

I'LL BELIEVE IT WHEN I SEE IT

A study of English and German teachers' beliefs about and use of
motivational strategies

Master's thesis

Maria Niemelä

University of Jyväskylä
Department of Languages
English
September 2012

JYVÄSKYLÄN YLIOPISTO

Tiedekunta – Faculty Humanistinen tiedekunta	Laitos – Department Kielten laitos
Tekijä – Author Maria Niemelä	
Työn nimi – Title I'LL BELIEVE IT WHEN I SEE IT A study of English and German teachers' beliefs about and use of motivational strategies	
Oppiaine – Subject Englanti	Työn laji – Level Pro gradu -tutkielma
Aika – Month and year Syyskuu 2012	Sivumäärä – Number of pages 119 sivua + 4 liitettä
Tiivistelmä – Abstract <p>Tutkimuksessa tarkastellaan englannin- ja saksanopettajien käsityksiä vieraan kielen oppimisesta ja opettamisesta sekä heidän oppitunneilla käyttämiään motivointistrategioita. Työn päämäärä oli selvittää 1) mitä käsityksiä englannin- ja saksanopettajilla on vieraan kielen oppimisesta ja opettamisesta 2) mitä motivointistrategioita he käyttävät oppitunneilla 3) vastaavatko opettajien käsitykset ja strategiat toisiaan sekä 4) onko englannin- ja saksanopettajien välillä havaittavissa eroja.</p> <p>Tutkimusaineisto koostui pääosin kyselystä, johon vastasi Internetissä yhteensä 112 opettajaa, joista 63 oli englannin- ja 49 saksanopettajia. Kyselyssä opettajat arvioivat käsityksiä ja strategioita sen mukaan, miten vahvasti he olivat niiden kanssa samaa mieltä ja miten usein he käyttivät niitä. Kyselyn lisäksi suoritettiin neljä haastattelua, joiden tarkoituksena oli kerätä yksityiskohtaisempia vastauksia.</p> <p>Tutkimuksen tuloksista käy ilmi, että opettajat olivat eniten samaa mieltä kulttuuriin ja positiiviseen ilmapiiriin liittyvien käsitysten kanssa. Suuria eroja eri käsitteiden välillä ei kuitenkaan ollut. Strategioita tarkasteltiin kolmessa ryhmässä, jotka liittyivät ilmapiiriin, motivoiviin opetusmenetelmiin ja materiaaleihin sekä itsenäiseen oppimiseen. Käsitusten ja strategioiden saamat arviot vastasivat suurilta osin toisiaan, mutta muutamien käsitys-strategia -parien kohdalla oli eroavaisuuksia. Englannin- ja saksanopettajien vastaukset eivät juuri poikenneet toisistaan millään analyysin tasolla.</p> <p>Tutkimuksen tuloksien avulla opettajat voivat tarkastella omaa toimintaansa kriittisemmin. Tuloksia voidaan myös käyttää perustana jatkotutkimukselle, joka tarkastelee opettajien käsityksiä ja heidän käyttämiään motivointistrategioita syvällisemmin keskittymällä vain tiettyyn aihealueeseen, kuten luokan ilmapiiriin liittyviin käsityksiin ja strategioihin.</p>	
Asiasanat – Keywords Motivation, motivating, motivational strategies, beliefs, foreign language learning, questionnaire, interview	
Säilytyspaikka – Depository Kielten laitos	
Muita tietoja – Additional information	

TABLE OF CONTENTS

1 INTRODUCTION	5
2 MOTIVATION IN FOREIGN LANGUAGE LEARNING CONTEXTS	7
2.1 Social psychological perspectives.....	8
2.1.1 Integrative motivation	8
2.1.2 Language learning contexts.....	10
2.1.3 Towards cognitive-situated perspectives.....	10
2.2 Cognitive-situated perspectives.....	11
2.2.1 Intrinsic and extrinsic motivation	11
2.2.2 Self-determination theory.....	12
2.2.3 Towards process-oriented perspectives	13
2.3 Process-oriented perspectives	13
2.3.1 Dörnyei and Ottó's process model of L2 motivation	14
2.3.3 Towards socio-dynamic perspectives	16
2.4 Socio-dynamic perspectives.....	16
2.4.1 Possible selves	17
2.4.2 The L2 motivational self system	18
2.4.3 Future research directions	19
3 TEACHER BELIEFS	19
3.1 Defining beliefs	20
3.2 Beliefs and knowledge.....	22
3.3 Teacher beliefs in practice.....	23
3.4 The importance of teacher reflection	25
4 MOTIVATIONAL STRATEGIES IN THE FOREIGN LANGUAGE CLASSROOM	25
4.1 Relationships and atmosphere in the classroom	26
4.2 Motivating teaching methods and materials.....	28
4.3 Towards learner autonomy	30
4.4 Previous studies on motivational strategies	32
4.4.1 General studies on motivational strategies	32
4.4.2 Studies on specific strategies	34
4.5 Implications	37
5 THE PRESENT STUDY	38
5.1 Aims of the study.....	38
5.2 Methods of data collection.....	40
5.3 Respondents	42
5.4 Methods of data analysis	44
6 FINDINGS AND DISCUSSION	45
6.1 Teacher beliefs about foreign language learning and teaching	46
6.2 Motivational strategies.....	54
6.3 Relationship between beliefs and strategies.....	65
6.4 Interview data.....	77
6.5 A comparison of English and German teachers.....	87
6.6 Summary of the results and practical implications	101
7 CONCLUSION	109
BIBLIOGRAPHY	114

APPENDICES	120
Appendix 1: The questionnaire.....	120
Appendix 2: Framework for the interviews	126
Appendix 3: Complete list of motivational strategies	127
Appendix 4: Belief-strategy group pairs and percentages of each equivalence group	131

1 INTRODUCTION

When describing good foreign language teaching, individuals with even some familiarity with the field can list a number of methods and strategies that they believe should be used. This list often includes innovative and modern teaching methods and principles and emphasis on culture, practical language use in real situations and communication rather than grammar drills. However, this idealistic image of what foreign language teaching should be like may not be reality in many language classrooms due to restrictions of time and materials or other reasons. In other words, it is possible that teachers do not always do what they claim to believe.

It has been found that teachers' actions in the classroom are largely influenced by their beliefs (Pajares 1992: 326). Beliefs are a difficult concept to define as they can be used to refer to the opinions, knowledge, values, assumptions etc. that individuals have about foreign language learning and teaching (Barcelos 2003: 9). In other words, the term beliefs is often used to describe what individuals think about a topic. Different approaches, such as *the normative approach*, *the metacognitive approach* and *the contextual approach*, all define beliefs in slightly different ways (Barcelos 2003: 11-25). The normative approach tends to view beliefs as opinions learners have about foreign language learning and treats them as incorrect compared to the opinions of scholars. Within the metacognitive approach, beliefs are seen as metacognitive knowledge, that is, knowledge about learning and the learning process. Finally, the contextual approach views beliefs as social, contextual and individual, meaning that they must always be examined in the context in which they appear. The present study views beliefs as defined by the contextual approach as it was assumed that the different contexts of the respondents would be reflected in their answers.

Motivation is a much researched concept in the field of foreign language learning and teaching. It can be used to explain why individuals decide to do something, how much effort they are willing to put into the action and how long they will keep doing it (Dörnyei 2001: 7). The history of motivation research in the field of foreign language learning and teaching can be roughly divided into four phases (Dörnyei and Ushioda 2011: 39). These phases consist of *the social-psychological period*, *the cognitive-situated period*, *the process-oriented period* and *the socio-dynamic period*. Each period has examined motivation from a slightly different angle and focused on different

elements of foreign language learning and the learner, such as the larger social context and the actual teaching context. All of these perspectives can be supported with the help of motivational strategies, which are techniques meant to enhance individuals' goal-related behaviour (Dörnyei 2001: 28). The present study draws on the list of motivational strategies presented by Dörnyei (2001) but discusses the strategies in terms of which larger goal, such as learner autonomy, they can be used to support rather than examining them temporally depending on the point in time during the motivational process they might be most successful at.

Even though a large number of studies on motivation has been conducted in the field of foreign language learning and teaching, few studies have focused on the practical implications of motivation. In fact, many studies have been criticized for ignoring the perspective of the teacher and actual school contexts (Bernaus and Gardner 2008: 387-388). Similarly, the influence of teacher beliefs on their actions in the classroom has not been widely studied even though research has shown that beliefs have a strong effect on behaviour. The present study aims to fill this gap by examining English and German teachers' beliefs on foreign language learning and teaching and their use of motivational strategies in order to determine how strong a relationship the two have, that is, whether teachers act in a way that supports what they claim to believe. The results of the study can possibly help teachers develop more awareness of the underlying reasons behind their actions and better reflect on what teaching methods to choose in any specific situation.

The present study falls in the field of motivation research and uses a mixed method of data collection and analysis. The majority of the data has been collected with an online questionnaire that required English and German teachers to rate a number of beliefs based on how strongly they agreed or disagreed with them. They also had to rate a number of statements about how often they had used certain motivational strategies within the past year. The ratings given to the two lists were then compared to find relationships between them. In addition, the respondents had the opportunity to comment on any of the beliefs or statements in the questionnaire and to add their own in case they felt something was missing. The questionnaire data was complemented by four interviews that were conducted to see if teachers who had not seen the questionnaire would provide similar or different answers to the online respondents. Further reasons for the choice of data collection can be found in chapter 5.

The present study will begin with a summary of research on motivation divided into the four periods suggested by Dörnyei and Ushiosa (2011) in order to provide an overview of motivation and so that the main theme of the study, motivational strategies, can be better understood. Chapter 3 will discuss beliefs and the influence they can have on the actions of individuals. Chapter 4 consists of two sections, of which the first presents the motivational strategies listed by Dörnyei (2001) and the second discusses previous research conducted on motivational strategies. This chapter presents the most important theoretical background for the present study. The aims and methods of the study will be discussed in chapter 5. Chapter 6 will present the findings of the study and discuss them. The study will conclude with chapter 7 that summarises the main points, evaluates the study and offers suggestions for further research.

2 MOTIVATION IN FOREIGN LANGUAGE LEARNING CONTEXTS

Learners, their parents and even people with little personal connection to foreign language learning have an opinion on what motivation is and how it leads to success or failure. Motivation is also often used to describe learners (Dörnyei 2001: 5). Successful learners are generally seen as highly motivated while unsuccessful ones are not. In this way, motivation is used as a measurement of success, but this does little to describe what it actually is.

At first glance, motivation appears easy to define: it is the power that drives an individual to perform a certain action. However, motivation as a theoretical concept is far more complex and can be examined from multiple perspectives (Dörnyei and Ushioda 2011: 3-4). The large number of differing viewpoints has resulted in the fact that motivation continues to be a relevant subject of study even after decades of research. It is therefore sensible to take a brief look at the most important definitions and theories before focusing on one aspect that will be central in the present study – motivational strategies.

The large number of different theories and approaches to motivation can be broadly divided into four groups suggested by Dörnyei and Ushioda (2011: 39-40): *the social psychological period*, *the cognitive-situated period*, *the process-oriented period* and most recently, *the socio-dynamic period*. The most important concepts of each period

will be briefly discussed in the following sections in order to provide an overview of how motivation theories have developed.

2.1 Social psychological perspectives

The social psychological period, lasting from 1959 to the 1990s, offers perhaps the most influential theories and approaches to foreign language learning motivation. The period was characterized by the work of Gardner and Lambert who studied foreign language learning motivation in Canada. Although other perspectives have since then re-evaluated the principles of the social psychological approach, Gardner's work is still highly influential and recognised as having created the foundation on which later theories have been built (Dörnyei and Ushioda 2011: 11-12). The following section will examine Gardner's socio-educational model of language acquisition.

2.1.1 Integrative motivation

The most important concept in Gardner's motivation theory is that of *integrative motivation*. The definition of integrativeness and its relationship with motivation are concepts that have sometimes been misunderstood by claiming that integrative motivation simply refers to individuals' positive attitude towards speakers of the foreign language (Gardner 2005: 2). In order to define it in the proper context, the following section will discuss integrativeness as a part of Gardner's socio-educational model of second language acquisition.

As Figure 1 shows, integrative motivation consists of the following three variables: *integrativeness*, *attitudes towards the learning situation* and *motivation* (Gardner 2001: 6-8). Integrativeness is defined as openness to accept elements of the target language culture (not only large cultural concepts but also parts of language, such as pronunciation or grammar) as part of one's identity. Attitudes towards the learning situation refer to the attitudes individuals have towards any of the variables in a learning situation, such as the teacher, the curriculum or the other students. The third and final variable is motivation, which is made up of three parts: *the individual's effort to achieve something*, *the desire to achieve something* and *the enjoyment the individual feels when trying to achieve something*.

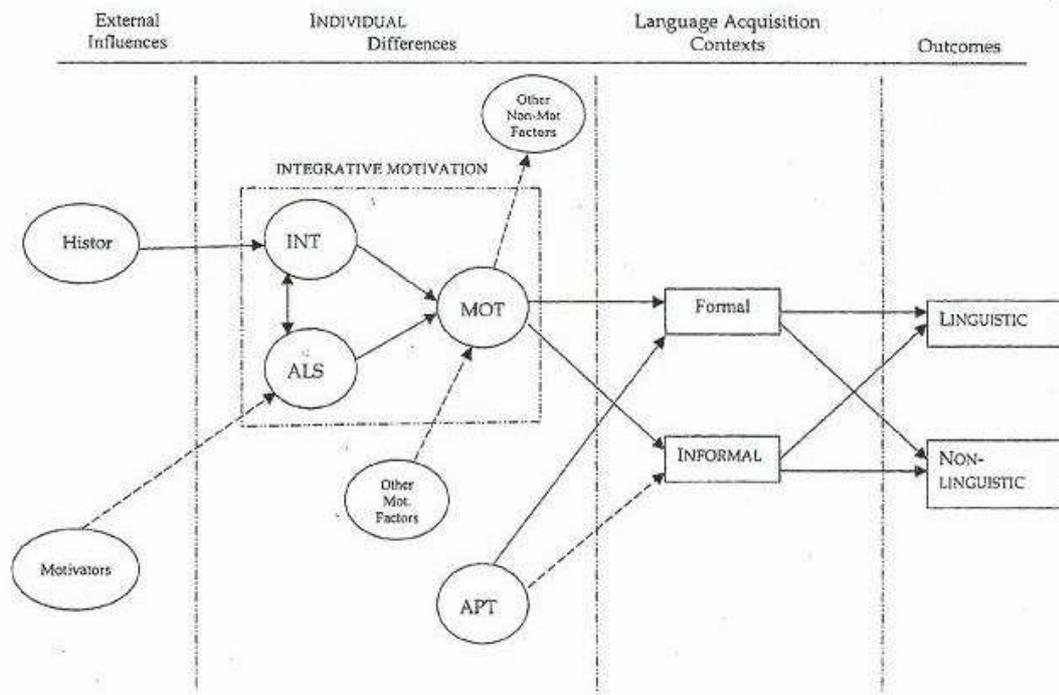


Figure 1. Gardner's socio-educational model of language acquisition (adapted from Gardner 2001: 5).

A further important concept of the social psychological period is the divide between integrative and *instrumental motivation* (Dörnyei 2001: 16). Instrumental motivation is seen as the opposite of integrative motivation: instead of learning the language because of interest or desire to accept the foreign language as part of one's identity, individuals are largely motivated by their pragmatic needs, such as increased opportunities to acquire better employment. However, the strict division between integrative and instrumental motivation as polar opposites was never proposed by Gardner and his colleagues and is a slight misunderstanding of the model (Gardner 2005: 2)

As discussed above, integrative motivation consists of the variables integrativeness, attitudes towards the learning situation and motivation. Different individuals display different levels of all three, which leads to different levels of integrative motivation. However, it is not only integrative motivation that determines whether individuals become successful language learners or not. In the following section, a closer look will be directed at language learning contexts.

2.1.2 Language learning contexts

The social psychological period of research on foreign language learning motivation has placed great importance on the social context of foreign language learning and the relationships between different linguistic communities (Dörnyei and Ushioda 2011: 40). This is because it can be assumed that individuals learning the same language in different contexts would possess different attitudes and therefore different levels of integrativeness towards it. Another perspective is that individuals have different attitudes towards different foreign languages within the same context. For example, individuals living in Poland may have opposite attitudes towards learning Russian than towards learning English.

