

UNIVERSITY OF JYVÄSKYLÄ

The English language teacher as a motivator

A proseminar paper

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2008

## ABSTRAKTI

Tämän proseminaari-työn tarkoitus oli tutkia, miten suuri vaikutus englanninopettajalla on oppilaidensa opiskelumotivaatioon sekä selvittää, mitkä motivointitekniikat oppilaat kokevat tehokkaimmiksi tavoiksi nostaa omaa opiskelumotivaatiotaan. Opiskelumotivaatio määrittelee sen, miksi opiskelemme sekä sen, miten määrätietoisesti ja innokkaasti haluamme oppia. Opiskelumotivaatiota on tutkittu laajalti eri näkökulmista, myös kieltenopetuksessa, ja sen lisäämiseen on laadittu monia opettamistekniikoita. Tämä tutkimus kuitenkin tarkasteli noita opettamistekniikoita oppilaiden näkökulmasta, täydentäen siten aiempaa tutkimusta.

Viitekehyksenä tutkimuksessa käytettiin pääasiassa kolmea eri teosta, jotka käsittelevät opiskelumotivaatiota ja antoivat opettajalle käytännönneuvoja motivaation kohottamiseen. Näistä teoksista kerätyistä tekniikoista koottiin kyselylomake, jossa oppilaita pyydettiin arvioimaan kuinka suuri vaikutus opettajalla on yleensä heidän opiskelumotivaatioonsa, jonka jälkeen heidän tuli arvioida eri opetustekniikoiden vaikutusta motivaatioonsa. Kyselyyn vastasi kuusikymmentä oppilasta kahdesta suomalaisesta lukiosta ja sen avulla kerätty aineisto analysoitiin tilastollisesti, jotta tutkimus tuottaisi yleistäviä tuloksia.

Tutkimuksessa kävi ilmi, että 15 % oppilaista koki englanninopettajansa nostavan opiskelumotivaatiotaan merkittävästi ja 53,3 % koki opettajan nostavan hieman motivaatiotaan. 28,3 % oppilaista ilmoitti, ettei opettajalla ole mitään vaikutusta heidän motivaatioonsa. 3,3 % oppilaista koki, että opettaja yleensä laskee hieman heidän opiskelumotivaatiotaan. Kuitenkaan kukaan oppilaista ei ilmoittanut opettajan laskevan opiskelumotivaatiotaan merkittävästi. Kolme tehokkainta opetusmetodia motivaation kannalta olivat: opettaja näyttää innostuksensa ja kiinnostuksensa englanninkieltä ja opettamista kohtaan, opettaja korostaa avunpyytämisen merkitystä ja opettaja antaa rakentavaa palautetta heti suorituksen jälkeen sekä kokoajan oppimisen edetessä. Kolme motivaation kannalta haitallisinta opetustekniikkaa sitä vastoin olivat: opettaja pitää yhteyttä oppilaiden vanhempiin, opettaja käyttää kilpailuja osana opetustaan ja opettaja käyttää muunlaisia palkintoja kuin arvosanoja opetuksessaan. Käytettävissä olleen resurssien ja aiheen laajuuden vuoksi kaikkia motivaatioon liittyviä opetusmetodeja ei voitu ottaa osaksi tutkimusta. Koska tutkimuksen tavoitteena oli saada yleistä tietoa oppilaiden kokemuksista, lisätutkimusta tarvitaan selvittämään syyt oppilaiden vastausten takana.

Asiasanat: language education, motivation in education, teaching methods

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## 1. INTRODUCTION

Motivation relates to the reasons why we do things and the amount of enthusiasm and persistence we dedicate to an activity, thus it has a major affect on the way we perform an activity and how we feel about doing it. Therefore studies of motivation in education are especially interested in finding out ways to increase learning motivation. Though a considerable amount of research has been conducted on motivation and learning, only a small portion of this has concentrated specifically and solely on language learning. An even smaller portion has concentrated on the learners' perceptions of the teachers' influence on them. The purpose of this paper is to provide general results of motivational teaching from the students' perception, thus complementing the previous research in the area, providing information on the students' experiences of motivational teaching methods for language teachers to use in their profession and providing a base for further research into motivational teaching methods in language teaching. The paper aims to fill its purpose by answering the questions: how great is the teacher's influence on the students' learning motivation from the students' perception and what, in the students' opinion, are the most effective ways the teacher can increase their motivation.

The theoretical framework of the study is mostly based on three works on motivational teaching by Alderman (1999), Covington (1998) and Dörnyei (2001), in addition to the definition of motivation and brief presentations of other previous research. The data of this study is gathered by using a questionnaire on different motivational teaching methods gathered from the works of Alderman (1999), Covington (1998) and Dörnyei (2001). The questionnaire is conducted among Finnish high school students in two Finnish cities. The results are analyzed quantitatively so that general conclusions can be drawn from it and comparisons are made between different questions, the two cities as well as male and female participants, in order to complement the results with possible differences between different student groups.

This paper will first define the theoretical framework of the present study, to be more specific, first define motivation and describe the basic principles of some previous studies done in the field and then present the themes on which the study will focus. After this, the data and method of the study are represented, followed by the report of the results of the study and a discussion on those results. Finally, general summary will bring the study to an end.

## **2. THEORETICAL FRAMEWORK**

The theoretical framework of this study is based on definitions of motivation, related studies in the area of motivation and language learning, the principles of Dörnyei's process-oriented model of language learning motivation as well as the concepts of motivational teaching of Alderman and Covington. These concepts and the process-oriented model were chosen as the theoretical framework due to the practical nature of the advices given to teachers. At first this paper considers some of the definitions of motivation and its aspects concerning language teaching as well as the results of related studies. The chapter is concluded by a look into the themes gathered from three works on motivational teaching on which the study is based.

### **2.1. Motivation**

“Motivation, like the concept of gravity, is easier to describe (in terms of its outward, observable effects) than it is to define.” (Covington 1998: 1). A motivated student is often pictured as someone who has good reasons for studying and is an enthusiastic, dedicated and eager learner (Dörnyei 2001: 1). Motivation is concerned with why people engage in an activity and the persistence and dedication they show in that action (Dörnyei 2001: 7). How motivation can be influenced depends on whether we see motivation as a permanent, inner state of an individual or as a changing state of mind (Kuusinen 1995: 219). This study prefers to consider motivation as a changeable and changing state of mind rather than a permanent state, as increasing motivation is one of the teacher's most important tools in steering the students towards desirable results. As Dörnyei (2001: 2) states, motivation has a crucial role in contributing to success or failure in any learning situation.

One of the most influential motivational theories is the social learning theory developed by Bandura. This theory sees interaction between a person's behavior, the environment and inner personal determinants (Bandura 1977: 11, 194). According to this view, learning can be influenced through environmental influences, such as the teacher. The social learning theory also places great emphasis on the students' self-regulatory capacities. Self-regulation means that the students regulate their own actions and learning. These self-regulatory functions can be produced and occasionally maintained by external incentives (Bandura 1977: 13).

