best to you as you continue your studies.

Sincerely,

[REDACTED]  
Assistant Chair, Institutional Review Board  
American College of Education

## Appendix H

### Subject Matter Experts' Inquiry for Review



**Background of the study**

This qualitative exploratory case study will explore administrators' (principals and World Language teachers) opinions and beliefs regarding the motivational strategies' influence on World Language teachers and the impact of these strategies on students' language learning success. This study will take place in one of the largest high schools in Arizona. The target population of this study would be high school education, administrators, and graduate researchers. The participants will be divided in three groups: Individual interviews will be conducted with three World Language teachers, administrative group of two WS teachers (different from the interview participants), and five an administrative and graduate researchers, respectively. They will be requested and eventually analyzed to compare results.

**Interview questions (administered to three WS teacher participants)**

1. What strategies do you use in your lessons to motivate World Language students? (Please, explain)
2. Are there any obstacles that impede the use of motivational strategies in the World Language classroom at your school? If yes, please, give exact strategies.
3. How do you assess the influence and effectiveness of a motivational strategy on a World Language student?
4. Are there any motivational strategies you would like to use but feel uncomfortable at your current school? If yes, why?
5. How do you research and find motivational strategies for your World Language classroom?
6. How can teacher collaboration impact the development of new motivational strategies in the WS classroom?
7. How do you think you can improve student engagement in the WS classroom?

**Focus group questions (2 WS teachers, different from the interview teacher participants, 44 graduate researchers, and 44 administrators - 2 focus groups)**

1. From your role at your school, what motivational strategies have you observed to be effective in the WS classroom?
2. What do you believe the school can do to support the motivation of WS learners?
3. How do you think we can decrease language learning anxiety in WS learners?
4. How do you think motivational strategies can influence WS learners?

**Comments**

Page 1

Interview and focus group questions

Subject Matter Expert review

To adjust all documents can comments pane to reflect a review. Estamos en modo de revisión temporal. No se ve los comentarios de otros usuarios. Para ver los comentarios de otros usuarios, se debe ir a la pestaña "Revisión" en la barra de herramientas. Para ver los comentarios de otros usuarios, se debe ir a la pestaña "Revisión" en la barra de herramientas.

Un ajuste a la barra de herramientas

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

The [redacted] agrees to review the interview and focus group questions that I intend to use for my dissertation. Please, find the attached document with a brief summary of the study and the questions. I am looking forward to hearing your comments and/or suggestions.

Respectfully,

[redacted]

CONFIDENTIALITY NOTICE: This email, including any attachments, is intended for the recipient named in the header. It may contain confidential information and/or other information that is not intended for the recipient. If you are not the intended recipient, you may not use, disclose, copy or disseminate this information. Please call the sender immediately to report the error and destroy all copies of the original message, including any attachments, unless expressly stated in this e-mail. Nothing in this message should be construed as a digital or electronic signature.

## : Subject Mater Expert review

From: [REDACTED]  
 Sent: Thursday, February 25, 2021 9:55 PM  
 To: [REDACTED]  
 Subject: Re: Subject Mater Expert review

CAUTION: This email originated from outside of the organization. Do not click links, reply or open attachments unless you recognize the sender and know the content is safe.

Hello [REDACTED]

I did my best to look at it tonight, but I believe this is likely an early draft, correct? So I have written some reflections on it, but I should state that I've seen similar papers at this stage before, and I would guess you need at least 5-10 more drafts of this paper before you're ready for the interviews themselves.

[https://drive.google.com/file/d/1MrZN8e8Pb5m6NwwMY0Sj147N7Q\\_DrD/view?usp=sharing](https://drive.google.com/file/d/1MrZN8e8Pb5m6NwwMY0Sj147N7Q_DrD/view?usp=sharing)

I'd recommend taking this to your writing center and meeting with at least 3 other people for feedback on this document. It needs more fine-tuning. But I know it has good potential!

Let me know if you have further questions.

**Background of the study**

This qualitative exploratory case study will explore administrators', counselors', and World Language educators' opinions and beliefs regarding the motivational strategies' influence in World Language learners and the impact of these strategies in students' language learning anxiety. This study will take place in one of the largest high schools in Alaska. The target population of this study would be high school educators, administrators, and guidance counselors. The participants will be divided in three groups. Individual interviews will be conducted with three World Language teachers, and two focus groups of two WL teachers (different from the interview participants), and four to six administrators and guidance counselors, respectively. Data will be organized and eventually analyzed to interpret results.

**Interview questions (addressed to three WL teacher participants)**

- 1- What strategies do you use in your lessons to motivate World Language students? Please, explain.
- 2- Are there any obstacles that impede the use of motivational strategies in the World Languages classroom at your school? If yes, please, give some examples.
- 3- How do you measure the **influence and effectiveness** of a motivational strategy on a World Language student?
- 4- Are there any motivational strategies you would like to use but feel **unachievable** at your current school? If so, why?
- 5- How do you **research and find** motivational strategies for your World Language classroom?
- 6- How can teacher collaboration impact the development of new motivational strategies in the WL classroom?
- 7- How do you think you can improve student engagement in the WL classroom?

**Focus groups questions (2 WL teachers, different from the interview teacher participants, 4-6 guidance counselors, and 4-6 administrators: 2 focus groups)**

- 1- From your role at your school, what motivational strategies have you observed to be effective in the WL classroom?
- 2- What do you believe the school can do to support the motivation of WL learners?
- 3- How do you think we can decrease language learning anxiety in WL learners?
- 4- How do you think motivational strategies can influence WL learners?

are you talking about pedagogical strategies?

If you're interviewing educators, administrators, and counselors, how will you be able to measure impact on the students? I would reward this to be clear that you are only examining motivational strategies (That's ok, you don't need to do everything in research)

I had to read this three times. I'd recommend writing this more clearly, like:

Show more

By the way, I haven't read the rest of your paper, but what is the rationale for dividing people into these groups?

ok, this is Group 1

unclear - are you referring to obstacles by the school itself, or by the students? you'll get widely varied answers with a question like this.

unclear - what does this mean?