The suggestion above illustrates how affective factors are always present when learning a foreign language, even when individuals have no direct contact with the target language culture. Gardner (1985: 64-65) describes a study in which he and his colleagues examined learners of French as a second language in the United States, some of which came from English- and some from French-speaking homes. The results indicate that affective variables play a motivational role even in settings where there is no direct contact with speakers of the target language.

Language learning contexts can be divided into two groups: *formal* and *informal* (Gardner 2001: 9-10). Formal contexts refer to settings where language instruction plays a role and where learning a foreign language is seen as the primary goal of the activity, such as schools. Informal contexts in contrast consist of settings where individuals may learn foreign language material as a by-product of another activity, such as watching television.

2.1.3 Towards cognitive-situated perspectives

The validity of Gardner's theories and the relationship between integrative and instrumental motivation have been the topic of a large number of studies over the years. However, as is explained by Dörnyei and Ushioda (2011: 46), ever since the late 1980s and early 1990s, research has moved from focusing on social factors to examining the language learner as an individual, and some of the key concepts of the social psychological period have been questioned.

Supporters of the social psychological approaches have sometimes defined social identity and its connection with the language learning context in artificial terms and have not always been able to provide adequate explanations for why individuals may at one point in time feel motivated, anxious at another and so on (Norton Peirce 1995: 10-12). Further criticism has been raised by Crookes and Schmidt (1991: 470-478) who point out that social psychological approaches do not always correspond with the reality of the classroom, that the emphasis on integrative motivation and language communities has had a limiting effect on research on foreign language motivation and that there is no evidence that motivation is connected with affective factors, such as attitudes towards the learning situation. The criticism towards the social psychological approaches eventually led to the attempt to incorporate mainstream cognitive psychological perspectives into the research on foreign language learning motivation (Dörnyei and Ushioda 2011: 46). This viewpoint will be discussed in the following section.

2.2 Cognitive-situated perspectives

After several decades and countless research projects that examined language learning motivation from the perspective of the social context and affective factors, researchers felt there was a need to develop alternative approaches to examine motivation and foreign languages (Dörnyei and Ushioda 2011: 46-47). There was a movement to shift from discussing language communities as large as entire nationalities to focusing on the individual. This approach attempted to introduce the new developments of cognitive psychology as part of foreign language learning motivation theories. Examples of such approaches include attributional processes (Ushioda 1998), the social constructivist concept of motivation (Williams and Burden 1997) and task-specific motivation (Julkunen 2001).

One of the most influential theories of the cognitive-situated period is self-determination theory, which will be discussed in the following sections. However, it has to be noted that self-determination theory is not a theory of foreign language learning. Rather, it is a general psychological theory that can be applied in the field.

2.2.1 Intrinsic and extrinsic motivation

Past research in psychology tended to simplify motivation and reduce it to physiological drives that determine every aspect of individuals' behaviour (Deci and Ryan 1985: 19-

20). According to these theories, individuals would be motivated solely by their needs which would drive them into performing a specific action, such as eating in order to reduce the feeling of hunger. However, research eventually showed that such theories could not adequately explain behaviour, which led to the development of alternative views, such as intrinsic and extrinsic motivation.

Individuals are intrinsically motivated when the reward for the action in question is the action itself, that is, the enjoyment they experience when executing it (Deci and Ryan 1985: 32-34). Individuals must feel free of any outside pressures and restrictions, whether they are positive or negative, such as rewards for good performance or punishments for failure. The action individuals are performing must therefore give them the feeling that their behaviour is initiated by choice rather than an outside force. Extrinsic motivation by contrast involves outside pressures and forces that influence individuals' behaviour. Concrete examples in foreign language learning contexts include deadlines, the expectations of parents and peer pressure.

2.2.2 Self-determination theory

As the study of intrinsic motivation developed, so did the concept of self-determination and its importance in the field of psychology. The history of self-determination is discussed in Deci and Ryan (1985: 35-38) by detailing earlier concepts that influenced the shaping of the theory and studies that established how perceived freedom and the lack of it affected the motivation of individuals. All of these developments eventually led to the conceptualisation of self-determination theory.

Self-determination is defined as the feeling of autonomy that individuals experience in a given situation (Deci and Ryan 1985: 38-39; 43). Self-determination is not merely a capacity of human functioning but a need, that is, humans are naturally driven to engage in behaviours that they find interesting, enjoyable and that allow them the freedom of choice. On the other hand, research has shown that there is a clear lack of intrinsic motivation in work and school settings, which indicates that self-determination and intrinsic motivation need specific circumstances to thrive.

There exist two important aspects to be noted in regards to self-determination theory (Deci and Ryan 1985: 87; 149). One is that individual differences determine how learners experience the outside forces that influence their behaviour. As such, one

individual may lose all enjoyment of performing a given task when deadlines are introduced whereas another may experience little change in their level of intrinsic motivation. The second aspect is that even extrinsically motivated actions may be self-determined if individuals actively choose to perform them based on their needs and goals. For example, individuals aiming to receive a high grade in a language exam may spend extra hours revising the necessary material, not because they enjoy it but because they feel it will help them achieve their goal. These aspects highlight the importance of autonomy as a central element of self-determination theory.

2.2.3 Towards process-oriented perspectives

Cognitive-situated perspectives have examined foreign language learning motivation by focusing on the contributions of cognitive psychology and situated factors, such as the teacher, the curriculum rather than large social groups (Dörnyei and Ushioda 2011: 46-47). However, towards the beginning of the 21st century, research began to incorporate additional factors and to examine motivation from yet another perspective. Many motivation theories did not adequately take into account temporal relations and how motivation develops over time (Dörnyei and Ottó 1998: 43-44).

The current section has examined self-determination theory. Concrete examples of motivational strategies that implement self-determination will be discussed in a later section of the present study. However, first it is sensible to focus on the period of language learning motivation research that followed the cognitive-situated perspectives, that is, a period which Dörnyei and Ushioda (2011: 39-40) refer to as the process-oriented period.

2.3 Process-oriented perspectives

The previous section has examined motivation from a cognitive-situated perspective. Research then began to attempt to incorporate temporal perspectives into motivation theories, that is, to explain how motivation develops over time, both during a single task and over several years (Dörnyei and Ushioda 2011: 60). The following section will examine one of the process-oriented models. For a summary of further theories and models, see Dörnyei and Ushioda (2011).

2.3.1 Dörnyei and Ottó's process model of L2 motivation

In a 1998 paper, Dörnyei and Ottó introduced a process model of L2 motivation that they developed because they felt that previous motivation models were lacking and focused on motivation at the moment of the decision to perform an action rather than during the action itself. A further issue raised by the authors (1998: 43-44) was that previous models did not adequately take into account the ways in which motivation develops over time. As foreign language learning is a long-term task that can last years, this is an important perspective to consider.

As Figure 2 shows, the model proposed by Dörnyei and Ottó (1998: 48) consists of three larger phases: *the pre-actional phase, the actional phase and post-actional phase*. Each phase in turn includes several smaller phases and factors that influence the development of motivation within the phase in question. Each phase will be discussed separately in the following sections, but it is important to note that in practice, they can overlap and influence one another.

The pre-actional phase is a period during which individuals are preparing to execute an action and go through planning, become committed to the action and are under the influence of various motivational factors (Dörnyei and Ottó 1998: 47-50). If the individuals possess the means to execute an action and if the conditions allow it, the process moves on to the second main phase of the model, actional phase. This phase is a stage during which the motivation to begin executing an action turns into the motivation to keep executing it. It consists of sub-processes that detail the ways actions are performed and how individuals are constantly evaluating their process and changing their plans and actions if necessary.

Research has found that the actional stage is a highly important motivational phase. A study reported by Yanguas (2007) examined university students' actional motivation and its relationship with the quality of their end products. The correlation was measured by comparing motivation with five linguistic variables, such as the number of words and lexical variety used in their foreign language writing tasks. The results indicate that the more motivated individuals feel during the actional phase, the better they tend to perform. These findings highlight the importance of using appropriate motivational

strategies, such as interesting tasks and supporting autonomy, to increase learner enjoyment.

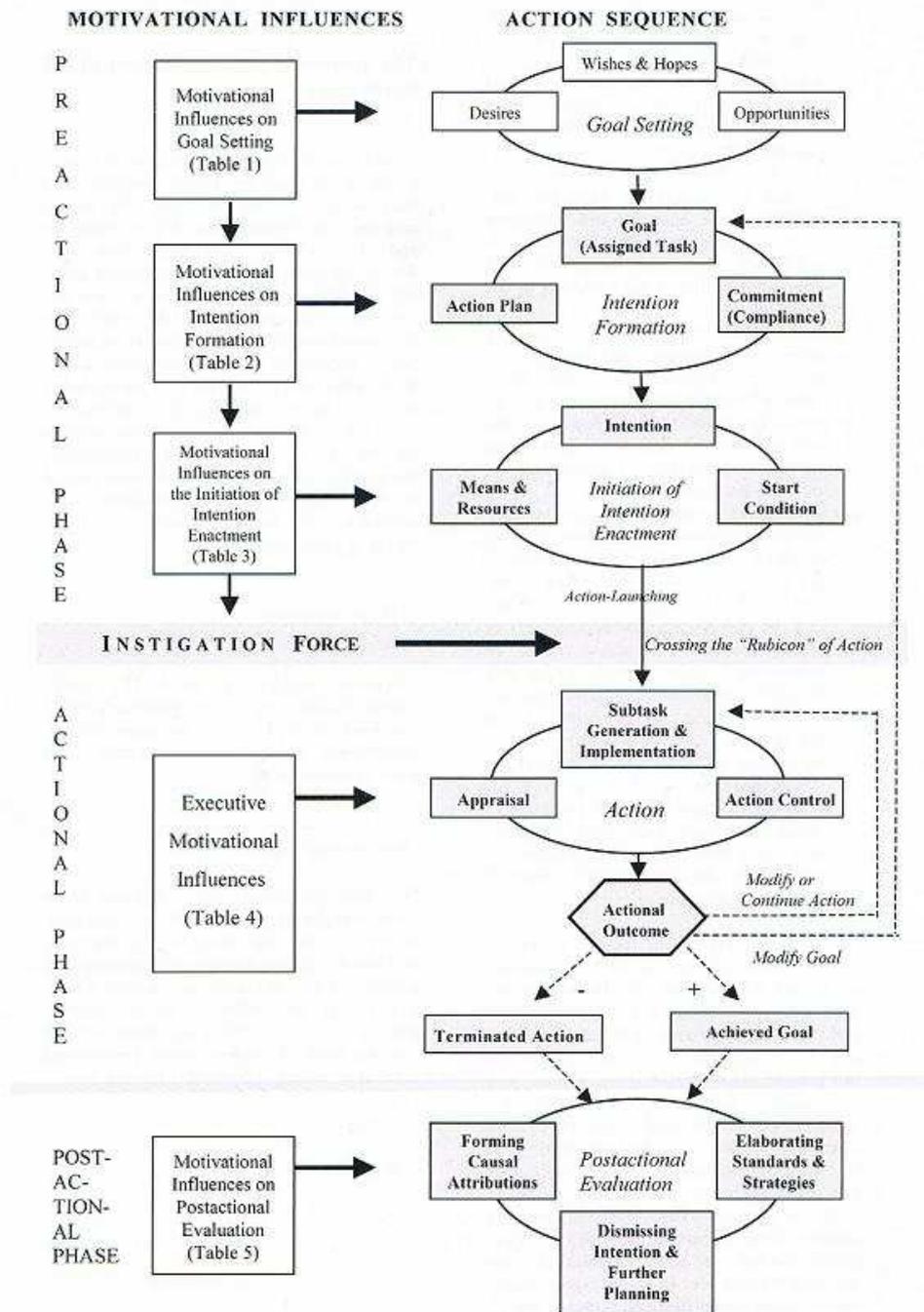


Figure 2. Schematic representation of the process model of L2 motivation (adapted from Dörnyei and Ottó 1998: 48).

The final stage discussed by Dörnyei and Ottó (1998: 51-52) is the post-actional stage, which is a process that begins when the goal has been achieved, when the action has been terminated or when the action has been interrupted for a longer period of time, such as the winter holiday at school. During this phase, individuals look back to the

action and its outcomes, evaluate them and form plans for further actions. This has the potential to direct the individuals back to the pre-actional stage of motivation, that is, to motivate them to form new plans and set new goals for themselves.

2.3.3 Towards socio-dynamic perspectives

As is pointed out by Dörnyei and Ottó (1998: 62-64), there exist several limitations of the model, such as conscious vs. unconscious motives, the mood of an individual, simultaneous action, multiple goals and task-specific motivation. The most important of these limitations is the concept of simultaneous action, which will be summarised in the following section.

A particularly important limitation of the model is that it suggests that action takes place in a linear fashion and in isolation. In reality, individuals are constantly in the process of executing multiple actions whose processes can vary greatly: individuals can be in the post-actional stage of one activity, in the actional stage of another and so on. These actions are not necessarily related, and some of them can be short-term tasks such as writing down vocabulary items or long-term tasks such as improving oral communication skills. In this manner, actions can also be sub-stages of another action, which complicates the attempts to research and label motivation.

This section has examined one model of the process-oriented period of foreign language motivation. Process-oriented perspectives have clear and useful implications for classroom contexts as they help define what happens at various stages of actions and how motivation develops. However, the actions that individuals execute never take place in isolation and do not necessarily progress in a linear fashion. Due to this highly complicated nature of human behaviour, a motivation model that assumes linearity and examines actions one at a time cannot give an entirely adequate picture of the ways motivation evolves over time. The following section will introduce new, socio-dynamic perspectives that have attempted to take into consideration many of the aspects that past approaches have not properly covered.

2.4 Socio-dynamic perspectives

The previous section has examined process-oriented perspectives of foreign language learning motivation and detailed one such model. Dörnyei and Ushioda (2011: 69-70) summarise how the limitations of process-oriented perspectives, some of which were

discussed in the previous section, have led to the development of a new approach: socio-dynamic perspectives. The current section will first discuss the socio-dynamic approach from a general perspective before focusing on the concept of the L2 motivational self.

It is explained by Dörnyei and Ushioda (2011: 69-72) how the current direction of research on foreign language learning motivation is that of combining process-oriented perspectives with new approaches that focus on the complexity of foreign language motivation processes and the numerous influences that shape motivation. These approaches do not aim to disregard previous theories but acknowledge the fact that the development of motivation is not necessarily a linear, isolated occurrence but rather the result of a large number of internal, social and contextual factors affecting motivation. A further important point is to consider foreign language learning from an international perspective and take into account the ways in which languages are being used in the global world.

2.4.1 Possible selves

The theory of the L2 motivational self system is based on earlier theories of language learning motivation but simultaneously incorporates elements of the psychological theories of self, particularly those of *possible selves* and *future self-guides*, two important concepts in the field of psychology (Dörnyei 2009: 9-10). Foreign language learning motivation research has typically seen learning the foreign language as a complex process that is invariably linked with one's identity. It is therefore sensible to summarise the psychological theories of possible selves before focusing on what they imply for foreign language learning.

Possible selves are defined as future identities for individuals, such as that of a competent user of a foreign language (Markus and Nurius 1986: 964). They can represent what the individuals may want to become, could become, or what they are afraid of becoming. Future self-guides build on this definition and are more than possible outcomes: they represent the ideal future that individuals hope to or should achieve (Dörnyei 2009: 13).

Possible selves have two important functions (Markus and Nurius 1986: 955). Firstly, individuals' self-acknowledgement of what is possible for them determines their

behaviour and influences their motivation. Secondly, possible selves provide a context for individuals' current behaviour. In other words, when individuals feel that they can achieve something, they are more likely to feel motivated to attempt it, and evaluation of the outcomes is influenced by possible selves. Individuals who aspire to acquire work in a foreign country will interpret failure in a language exam in a different way than individuals who do not have the possible self of working abroad as part of their identity.

More recent research, such as by Hoyle and Sherrill (2006), suggests that possible selves should not be seen as direct contributors to motivation but rather as a part of a larger and more complex self-regulatory system. This indicates that there exists a large number of social, individual etc. factors that shape possible selves and in turn motivation. Since possible selves are considered an important factor that influences motivation and behaviour, it is important to examine them from the perspective of foreign language learning. The following section will therefore introduce the L2 motivational self system.

2.4.2 The L2 motivational self system

The L2 motivational self system consists of three components. (Dörnyei 2009: 29). *The ideal L2 self* describes what type of foreign language user individuals would like to become, *the ought-to L2 self* describes what type of foreign language user individuals believe they need to become while *the L2 learning experience* includes contextual motivators such as the teacher, the task and the learning materials.