The view of motivation has also been significantly influenced by Gardner and Lambert. In their comprehensive study of motivation and attitudes in second-language

learning Gardner and Lambert (1972) focused on two main types of motivation that are typical in language learning. The first motivation type is integrative motivation, where motivation to learn a language derives from a genuine interest in a linguistic group that speaks that language and the desire to identify with that group (Gardner and Lambert 1972: 12). According to Gardner and Lambert (1972: 12), integrative motivation is essential in maintaining the persistence that the time consuming process of language learning requires. The second type of motivation is called instrumental motivation, where the motivation originates from the student's wish to use the language as an instrument in achieving other benefits for instance in their professional life (Gardner and Lambert 1972: 14). The result of their study revealed that for ethnic minority groups and students in developing countries both instrumental and integrative motivation is needed to facilitate language learning but for them instrumental motivation has a larger effect on learning than integrative motivation, as it is very important for them to master a language with international acknowledgement. Integrative motivation, on the other hand, seems to have a larger impact on second-language learners not a part of an ethnic minority. (Gardner and Lambert 1972: 130.) Gardner and Lambert (1972: 44, 56-57) also discovered that motivation can derive from the students' perception of and identification with the language teacher and parental support. Another important issue that Gardner and Lambert studied is the affect of attitudes on second-language learning. They deduced that a student with unfavorable attitudes towards the language or the linguistic community is unlikely to have integrative motivation and is likely to achieve poorly in language learning. However, this is only the case if the students' attitudes are his own and are not generated by the opinions of for example parents or teachers. In any case, negative attitudes present a real challenge for language teachers. (Gardner and Lambert 1972: 52, 104.)

Dörnyei (2001) presents a more modern view of motivation. According to Dörnyei (2001: 25), the way to motivate students is through an on-going process rather than a single motivation changing moment. Dörnyei in collaboration with Ottó has developed a process-oriented model of language learning motivation (Dörnyei 2001: 29). According to that model, motivational teaching can be divided into different components based on their place in the motivation-process. The model contains four components or phases of motivation. In the first phase the basic motivational conditions have to be created, as motivation cannot exist in or grow out of a vacuum (Dörnyei 2001: 31). In the second phase initial motivation is generated, because students often are not automatically motivated to study (Dörnyei 2001: 50-51). In the third phase, maintaining, protecting and sustaining motivation in a constantly demanding environment is compulsory, as often motivation will

deteriorate over time (Dörnyei 2001: 71). The fourth phase is encouraging positive retrospective self-evaluation, as the students' evaluations of their performance affect their motivation to engage in new learning tasks (Dörnyei 2001: 117).

A study by Laine (1988) of the affective filter in foreign language learning and teaching is an example of a study considering motivation conducted in Finland. Laine (1988) included in his study the teacher's influence on the students even though the main focus of the study was on the overall concept of the affective filter, which, according to Krashen and Terrell (1988: 38), is a hypothesis of affective variables, such as motivation, influencing second language acquisition. The study indicated that authoritative and democratic teachers promoted the intensity of the language learning motivation in addition to developing positive attitudes towards the speakers of English, positive attitudes towards the teachers themselves and positive class atmosphere. The study also indicated that teachers have a considerable role as a filter-lowering factor, in other words they increased learning. The teacher could also be a 'filter-raiser' in cases where negative learning experiences trigger anxiety in the students, and the teacher becomes an easy target to blame. (Laine 1988: 59-60) The study proves that the teacher's actions influence the students' attitudes towards learning a language.

According to Dörnyei (2001: 31), a study conducted by him and Csizér (1998) among Hungarian teachers of English disclosed that the practitioners considered their own behavior as the most important motivational tool. The study also revealed that, regardless of its importance, teacher behavior was the most under-applied motivational 'tool' in the classroom. The present study aims to reveal the students' opinions of the importance of teacher behavior in the language classroom, thus providing another viewpoint to the issue.

## **2.2 Themes on which the present study is based**

This section will explain the main themes on which the present study of motivation is based. The following partly reciprocal themes have been gathered from the work of Alderman (1999), Covington (1998) and Dörnyei (2001) and have been adapted into the questionnaire used in the present study. The pieces of literature and the themes were selected due to their practical nature and adaptability to everyday teaching. The themes will also be used as a framework for discussion on the results of the study.

### **2.2.1. Teacher support and group membership**

According to Dörnyei (2001: 32-33), it is important for a teacher to express enthusiasm and commitment towards the language, as this positive outlook is likely to be transferred into the students by a process called modelling, in which something is taught through examples and models. In addition to expressing enthusiasm towards the subject matter, it is important to assure that the students know that the teacher cares about their progress and is committed to and passionate about his or her job as an educator (Dörnyei 2001: 34-35). Alderman (1999: 169) calls the teacher's judgement of his or her own effectiveness in teaching personal teaching efficacy and points out that teachers with high beliefs of their teaching efficacy are more likely to be more engaged in teaching and form good personal relationships with the students. Dörnyei (2001: 36) also emphasizes the importance of good teacher-student relationships, as it is easier to motivate students to whom you have a personal relationship. According to Dörnyei (2001: 39), in addition to having good personal relationships with the students, it might be useful to develop a relationship with the students' parents as well, because most students care about their parents' opinions. According to Covington, students and teachers often see each other as adversaries, even though they are working towards a common goal of learning. But by improving teacher-student relationships a teacher can promote motivational equity, which means that the satisfaction that comes from achieving one's goals is available to us all. (Covington 1998: 139, 149, 165)

Dörnyei (2001: 42) states that, in addition to teacher behaviour discussed above and the students' self-esteem, which will be discussed later on, classroom atmosphere, is influenced by the students' relationships with each other. Alderman (1999: 195) states that a feeling of membership is crucial in motivation, as students who feel apart of the school accept its educational values easier than those who do not. Even though a teacher cannot always affect the way students get along with each other, he or she can affect the forming of group cohesiveness and group norms, which are the two aspects of a group that influence motivation directly (Dörnyei 2001: 43). According to Dörnyei (2001: 45), cohesiveness can be promoted, for example, through the use of group activities where students can get to know each other and share experiences of success. Dörnyei (2001: 45) states that a 'norm of mediocrity' is likely to make the students not want to stand out in the group because of their academic achievement. Its motivational significance is that students are careful not to achieve too well or too badly. Alderman (1999: 195) concurs with Dörnyei, in that the group always influences how much academic achievement is appreciated or depreciated. According to



Alderman (1999: 85), students who compare their performance to others are likely to associate competence with outperforming their peers. According to Dörnyei (2001: 46-47), the teacher should form explicit group norms and consequences for breaking those rules together with the students so that they are accepted by all and then enforce those rules. Alderman (1999: 196) states that the teacher must balance between setting boundaries and providing choices in order to create an optimum learning environment. Another example of the class working together with the teacher to promote learning is goal-setting. Dörnyei (2001: 59) points out that, due to the students viewing the school as an important social environment, their goals often differ from the academic goals of the teacher. Therefore, it is important to have an open discussion about the students' own goals and then form common class goals, which can be referred to as the students progress (Dörnyei 2001: 61). Goal-setting will be discussed closer in section 2.2.4. Dörnyei (2001: 66) also suggests that the students should be included in the planning and running of the course, for example, by discovering the students' interests and relating the teaching materials to those interests.

### **2.2.2 Self-worth and ability versus effort**

“Language learning is one of the most face-threatening school subjects because of the pressure of having to operate using a rather limited language code.”(Dörnyei 2001: 40) Due to the face-threatening nature of language learning, it is important to create an environment where making mistakes is accepted and the students feel comfortable enough to practise their language skills (Dörnyei 2001: 40). Dörnyei (2001: 42) suggests that promoting a tolerant and relaxed atmosphere, as well as encouraging the students to take risks, use humour and personalise a part of the class room to their own taste, will help to create a safe and pleasant classroom environment. Dörnyei (2001: 86) states that the most important thing the teacher can do to protect the students' self-esteem is to build confidence. According to Dörnyei (2001: 89-100), confidence can be increased by giving the students positive encouragement, by providing them with opportunities to succeed and demonstrate their abilities, by reducing language anxiety through for instance avoiding competition and by allowing the students to maintain a positive social image by for example avoiding public criticism. In addition to the previous, Dörnyei (2001: 66-70, 97) suggests that the teacher discusses the nature of learning with the students and teaches them some metacognitive techniques in order to give them realistic beliefs about how languages are learnt, as students often have mistaken beliefs about what it takes to succeed. Metacognitive techniques will also help the students as they study

independently, which will be discussed in section 2.2.6. In connection to the nature of the learning process and self-esteem, the teacher should also talk about help-seeking, as the students have to accept the fact that they are going to make mistakes and need help as a part of the learning process. According to Alderman (1999: 54), students with a high self-esteem are more likely to seek help than those with low self-esteem as they see it as unthreatening to their self-worth. Therefore, Alderman (1999: 54) points out that the teacher should assure the students that asking for help is a coping method and does not diminish their self-worth.

In connection to the issue of self-worth, Dörnyei (2001: 68) mentions an important issue discussed by Covington (1998) and Alderman (1999) which is that the teacher should always emphasise the meaning of effort over ability as an investment in learning. While Dörnyei stresses the meaning of effort, Covington (1998: 147-148) highlights promoting positive beliefs about ability, instead of dismissing it altogether. Covington's view of ability relates to Dörnyei's view of effort as an investment, because Covington (1998: 148) sees ability as skills that can be developed rather than a constant state. To this point students should be given evidence of their own growing abilities (Covington 1998: 148). Alderman (1999: 84) states that in addition to goals, feedback, rewards and self-instruction, which will be discussed later, peer models have been efficient in promoting positive beliefs about one's abilities. Alderman's (1999: 53) view on the issue promotes a focus on effort as well as a perception of ability as a skill that can be developed. Alderman (1999: 19, 84) points out that if effort is disregarded and ability emphasized, students are likely to protect their self-worth by avoiding failure, as students often associate ability with self-worth. Covington (1998: 24, 101) and Dörnyei (2001: 98) share Alderman's worry about focus on ability making the students overly concerned with avoiding failure. Covington (1998: 75) points out that instead of trying to avoid failure, teachers should change its meaning and regard failing as a chance to promote motivation and aspiration towards one's goals. Both Alderman (1999: 84) and Covington (1998: 132) state that competition promotes excessive self-worth protection strategies, such as failure avoidance. Covington (1998: 132) goes on to exaggerate that competition promotes the belief of some students being incapable to learn, as students who do not perform well are not expected to achieve much and are not therefore given enough help, which eventually leads to the students being incompetent.

### **2.2.3. Motivational tasks and activities**

As discussed above, competition is not recommended as a task format, due to the risks it entails for the students' self-worth. In addition to increasing failure-avoidance, Covington (1998: 129) points out that competition encourages the students to gang up on each other and focus on trying to make others lose. Covington (1998: 224) suggests that competition, which is an undeniable part of the real world, should be combined with cooperation by using so called 'serious games'. These serious games are as authentic as possible problem solving activities or role-plays that combine knowledge and action in tasks that somehow relate to the students' future (Covington 1998: 201- 213). Serious games are also efficient in promoting good relationships between the teacher and students, giving the students control over their own actions and encouraging the acceptance of failure (Covington 1998: 204, 208, 215, 217).

In addition to serious games, Covington (1998: 142) recommends the use of engaging activities. In Dörnyei's (2001: 66, 73-74, 76-77) view these motivational activities are those that relate to the students' interests and goals, break the monotony of the lesson and are challenging, competitive, new or fun. Dörnyei (2001: 77-78) also believes that group assignments that include a specific role for each participant are usually enjoyable for the students. Alderman (1999: 227) lists several of the previously mentioned points that create motivational tasks but also adds that a task should be meaningful and authentic. Related to the issue of making tasks challenging, Dörnyei (2001: 89-90) reminds us to balance the tasks with easier ones, in order to provide the students with chances to succeed, which was discussed closer above.

Another important issue to consider while choosing types of activities is, according to Covington (1998: 198), the difference between teaching the students what to think and teaching them how to think. In Covington's (1998: 198) opinion, teaching the students how to think, in stead of simply telling them what to think, increases their motivation, as it makes the students see ability as something that can be increased and changes the meaning of failure into something that can be overcome through better thinking skills. Alderman (1999: 227-228) agrees with Covington in that she encourages the teacher to make the students provide arguments for their answers. In stead of just focusing on facts and rules, Alderman and Covington seem to emphasize the meaning deductive reasoning.

An important issue connected to every task and activity in a classroom is instruction and presentation. Dörnyei's (2001: 78) suggests that a good presentation can have a major effect on the students' willingness to engage in the activity. In Dörnyei's (2001: 78-

81) opinion a motivating presentation gives the students good reasons for doing the task, raises the students excitement and expectations, and provides them with the necessary strategies to complete the task. Alderman (1999: 227-228) adds that, in addition to presentation, good instructions can promote task engagement. According to Covington (1998: 53), systematic instruction can promote academically positive behaviour, such as realistic goal setting, which brings us to the next important motivational theme.

#### **2.2.4. Goals and types of motivation**

Goals affect motivation because they “direct attention, regulate the amount of effort, encourage persistence [and] promote search for relevant action plans and strategies” (Dörnyei 2001: 62). Covington (1998: 24) suggests that the whole view of motivation should be changed from drives to seeking goals that engage students in learning. One possible goal that guides students’ behavior in a classroom is the goal to preserve self-worth and find acceptance in the avoidance of the perception of low ability, as discussed above (Covington 1998: 101). According to Covington (1998: 52), the students individual judgments of their success and failure are affected more by whether they have achieved their own goals than on the actual level of their performance. Alderman (1999: 85) lists two goal orientations, performance and learning. Performance oriented students focus on outperforming others, as discussed above, while learning oriented students wish to develop their skills.

According to Alderman (1999: 109), there are different types of goals, two of which are short-term and long-term goals, which are also referred to by Dörnyei (2001: 59-62, 81-86). According to Alderman (1999: 109), short-term goals assist in the achievement of long-term goals, which in turn relate to the reasons why we learn the language. Dörnyei (2001: 82) elaborates this by stating that short-term goals help maintain motivation during the long time it takes to learn a language. Dörnyei (2001:82) gives such examples of short-term goals as learning a certain amount of words a day or aspiring to a certain grade in an exam. Dörnyei (2001: 85) encourages teachers to teach how to set specific goals, how to achieve them and monitor the students’ progress closely. Alderman (1999: 110) concurs with Dörnyei in that teachers should teach goal setting. As discussed in section 2.2.1 the students and teacher should also form class goals. Alderman (1999: 109-110) emphasizes that these partially assigned goals should always be accepted by all, in order for them to be effective.

The goals that students set for themselves or the goals the teacher should help them set, depend on the type of language learning motivation they have. As discussed in

section 2.1, there are two main types of language learning, instrumental and integrative. In addition to these two types, there is another type of learning motivation called intrinsic motivation. Covington (1998: 165) describes intrinsic motivation, among other things, as motivation to learn for the sake of learning itself. According to Dörnyei (2001: 53), intrinsic motivation is connected to the enjoyment the students get from the learning activities themselves and therefore the teacher should focus the students' attention to the potential pleasure and intrigue of the activities. Covington (1998: 140) seems to agree with Dörnyei as he states that intrinsic motivation is promoted by tasks which turn 'work into play'. Integrative motivation, according to Dörnyei (2001: 55), can be increased by, for instance, bringing in authentic materials, sharing your own experiences of the culture or by giving the students chances to interact with speakers of the target language. The interaction could be encouraged by teaching the students different communication strategies in order to make their communication with the natives easier. Instrumental motivation can be promoted through reminding the students of how the L2 can help them achieve their goals, of the language's global role and by encouraging the students to use their language skills in real-life (Dörnyei 2001: 57). As an effective way to improve the students' language related values in general, Dörnyei (2001: 53) suggest providing the students with positive peer role-models, who can share their own positive experiences with them.