The L2 motivational self system and its validity have been tested by conducting related studies in Japan, China and Iran. The results reported by Taguchi et al. (2009: 77-87) show a connection between integrativeness and the L2 motivational self system but indicate that the latter offers a better conceptualisation of foreign language learning motivation. In addition, it was discovered that instrumentality can be connected either to the ideal L2 self or the ought-to L2 self and that there exist a number of outside factors that influence how possible selves develop. For example, the expectations of the family, connections with native speakers, the relevance of language skills as a sign of high social status etc. vary from context to context.

The L2 motivational self system has direct implications for foreign language teaching (Dörnyei 2009: 32). The system has a positive motivating influence if individuals have

a strong, vivid future image of themselves as users of the foreign language, if this image is plausible, does not clash with expectations of the social environment, is an active part of the individuals' working self-concept, is supported by effective methods and strategies and includes information on the consequences of failing to achieve the set goals. In other words, teachers should encourage goal-setting, long-term thinking and visualising future needs for the foreign language in order to encourage their learners to create possible selves. In addition, the teaching methods, motivational strategies used in class etc. should be chosen so that they support the individual needs and goals of the learners.

2.4.3 Future research directions

As socio-dynamic perspectives are still a relatively new approach to understanding foreign language learning motivation, research has yet to explore all possible and relevant questions. Ideas for further research suggested by Dörnyei (2009: 50) include defining possible selves more comprehensively and examining the relationship between the L1 and L2 motivational selves. Studies that have been conducted so far certainly seem to suggest that possible selves and the L2 motivational self system are concepts that have much to offer to the field of foreign language learning motivation (for example, see Ryan 2009, Al-Shehri 2009 and Csizér and Kormos 2009).

This section has discussed the most recent developments in research on foreign language learning motivation and summarised the main concepts, benefits and limitations of future research. Together with the previous sections, this part has given a brief overview of the history of research on foreign language motivation and the most important approaches to it. Some attention has been directed at practical implications and motivational strategies, but these issues will be discussed in more detail in a later chapter of the present study.

3 TEACHER BELIEFS

This section of the present study will focus on the beliefs teachers have about foreign language learning and teaching. As summarised by Barcelos and Kalaja (2011: 281-282), beliefs about second language acquisition have been a topic of interest in the field of Applied Linguistics since the 1980s when research focused on what learners and

teachers believed. Since then, the focus has shifted more towards how beliefs develop and how they relate to action and identity. Of particular interest in the present study are the ways these beliefs shape teachers' classroom practices.

This chapter will begin with an attempt to define beliefs, after which the relationship between beliefs and knowledge will be briefly discussed. Beliefs and their effect on practice will be examined with the help of empirical studies, and as a conclusion there will be a sub-section on the importance of teacher reflection.

3.1 Defining beliefs

At first glance, beliefs appear easy to define as everyone uses the word in every day contexts and it is generally agreed that to believe means to have faith in something that is not necessarily true. In academic contexts, however, such a layman's approach is not enough, so an exact definition is necessary before beliefs can be the subject of research. Not only must beliefs be clearly defined but research should agree on the terminology to describe them. The field of educational psychology has seen numerous varying terms accompanying or used in place of beliefs – values, judgements and preconceptions are only a few examples (Pajares 1992: 309). As a result, it is sometimes difficult to agree on a definition that is universal and uses the same terminology.

A number of definitions for beliefs are listed by Barcelos (2003: 9), many of which refer to them as opinions, assumptions, representations, expectations and so on that individuals have about foreign languages and learning. These definitions describe how individuals think foreign languages are taught and learned and include the idea that beliefs are often created in interaction with the surrounding context. Further characteristics are listed by Williams and Burden (1997: 56) who state that despite the difficulty of forming an exact definition of beliefs, there are general statements to be made about them. For example, beliefs may vary from culture to culture, develop early in life and do not necessarily change easily.

The definition of beliefs varies somewhat depending on the approach that is used to examine them. Barcelos (2003: 11-25) divides research on beliefs about second language acquisition into three approaches: *the normative approach*, *the metacognitive approach* and *the contextual approach*. Each approach has a slightly different definition of beliefs and examines the relationship between beliefs and actions from varying

perspectives. The following sections will summarise Barcelos' discussion of these three approaches.

According to Barcelos (2003: 11-15), the normative approach has mostly examined beliefs from the perspective of learners and defines them as opinions or misconceptions that they have about foreign languages and learning them. Research within this approach tends to assume that learner beliefs are false whereas the beliefs of scholars are correct. The relationship between beliefs and action is one of cause and effect: it is assumed that beliefs influence behaviour and that productive beliefs will lead to successful strategies and behaviour and vice versa. Influential research within this approach includes studies conducted with the Beliefs About Language Learning Inventory (BALLI) instrument, some of which are summarised by Horwitz (1999).

Within the metacognitive approach, beliefs are seen as metacognitive knowledge. This refers to individuals' knowledge about learning, the learning process and so on that is acquired either unconsciously, through action or consciously by listening to teachers, peers etc. (Wenden 1999 435-436). The influence of beliefs on action is closely connected with learning strategies, that is, beliefs about the best ways to learn lead to actions and strategies that support said beliefs (Barcelos 2003: 18).

The contextual approach is a recent attempt to examine beliefs from various perspectives (Barcelos 2003: 19-25). Common for these approaches is that they see beliefs as contextual, dynamic and social and emphasise the importance of individuals' interpretative meanings of their beliefs. The relationship between beliefs and action is seen as situated, meaning that it is necessary to examine the context (both physical and social) individuals find themselves in and how beliefs and action influence each other in the context. Based on Barcelos and Kalaja's (2011: 2) description, the current state of the field of teacher beliefs is best represented by the contextual approach.

One element in the difficulty of defining beliefs is the difference between beliefs and knowledge. This distinction has been examined in several contexts (Pajares 1992: 309-311; Borg 2003: 86; Woods 2003: 204; Woods and Çakir 2011: 383-384, to name a few), and this perspective will be examined in more detail in the following section.

3.2 Beliefs and knowledge

The difficulty of defining beliefs often results from the confusion over whether something should be classified as beliefs or knowledge (Pajares 1992: 311-313). Beliefs are presumptions that are considered more personal than knowledge as they are often formed through individual experience and are under the influence of affective factors. A similar definition is discussed by Woods and Çakir (2011: 383-384) who argue that knowledge can exist as a continuum divided between personal and impersonal. At the personal end of the spectrum lies knowledge that is individual and situated while the impersonal end represents universal facts. In this manner, beliefs and knowledge are not necessarily opposing ideas but different sides of one concept. A similar solution is offered by Pajares (1992) who summarises a number of studies conducted on teacher beliefs and knowledge and argues that there may not be a clear difference between them but that they describe the same element at different points of a continuum.

In other words, beliefs are seen to stem from evaluation and judgement whereas knowledge has its roots in objective facts. A further characteristic is pointed out by Nespor (1987, cited in Pajares 1992: 311): beliefs are resistant to change, even when faced with facts that prove them wrong. An additional distinction between beliefs and knowledge is offered by Woods (2003: 205): knowledge describes the world as it is whereas beliefs detail how individuals see it should be. The author further argues that more important than an accurate definition of beliefs is the understanding of how they are constructed in specific situations.

As is stated by Woods (2003: 202), some researchers have proposed that beliefs should not be examined as independent elements of foreign language learning but as a part of larger cognitive systems in which they are often combined with knowledge. One such approach is teacher cognition, which according to Borg (2003: 81) refers not only to teachers' beliefs but also their thoughts and knowledge. The study of teacher cognition examines the cognitions that teachers have, how they develop and how they influence teacher training and classroom practices. A similar approach is described by Golombek (1998: 447-448): the study of teachers' personal practical knowledge investigates how teachers experience and construct knowledge in classroom contexts. Beliefs and other

affective factors are seen as part of said process as beliefs often stem from individuals' earlier experiences.

This section has examined the relationship between beliefs and knowledge. Regardless of whether beliefs are seen as independent factors or as a part of a larger system, it is their influence on practice that is the main perspective in the present study. This issue will be discussed in the following section.

3.3 Teacher beliefs in practice

As stated by Pajares (1992: 326), research has shown that teachers' beliefs have a strong influence on how they plan their classes and what types of methods they use. In a study examining teachers' personal practical knowledge, it was reported by Golombek (1998: 454) that teachers' own experiences as students shaped what they believed to be effective classroom practices and that they tended to use the practices themselves. A comprehensive study by Breen et al. (2001) investigated the relationships between ESL teachers' thinking and actions by observing teaching sessions and interviewing teachers. The results of the study will be presented later in the current section.

Despite the tendency of beliefs to guide action, beliefs and practices do not always coincide. This issue is discussed by Barcelos and Kalaja (2011: 2) who point out that outside factors may hinder teachers from realising their beliefs in practice. For example, inadequate materials, large group sizes or restrictions presented by the curriculum may make it difficult or even impossible for teachers to use methods that they believe to be effective.

Figure 3 illustrates how beliefs together with individual and contextual factors influence teachers' classroom practices. In other words, it is not only beliefs that affect what teachers do, even if their influence can be strong. Pedagogic principles is a term used to describe the reasons that teachers have for choosing certain practices (Breen et al. 2001: 472). These principles are partly shaped by beliefs and in turn influence them.

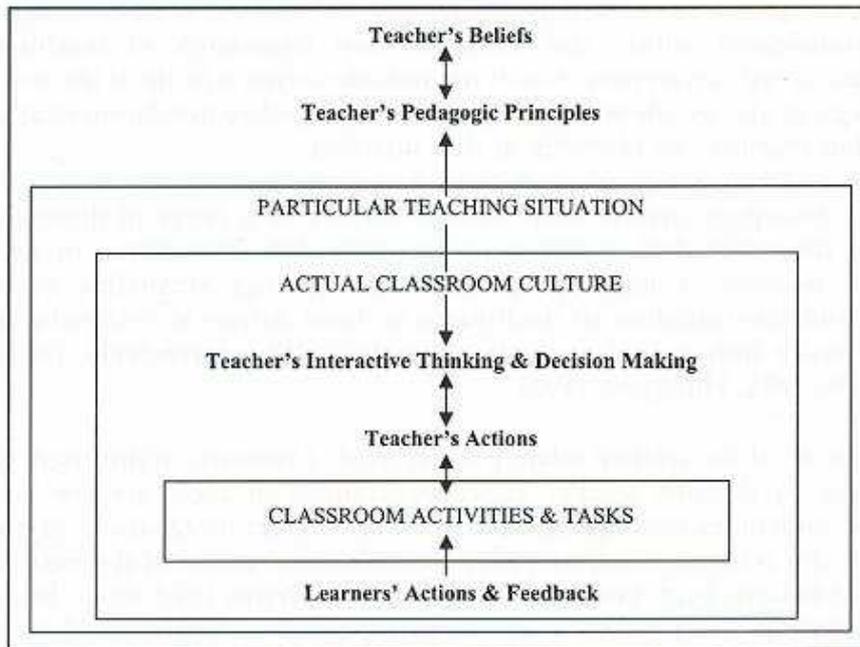


Figure 3. Teacher conceptualizations and classroom practices (adapted from Breen et al. 2001: 473).

The study conducted by Breen et al. (2001) aimed to find out and examine connections between teachers' thinking and their actions in classroom contexts. The study was conducted by interviewing and observing teachers and by analysing the data by drawing correlations between the teachers' classroom practices and the principles they named during the interviews. The results of the study indicate that while there seem to be connections between teachers' pedagogic principles and actions, these connections vary from teacher to teacher. It was also found that a certain principle can result in various different actions, which makes it difficult to draw generalisations between what teachers believe and what they do.

Despite the difficulty of such an analysis, it is sensible to investigate the relationships between teachers' beliefs and actions. Four justifications for such research have been presented (Breen et al. 2001: 471-472). Firstly, it enables observational studies to go beyond describing what happens in the classroom. Secondly, such research has direct implications for teacher education. The third justification is that researching such relationships helps increase teachers' awareness of their work. Finally, such a practice-oriented perspective may offer new insights into language pedagogy. As the third justification is also one of the driving forces behind the present study, it will be discussed in more detail in the following section.

3.4 The importance of teacher reflection

As was stated in the previous section, examining the relationships between what teachers believe and what they do can help teachers better understand what they do and why and improve their practices. A study by Flowerdew (1998) examined the writings of pre-service ESL teachers in Hong Kong and how reflecting on their own language learning experiences helped them better understand what they wanted to do as teachers. A similar study by Kabilan (2001) discussed how self-reflection among pre-service ESL teachers in Malaysia helped them become more aware of teaching and how they could improve their practices. A study by Dörnyei and Csizér (1998) that examined teachers' opinions on effective motivational strategies in foreign language teaching will be discussed later in the present study.

As figure 3 shows, teaching does not take place in a vacuum and teachers constantly receive learner feedback, either explicit or implicit (such as what learners do in class). Despite the resistance of beliefs to change, teachers should spend time to self-reflect on their actions, the underlying beliefs behind them and whether their actions achieve what they want. It has been suggested by Breen et al. (2001: 473) that teachers' self-reflection can possibly alter their pedagogic principles, which is why it is important that they evaluate their practises based on the outcomes and feedback they receive.

This chapter has discussed teacher beliefs and their relationship with teaching practices. The following chapter will examine different motivational strategies in theory and practice in order to show how teachers can motivate their students. There are many types of strategies that approach foreign language learning from varying perspectives, so teachers will have to be able to choose between them. Self-reflection and awareness of their beliefs can be effective tools to serve that purpose.

4 MOTIVATIONAL STRATEGIES IN THE FOREIGN LANGUAGE CLASSROOM

The previous chapters of the present study have summarised the history of research on motivation in the field of foreign language learning and discussed the influence of teacher beliefs on classroom practices. The current chapter will focus on a more specific aspect of motivation, that is, motivational strategies that teachers can use to help their

students gain more favourable attitudes towards and more determination for learning a foreign language. First there will be an overview of some motivational strategies after which past research on motivational strategies will be presented.

Motivational strategies are techniques that can be used to enhance the motivation to do something (Dörnyei 2001: 28). They refer to the actions that are executed consciously rather than by chance and with the purpose of improving goal-related behaviour in mind. Motivational strategies can be organized into various sub-groups based on their purpose, the problems they are meant to solve, the foreign language content they emphasize etc. The following sections will present different types of motivational strategies as suggested by Dörnyei (2001) after which several studies examining the strategies will be presented. The strategies have been organized in four categories by Dörnyei: *creating motivational conditions in the language classroom*, *generating initial motivation*, *maintaining and protecting motivation* and *encouraging positive self-evaluation*. These categories include some similar strategies, only implemented at different stages of the motivational process.

The present study has re-organized these strategies into three groups based on the larger goal they serve, such as learner autonomy. The reason for this approach is to avoid overlap and to present the strategies in a way that makes them easier to implement in practice. The first section will examine motivational strategies that influence the relationships and atmosphere in the foreign language classroom. The second section will focus on motivating teaching methods and materials. The third and final section will present motivational strategies for encouraging learner autonomy and awareness.

4.1 Relationships and atmosphere in the classroom

Certain motivational conditions must exist in the foreign language classroom before motivational strategies can be implemented successfully (Dörnyei 2001: 31). The current section of the present study will discuss teachers' relationships with students and parents and the atmosphere in the classroom, which will be examined from two perspectives, that of protecting learners' social image and of a cohesive learner group.

Having a personal and caring relationship with students leads to conditions that foster motivation (Dörnyei 2001: 36). Methods for achieving this goal include acceptance of the students and their individual differences, listening to them and paying attention to

their personal matters, such as birthdays, and being available outside lessons, such as during breaks. Similar ideas are expressed by Wentzel (2009: 302-305) who argues that a trusting relationship and positive interactions between teachers and students can result in increased motivation and performance in school.

The influence of parents on the opinions and attitudes of their children is discussed by Dörnyei (2001: 39-40) who describes this influence as either explicit or implicit and states that parents often have a powerful effect on their children's attitudes towards learning foreign languages. It is therefore important that parents encourage foreign language learning or at least do not react negatively to it. There are several methods that teachers can implement to reach out to parents: teachers should keep them informed of their children's progress and ask them to show a positive attitude towards foreign language learning at home. Supporting arguments have been presented by Cassity and Harris (2000: 56-57) who state that the parents of ESL students should become more involved with their children's school life in order to encourage motivation and achievement.

Foreign language learning is one of the most face-threatening school subjects because learners are forced to communicate in a language that they do not master, which can lead to embarrassment and frustration (Dörnyei 2001: 40). As such, it is important to create a positive atmosphere in the classroom in order to support learning. Similar arguments for non-threatening classroom contexts have been made over the years, such as by Taylor (1983: 75-78) who describes an ideal foreign language classroom as a space where communication is comfortable. One way of achieving this goal is reducing language anxiety, the fear of using a foreign language. Language anxiety is very situated, meaning that the level of anxiety depends on the context and tasks at hand (Horwitz 2009: 114). Findings supporting this have been found, for example, by Sung-Yeon (2009) who examined the levels of language anxiety and motivational goal orientations across a reading course and a conversational course and discovered that the students' level of anxiety varied between the two contexts. In light of these arguments and findings, it is important for teachers to implement motivational strategies to create a classroom atmosphere that supports learning.

Dörnyei's (2001: 41-42; 86-88) strategies for creating a positive classroom atmosphere and protecting learners' social image include encouraging risk-taking and highlighting

that mistakes are not to be feared, using humour as part of teaching and personalising the classroom with posters and other decorations that support a sense of ownership. In addition, providing learners with experiences of success and encouraging them by pointing out their strengths allow them to protect their social image and maintain a stronger sense of self-confidence.

A further element that influences the atmosphere in the classroom is the type of group dynamics between the learners. In order for students to feel motivated, the learner group they are part of needs to be cohesive, dedicated to learning and ready to work together (Dörnyei 2001: 42-43; 100-102). Methods for creating a positive group spirit include allowing learners to spend time together, learn about each other, work towards common goals and preventing the forming of cliques within the group. Positive effects of cooperation include the combination of academic and social goals, increased expectancy of success as learners know they can rely on their peers and the satisfaction of successful team work, which can all have a motivating effect.

4.2 Motivating teaching methods and materials

The second group of motivational strategies discussed in the present chapter includes methods that aim to increase the satisfaction of learning and therefore encourage more positive values and attitudes towards the foreign language and learning it. These strategies consist of teacher behaviour, learning materials and concrete teaching methods.

Motivation and interest are related but not synonymous terms (Schiefele 2009: 197-198). While motivation is often used to refer to the desire to perform an action, interest focuses on the content of the action. Interest can be divided into two categories: situational interest that is caused by contextual factors, such as an exciting text that makes learners interested in foreign language tasks for the duration of one classroom session and individual interest, which describes a more stable and affectively positive orientation towards any given topic. Enthusiastic teachers are the ones who inspire their students and can hopefully trigger or increase interest and motivation in them (Dörnyei 2001: 32-33). Strategies teachers can use for showing enthusiasm include ways of sharing their own personal interest in the foreign language with their learners and showing them how learning the foreign language can enrich their lives.

School contexts do not generally function as settings supporting motivation: learners have little choice on what they do and schoolwork is not seen as rewarding or enjoyable (Dörnyei 2001: 50-52). Due to these reasons, teachers need to implement conscious strategies to improve their learners' values and attitudes towards the foreign language and learning it. Three possible perspectives for achieving this goal are the three types of motivation already discussed in the present study: integrative, instrumental and intrinsic motivation.

Due to the importance of integrative motivation in the field of research on foreign language learning motivation (see section 2.1 of the present study), numerous studies have examined the ways to enhance it in class. Strategies suggested by Dörnyei (2001: 54-55) include familiarising learners with the target language culture, discussing common stereotypes and their validity, bringing authentic cultural products, such as magazines, to class and arranging meetings with native speakers of the target language. However, these are only a few examples of the numerous ways in which culture can be implemented in foreign language teaching.

Enhancing instrumental motivation, as discussed by Dörnyei (2001: 56), refers to the perceived rewards that learning a foreign language might bring. Examples include extra money, getting a promotion and pursuing hobbies that require the use of a foreign language. A further strategy is the implementation of skills that learners have acquired elsewhere, such as building a website, and combining them with the foreign language in order to highlight its usefulness.

School settings generally involve a large number of factors that according to Deci and Ryan (1985: 29) hinder intrinsic motivation: deadlines, expectations, tasks they have no choice but to do etc. In order to increase the enjoyment of foreign language learning, teachers can implement some of the strategies suggested by Dörnyei (2001: 53; 72-73): arousing the curiosity of their learners and connecting foreign language learning with activities that the learners enjoy, such as computers or sports. In addition, teachers should bring challenging, exotic, or enjoyable elements to their teaching and highlight how versatile and interesting foreign language learning can be.

Strategies closely related to increasing intrinsic motivation are those of making the teaching materials relevant to the learners and presenting tasks in a motivating way.

Learners often feel that what they are required to do in class serves no real purpose in their lives and that teachers are under pressure to teach what will be asked in an exam (Dörnyei 2001: 62-63). However, even when having to follow a ready-made curriculum, teachers should find out about the goals and needs of their learners and try to cover the material in a way that takes these perspectives into account. Furthermore, it is necessary to present tasks in a way that explains their purpose, raises learners' curiosity and provides the learners with instructions for carrying out the task.

4.3 Towards learner autonomy

This final section introducing motivational strategies will present methods that teachers can implement to encourage autonomous learning, self-awareness and self-evaluation in their learners. The current section will briefly discuss increasing learners' expectancy of success and goal-orientedness, creating realistic learner beliefs, encouraging autonomy, promoting motivating learner strategies and the effect of feedback and rewards.

Individuals generally learn better when they expect to be successful (Dörnyei 2001: 57). Similar ideas are expressed by Brophy (1999) who states that individuals' expectancy of success tends to determine what types of strategies they use, what types of goals they set for themselves and how they deal with feedback. It is therefore necessary for teachers to implement strategies that increase the expectancy of success, such as by providing learners with a sufficient amount of time for preparation and by making the success criteria as clear as possible. Related strategies aim to create learner beliefs that will help learners develop realistic expectations and avoid disappointment caused by unrealistic beliefs. It is suggested by Dörnyei (2001: 68) that teachers should discuss language learning and common myths and misconceptions related to it in order to achieve this goal.

The strategies discussed above are closely linked with goal-orientedness, which can have a motivating effect since goals direct learners' attention to learning the foreign language and help them develop appropriate plans (Dörnyei 2001: 62). The suggested methods for increasing goal-orientedness include letting learners discuss their individual goals and possibly set a common goal for the group, after which everyone is ideally committed to reaching it.

The importance of autonomy has already been mentioned in the present study (see section 2.2) and is a vital element of self-determination theory. As such, it is related to intrinsic motivation and has the potential to increase learner enjoyment and satisfaction. Strategies that teachers can use to increase autonomy are listed by Dörnyei (2001: 104-105), some of which include involving learners in organising the learning process and encouraging project work that allows learners to decide what to do with the material given to them. The concept of autonomy can be further implemented by encouraging learners to discover and use strategies that will help them stay motivated. The five categories for such strategies suggested by Dörnyei (2001: 110) are *commitment control strategies*, *metacognitive strategies*, *satiation control strategies*, *emotion control strategies* and *environmental control strategies*. The first group consists of strategies related to setting goals and working to achieve them while the second group describes strategies that can be used to control concentration and stay focused. The third group includes strategies for maintaining interest in topics and tasks that have lost their appeal. The fourth group consists of strategies that help to control negative emotions, such as anxiety or anger, that may intrude on learning. Finally, the fifth group includes strategies for maintaining the environment so that it is not distracting but supports learning.

This overview of motivational strategies will be concluded with a summary of strategies related to feedback and self-evaluation. Feedback serves a crucial role in foreign language learning (Dörnyei 2001: 122-123). When presented right, it will show learners what they need to do in order to achieve their goals, encourages them and helps them reflect on their own learning process and strategies. Furthermore, feedback should provide learners with information about the positives and negatives of their progress rather than judge them by comparing their results with those of their peers. In addition to the nature of feedback, strategies for presenting rewards and grades are important (Dörnyei 2001: 130-133). Teachers should not overuse rewards or take them too seriously but to use them to encourage students to engage in activities that require more of them than normal classroom procedures. Grades should be combined with informative feedback and the rating system should be transparent, that is, learners should always know what is required of them. In addition, grades should reflect not only the end product but progress as well.

These sections of the present study have offered an overview of strategies that teachers can implement in the foreign language classroom in order to create, maintain and enhance motivation. The following sections will present a number of studies that have examined some of these strategies and their effect on foreign language learning motivation in practice.

4.4 Previous studies on motivational strategies

The previous sections of the present chapter have offered a brief overview of the motivational strategies that Dörnyei (2001) has suggested for enhancing motivation in the foreign language classroom. The following sections will present a number of studies that have examined these motivational strategies in practice. The first section will discuss studies that have focused on motivational strategies in general while the second section presents studies that have examined specific strategies that fall into the categories discussed in the previous sections.

4.4.1 General studies on motivational strategies

A study by Guilloteaux and Dörnyei (2001) examined the effect of teachers' motivational strategies on students' motivated behaviour by observing them in classrooms, by asking students to fill in a questionnaire about their motivation and by evaluating teachers' motivational classroom practices after the lesson. The aim was to discover if teachers' use of motivational strategies had a positive relationship on learner motivation and if learners' self-reported level of their motivation correlated with their behaviour in the classroom, such as their eagerness to volunteer for tasks.

The results of the study indicate that there is a strong relationship between teachers' use of motivational strategies and learners' motivated behaviour but that other factors, such as the school context, also influence motivation. It can therefore not be claimed that the use of motivational strategies or the lack of it alone determines how motivated learners are. However, it was discovered that the use of motivational strategies strongly affects how learners view the language course in general, which in turn influences how they approach specific learning tasks regardless of their attitudes towards the tasks themselves. In other words, a positive attitude towards the entire course can result in motivated behaviour when executing tasks that learners do not normally enjoy.

The aim of a study by Bernaus and Gardner (2008) was to discover if teachers and learners perceived the same motivational strategies the same way and whether teachers' reported use of strategies and learners' perceptions of the strategies were connected with learner motivation and achievement. The study was conducted by asking teachers and learners to rate the frequency of 26 pre-determined strategies, some of which were considered traditional (such as pair conversations) and some innovative (such as playing games in class). In addition, learners' attitudes, motivation and language anxiety were measured with the help of the mini-Attitude Motivation Test Battery, which included the variables integrativeness, attitudes towards the learning situation, language anxiety, instrumental orientation, parental encouragement and English achievement.

The results of the study show that out of the twelve innovative strategies that the teachers claimed to use frequently, six were not perceived as frequent by the learners. At the same time, the frequency of ten of the fourteen traditional strategies was seen the same way by teachers and learners. When examining the effect of strategies on learner motivation, it was discovered that there was no strong correlation between perceived use of either type of strategies and achievement but that the use of strategies was connected with other variables. For example, the perceived use of innovative strategies showed a strong relationship with attitudes towards the learning situation. Most importantly, however, the results show that it is the learners' perceptions that are connected to their affective variables and not those of the teacher, meaning that even if teachers believe they are using effective strategies, they may not have an actual motivating effect. In other words, the use of motivational strategies influences learner motivation and attitudes positively only when learners experience the strategies as interesting and helpful. Finally, the results support those of Guilloteaux and Dörnyei (2001) in the sense that it was discovered that motivational strategies are far from the only variable affecting motivation in the classroom.

A study by Dörnyei and Csizér (1998) examined effective motivational strategies in the foreign language classroom by compiling a list of such strategies based on teacher responses. The study was conducted by asking teachers to rate certain motivational strategies based on how useful they believed they were and how often they used them. However, each teacher only filled in one of these two questionnaires because it was hypothesized that teachers who rate a strategy as highly useful would be reluctant to admit that they did not use it often. A list of ten commandments was compiled based on

the teachers' responses, the three most important ones being *setting a personal example with one's own behaviour, creating a pleasant, relaxed atmosphere in the classroom* and *presenting the tasks properly*. In addition, the results indicate that the most neglected area in teaching was supporting learners' goal-orientedness as it was perceived as important by teachers but rarely implemented in practice.

The results of these studies indicate that teachers' use of motivational strategies does have an influence on learner motivation but only when the strategies are perceived as useful by learners themselves. In addition, there are other motivational factors that play a role in the foreign language classroom, such as parental influence. As such, it is important for teachers to reflect on their teaching methods, choice of strategies and the needs and goals of the learner group in order to be able to decide on the most effective methods for any given context.

4.4.2 Studies on specific strategies

The previous section has presented some studies that have examined motivational strategies in general without concentrating on any of the specific strategies suggested by Dörnyei (2001). The current section will therefore focus on strategies in more detail and show what kind of influence they can have on motivation in the foreign language classroom. The purpose is not to provide practical examples of every single strategy discussed in the previous sections but to offer a general overview of some of the different motivational strategies that have been studied over the years.

A study conducted by Crosnoe et al. (2004) examined the influence of positive teacher-student relationships on academic achievement and disciplinary problems by analysing questionnaire data that included a number of variables, such as ethnic background, achievement and parents' education level. It was discovered that positive relationships resulted in increased achievement and fewer problems. Similar results were found in a study by Lee and Schallert (2008) who discovered that foreign language learners who had a positive relationship with their teacher were more inclined to listen to her written feedback and improve their performance than those who did not trust the teacher. The data was collected by conducting interviews, observing classroom interaction and collecting writing samples. The results seem to suggest that a positive and trusting relationship between teachers and learners leads to improved performance, behind which could be increased motivation.

Teachers' and learners' perceptions of humour in foreign language learning were measured in a study by Askildson (2005). Data was collected by asking foreign language learners and teachers to fill in a questionnaire about their attitudes towards the use of humour in foreign language teaching. The results show that both teachers and learners thought the use of humour created a relaxed atmosphere in the classroom and helped to decrease language anxiety. Furthermore, a significant number of the learners felt that the use of humour made them more interested in the subject matter and that humour made their teacher more approachable as a person. The learners also reported that they felt humour was an important element of the target language culture and that using humour in class helped them better understand the foreign culture.

A study by Chang (2010) measured the effect group processes, including group cohesiveness and norms, had on the motivation to learn a foreign language in Taiwan. The study was conducted by collecting data with questionnaires and interviews and analysing learner experiences from the perspective of the group rather than the individual. The results indicate that there is a slight correlation between group cohesiveness and motivated behaviour and that learners felt that the group influenced their foreign language learning motivation and achievement but that it was not the most important factor. Supporting results were found by Nadasdy (2010) who examined what Japanese learners considered the most important factors in creating and maintaining positive group dynamics in communicative English lessons and how these perceptions changed over two semesters. The study was conducted by collecting data with questionnaires that were distributed two semesters apart to discover how the attitudes had changed. The results show that the most important factor influencing group dynamics was a shared sense of purpose and empathy between learners and the teacher. The majority of the learners reported that activities that allowed them to interact and play with each other improved their motivation and attitudes towards English.

ESL learners' communication apprehension and what types of language activities decrease the fear of communicating in English were examined in a study by Wan Mustapha et al. (2010). Data was collected with two questionnaires that measured the level of communication apprehension and what types of speaking activities learners preferred. The results show that group discussions were the preferred activity for the majority of the learners due to the more relaxed and safer environment whereas public

speaking was the least popular activity. These findings indicate that activities that allow for learners to work together without being the only one in the spotlight tend to reduce language anxiety. A study by Fook et al. (2010) examined teacher and learner perceptions of portfolio assessment as an alternative to standardized tests. According to the results, the majority of the teachers felt that portfolio assessment allowed them to make their teaching more creative and less exam-oriented, which can reduce language anxiety and increase learners' motivation to study on their own. The teachers also reported that portfolio assessment made it easier to see learners' progress and give them more useful feedback. The learner responses supported those of the teachers. In other words, alternative ways to assess student performance have the possibility of not only reducing language anxiety but increasing the motivation to learn a foreign language.

Two studies reported by Patrick et al. (2000) examined the influence of teacher enthusiasm on learners' intrinsic motivation. In the first study, learners filled in questionnaires measuring intrinsic motivation, teacher enthusiasm etc. whereas the second study examined motivation after teaching experiments in which some teachers had acted highly enthusiastic and others not. As has been discussed by Deci and Ryan (1985: 32), intrinsically motivated individuals perform given actions because of the pleasure of the action itself, not because of outside forces or restrictions. As such, school contexts do not generally encourage intrinsic motivation since control is firmly in the hands of teachers. However, the two studies show that teacher enthusiasm can increase intrinsic motivation amongst learners. In the first study, it was discovered that teacher enthusiasm was the most important motivating factor amongst college students. The second study showed that those students whose instructors expressed high levels of non-verbal enthusiasm (such as energetic gestures) were more intrinsically motivated than students whose instructors expressed low levels of non-verbal enthusiasm.