#### **2.2.5. Feedback, rewards and evaluation**

In addition to communication between the students, communication between the teacher and student is an essential part of learning and as such relates to many motivational aspects. According to Alderman (1999: 110), feedback is important in goal setting, as it helps students set realistic goals and monitor their progress. Alderman (1999: 110) goes on to add that progress oriented feedback tends to promote positive beliefs about one's self-efficacy. As Dörnyei (2001: 117) states, people tend refer to the past and make their own subjective judgments of their performances as they plan future action. As these perceptions are always individual and have a major effect on the students, Dörnyei (2001: 117) suggests that the teacher should encourage positive self-evaluation. One way to do this is to promote motivational attributions, the reasons people give to their past success and failure (Dörnyei: 2001: 118-122). In Dörnyei's (2001: 121-122) opinion motivational attributions can be increased by emphasizing effort and dismissing ability attributions, which is an issue already addressed above. In addition to motivational attributions, Dörnyei (2001: 122-124) highlights

the importance of inspirational, constructive, instant and continuing feedback, which has a major role in all the motivational themes already discussed. Dörnyei (2001: 125) especially emphasizes the importance of paying attention to all the signs of progress and success on the students' part, as people tend to over-look success. Dörnyei's (2001: 126-127) suggestions for drawing attention to success include giving the students chances to enjoy and display their success.

According to Dörnyei (2001: 127-129), rewards and grades are a controversial area, as they are easy to use but students might become motivated to learn for the sake of outside incentives alone forgetting the true meaning of learning. However, Dörnyei (2001: 130) states that rewards can be used in a motivational way by for instance making them tangible and by not emphasizing them too much. Covington (1998: 132), believes that rewards, including grades, present a risk for the students as reward systems usually only reward few students, therefore creating competition in the class room. However, Covington (1998: 142-146) agrees with Dörnyei in that outside incentives should and could be used motivationally to reward intrinsic motivation by making rewards tangible, being careful not to overuse them, providing enough of them so that anyone can attain a reward based on specific actions and their own personal progress. Covington (1998: 145) also points out that even though there is a risk that external rewards become the main reason for learning even with students that already present intrinsic motivation, rewards can be used safely as long as they are used to give information on how well the students are progressing, not just as the source of motivation. Alderman (1999: 228-229) shares Covington's and Dörnyei's concern for external rewards diminishing the meaning of intrinsic motivation and the problem of scarcity of rewards but goes on to add that rewards based on the quality of a performance are more likely to affect the students positively than rewards given just for simple tasks involvement.

In Dörnyei's (2001: 132-134) opinion also grades can be used in a motivational way for example by making sure the students understand the evaluation criteria, involving the students and their opinions in the evaluation, assessing the students based on their own progress instead of an outside criterion and by encouraging self-assessment. Alderman (1999: 229) supports Dörnyei's view in that norm-based assessment is less likely to promote motivation than assessment based on the students' own achievements of a criterion clear to them. Alderman (1999: 229) also points out that evaluation affects the students' belief about their own abilities and long-term motivation as well as helps the students monitor their own progress and choose correct learning strategies.

### **2.2.6. Self-regulated and independent students**

According to Alderman (1999: 19) the teacher should aspire towards creating self-regulated students. As Dörnyei (2001: 102) explains, self-regulation means learner autonomy. According to Alderman (1999: 139-140), an autonomic learner has the ability to focus on and work towards a goal despite possible distractions and that a self-regulated learner can control and manage time and other outside influences to benefit their goals. Alderman (1999:139) also states that a self-regulated student can use learning and metacognitive strategies, as well as, self-evaluation to aid his or her own learning. In addition to the previous, Alderman (1999: 139) introduces an interesting self-regulatory strategy of self-instruction where the teacher teaches the students to guide themselves through a task by talking either out loud or quietly to themselves. Dörnyei (2001: 94-95, 97) also encourages teaching students different learning strategies, so that they have something to rely on while doing tasks and so that the intake of new materials becomes easier. Alderman (1999: 138) points out that, as mentioned in section 2.2.2., for example, social environment affects the way we perceive ourselves and our future, which obviously has an effect on our future behavior, such as the degree in which we take responsibility for our own learning.

According to Alderman (1999: 140), self-regulation should be encouraged and taught from the early school years on by, for instance, promoting positive beliefs about one's abilities and future goals. As Dörnyei (2001: 104-108) explains, the teacher can promote self-regulation by giving the students as much choices and power over their own learning as possible and by encouraging them to help each other to learn while self remaining in the background. Dörnyei (2001: 109, 116) also suggests that the teacher should teach and encourage the students to motivate themselves to learn by, for instance, discussing the importance of motivation and different motivational strategies with them. It seems that Covington's (1998: 198) idea of teaching students how to think instead of what to think connects closely to the concept of self-regulation, as in both the emphasis moves from the teacher to the student.

In this chapter I have gathered the areas of motivation I believe the teacher is best able to influence in his or her daily work. I have also presented the theories and views of three people who have done extensive research in the area of motivation. The purpose has been to examine what are the experts' views on learning motivation in order to be able to compare them with the views of the students'. The focus has been on the areas relevant to second language learning and teaching, as the study will consider only Finnish students of

English. The six, partly interrelating, areas of motivation presented here will also be used in the discussion portion of this paper. Next I will present the data and method of the study.

### **3. DATA AND METHOD OF THE STUDY**

In this chapter the data and method of the study will be explained in detail by first presenting the research questions and then describing the method of collecting the data used to answer those questions. The chapter will conclude in a description of the analysis used to interpret the data.

#### **3.1 Research questions and the method of collecting data**

This study seeks to answer the following questions:

1. How great is the teacher's influence on the students' language learning motivation in the students' own opinion?
2. In the students' opinion, what are the best ways in which a language teacher can increase their learning motivation?

In order to get the most comprehensive answers to these questions in the limited time that the students have during the school day, a questionnaire was chosen as the method of the study. The questionnaire was conducted among third year Finnish high school students, in January and February of 2008, as they were a group of students with a great deal of experience in language learning within the Finnish school system. A copy of the questionnaire is included as Appendix 1. The questionnaire included an initial question on how great an effect the students perceived their former and present English teachers to have had on their motivation on a scale from one to five, and then asked the students to assess, to their best abilities, 36 ways a teacher could influence their motivation on the same scale:

- 1=lowers significantly my motivation,
- 2=lowers slightly my motivation,
- 3=has no affect on my motivation
- 4=raises slightly my motivation and
- 5=raises significantly my motivation.

The questions were based on the ideas of Alderman, Covington and Dörnyei and reflected the issues of motivation they highlighted as most important, as well as the issues I found



especially interesting. The questions were in Finnish in order to ensure the students complete understanding. At the end of the form the students were given some space to comment on issues related to the questionnaire, for instance their answers, if they wanted to. In order to ensure the functionality of the questionnaire, a pilot study was conducted on two people, not included in the actual study. After the pilot study the questionnaire's instruction and the overall language was modified slightly in order to make it easier to understand and space was added for possible comments on the content of the questionnaire.