A study conducted by Jones et al. (2009) examined how autonomy can be used to increase motivation in the foreign language classroom. Data was collected by implementing potentially intrinsically motivating activities in foreign language teaching and measuring motivation with questionnaires. The results indicate that tasks that allow learners to make decisions about how to proceed and that feel relevant to them increase enjoyment and intrinsic motivation. Similar results were found by Schneider (2001) in a study that measured Japanese ESL learners' motivation after they had been allowed to work in pairs and record each other speaking English freely. After such activities,

students were asked to report on their motivation and enjoyment of the tasks. The results indicate that in comparison to a normal class with less autonomy, the activity increased the learners' enjoyment and motivation to speak English.

A study by Csizér and Kormos (2008) examined the effect of direct and indirect cross-cultural contact on the attitudes and motivation of Hungarian EFL learners. Elements that were measured included learners' attitudes, perceived importance of contact, self-confidence when using English, direct spoken contact with users of English, media use and so on. The results indicate that perceived importance of cultural contact is one of the most important factors shaping learners' motivated behaviour and that this factor is largely socially constructed. In other words, the results highlight the necessity of promoting positive attitudes towards the target language users in the classroom. The results also imply that both direct and indirect contact have the potential of increasing motivation.

Teaching grammar through authentic and relevant materials was examined in a study by Suppiah et al. (2011). The study was conducted by introducing such material during grammar lessons and observing learner reactions, interviewing learners and asking them to fill in questionnaires about their perceptions about the material. The results indicate that teaching grammar with the help of authentic and relevant materials increases motivation, encourages autonomous learning and creates a more relaxed atmosphere, which helps learners build their self-confidence as language users.

4.5 Implications

The previous chapters of the present study have introduced different periods of research on motivation in the field of foreign language learning, discussed teacher beliefs and their relationships with actual teaching practices and introduced a number of possible motivational strategies in classroom contexts. These sections have highlighted that motivation can be approached from a number of perspectives and that there are therefore numerous strategies that can be implemented in the classroom to create, maintain and enhance learner motivation. The perspective of teacher beliefs further stresses that it is necessary for teachers to be aware of the beliefs behind their actions.

The studies reviewed in the previous sections, particularly those by Guillotiaux and Dörnyei (2001) and Bernaus and Gardner (2008), underline the necessity of teacher

reflection in order to find the best possible strategies. Teacher beliefs strongly influence how teachers plan their classes and what methods they choose to use (Williams and Burden 1997: 56-57). There are always underlying beliefs behind an action, meaning that even when teachers act spontaneously, they are at least partly motivated by their beliefs. Furthermore, beliefs have the potential to influence teachers' classroom methodology more strongly than conscious decisions or pedagogies that they are supposed to follow.

However, it is not enough that teachers know what they believe and how these beliefs influence their practices. They must also be able to assess the classroom context and adapt their strategy use so that it meets the needs and goals of the learner group. The strategies discussed in the previous sections offer a range of examples that teachers can use, but as is stressed by Dörnyei (2001: 136), it is not necessary to apply all of them in order to be an effective teacher. Rather, teachers should experiment with different strategies, push their limits and try to widen their practices by trying out new strategies without replacing everything they have done before.

One of the reasons for choosing the topic of the present study was to examine how versatile the strategy use of English and German teachers in Finland is and whether there are corresponding beliefs behind these strategies. The results of the study can hopefully help teachers better reflect on the strategies they use and the beliefs behind their actions. More detailed purposes for the present study will be discussed in the following chapter.

5 THE PRESENT STUDY

This chapter of the present study will introduce the aims of the study, research questions, choice of methodology and methods of data collection and analysis.

5.1 Aims of the study

There are currently few studies on how language teachers motivate their learners in practice (Dörnyei and Ushioda 2011: 105). In addition, motivational studies have been criticized for overlooking the perspective of the teacher and the educational implications of motivation research (Bernaus and Gardner 2008: 387-388). The importance of

teachers as a motivating factor has been discussed in several contexts, such as in Dörnyei and Ushioda (2001: 109), Chambers (1999: 141) and Guilloteaux and Dörnyei (2008: 69), so this lack of research in the field is somewhat surprising. The studies that have been conducted, such as by Bernaus and Gardner (2008), Guilloteaux and Dörnyei (2008) and Jones et al. (2009) have largely concentrated on what types of strategies teachers use and what beliefs students have. The perspective of teachers' beliefs on motivational strategies has not been discussed in detail even though it is often their beliefs rather than their conscious decisions that determine their methods and behaviour in the classroom (Pajares 1992: 328).

The present study aims to partly fill this gap by examining the beliefs English and German teachers in Finland have about foreign language learning and teaching and whether these beliefs correlate with the motivational strategies they use in practice. A further topic of interest is whether there are differences in the beliefs or the used strategies between teachers of English and German. The research questions are as follows.

1. What beliefs do teachers of English and German have about foreign language learning and teaching?
2. What motivational strategies do they use in the foreign language classroom?
3. Do the teachers' beliefs correlate with the strategies they use in practice?
4. Are there differences in beliefs and/or used strategies between English and German teachers?

The present study aims to answer these questions by presenting data from questionnaires and interviews in which teachers of English and German were asked about their beliefs about foreign language learning and teaching and about the frequency with which they use specific motivational strategies. The results of the study can possibly help teachers better reflect on their teaching and how their beliefs shape it. As was stated above, research on foreign language learning motivation has often ignored the practice in schools and instead largely focused on theory. It is therefore important to apply the findings of motivational research to practice and raise teachers' awareness of the effects motivational strategies can have on their students (Guilloteaux and Dörnyei 2008: 73).

5.2 Methods of data collection

The present study is largely descriptive and focuses on analysing large amounts of data rather than examining only a few cases in more detail. As such, the main method of data collection was a questionnaire (see Appendix 1) that aimed to discover what beliefs English and German teachers in Finland have about foreign language learning and motivation and which motivational strategies they use in practice. As the questionnaire attempted to discover beliefs and strategies, the questions were constructed as statements that the respondents had to rate on a Likert scale. Likert scales are often used to measure beliefs or data that would be difficult to capture with exact questions (Chimi and Russel 2009: 1-2). Some respondents may not feel comfortable giving their exact opinion by, for example, writing it down in their own words. Open-ended alternatives such as “strongly agree” or “somewhat agree” allow respondents to choose the answer that best reflects their stance without requiring them to give their exact opinion in detail. The number of possible responses on a Likert scale is a much discussed topic (Dörnyei 2010: 28). Too many alternatives will lead to unreliable responses as respondents might find it difficult to differentiate between the options. Similarly, using an uneven number of options might lead to some respondents choosing the one in the middle as it is often considered neutral. Due to these reasons, four options from 1 to 4 were chosen for the questionnaire for the present study.

The questionnaire for the present study consisted of three larger sections of which the first two included two sub-sections. The first larger section concerned beliefs and the second motivational strategies. The first sub-section in both larger sections included a number of statements that the respondents were required to rate on a Likert scale. In the first larger section, the statements were beliefs, and the rating depended on how strongly the respondents agreed or disagreed with them. As was stated above, the scale included four options: 1 = completely disagree, 2 = somewhat disagree, 3 = somewhat agree and 4 = completely agree. The second sub-section consisted of two open-ended questions in which the respondents could first elaborate on any of the beliefs and their ratings from the first sub-section and offer additional beliefs that they may want to mention. The second larger section first included a list of statements concerning motivational strategies. The respondents were required to rate the statements based on how well they described their teaching within the past year. These scales included four options: 1 = not at all, 2 = not really, 3 = somewhat, 4 = well. The second sub-section consisted of two open-ended questions in which the respondents could first elaborate on any of the

strategies and their ratings and offer additional strategies that they had used. The third and final section of the questionnaire included questions that aimed to gather background information on the respondents, such as how many years of teaching experience they had at the time of filling in the questionnaire.

The questionnaire was hosted online, and a link to it was sent to potential respondents via e-mail. This stage of collecting the data lasted from January 2012 to April 2012. The respondents were contacted in batches, each of which had approximately a week to fill in the questionnaire before another batch was contacted. The reason for this approach was the fact that the respondent rate remained relatively low throughout the stage, and it was therefore necessary to contact more respondents than had been originally estimated.

Due to the low response rate, it was deemed necessary to complement the questionnaire data by conducting interviews. A list of themes and questions for the interviews can be found in Appendix 2. There are several advantages that interviews hold over questionnaires (Hirsjärvi and Hurme 2001: 36). Interviews allow for respondents to elaborate on their answers, which can be used to discover additional information. The interviewee may also ask for clarifications if the questions are not understood properly. On the other hand, while the acquired data is descriptive, it only applies to the specific interviewee. It is therefore difficult or even impossible to draw generalisations from interview data when there are only a few interviewees.

A total of four teachers, two of English and two of German, were contacted and agreed to participate in interviews. The purpose of the interviews was to discover if teachers who had not seen the questionnaire would raise beliefs or strategies not covered in the questionnaire. In addition, it was considered possible that the questionnaire might influence the teachers' responses too much. Due to restrictions of time, the interviews had to be conducted before the quantitative analysis had been carried out. As such, it was impossible to plan the interviews in a way that would acquire elaborations on specific trends discovered in the quantitative data. On the other hand, this had the advantage that the interviewees could talk more freely and the themes they raised were not so much dictated by the interviewer.

Three of the interviews took place at the school where the teacher in question was teaching while one of them was conducted at the teacher's home. Like the

questionnaire, the interviews consisted of three parts. The first part concerned background information on the respondents, such as how many years of teaching experience they had. This section was placed first in the interviews because it was assumed that being able to talk briefly about themselves in the beginning might help the respondents relax if they were nervous. The second section of the interviews focused on beliefs. The interviewer asked the respondents for their beliefs on certain issues, such as the parents' role in foreign language learning. Elaborative questions were presented to discover more details, and the respondents were allowed to add their own beliefs or issues that they wanted to mention. The third section of the interviews concerned motivational strategies and was structured like the second one: the interviewer asked the respondents whether they used certain strategies and which additional strategies they may use. This section also included a question on whether the teachers felt there was a different need to motivate learners to learn English than German.

The interviews were recorded and transcribed. A transcription key can be found in Table 1. Due to the fact that the interview data was analysed based on the content of the interviewees' answers rather than their intonation, interjections etc., the transcription is not as detailed as it would be in a study focusing on discourse analysis. The interview method was a semi-structured approach that Hirsjärvi and Hurme (2001: 47-48) have labelled as "a thematic interview", that is, the interviewees could speak freely about topics raised by the interviewer instead of having to answer detailed questions. The method was semi-structured as additional points were raised by the interviewer based on the interviewees' responses, and some questions were altered or omitted if they were not relevant to the respondent in question.

Table 1. Transcription key for the interviews

Phenomenon	Transcription symbol
Pause	...
Longer pause	(2)
Emphasis	CAPS
Action	*laughs*
Unclear	[unclear]

5.3 Respondents

The questionnaire was sent to 547 teachers all over Finland. The respondents were contacted through e-mail after their contact information had been found on the websites

of the schools they were teaching at. A total of 112 teachers filled in the questionnaire, 63 of whom were English teachers and 49 German teachers. Tables 2, 3, 4 and 5 provide an overview of the respondents as a whole group and divided into English and German teachers. Each table presents both the number of respondents in each group and related percentages. The respondents were primarily female with only 12 male respondents having filled in the questionnaire. Almost 40% of the teachers had more than twenty years of teaching experience. The section about the school level referred to the respondents' experience within the past year, not their whole teaching careers. It needs to be noted that many respondents had been teaching at more than one school during the past year, so sometimes a respondent has been counted into more than one group. Over half of the respondents had been teaching at least on the lower secondary level within the past year. With the exception of one respondent, all of the teachers had finished the required pedagogical studies.

Table 2. Respondents by gender

	Whole group		English		German	
	N	%	N	%	N	P%
Female	100	89.3	56	88.9	44	89.8
Male	12	10.7	7	11.1	5	10.2

Table 3. Respondents by teaching experience

	Whole group		English		German	
	N	%	N	%	N	%
Less than a year of teaching experience	0	0	0	0%	0	0
1-5 years of teaching experience	11	9.8	7	11.1	4	8.2
6-10 years of teaching experience	14	12.5	12	19.0	2	4.1
11-15 years of teaching experience	29	25.9	12	19.0	17	34.7
16-20 years of teaching experience	14	12.5	7	11.1	7	14.3
More then 20 years of teaching experience	44	39.3	25	39.7	19	38.8

Table 4. Respondents by school level on which they work

	Whole group		English		German	
	N	%	N	%	N	%
Elementary school level	29	25.9	18	28.6	11	22.4
Lower secondary level	66	58.9	38	60.3	28	57.1
Upper secondary level	46	41.1	19	30.2	27	55.1
Vocational schools	1	0.9	1	1.6	0	0
Universities	1	0.9	0	0	1	2.0
Universities of applied sciences	0	0	0	0	0	0
Community colleges	2	1.8	1	1.6	1	2.0
Elsewhere	3	2.7	2	3.2	1	2.0

Table 5. Respondents by whether they had completed their pedagogical studies

	Whole group		English		German	
	N	P%	N	%	N	%
Had finished teacher's pedagogical studies	111	99.1	63	100	48	98.0

5.4 Methods of data analysis

The questionnaire data was downloaded as an Excel file, after which it was possible to use different functions to receive the results. A mean value was calculated for each belief and strategy, after which the least and most highly rated beliefs and strategies could be examined. The focus of this analysis was on the respondents as a single group, but the results of English and German teachers would be compared in a later section. This phase of the analysis aimed to answer the first two research questions.

The third research question concerned the relationship between beliefs and strategies. Calculating this relationship was a multi-phased process. As was discussed above, the respondents had to rate each statement about motivational strategies based on how well they described their teaching within the past year. The idea was to compare the rating given to a belief to the rating given to a statement about a corresponding motivational strategy. There were three times more statements about motivational strategies than beliefs in the questionnaire because for every belief, there were three related statements. In the first phase of the analysis, a mean value was calculated for each group of three statements about related motivational strategies.

In the next phase, the mean value of the strategy statement group was then reduced from the mean value of the corresponding belief. This way, it was possible to discover whether the two values matched or whether the teachers had given the belief a lower rating than the strategies, or vice versa. For example, if the belief and the strategies both received the rating 3 from a teacher, this teacher's belief and strategy could be seen as corresponding with each other. If the belief received the rating 2 and the strategies 3, the remainder would be negative, indicating that the teacher agreed with a belief to a lesser extent than his or her strategy use would imply. Similarly, if the remainder was positive, that is, if the belief received a higher rating than the corresponding strategies, the teacher agreed with a belief but used the corresponding strategies to a lesser extent. The stronger the value's difference from zero, the stronger was the discrepancy between a belief and a corresponding strategy group. Every teacher's rating for every belief-

strategy group pair was calculated, after which it was possible to examine general trends in the responses.

The interview data was analysed in its own section to discover whether teachers who were not familiar with the questionnaire reported similar beliefs and strategy use as the contributors of the quantitative data. This analysis was carried out by examining the interviewed teachers' responses on those issues that were noted in the analysis of the quantitative data, such as the teachers' beliefs about parental relationships. The purpose was to find possible explanations and additional details about issues that received either a high or a low rating in the questionnaire. The interview data was therefore used to complement the questionnaire data and to provide additional insight into the first three research questions.

The final research question concerned possible differences between English and German teachers. The majority of the analysis examined the teachers as a whole group, but in order to examine teachers of both language separately, the different phases of the questionnaire data analysis were also carried out for both English and German teachers. That way, it was possible to discover if the most and least highly rated beliefs, statements about motivational strategies and the relationship between beliefs and strategies were different between the two groups. In addition, the interviews included a question about how the four teachers felt about the need to teach English or German in comparison with the other.

This section of the present study has explained the aims of the study, the choice of methodology and presented the respondents and methods of data analysis. The following section will present the findings of the analysis in separate sections following the order of the research questions.

6 FINDINGS AND DISCUSSION

The previous chapter has presented the research questions, the methods of data collection and processing and the respondents of the present study. The current chapter will report the findings of the study and discuss them in relation to previous studies in the field. The first section will examine teachers' beliefs based on the questionnaire data while the second section will discuss the teachers' reported use of motivational

strategies. The third section will examine the relationship between teachers' beliefs and strategies in more detail. The fourth section will present the interview data and compare it with the questionnaire data. In the fifth and final section, differences between English and German teachers will be examined.

6.1 Teacher beliefs about foreign language learning and teaching

The first research question of the present study concerned what types of beliefs teachers of English and German have about foreign language learning and teaching. The study aimed to discover these beliefs by having teachers fill in a questionnaire in which they were able to give a list of beliefs a rating from 1 to 4. Rating 1 indicated complete disagreement while 4 indicated complete agreement. Ratings 2 and 3 indicated mild disagreement or agreement. In addition, the respondents were allowed to elaborate on any of the listed beliefs and describe additional beliefs that they might have. Examples of these answers have been translated from Finnish to English and will be used to complement the quantitative analysis. The teachers have been numbered from 1 to 112 to show which teacher's answer is being discussed at any given point. The language the teachers primarily teach will also be listed.

The assumption was that the majority of the teachers would agree with most of the listed beliefs. This turned out to be true. Several respondents in fact remarked on the fact that the beliefs in the questionnaire seemed self-evident and were difficult to disagree with. Other respondents were also dissatisfied with the list of beliefs due to different reasons, but these reactions will be explored later in the present study. Examples 1 and 2 illustrate how several teachers felt about the list of beliefs:

(1) Too many of your questions were the kind that you couldn't disagree with them. (Teacher 76, English)

(2) Most people will probably agree rather than disagree on most things. The statements were formulated like that. (Teacher 110, English)

This assumption and the teachers' comments were reflected in the overall results. There was not much variation between the ratings given to different beliefs and no belief received a rating lower than 2.65, showing that the teachers' ratings for every belief ranged from mild to strong agreement. There were of course individual differences with several teachers giving certain beliefs the lowest possible rating, but overall the teachers' attitude towards the beliefs was positive. Figure 4 shows the ratings given to

all 25 beliefs and their relation to each other, showcasing the positive trend of the teachers' answers whereas Table 6 explains how different beliefs ranked and what mean values and standard deviations they received. It needs to be noted that the beliefs are presented from most to least highly rated, not in the order in which they are listed in the questionnaire.

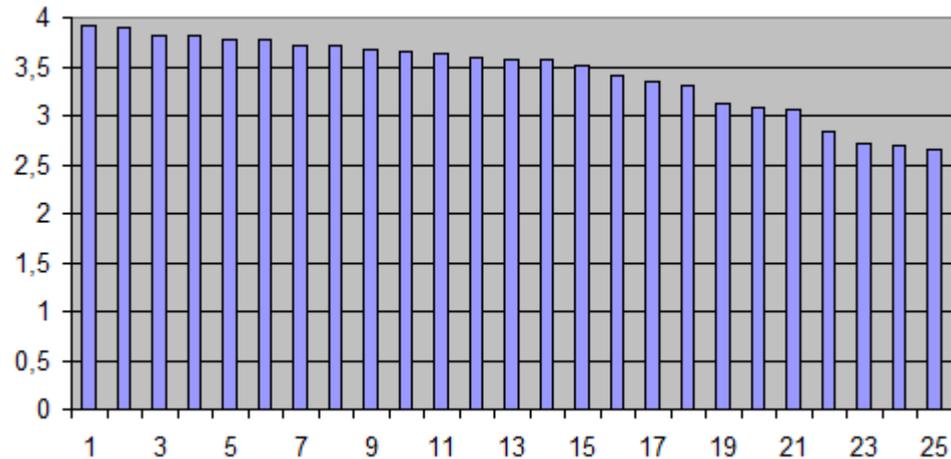


Figure 4. Mean values of teacher beliefs

Table 6. Teacher beliefs

	Teacher belief	Mean value of teachers' rating	Standard deviation
1.	A positive attitude towards the foreign language and culture supports foreign language learning.	3.93	.24
2.	Mistakes are a natural part of learning.	3.91	.32
3.	A positive group atmosphere supports foreign language learning.	3.83	.38
4.	A teacher should be enthusiastic about the foreign language he or she teaches.	3.83	.40
5.	The feeling of success is important in order to learn a foreign language.	3.79	.43
6.	One has to work hard to learn a foreign language.	3.79	.45
7.	Audio and visual material (photos, music etc.) support foreign language learning.	3.73	.52
8.	Learners need to know what criteria the teacher uses when giving them grades.	3.72	.49
9.	A teacher should be interested in the progress of his or her learners.	3.69	.54
10.	Foreign language learning should match the needs of every day life.	3.66	.49
11.	Humour supports foreign language learning.	3.65	.56
12.	Clear learning goals are important.	3.59	.51
13.	In addition to teaching, it is a teacher's responsibility to motivate learners to learn a foreign language.	3.58	.62
14.	Feedback should be encouraging.	3.57	.62
15.	Teaching should guide the learners to use different learning strategies.	3.51	.64
16.	Learners should know why they are learning a foreign language	3.42	.64

17.	The classroom should be a space that supports foreign language learning.	3.36	.68
18.	Foreign language teaching should encourage learners to evaluate their learning	3.31	.69
19.	Learners should know why they have to do each exercise.	3.12	.73
20.	The opportunity for independent work and action supports foreign language learning.	3.08	.67
21.	A teacher should develop extra material to complement the textbook.	3.07	.79
22.	A teacher should be a close adult to the learner.	2.84	.76
23.	It is possible to make every learner excited about foreign languages.	2.72	.87
24.	A good relationship with parents supports foreign language learning.	2.70	.90
25.	One needs aptitude to learn a foreign language.	2.65	.72

As the teachers more or less agreed with all of the beliefs, it is sensible to concentrate on the extreme ends of the spectrum. As such, the five most and least highly rated beliefs will be presented and discussed in the following sections. Examples from the open questions will be used to complement the quantitative data and to offer possible explanations for why certain beliefs received the ratings they did.

Most highly rated teacher beliefs

The beliefs that the teachers most agreed with and the standard deviation for each belief, that is, how much there was disagreement among the teachers, can be seen in Table 6. The five most highly rated beliefs do not significantly differ from each other in terms of how the teachers rated them. As they all received nearly the same mean value, it is not sensible to look for meanings in their order. It is, however, interesting to examine these five beliefs as a group.

The most highly rated belief relates to integrative values and Gardner's socio-educational model of language acquisition. The high mean value suggests that since the respondents consider a positive attitude towards the foreign language and culture important, it is necessary to incorporate cultural elements and cross-cultural communication as part of foreign language lessons. This attitude was reflected in the teachers' comments in which they elaborated on the list of beliefs and provided further beliefs that they had. The importance of culture in foreign language teaching can be seen in examples 3 and 4:

(3) Oral language skills and situations in every day life are still not on the required level. Cultural differences and regional studies will hopefully be emphasized more in the future. (Teacher 15, German)

(4) I have made many foreign projects with my learners in Germany, Switzerland, France, Belgium. When you have a concrete goal, it motivates you at least to stay on the course. (Teacher 44, German)

The second most highly rated belief concerned mistakes made by learners in the classroom. It can be argued that if the teacher believes that mistakes are a natural part of learning, making mistakes is not penalized or ridiculed in his or her classroom. This in turn could lead to a positive group atmosphere as learners would not have to be afraid of making a fool of themselves in front of their peers. In this way, the second and third most highly rated beliefs are closely connected as the second is one element in the third. Examples 5 and 6 illustrate this positive attitude the teachers had towards mistakes and how they can even be seen as learning opportunities rather than as something to be avoided:

(5) Even mistakes have a meaning in learning a language. If only those learners who make no mistakes write on the blackboard, nobody will learn anything. But if there are mistakes on the text on the blackboard, you can wonder about what went wrong together with the class, and that helps to learn. (Teacher 97, English)

(6) Learners must be able to give their own mistakes to the use of other learners without fear of being embarrassed. For example, presenting and correcting one's own sentences or texts should be made into a natural part of learning. (Teacher 31, German)

The third most highly rated belief related to a positive atmosphere in the classroom. As such an atmosphere can be achieved in various ways, this belief was connected to many other beliefs. The fourth most highly rated belief is included among them as the teacher's enthusiasm can have a positive effect on the classroom atmosphere. As was discovered in the studies by Patrick et al. (2000), an enthusiastic teacher has the potential to inspire positive attitudes in his or her learners. Examples 7 and 8 show how the respondents described the importance of their own enthusiasm and considered it a major motivational factor:

(7) It is absolutely important that the teacher is enthusiastic about the foreign language and culture. (Teacher 24, German)

(8) Getting excited about the topic is always very important and good, but you have to be able to stand discomfort in your studies, you must work even though it's sometimes difficult (see Keijo Tahkokallio). (Teacher 34, German)

Least highly rated teacher beliefs

As was the case with the most highly rated beliefs, there was no significant variation between the mean values for the least highly rated beliefs, so it is not sensible to analyse their order. However, there are several interesting aspects to be noted about the least highly rated beliefs. First of all, the standard variation for them is clearly higher than it is for the highly rated beliefs, indicating that there was more variation in how strongly the teachers agreed or disagreed with them. Secondly, it is possible to suggest reasons for why these particular beliefs were placed on the low end of the spectrum.

The least highly rated belief was that learning a foreign language requires aptitude. Several teachers remarked that it is helpful but that it alone does not guarantee good learning results, as can be seen in examples 9, 10 and 11:

(9) Aptitude helps at learning foreign languages but is not an absolute necessity.
(Teacher 31, German)

(10) Without aptitude you can learn the basics of the language and make it ok. On a more demanding level where you know pronunciation, intonation and vocabulary etc. well, I think aptitude in languages is required. (Teacher 50, English)

(11) Aptitude in languages of course makes learning faster, but even people with pretty much no aptitude can learn foreign languages, then it's about their own motivation and they have to work more. (Teacher 75, English)

Aptitude is often defined as the variable that determines how much time a learner needs to learn something (Carroll 1989: 26). In everyday life, this variable is sometimes referred to as a talent or knack for learning foreign languages. The teachers' comments implicitly emphasize the importance of motivational strategies, particularly when trying to encourage learners who do not have a natural aptitude for learning languages. In other words, since learners with no aptitude need to work harder, it is necessary to implement different strategies that enhance their motivation and therefore encourage them to keep learning despite their difficulties.

The importance of parental relationships was the second least highly rated belief. There are several possible explanations for its relatively low rating. Several of the teachers pointed out that parents play no role in foreign language learning on the upper secondary level and especially when teaching adults. In fact, several respondents expressed explicit frustration at having to rate beliefs and strategies related to parental

relationships because these issues had no relevance to their teaching. As 43.8% of the respondents taught only or partly on upper secondary level or were involved in adult education, it is possible that their low ratings brought down the mean value. Several of the teachers who taught children commented on the importance of parental relationships by stating that it is difficult to form a connection with them, especially one that is positive. Generally, the role of parents was seen as one between them and the learner, that is, parents can influence motivation by offering a positive learning environment and attitudes at home but not by being in contact with teachers. Examples 12, 13 and 14 illustrate these attitudes towards parental relationships:

(12) If there is an atmosphere and attitude that supports learning at home, I believe it supports foreign language learning. I don't think it's relevant whether the teacher has a good relationship with the parents, though it does no harm, either. What's important is that information travels between the school and home. (Teacher 50, English)

(13) I teach in adult education and I have nothing to do with the learners' parents – and it certainly doesn't hinder learning! (Teacher 52, English)

(14) I think relationships with parents are problematic. There is hardly any relationship and if there is, it's because of something negative. I've been involved with an unpleasant parent, and that was a half a year's nightmare. (Teacher 53, English)

Parental involvement and relationships between teachers and parents were suggested as positive methods to improve motivation by Dörnyei (2001: 39-40) and Cassity and Harris (2000: 56-57) who emphasized that such relationships may help create a positive atmosphere for learning at home. However, perhaps this approach is not particularly relevant in the Finnish context where learning foreign languages is generally seen as normal and most people recognise its importance. Furthermore, any outright negative attitudes that parents might show at home are perhaps more likely to be directed towards Swedish rather than English or German. An additional perspective to consider is that most learners learning English and German in Finland are native to the country and learning these foreign languages is not a threat to their identity, as can be the case with learners learning English as a second or foreign language in the United States or other English-speaking countries. It can therefore be argued that there is no particular need for teachers and parents to work together in Finland, and the importance further diminishes as the learners grow older.

The third least highly rated belief related to whether it is possible to make every learner excited about foreign languages. It is one of the two beliefs on the list that do not have corresponding strategies but were included to get an overview of the teachers' opinions on motivational strategies. The importance of motivating learners has been emphasized in research on foreign language motivation (Dörnyei and Csizér 1998: 2007). However, importance does not mean that it is possible to motivate everyone or that teachers should see it as one of their responsibilities. It is not possible to motivate everyone and even usually motivated learners may not always feel motivated to fulfil all tasks, but it is possible to "work on" every individual's motivation (Dörnyei 2001: 25). In other words, teachers should not try to make a highly motivated foreign language learner out of everyone but rather help every learner improve their attitudes and motivation in what is appropriate for their level, such as by encouraging a disinterested learner to simply finish the required homework. The teachers' comments largely reflected this approach, as can be seen in examples 15 and 16:

(15) We can't control the learners' lives and the things influencing them, though we can try to influence them and we must always and despite everything aim for the best of the learner. Life is not always nice, fun and motivating. (Teacher 87, English)

(16) Unfortunately you can't make everyone motivated even if you are "standing on your head", so to speak. (Teacher 68, English)

The last two items on the list of five least highly rated beliefs describe teachers' relationship with their learners and whether they produce extra material to complement the textbook or to cover topics that are not part of official course material. While these beliefs are among the least highly rated beliefs, it needs to be noted that their mean differs less than one point from the mean values of several of the most highly rated beliefs. The belief about extra material in particular ranked among the positively rated beliefs, having received a mean value of 3.07. It is therefore once again sensible to point out that even though these beliefs represent the low end of the spectrum, the teachers did not perceive them as significantly less important than the most highly rated beliefs. Nevertheless, it is sensible to suggest explanations to why these beliefs received lower ratings than many others.

None of the respondents who gave a low rating to the belief that a teacher should be a close adult to the learner elaborated on this rating in their comments. In fact, all the comments related to this issue were from teachers who agreed with this belief, often

combining it with a pleasant classroom atmosphere. It is therefore impossible to discover why this belief was among the ones that got a lower rating, but possible explanations include that there is so much material to cover that some teachers feel they do not have time to get to know their learners. A further explanation is that they simply do not want to and view teaching the foreign language as their only responsibility.

The lack of time is also a possible explanation to why the belief of teachers having to develop extra material received such a relatively low value. As example 17 illustrates, several teachers mentioned that the textbook and other course materials are so comprehensive that there is no time or need to include any additional material in their teaching. On the upper secondary level, where learners have to pay for the books themselves, there may also be pressure from their side to focus on the textbook.

(17) Even though I know that I should make more real-time and culture-related material fit into the course, I always get dizzy from the textbooks full of material and I want that the expensive books are used efficiently. (Teacher 56, English)

Additional teacher beliefs

The questionnaire provided the respondents with the possibility to list beliefs that they have in addition to the ones the list provided. These responses varied from beliefs to concrete strategies and actions that they used or would have liked to use. Several teachers reported dissatisfaction with how foreign language teaching is organized in Finland, blaming it for being too focused on grammar and providing suggestions for improvements. In addition, many responses emphasized the importance of encouraging learners to take responsibility for their own learning. Examples 18 and 19 illustrate these attitudes:

(18) Learners' own contribution and that the learner uses the time in class to his advantage is the best guarantee for learning. I think that nowadays doing homework and practising at home has significantly decreased. (...) We should make them value the work of the group more, everyone should do his part. (Teacher 75, English)

(19) The meaning of independent and learning/studying at home should be made clear to the learner from the start. (Teacher 68, English)

A further belief reported by several respondents was the importance of emphasizing practical uses of the foreign language. The opinion of several teachers was that learning the foreign language with usefulness in the real world in mind is the ideal situation and

provides learners with a concrete and motivating goal but that the reality of the school context, particularly on the upper secondary level, prohibits them from realising this goal and forces them to mould their teaching around exams. Examples 20 and 21 illustrate these sentiments. A further issue raised by the teachers was that there is often so much material in the textbook that it leaves no time to properly focus on communication in real life.

(20) What is important about motivating is that the learners feel his or her studying is important, nice and that he or she see it will be useful in practice for example on holiday trips. (Teacher 69, English)

(21) The needs of every day life are particularly important! (Teacher 1, German)

The current section of the present study has given an overview of the teachers' beliefs and focused on the most and least highly rated among them. They have been discussed in relation with relevant previous studies, and possible explanations for the results have been offered. In addition, several additional beliefs have been mentioned. The following section will first offer a similar overview of all of the motivational strategies in the questionnaire before focusing on them in groups of three based on the definitions discussed in chapter 4.