### **3.2 Data and the method of analyzing the data**

The study was conducted at two Finnish high schools, in a small rural city in Western Finland (population of approximately 8800) and in a Central Finland city (population of approximately 85.000). The school in the larger city was also a teacher education school, which means that the students are familiar with many different types of teachers and have already participated in many studies. A total of 60, 33 from the smaller city and 27 from the larger city, students participated in the study. Out of all the participants 43 were females and 17 males. So that general conclusions could be drawn from the data it was analyzed quantitatively. In order to conclude which ways of affecting the motivation were rated mostly as increasing or decreasing motivation, the frequencies of the answers were calculated. To find out possible correlations between certain answers, Kendall's tau\_b was calculated on questions where correlation could have provided interesting discussion. In order to discover possible differences between male- and female participants as well as differences between the two cities, a T-test was conducted on the answers. The purpose of these comparisons between different questions and student groups was to complement the other results received from the data.

## **4. RESULTS**

In this section the results of the study will be reported beginning with the students' evaluations of the teachers' impact on their motivation in different situations. Firstly, the percentages of the given answers will be presented. Secondly, the differences between the male and female participants and the differences between the participants from the two cities will be reported. The section will conclude with a presentation of the answers given in the open section of the questionnaire.

#### 4.1 Answers in the evaluation section

The percentages of the answers received in the questionnaire have been gathered to Table 1 shown below. The numbers of the 37 questions in the questionnaire are listed on the left and the corresponding answers run from left to right between 1, as lowering significantly motivation, and 5, as raising significantly motivation. The same percentages have also been gathered into a diagram, which is included as Appendix 2, in order to facilitate the interpretation of the results.

Table 1: Percentages of the received answers in the evaluation section

question	1	2	3	4	5
1	0	3.3	28.3	53.3	15
2	0	0	11.7	56.7	31.7
3	0	1.7	11.7	31.7	55
4	6.7	13.3	43.3	30	6.7
5	21.7	25	51.7	1.7	0
6	0	1.7	46.7	38.3	13.3
7	1.7	6.7	35	48.3	8.3
8	0	6.7	23.3	48.3	21.7
9	0	0	31.7	45	23.3
10	3.3	10	73.3	10	3.3
11	5	16.7	66.7	10	1.7
12	1.7	23.3	40	33.3	1.7
13	0	1.7	30	58.3	10
14	0	3.3	31.7	55	10
15	1.7	5	21.7	48.3	23.3
16	1.7	5	25	53.3	15
17	1.7	11.7	38.3	36.7	11.7
18	3.3	20	36.7	30	10
19	0	1.7	23.3	51.7	23.3
question	1	2	3	4	5
20	0	10	23.3	35	31.7
21	26.7	35	25	11.7	1.7
22	3.3	28.3	53.3	15	0
23	5	6.7	36.7	35	16.7
24	0	11.7	56.7	26.7	5
25	0	8.3	15	51.7	25
26	1.7	8.3	46.7	31.7	11.7
27	0	5	28.3	58.3	8.3
28	1.7	25	55	18.3	0
29	0	6.7	35	53.3	5
30	0	3.3	46.7	41.7	8.3
31	1.7	3.3	23.3	56.7	15
32	3.3	11.7	60	23.3	1.7
33	1.7	8.3	53.3	30	6.7
34	0	0	21.7	51.7	26.7
35	15	13.3	58.3	11.7	1.7
36	0	8.3	38.3	40	13.3
37	1.7	6.7	28.3	41.7	21.7

As can be seen from Table 1, in some of the questions the responses were quite varied, which is why it was difficult to draw exhaustive and general conclusions from them. For instance, the teacher forming common class rules (Question 10) received even responses both as lowering and raising motivation and therefore one can only conclude that every student reacts to common class rules in an individual way. In other questions, however, the answers indicated more clearly towards the method either lowering or raising motivation.

The T-test revealed a statistically significant difference between the two cities in two questions. Firstly, the students from the larger city assessed the teacher's enthusiasm and

interest towards English and teaching English (Question 2) as having a greater positive affect on their motivation than the students from the smaller rural city. Nevertheless, both groups assessed the influence as raising their motivation slightly, as the calculated average of the answers of the larger city students' was 4.44 and the smaller city students' was 4. Secondly, the students from the larger city assessed the influence of the teacher emphasizing the role of English as a global language (Question 26) as having a greater positive affect on their motivation than the students from the smaller city. Both groups still assessed the influence as having no affect on their motivation, as the calculated average of the answers of the larger city students' was 3.78 and the smaller city students' 3.15. The T-test also revealed a difference between the male and female participants. The females assessed the teacher not placing them suddenly in an embarrassing or difficult situation in class (Question 20) as having a greater positive affect on their motivation than the males. The calculated average of the male answers' was 3.35 and the female answers' was 4.9.

The study revealed no significant correlations between different questions on which Kendall's tau<sub>b</sub> was calculated. Only small correlation was detected in three questions where correlation was expected. Firstly, there was small positive correlation of 0.452 between the students' answers in the two questions about goals. Most of the students assessed the affect of both forming group goals and teaching individual goal setting (Questions 11 and 12) similarly. Secondly, there was small negative correlation of -0.340 between the questions about the teacher using challenging tasks and easier tasks (Questions 17 and 18), meaning that most of the students answered oppositely on the two questions. Finally, there was small positive correlation of 0.355 between the answers on question of the teacher using new, creative and fun tasks and the question of the teacher doing something unexpected to break the usual course of the class (Questions 16 and 23), which means that the participants answered the questions similarly.

#### **4.2 Answers in the open section**

There were altogether eight participants that chose to write a comment relevant to the study on the open section. Two of these participants said they had difficulties answering the questions either because they had not experienced all of the described situations or because they have had many different types of teachers. Five of the participants commented on separate answers or questions. One of them said that some teachers had a really lowering

affect on motivation and another said that the question about teachers suddenly putting students in embarrassing or difficult situations was poorly formed and difficult to understand. One of the five also commented on an issue related to embarrassing or difficult situations in class:

Example 1:

“Kysymysten pommittaminen ei ole ihan kivaa, mutta kyllä ymmärtää ettei joskus voi muuta, jos kukaan ei puhu mitään!”

”Bombing with questions isn’t really nice but I can understand that it’s unavoidable if no-one says anything!”

One comment was made about the teacher trying to create a relaxed and safe atmosphere while at the same time enforcing common rules or guidelines:

Example 2:

“Opetus voi olla asiallista, mutta samalla rentoa, turhia sääntöjä ja huuhaata kannattaa välttää.”

”Teaching can be to the point but at the same time relaxed, useless rules and nonsense should be avoided.”

One of the participants wrote a lengthy comment where she said that competitions in which the best always win and the less skilled lose can damage self-esteem and therefore lower motivation. She also commented on rewards, other than grades, as being rewarding if you get them yourself but if she was always the one not getting a reward, they would be unlikely to raise her motivation. This shows that she has also considered the other students' feelings and their reactions in her assessments. Finally, one participant remarked on what is the most important characteristic in a teacher.

Example 3:

“Opettajassa kaikista tärkein piirre on, että opettaja osaa oikeasti puhua super hyvää englantia ja osaa esiintyä ihmisten edessä. Äänenkäyttöä kannattaa siis harjoitella lisää, se tuo `vakuuttavuutta´ ja saa aikaan kunnioitusta oppilailta. Oma persoona pitää tulla myös esille.”

”The most important trait in a teacher is that she or he can really speak English super well and knows how to perform in front of people. Use of voice is worth practicing as it creates `credibility´ and respect in students. Your own personality should also show.”

In this section I have gathered the results of the study. First the results of the students' evaluations of different motivational techniques were presented and comparisons were made between the different student groups. Then the comments made in the open section were presented with the help of relevant examples. In the next section I will discuss these results in more detail.

## **5. DISCUSSION**

In this section the research questions and the results of the study are drawn together. Firstly, I will consider the question on how great the teacher's effect on the students' motivation is in the students own opinion. Secondly, I will look at the students' assessment of different teaching methods to discover the best ways a teacher can motivate the students.

### **5.1. The magnitude of the teacher's influence on the students' motivation**

The study revealed that 53.3% of the students estimated that the teacher slightly raised their learning motivation and 15% of them saw the teacher as significantly raising their motivation. None of the students estimated that the teacher had significantly lowered their motivation, which is indeed positive reinforcement for future and present language teachers. These positive results indicate that, the teachers generally have good motivational skills and can increase the students' motivation to learn.

The study also revealed an interesting fact that 28.3% of the students estimated that the teacher had no effect on their motivation. This can indicate two things: either the students simply cannot be motivated or influenced by the teacher at all or they have not been taught by a teacher who had a sufficient repertoire of motivation techniques to impact them. Given the extent of the different motivational techniques, those presented in this paper as well as those not included in the study, I believe that there is a way to motivate every student. It is just a matter of finding the right technique for that student and the resources to put that technique into effect. Unfortunately, growing class sizes and cuts on resources make it increasingly difficult for teachers to use individual motivational techniques.

The most alarming result of the study was that 3.3% of the students considered the teacher as slightly lowering their learning motivation. Although the percentage is low, I think this is worrying as the purpose of a teacher is to facilitate and encourage learning, not to hinder it in any way. Further research is needed to discover why these students feel as they do

about the teacher, and what could be done to prevent such negative perceptions and relationships from forming. Fortunately, the teacher appeared to in general have a positive effect on the students' motivation. Next I will discuss closer the effective motivational teaching methods revealed by the study.

## **5.2. The best ways a teacher can influence the students' motivation**

To discuss the next question on the best ways a teacher can increase the students' motivation in the students' own opinion, I will look at the questions that provided the most interesting answers and use the themes of motivational techniques presented in section 2.2 as the framework for this discussion.

### **5.2.1. Discussion on teacher support and group membership**

Out of the questions related to teacher support and group membership, the teacher demonstrating enthusiasm towards the English language and teaching it (Question 2) received the most positive answers. In fact, it received the highest amount of answers as significantly raising motivation in addition to Question 20, as none of the students said it would lower their motivation and a clear majority of the students believed it would raise their motivation either slightly or significantly. This provides convincing support for Dörnyei's (2001: 32-35) views on the issue. The fact that the students from the larger city assessed Question 2 more positively might be due to them having many different teachers in a year but without further research one cannot be sure of the reasons. Other effective ways of increasing student motivation were the teacher believing in the students' abilities, encouraging them and reminding them of their strengths (Question 3) and including the students in the planning of courses (Question 13), which support the views of Alderman (1999: 195) and Dörnyei (2001: 66, 90-94). Those methods, however, had a slightly lowering affect on motivation on a small minority of students.

The teacher forming a personal relationship with the students (Question 4) received mixed responses although most students assessed it as having no effect or a slightly raising effect on their motivation, which corresponds partly with Dörnyei's (2001: 36) view. However, the teacher keeping closely in touch with the students' parents and informing them of their child's progress (Question 5) received a clear negative response with most students saying it would either have no effect or a lowering effect on their motivation, which conflicts

with the views of Covington (1998: 165) and Dörnyei (2001: 39) opinions. This would seem to suggest that some students respond well to a personal relationship with the teacher but nearly all of them wish to keep a distance between school and family. One has to remember that the students in the study were already legally adult and had no obligation to inform their parents of their progress in school. Another question which was assessed as having mostly a lowering effect or no effect at all was the question on the teacher emphasising the meaning of group work, teaching group work skills and making sure everyone has a role in the group (Question 22). Questions 5 and 22 provide an interesting base for further research, as this study does not provide the motives of the participants' answers.

### **5.2.2. Discussion on self-worth and ability versus effort**

The questions concerning self-worth and the question of ability and effort received all great positive responses. The only question which a small number of students assessed as significantly lowering their motivation was the question about the teacher telling the students that failure is an essential part of learning and emphasizing the meaning of learning over performing well in exams (Question 7). Despite this, a clear majority assessed the method as raising motivation either slightly or significantly or as having no effect. The reasons for those negative assessments require further research. The teacher emphasizing effort over ability while reminding that the study goals are obtainable by all students (Question 6), creating a relaxed, unified and tolerant classroom atmosphere (Question 8) and providing the students with opportunities to show their skills and enjoy their success (Question 19) received more positive responses than Question 7.

Although the question about the teacher not placing the students in a difficult or embarrassing situation in the classroom (Question 20) received the highest percentage of answers as significantly raising motivation, along with Question 2, it also received a surprisingly high amount of answers as slightly lowering motivation. This could be a consequence of the question being difficult to understand, as became apparent from the answers in the open section, or perhaps it was difficult to notice something the teacher is not doing or avoiding doing apposed to something he or she is explicitly doing. The fact that female participants assessed Question 20 more positively is an issue that should be researched further.

The question that received no negative answers concerned the teacher telling the students that help-seeking is nothing to be embarrassed about and that they can always ask

him or her for help (Question 9). This seems to suggest that reminding the students of the teacher's availability and the importance of asking for help is a very effective way to raise their motivation and supports the view of Alderman (1999: 54). In fact, all the motivational techniques related to self-worth and the question over effort and ability seemed to offer mostly positive responses, which, despite differing opinions, strongly support the advice given by Alderman (1999: 53-54, 84), Covington (1998: 24, 101, 147-148) and Dörnyei (2001: 40, 42, 66-70, 89-90, 97-100). I believe these are issues all teachers should take into consideration in their teaching, in order to avoid such undesired actions as excessive failure-avoiding.

### **5.2.3. Discussion on motivational tasks and activities**

Questions concerning motivational tasks and activities received quite mixed responses; nevertheless, some clear patterns could be seen that correspond with the presented theories. For instance, tasks which relate to the students' interests or future (Question 15) and tasks which were new, creative or fun (Question 16) received varied answers but a clear majority assessed their effect as raising motivation either slightly or significantly, which makes them effective ways of motivating students. The results seem to support Covington's (1998: 140, 201-217) views on serious games and tasks that 'turn work into play' as increasing learning motivation, especially intrinsic motivation, as well as the views of Alderman (1999: 227) and Dörnyei (2001: 66, 73-74, 76-77) on motivational tasks. The small positive correlation between Question 16 and the teacher breaking the monotony of the class by doing something unexpected (Question 23) shows that the students who respond well to creative and new tasks also appreciate novelty in other classroom practices. However, the small negative correlation between the teacher using challenging and easy tasks (Questions 17 and 18) was expected and offered no interesting results. The question on the teacher using competitions in teaching (Question 21) received the highest amount of negative assessments in the questionnaire, which corresponds with the views of Alderman (1999: 84) and Covington (1998: 129, 132) and was supported by the lengthy comment in the open section.

In addition to the different types of tasks, the other issues related to activities also agreed with the views in the professional literature. The teacher teaching how to think, for instance by emphasizing deductive reasoning (Question 29), received more positive results than the teacher teaching what to think, for instance by focusing on clear grammar rules (Question 28), which concurs with the views of Alderman (1999: 227-228) and Covington



(1998: 198). The teacher presenting the tasks well and giving clear instructions (Question 14) received mostly positive answers, which shows that presentation and instruction are skills worth practicing, as Alderman (1999: 227-228), Covington (1998: 53) and Dörnyei (2001: 78-81) suggest. This was also indicated by the comment (Example 3) in the open section. However, the question was also assessed as slightly lowering motivation by a small number of students, which was slightly surprising. Perhaps some students experience the time it takes to give clear instructions as tedious when they have already understood the purpose of the tasks before others. The reasons for the answers require further research. The variation of responses in questions related to tasks and activities confirms that it is difficult for a teacher to find and use tasks that motivate all students at once, especially in a large class.