6.2 Motivational strategies

The previous section of the present study has given an overview of the teachers' beliefs and discussed the most and least highly rated among them. The current section will examine a list of motivational strategies and how frequently the respondents claimed to use each of the strategies. First there will be a general overview of all of the strategies after which they will be examined in the three groups discussed in chapter 4. The present section will conclude with a brief discussion of additional strategies provided by the teachers in their answers to the open questions in the questionnaire.

The questionnaire contained 69 statements about motivational strategies. The scale of the possible ratings was from 1 to 4 with 1 indicating that the strategies were not used by the teacher and 4 that they were used often. A mean value based on the ratings given by all 112 respondents was calculated to discover which strategies were used most and which least often. The current section will focus on the strategies in the three groups proposed in chapter 4. A complete list of the strategies, their mean values and standard deviations and a figure showcasing all 69 strategies can be found in Appendix 3. The

colours shown in the figure in the appendix indicate which of the three groups discussed in chapter 4 each strategy in the questionnaire belongs to. The three groups are strategies related to relationships and atmosphere in the classroom (yellow), to motivating teaching methods and materials (red) and strategies supporting learner autonomy (blue). The first two groups consist of 19 strategies each while the third group contains 31 strategies. However, as was discussed in chapter 4, the divide between the three categories is not absolute. For example, a strategy can both support learner autonomy and help to create and maintain a positive atmosphere in the classroom. As such, many of the strategies in each group could also be placed in other groups.

As can be seen in Appendix 3, the frequency of almost all of the strategies was generally positive. The only exception was the least frequently used strategy, related to learners keeping a learning diary in class, which received a mean value of 1.35, indicating that the majority of the teachers claimed to never use it. As was the case with the list of beliefs, several teachers were dissatisfied with the listed strategies and remarked that they could not use them due to various reasons or did not even want to. One teacher commented that the listed strategies were such basic methods that an experienced teacher uses them automatically. Such sentiments can be seen in examples 22, 23 and 24. These attitudes indicate that for some teachers, the use of motivational strategies is perhaps not separate from teaching in general and that they do not consciously try to motivate their learners but that it happens on the side. For some teachers, the use of motivational strategies may even be useless extra work.

(22) Well once again some of the questions feel like they came from space, but I can't be bothered to browse them. Nowadays there is such a hurry that it feels there isn't always time to go through the courses properly. There certainly isn't time to wonder about how to make the classroom look more beautiful, thankfully there are colleagues! I also can't know what languages they will need in their work. How should I know where they end up. Naturally I tell them about my own experiences when they suit the context. (Teacher 44, German)

(23) Some things were handled more than once. I'd also like to point out that in adult education there isn't enough time for all kinds of chit-chat. Many of the questions have nothing to do with the everyday context. (Teacher 4, German)

(24) Once again your questions were kind of "basic things" that an experienced teacher does without question. (Teacher 76, English)

Strategies related to relationships and atmosphere in the classroom

The strategies in this group include different methods that teachers can use to create and maintain a positive atmosphere in the classroom. For an introduction of strategies that belong to this group, see section 4.1. Figure 5 and Table 7 show the strategies related to relationships and atmosphere in the classroom and present the mean values and standard deviations for each. The number inside the brackets in the table indicates how each of these strategies was ranked among the total of 69 motivational strategies.

The most frequently used motivational strategies related to relationships and atmosphere in the classroom focus on using the foreign language without fearing mistakes (strategies 1, 2 and 5) and using humour in the classroom (strategies 3, 6 and 8). These strategies also rated well among all of the 69 strategies as they were all included in the more frequent half of the total. These results indicate that many of the respondents claim to use strategies that emphasize authentic language use in the real world rather than the absolute correctness that is sometimes present in grammar-focused teaching. A study by Wan Mustapha et al. (2010) discovered that group discussions were the most preferred type of speaking activity among foreign language learners because they involved the least amount of language anxiety. It might therefore be sensible for teachers to introduce pair and group work that allows learners to speak freely (rather than ask each other to translate sentences word for word, for example) in order to encourage not only improved group dynamics and a more positive atmosphere but also to emphasize how well it is possible to get one's message across despite mistakes.

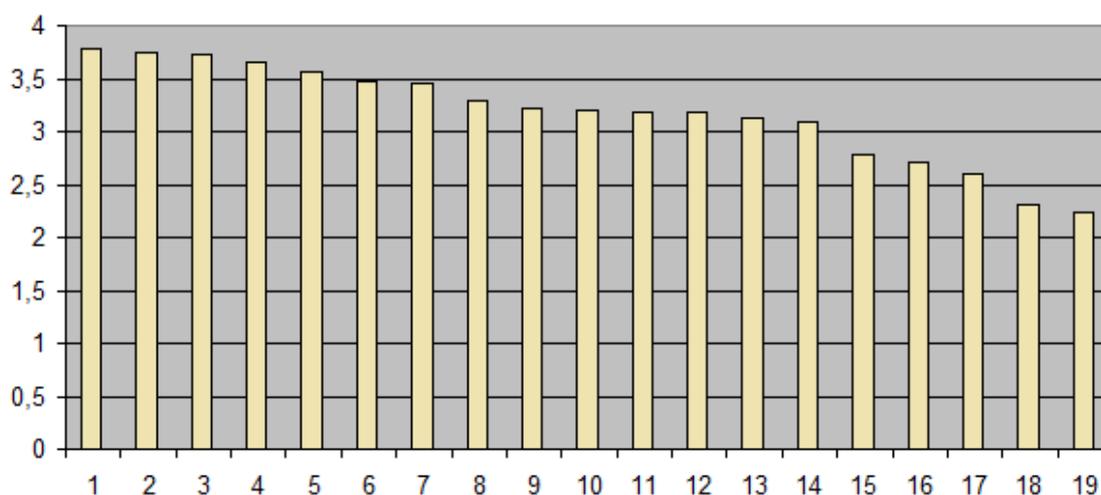


Figure 5. Motivational strategies related to relationships and atmosphere in the classroom

Table 7. Motivational strategies related to relationships and atmosphere in the classroom

	Motivational strategy	Mean value of teachers' rating	Standard deviation
1 (1.)	I encourage learners to use the foreign language without fearing mistakes.	3.79	.43
2 (2.)	I stress that communication is more important than correctness in every day life.	3.74	.50
3 (4.)	I allow learners to use humour.	3.73	.50
4 (5.)	There is much pair and group work during my lessons.	3.66	.49
5 (12.)	I stress that even people who speak the foreign language as their mother tongue make mistakes.	3.56	.59
6 (15.)	I use humour in my teaching.	3.47	.64
7 (17.)	I offer to give extra help to those who need it.	3.45	.65
8 (22.)	I joke with my learners.	3.29	.75
9 (33.)	I try to make the interior of the classroom more comfortable.	3.21	.89
10 (35.)	I stress that I care about learners as people and not just about their results.	3.20	.74
11 (37.)	I talk with my learners about topics not related to school (hobbies, news etc.)	3.19	.73
12 (38.)	I showcase projects made by learners in the classroom.	3.18	.97
13 (41.)	I tell my learners that their progress is important to me.	3.12	.70
14 (46.)	I offer to listen if my learners need support in their private life.	3.10	.84
15 (55.)	I allow my learners to chat with each other if it doesn't disrupt the class.	2.78	.80
16 (58.)	I don't allow my learners to do pair and group work with the same people every time.	2.71	.81
17 (61.)	I also report positive results and not just problems to the parents.	2.60	1.02
18 (67.)	In problem situations I consult the parents as well.	2.31	.96
19 (68.)	I regularly tell the parents how learners are doing.	2.23	.97

The teachers' attitudes towards the use of humour matched those found by Askildson (2005) who examined student and teacher perceptions of humour in foreign language teaching and discovered that students and teachers felt that the use of humour creates a relaxed atmosphere and makes it easier and more enjoyable to learn the foreign language. Examples 25 and 26 illustrate how the use of humour can be seen as one of the elements that help create a positive and supporting classroom atmosphere:

(25) A good learning atmosphere and safety help a lot, just like humour and informality, away with too much strictness! (Teacher 69, English)

(26) Humour, anecdotes, native guests, native material, “away from the book” thinking, (oral) group work, working with different pairs, tasks that match the learner’s level, support. (Teacher 25, German)

The fourth most highly rated strategy among those related to relationships and atmosphere in the classroom focused on pair and group work. The high value given to this strategy suggests that teachers acknowledge the positive effects group work has on the classroom atmosphere and group dynamics in the class. Similar results were found in a study by Nadasdy (2010) who discovered that a shared sense of purpose was one of the most important factors influencing group dynamics and that group dynamics have a slight positive effect on motivation. On the other hand, it is also possible that teachers use the strategy without thinking about its effects since textbooks almost always include pair and group exercises and since such tasks are often seen as a self-evident part of foreign language teaching. This possibility is supported by the fact that other strategies related to group dynamics (strategies 15 and 16) ranked much lower both within this sub-group of strategies and the total of 69 strategies. Switching pairs and allowing chit-chat in class are generally not methods suggested by most textbooks and teachers may even see them as bothersome or disruptive.

The three least frequently used strategies within this sub-group all related to parental relationships. They also ranked in the low end of the spectrum among the total of 69 strategies. As was discussed in the previous section, many teachers felt that parents play no role in their teaching and that questions related to parental relationships were therefore irrelevant to them. It can be assumed that the same reasons caused these three strategies to rank near the bottom. However, it needs to be noted that the standard variation for these three strategies approaches 1, indicating that there was some disagreement among the teachers and that some gave it a higher frequency rating than others.

Strategies related to motivating teaching methods and materials

Strategies in this group include different methods that teachers can use to make their classes more interesting or useful to the learners. For an introduction of strategies that belong to this group, see section 4.2. Figure 6 and Table 8 show the strategies related to motivating teaching methods and materials and present the mean values and standard

deviations for each. The number inside the brackets in the table indicates how each of these strategies was ranked among the total of 69 motivational strategies.

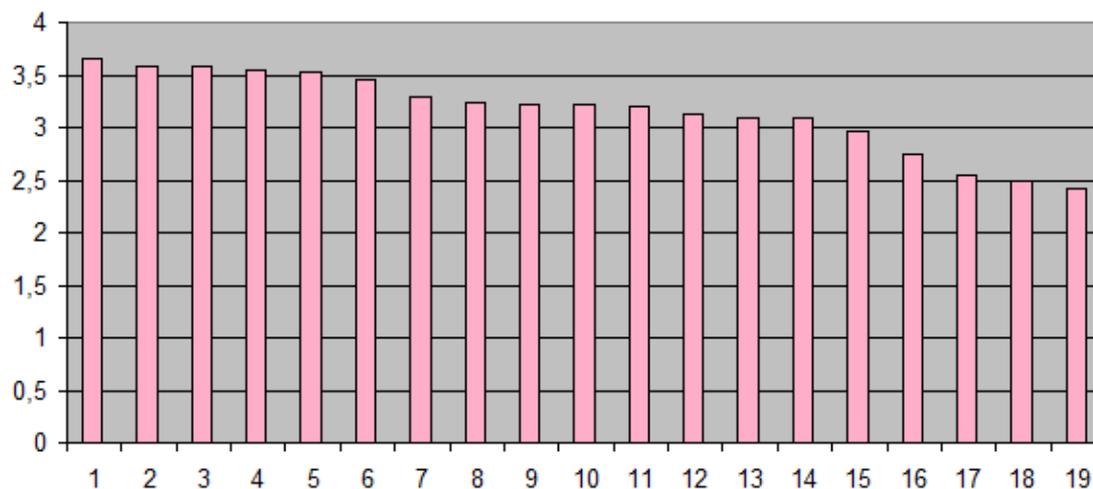


Figure 6. Motivational strategies related to motivating teaching methods and materials

Table 8. Motivational strategies related to motivating teaching methods and materials

	Motivational strategy	Mean value of teachers' rating	Standard deviation
1 (6.)	I tell learners of what use the foreign language will be to them generally in life (travelling, foreign books etc.).	3.65	.51
2 (9.)	I tell my learners of what use the foreign language will be to them in the working life.	3.59	.59
3 (10.)	I tell my learners about the culture, history etc. of the countries where the target language is spoken.	3.58	.62
4 (13.)	I liven up my teaching with my own experiences that relate to the foreign language.	3.54	.70
5 (14.)	I tell my learners of what use the foreign language will be to them in their future studies.	3.53	.67
6 (16.)	I stress in my teaching how learners can use what they've learned outside school.	3.45	.63
7 (21.)	I handle at least one of the following in my teaching: the spoken language, youth slang, dialects, vocabulary specific to certain fields.	3.30	.74
8 (26.)	I stress in class what areas of the foreign language (poetry, travelling etc.) interest me.	3.24	.83
9 (30.)	I use video material in my teaching (movies, YouTube etc.)	3.22	.78
10 (32.)	I bring foreign magazines etc. to class for the learners to read.	3.21	.89
11 (34.)	I use music in my teaching.	3.20	.72
12 (39.)	I encourage my learners to be in contact with speakers of the foreign language for example on the Internet.	3.13	.82
13 (42.)	I tell my learners why I want to teach the foreign language.	3.10	.87
14 (43.)	I use images in my teaching.	3.10	.79
15 (49.)	I develop some of the material for my teaching myself.	2.97	.87
16	I invite native speakers to visit my class.	2.74	.98

(57.)			
17 (64.)	I use material from, for example, magazines in my teaching.	2.54	.83
18 (65.)	In my lessons, I use tasks from different textbooks if they are better than those of the course book.	2.50	.93
19 (66.)	I ask learners in which situations they need the foreign language and adapt my teaching accordingly.	2.41	.79

The motivational strategies that received the highest frequency rating in this sub-group include strategies that can be used to enhance the learners' instrumental (strategies 1, 2, 5 and 6) and integrative (strategies 3 and 7) attitudes towards the foreign language. Instrumental methods consist of telling learners of what use the foreign language will be for them in terms of their hobbies, interests, working life, future studies and life in general whereas integrative methods emphasize the foreign language culture and accepting the foreign language as part of one's identity. When asked to elaborate on the list of strategies or to add some that were not included in the questionnaire, the teachers did not comment on the instrumental or integrative strategies that they use, except to remark that they could not always use them even though they would have wanted to. Possible explanations for the high frequency rating these strategies received include that textbooks always include at least some cultural elements and that, as was discussed in the previous section, many of the teachers felt that the needs of real life are of particular importance.

Of interest was one teacher's comment on why she does not encourage learners to seek contact with native speakers online. The teacher reported that contacting strangers is not something she wishes her learners to do, presumably because of the dangers involved. This issue was not mentioned by any of the other respondents, but the strategy was ranked 12th in this sub-group and 39th among the total of 69 strategies, and it received the mean value of 3.13, indicating that it is a relatively often used strategy. It might therefore be useful for teachers to consider how to implement this strategy while making sure that their learners are aware of the threats found online, particularly nowadays when almost everyone uses the Internet.

Methods that can possibly enhance intrinsic motivation, that is, the enjoyment of working with the language, include strategies that involve the use of video material, music and so on. These strategies (numbers 9, 10, 14 and 17) ranked towards the middle and the lower end of the spectrum. The strategies that ranked the lowest in this sub-group all involve some amount of extra work for the teacher and may be difficult to

implement within regular teaching rather than as something additional. Several teachers commented on the fact that they cannot always use the strategies they would like to because of time and material restrictions while one teacher reported to use authentic extra material only with more advanced learners, most likely because they already have the necessary language skills to make use of such material. Examples 27, 28 and 29 illustrate these sentiments:

(27) On the upper secondary level, the goal is to pass the matriculation examination (well?!). Unfortunately it sets the pace for studying, even if we try to do all kinds of nice things in-between. (Teacher 98, English)

(28) I would like to use more for example images and youtube etc. but our language class doesn't yet have proper equipment (there's basically just an overhead projector), so it's difficult. I'd also like to use extra material in class, but a simple lack of time often restricts that. (Teacher 102, English)

(29) I often show video clips from ARD to more advanced learners. (Teacher 9, German)

Strategies supporting learner autonomy

Strategies in this group include different methods that teachers can use to encourage their learners to take greater responsibility for their learning, to better follow their progress and to familiarize them with different learning strategies. For an introduction of strategies that belong to this group, see section 4.3. Figure 7 and Table 9 show the strategies related to supporting learner autonomy and present the mean values and standard deviations for each. The number inside the brackets in the table indicates how each of these strategies was ranked among the total of 69 motivational strategies.