#### **5.2.4. Discussion on goals and types of motivation**

Answers on the questions concerning two types of goals-setting, setting common class goals (Question 11) and the teacher teaching to set personal goals and monitoring their achievement (Question 12) were varied but forming personal goals received more positive answers than common goals. However, as the responses were so varied, it would be a good idea for the teacher to discuss with individual students whether they wish to have personal goals or not. One has should remember that there was small positive correlation between the questions, meaning that students who respond well to common class goals are also likely to respond well on personal goals. Perhaps these are the students the teacher should approach with the discussion on personal goals.

The questions related to the two main types of language learning motivation, integrative and instrumental, received more positive responses. Increasing integrative motivation by including the target culture as a part of the teaching (Question 25) was assessed more often as raising motivation than increasing instrumental motivation by telling the students how learning the language can benefit them in the future (Question 27). Nevertheless, both questions received mostly positive assessments. Increasing instrumental motivation by emphasizing English's global role or by telling students about different variants and dialects of English (Question 26) received more negative assessments than the previous techniques and was assessed mostly as having no effect on motivation. However, a considerable number of students also assessed it as raising motivation either slightly or significantly. The fact that the students from the larger city assessed the question more positively might be due to them having more international contacts. Of course, this is another

issue that needs further research. Increasing intrinsic motivation was already discussed above in connection to motivational tasks and activities.

Aiding the students' communication with other speakers of English by teaching them communication strategies (Question 31), which can affect both integrative and instrumental motivation, received varied responses but was mostly assessed as having a positive effect on motivation. The teacher providing the students with peer role models (Question 24) to increase positive general language attitudes or positive beliefs of one's abilities was assessed mostly as having no effect on motivation, which does not give great support for Alderman (1999: 84) or Dörnyei (2001: 53). The results seem to indicate that awareness of the students' motivation type and using techniques that appeal to it increases their willingness to learn, as suggested by Dörnyei (2001: 53, 55, 57).

### **5.2.5. Discussion on feedback, rewards and evaluation**

Out of the questions on feedback, rewards and evaluation, the teacher giving constructive feedback instantly after a performance and constantly through the student's progress (Question 34) proved to be a very successful way to raise motivation. None of the students assessed it as having any negative effect on motivation and only approximately one fifth of the students assessed it as having no effect on motivation, leaving a clear majority of assessments as raising motivation either slightly or significantly. These results provide strong support for the opinions of Alderman (1999: 110) and Dörnyei (2001: 122-124). The teacher negotiating with the students about the evaluation of tasks and exams, teaching self-assessment and explaining the criteria for evaluation (Question 36) and evaluating the students based on their personal development instead of outside criterion (Question 37) received varied responses but most of them were positive. This also corresponds with the views of Dörnyei (2001: 132-134).

Most of the students assessed the question on the teacher rewarding students by using rewards, such as the privilege of allowing them to go to lunch before others (Question 35), as having no effect on motivation. However, a considerable number of the students felt that it would lower their motivation either slightly or significantly. This corresponds with Alderman's (1999: 228-229), Covington's (1998: 132, 142-146) and Dörnyei's (2001: 127-130) views on rewards posing a risk for intrinsic motivation, but doesn't dispute their suggestions on that rewards can be motivational when used sparsely and correctly. The students' reactions to rewards provide an interesting area for further research. The lengthy

response in the open section provides a possible explanation to the assessments, as the students might have considered also the way these rewards would make others feel, which, in my opinion, also relates to Dörnyei's (2001: 45) views on the 'norm of mediocrity'.

#### **5.2.6. Discussion on self-regulated and independent students**

The questions related to promoting self-regulated and independent study received very varied responses. Especially the teacher teaching students to motivate themselves (Question 32) and giving the students more responsibility for their learning by emphasizing independent study and encouraging students to study together (Question 33) received mixed responses with most of the students assessing them as having no effect on their motivation. Nevertheless, the emphasis was on positive responses more than on the negative ones in both questions, which gives slight support for Alderman (1999: 139) and Dörnyei (2001: 104-108). The teacher discussing the nature of learning with the students and teaching study techniques such as time- and space management (Question 30) was assessed more clearly as positive since most students assessed it as having no effect or a slightly raising effect on motivation. This as well corresponds with the views of Alderman (1999: 139-140) and Dörnyei (109, 116). The responses suggest that a general discussion about learning and study methods, which the students can choose to use or not, is more beneficial than the teacher deciding for the students how to study or giving more specific instructions.

While studying the results of the study, one should remember that most of the techniques are interrelated and can affect more than one area of motivation. As motivation is such a broad and widely researched area of teaching, it was difficult to draft a clear and comprehensive questionnaire of all motivational techniques. The wording of the questions as well as the purpose of taking all English teachers into consideration and using the best assessment of one's own reactions proved to be difficult for some of the participants. The study has its shortcomings also in that it cannot be used to interpret the motives behind the students' answers. However, it can be used as a base for further research into those motives. In the next section I will conclude the paper by revising the aim and method of the study and by shortly summarizing its findings.

## 6. CONCLUSION

This paper discussed the magnitude of the English language teacher's influence on the students' learning motivation and the best ways a teacher could motivate the students. The study focused on the issue from the students' perspective, as it provided a chance to examine how students react to the motivational techniques presented to teachers in professional literature. The framework of the study was largely based on the works of Alderman, Covington and Dörnyei as they provided the most practical advice for teachers. The study was conducted as a questionnaire among sixty Finnish high-school students.

Based on the results of the study one can conclude that the teacher generally raises the students' motivation, even though a small number of students felt that the teacher usually lowers their motivation. The study also found that the three most effective ways to raise students' motivation in the whole class were: the teacher displaying enthusiasm and interest in English and teaching (Question 2), emphasizing the meaning of help-seeking (Question 9) and giving constructive feedback instantly and constantly (Question 34), as none of the students assessed them as lowering motivation. Common for these three methods is that they are easy for the teacher to take for granted or forget during the often hectic school day, even though they are not difficult methods to execute. The study indicates that every teacher should regularly and explicitly give feedback, tell the students to ask for help and show enthusiasm. The three methods that were assessed as most ineffective were: the teacher staying in contact with the students' parents (Question 5), using competitions in teaching (Question 21) and using other rewards than grades (Question 35). The results seem to support Alderman's (1999: 84, 228-229), Covington's (1998: 132) and Dörnyei's (2001: 127-128) opinions on rewards and competitions in teaching being dangerous when overused, especially considering the lengthy comment written on the open section about the affect competitions and rewards might have on others as well as the student in question. However, the students did not value the teacher keeping in touch with their parents, even though Dörnyei (2001: 39) suggested it as being beneficial to the students' motivation. In interpreting the results, one has to remember that further research is required to determine the reasons behind the participants' answers, as the framework and resources of this study did not allow for more in-depth examinations of the students' motives.

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Sukupuoli:

nainen

mies

Mieti kokemuksiesi valossa, miten seuraavat tilanteet ja väittämät ovat vaikuttaneet tai vaikuttavat **englanninkielen opiskelumotivaatioosi**. Huom. Älä siis mieli vain nykyistä opettajaasi, vaan perusta vastauksesi kokemuksillesi kaikista englanninkielen opettajista. Jos sinulla ei ole kokemusta esitetyistä tilanteista tai väittämistä, arvioi parhaasi mukaan, miten ne vaikuttaisivat englanninkielen opiskelumotivaatioosi. Ympäröi mielipidettäsi parhaiten vastaava numero. Jos muutat vastaustasi, kumita vanha vastaus siististi pois ja ympäröi uusi. Lopussa voit lyhyesti kommentoida esimerkiksi jotain vastaustasi tarkemmin, jos haluat. Kaikkia tietoja tullaan käyttämään täysin nimettöminä hyväksi tutkimuksessa.

1= alentaa selvästi motivaatiotani

2= alentaa hieman motivaatiotani

3= ei vaikutusta motivaatiooni

4= nostaa hieman motivaatiotani

5= nostaa selvästi motivaatiotani

1. Englanninkielen opettajan vaikutus oppimismotivaatiooni on yleensä seuraava:

1 2 3 4 5

2. Opettaja osoittaa olevansa innostunut ja kiinnostunut englanninkielestä ja sen opettamisesta.  
1 2 3 4 5
3. Opettaja osoittaa uskovansa kykyihini, rohkaisee minua ja muistuttaa minua vahvuuksistani.  
1 2 3 4 5
4. Opettaja muodostaa henkilökohtaisen suhteen minuun ja on kiinnostunut siitä kuka olen tai mitä teen koulun ulkopuolella.  
1 2 3 4 5
5. Opettaja pitää yhteyttä vanhempiini ja kertoo heille koulumenestyksestäni.  
1 2 3 4 5
6. Opettaja korostaa, että oppimisessa panostus ja yrittäminen ovat tärkeämpiä kuin ns. kielipää tai kyky oppia kieliä ja että oppimistavoitteet ovat kaikkien saavutettavissa.  
1 2 3 4 5
7. Opettaja korostaa, että epäonnistumiset ovat tärkeä ja olennainen osa oppimisprosessia ja että oppiminen on tärkeämpää kuin suoriutuminen esim. kokeessa.  
1 2 3 4 5
8. Opettaja yrittää luoda rennon, yhtenäisen ja hyväksyvän ilmapiirin luokkaan esim. erilaisia ryhmätehtäviä ja huumoria käyttämällä tai antamalla opiskelijoiden sisustaa osan luokkahuoneesta.  
1 2 3 4 5
9. Opettaja korostaa, että häneltä voi aina pyytää apua ja ettei avun pyytämisessä ole mitään hävettävää.  
1 2 3 4 5
10. Sovimme yhdessä luokan ja opettajan kanssa yhteiset säännöt sekä seuraukset niiden rikkomiselle ja opettaja valvoo yhteisten sääntöjen noudattamista.  
1 2 3 4 5
11. Keskustelemme yhdessä luokan ja opettajan kanssa oppimistavoitteistamme ja laadimme luokan yhteiset tavoitteet, joita voimme kerrata opiskelun edetessä.  
1 2 3 4 5
12. Opettaja opettaa, miten laadin omat henkilökohtaiset tavoitteet ja valvoo niiden saavuttamista.  
1 2 3 4 5
13. Opettaja ottaa opiskelijat mukaan kurssien suunnitteluun esim. kysymällä minkälaisista opetusmateriaaleista, tehtävistä tai opetustavoista me pidämme.  
1 2 3 4 5
14. Opettaja valmistaa minut tehtävään antamalla tarkat ohjeet, kertomalla mitä onnistuminen vaatii, miten tehtävä arvostellaan ja tekemällä yhden tehtävän malliksi.  
1 2 3 4 5
15. Opettaja käyttää tehtäviä, jotka liittyvät tulevaisuuden tavoitteisiini tai kiinnostuksenkohteisiini.  
1 2 3 4 5
16. Opettaja käyttää tehtäviä, jotka ovat uusia, luovia tai hauskoja.  
1 2 3 4 5
17. Opettaja käyttää tehtäviä, jotka ovat haastavia.  
1 2 3 4 5
18. Opettaja käyttää tehtäviä, joissa onnistuminen on helppoa.  
1 2 3 4 5
19. Opettaja tarjoaa minulle tilaisuuksia osoittaa taitoni ja nauttia onnistumisiasi.  
1 2 3 4 5
20. Opettaja ei laita minua yhtäkkiä vaikeaan tai noloon tilanteeseen luokassa esim. kritisoidulla minua tai kysymällä minulta yllättäen vastausta vaikeaan kysymykseen.  
1 2 3 4 5
21. Opettaja käyttää tehtävinä ja opetuksessaan erilaisia kilpailuja.  
1 2 3 4 5

22. Opettaja korostaa ryhmätyön merkitystä esim. opettamalla ryhmätyötaitoja ja varmistamalla että jokaisella on oma tehtävänsä ryhmässä.  
1 2 3 4 5
23. Opettaja rikkoo tunnin normaalin kulun tekemällä jotain odottamatonta ja uutta.  
1 2 3 4 5
24. Opettaja tarjoaa minulle vertaisiani roolimalleja, joilla on hyviä kokemuksia englannin oppimisesta.  
1 2 3 4 5
25. Opettaja ottaa englanninkielisen kulttuurin osaksi opetustaan esim. käyttämällä englanninkielisiä lehtiä ja ystävyyskouluja tai kertomalla omista kokemuksistaan kulttuurista.  
1 2 3 4 5
26. Opettaja korostaa englanninkielen asemaa maailmalaajuisena kielenä esim. kertomalla kielen eri murteista ja variaatioista.  
1 2 3 4 5
27. Opettaja kertoo, miten englannin osaaminen voi hyödyttää minua tulevaisuudessa esim. ammatissa.  
1 2 3 4 5
28. Opettaja keskittyy opetuksessaan faktoihin ja sääntöihin.  
1 2 3 4 5
29. Opettaja rohkaisee minua käyttämään omaa päättelykykyäni, esim. päättelemään kielioppisääntöjä esimerkkilauseiden perusteella.  
1 2 3 4 5
30. Opettaja kertoo oppimisesta ja sitä koskevista vääristä uskomuksista sekä opettaa erilaisia oppimistekniikoita, joita voin käyttää esim. ympäristön ja ajan hallinnassa tai sanaston oppimisessa.  
1 2 3 4 5
31. Opettaja opettaa minulle erilaisia kommunikaatiostrategioita, esim. miten saada lisää aikaa miettimiselle keskustelussa tai miten ilmaista asioita, kun sanavarasto ei riitä.  
1 2 3 4 5
32. Opettaja opettaa minua motivoimaan itseäni esim. neuvomalla minua antamaan itselleni ohjeita hiljaa päässäni tai ääneen puhumalla, kun teen tehtäviä.  
1 2 3 4 5
33. Opettaja antaa minulle enemmän vastuuta oppimisestani korostamalla itsenäistä opiskelua sekä rohkaisemalla opiskelijoita opiskelemaan yhdessä ja myös opettamaan toisiamme.  
1 2 3 4 5
34. Opettaja antaa minulle rakentavaa palautetta heti suorituksen jälkeen sekä jatkuvasti kehittyessäni.  
1 2 3 4 5
35. Opettaja palkitsee hyvän suorituksen muuten kuin arvosanalla esim. päästämällä minut syömään hieman muita aiemmin.  
1 2 3 4 5
36. Opettaja selittää tarkasti arvostelussa käytettävät kriteerit, neuvottelee kanssani arvosanastani ja opettaa minua arvioimaan omaa suoritustani.  
1 2 3 4 5
37. Opettaja arvioi suorituksiani oman kehitykseni valossa eikä ulkopuolisten kriteerien mukaan.  
1 2 3 4 5

Kommentit:

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**Appendix 2:  
Percentages of the answers**