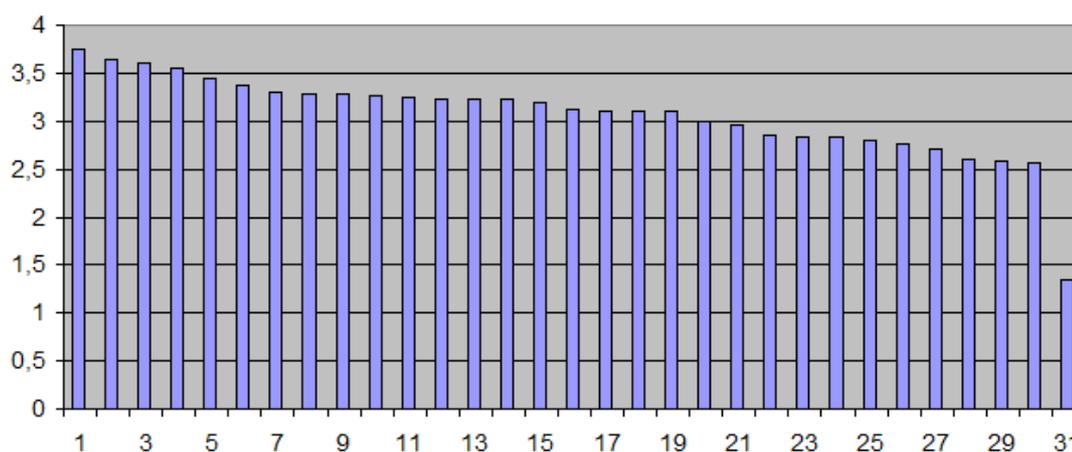


Figure 7. Motivational strategies supporting learner autonomy

Table 9. Motivational strategies supporting learner autonomy

	Motivational strategy	Mean value of teachers' rating	Standard deviation
1 (3.)	I tell learners what I take into account when I give them grades.	3.74	.46
2 (7.)	I praise my learners' hard work when they succeed well by their standards.	3.64	.58
3 (8.)	I give my learners positive feedback when they succeed well by their standards.	3.61	.54
4 (11.)	I praise my learners' aptitude for languages when they succeed well by their standards.	3.56	.64
5 (18.)	I give reasons for the grades I give to my learners.	3.44	.64
6 (19.)	I encourage my learners to always try a little more.	3.37	.65
7 (20.)	I stress that nobody needs to feel stress if their accomplishments don't equal those of learners with more aptitude in languages.	3.30	.78
8 (23.)	I stress that with hard work and the right strategies, anyone can learn a foreign language.	3.29	.65
9 (24.)	I also give feedback about progress and not just the end product.	3.28	.68
10 (25.)	I stress in my feedback what the learner can and not just what he still has to learn.	3.27	.60
11 (27.)	I stress that learners aren't competing with each other and won't be compared.	3.24	.76
12 (28.)	I stress in my feedback how my learners could improve their results.	3.23	.64
13 (29.)	I encourage talented learners by, for example, giving them extra challenges.	3.23	.61
14 (31.)	I don't demand more of the weaker learners than what their aptitude allows.	3.22	.70
15 (36.)	I use teaching methods that encourage the use of different learning strategies.	3.20	.64
16 (40.)	I talk with my learners about their grades.	3.13	.81
17 (44.)	I talk with my learners about their studies.	3.10	.74
18 (45.)	I allow my learners to question the purpose of the exercises I give them.	3.10	.70
19 (47.)	I try to help my learners to find the learning strategies that best work for them.	3.10	.78
20 (48.)	I encourage my learners to set goals for themselves in the beginning of the course or semester.	3.00	.77
21 (50.)	I tell my learners of what use learning strategies will be to them.	2.96	.81
22 (51.)	When doing projects, my learners can choose the content and how to realise them.	2.85	.83
23 (52.)	I give my learners reasons why it's important to set goals and follow the progress of reaching them.	2.83	.79
24 (53.)	I give each learner challenges that match his level.	2.83	.67
25 (54.)	I tell my learners what the purpose of each task is.	2.80	.84
26 (56.)	I talk with my learners about whether they've reached their goals and how they could do it.	2.77	.77
27 (59.)	When doing projects, my learners can choose the topic themselves.	2.70	.85
28 (60.)	My learners fill in self-evaluation questionnaires during my lessons.	2.60	.87

29 (62.)	The purposes of different tasks are discussed in my class.	2.59	.76
30 (63.)	I allow my learners to choose between tasks handling the same topic.	2.56	.81
31 (69.)	Learners keep a learning diary on my lessons.	1.35	.56

As can be seen in Table 9, the strategies with the highest frequency rating in this sub-group consist of methods related to grades and feedback. Several of the feedback strategies, particularly strategies 2 and 3, sound nearly identical. The purpose of including strategies related to positive feedback with a slightly different wording was to discover whether it was the successful learners' hard work or aptitude that the teachers praised. It has been suggested that praising hard work or effort rather than aptitude or intelligence is more beneficial to learners due to the fact that effort is a variable that learners can influence while aptitude is a fixed quality (Dweck 2001: 40). The strategy related to praising aptitude was ranked only slightly below the strategy of praising hard work, being the 4th most frequently used strategy in this sub-group and the 11th most frequently used strategy in total. It can therefore not be argued that the teachers clearly place more emphasis on hard work than on aptitude but that they believe in positive feedback in general since so many of the most frequently used strategies in this sub-group concern feedback.

The strategies related to grades also received high ratings. Not only did the most frequently used strategy in this sub-group focus on grades but the strategy also placed third in the total list of strategies. A further strategy related to grades ranked fifth in this sub-group and 18th in the total list, but a third one was ranked lower, receiving the 16th place in this sub-group and the 40th place in the total list. As the national core curriculum of the Finnish National Board of Education requires teachers to give learners and their parents information about what grading is based on, it is sensible that strategy 1 received a high rating. The other two strategies focusing on grades imply personal contact with each learner in order to explain or discuss his or her grades. Several teachers commented that there is not enough time or resources to give such individual feedback about grades or goals, which might explain the lower ratings. These sentiments are reflected in examples 30 and 31:

(30) I believe that (face to face) discussion would bear fruit, but there doesn't seem to be time for it. However, I think it's important to give regular feedback and get to know one's learners better. (Teacher 25, German)

(31) Due to the lack of time and large group sizes it isn't really possible to have individual feedback discussions with the learners. If they bring it up themselves, I give them feedback. (Teacher 99, English)

The least frequently used strategy in this sub-group concerns keeping a learning diary. This strategy ranked the lowest not only in this sub-group but in the total list as well. In addition, the mean value it received is considerably lower than that of any other strategy. This is a strategy that can encourage learners to manage their goals and raise their awareness of their progress and what learning methods are the best for them. No respondent commented on this strategy in their open answers, but it is nevertheless possible to suggest reasons for why it was so rarely implemented by the respondents. As several of them stated that there is a lot of material to cover and not always enough time, it is possible that they felt there are no opportunities to make use of learning diaries in class. Secondly, the phrasing of the strategy suggests that learners would write in the diary in class rather than at home, which may have led teachers to say they do not use this strategy even if their learners keep such a diary outside lessons. However, had this been the case, it can be assumed that the teachers would have elaborated on the issue in their comments. Finally, several respondents commented on the increasing laziness and lack of discipline and interest in their learners, which suggests that they may not believe their learners are capable of keeping a diary, an activity which requires at least some degree of independent work and initiative.

Additional strategies

Several respondents gave examples of how they use the Internet and modern technology to liven up their teaching, how the foreign language and culture are brought closer to learners through projects and visits to various locations and how taking an occasional break from intensive learning can have a motivating effect. Some of these strategies are described in examples 26, 27 and 28. The first example also showcases how allowing learners some control over the teaching and materials can be used not only as a motivator for learners but also as a tool of self-reflection for the teacher:

(26) I often have homework competitions. The one who, for example, finds the largest number of adjectives or words related to a certain topic gets a prize (a sticker, a pen etc.) In my lessons there are also competitions between groups about various topics. Using computers is motivating particularly for boys. I have allowed my learners to design an exam for themselves and have chosen the best tasks for the exam. This has motivated to design good exam tasks and to think about what is essential. (Teacher 32, German)

(27) I like surprises. I also listen carefully to the mood of the group. If they are very frustrated, we can conduct a quick “record panel” (music from youtube). After that you get a good reason to get back in line and the learners will accept it better. (Teacher 53, English)

(28) Sometimes (pretty rarely) we organize trips to the theatre, to a German school etc. (Teacher 110, English)

These strategies show that despite the intensive pace reported by many of the teachers, it is possible to incorporate motivational strategies in class and combine them with the material that needs to be covered. One teacher reported using Smart Board technology when teaching grammar because the novelty of using such technology and because the possibilities provided by it help keep learners motivated despite the subject matter that is stereotypically considered boring. This example illustrates how motivational strategies do not need to be methods that are entirely separate from the rest of the teaching and materials but rather a complementary part of them.

This section of the present study has examined the motivational strategies listed in the questionnaire in groups and focused on the most and least frequently used ones among them. The following section will attempt to find relationships between the beliefs discussed in section 6.1 and the strategies discussed in the present section in order to discover whether the teachers’ reported beliefs match their reported practice.

6.3 Relationship between beliefs and strategies

The previous sections of the present study have presented the most and least highly rated teacher beliefs and motivational strategies. The current section will discuss the relationship between beliefs and practice by examining how well the teachers’ beliefs corresponded with related strategies. This analysis has been conducted by sorting the 69 motivational strategies into groups of three with each group’s mean value corresponding with the rating given to a matching belief. For a more detailed report of the analysis and calculations, see section 5.3.

Figure 8 shows each of the 23 belief-strategy group pairs and which percentage of the replies each level of equivalence received and the relationship between these percentages within each pair. The numbering of the pairs begins from 3 because the first two beliefs in the questionnaire had no corresponding strategies and have therefore been omitted. Value 0, shown in dark green, indicates complete equivalence between a belief and a corresponding strategy group, indicating that a teacher gave a belief and the three

matching strategies the same rating. A negative value indicates that the teachers rated the belief lower than the strategies, meaning that they used certain strategies more than the rating given to the belief would indicate. The higher the negative value, the larger the difference between the values assigned to the belief and to the strategies. A positive value, in contrast, indicates that the teachers gave a higher rating to a belief than to the corresponding strategies, that is, they agreed with a belief but did not use strategies that support it to a matching extent. The higher the positive value, the larger the difference.

As was stated above, the numbering in Figure 8 matches that of the beliefs in the questionnaire (see Appendix 1). The three strategies whose mean value was compared with the rating of the belief can also be found in the questionnaire. Strategies 1, 2 and 3 correspond with belief 3, strategies 4, 5 and 6 with belief 4 and so on. For clarity, a list of beliefs and which strategies correspond with them has been placed in Appendix 4, and it also shows the percentage of ratings each pair got in the different equivalence groups.

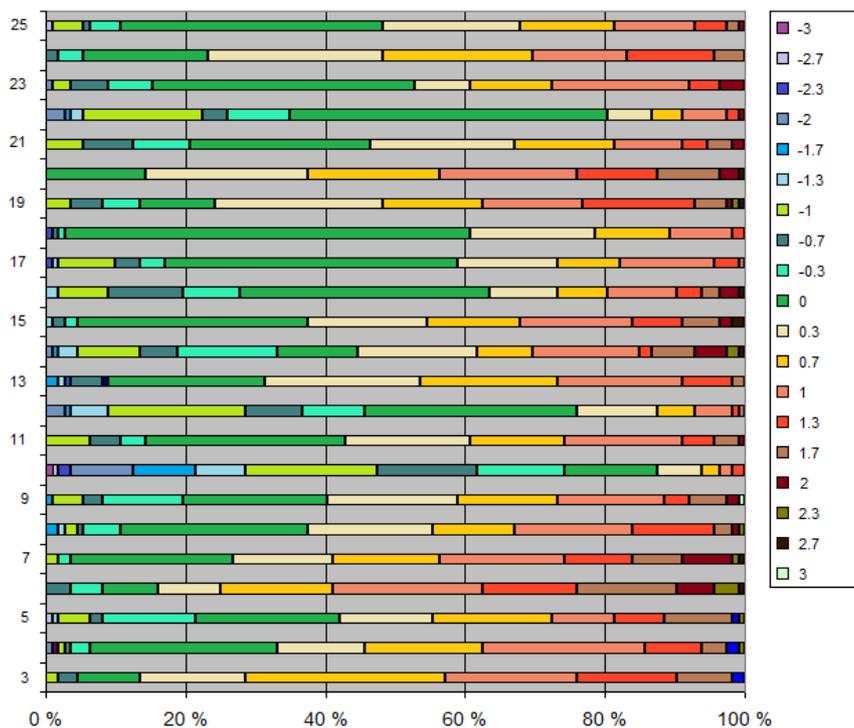


Figure 8. Relationships between beliefs and strategies

As can be seen in Figure 8, all of the belief-strategy group pairs received the most ratings between values of -0.7 and 0.7, indicating that the teachers' beliefs were generally supported by their strategy use. As such, the current section will focus on those belief-strategy pairs with either very strong equivalence or which received a large

number of ratings in the other directions, indicating that even if the general trend was agreement, there was still some discrepancy between beliefs and strategies.

Belief-strategy group pairs with strong equivalence

Even though the general trend of the relationship between beliefs and strategies was positive, it is nevertheless possible to pinpoint several belief-strategy group pairs that have a clearly higher equivalence rate than the other pairs. Five pairs with the largest amount of complete equivalence will be discussed in more detail below. Figure 9 shows these pairs in the order of which pair contained the most equivalence, that is, which beliefs were most supported by corresponding strategies. (For details, see Appendix 4.) The numbering in Figure 9 matches that in the questionnaire and Figure 8 in order to avoid confusion by having the same belief-strategy group pair assigned different numbers in different figures. For example, the pair that received the largest amount of equivalence is numbered 18 because that is the number of the belief in the questionnaire.

The belief that was most strongly supported by corresponding strategies is number 18, and it relates to the belief that mistakes are a natural part of learning. It was already discussed in sections 6.1 and 6.2 how this belief was among the most highly rated beliefs and how several strategies supporting it received a high frequency rating. These sections therefore already hinted at the possibility that the teachers' belief about this issue matched their strategy use, but it can be seen even more clearly in Figure 9. The number of the respondents whose strategies completely supported their belief, shown in dark green, was 58%, meaning that over half of the teachers reported to act according to their belief about mistakes. It needs to be noted that this does not mean that this percentage of the teachers gave this belief and these strategies the highest rating but simply that what they reported in the first part of the questionnaire, whether it was positive or negative, completely matched their answers in the second part.

In addition to complete agreement, almost all of the rest of the answers for this pair received a positive value, indicating that while many of the teachers agreed that mistakes were a natural part of learning, their use of matching strategies rated lower. What can be concluded from this and the results discussed in sections 6.1 and 6.2 is that the vast majority of the teachers believe mistakes are a natural part of learning, that

most of them support this belief with their actions in the classroom and that when there is a discrepancy, it mostly results from the teachers not using corresponding strategies to the same extent to which they agree with the belief. This can be due to several reasons, such as the lack of time, discussed in section 6.1, or lack of awareness of the issue in practice.

The belief-strategy pair that received the second highest percentage of complete equivalence is number 22, with 45.5% of the respondents using strategies in a way that completely matched their belief. This pair relates to the belief that learners have to know the purpose of learning a foreign language and strategies that support this goal by, for example, highlighting the usefulness of the foreign language for their future. As can be seen in section 6.1, this belief received the mean value of 3.42, meaning that the teachers generally agreed with it. The corresponding strategies all ranked high in the total list of 69 strategies and were the three most frequently used strategies in the strategy group related to motivating teaching methods and materials, as was discussed in section 6.2. Almost half of the teachers' strategy use matched their belief in this area, but as a notable difference to strategy 18, several of them disagreed with the belief to some extent but still used corresponding strategies. The percentage of such responses was 35%, indicating that for some teachers, it is not absolutely necessary that learners know why they are learning a foreign language but that they still use strategies that support the belief. A possible explanation for this result is that the three strategies can be used even if the teacher is not actively trying to make learners aware of their reasons to study but rather uses them to generate interest in the foreign language, culture and its users.

Together with the corresponding strategies, the belief that humour supports foreign language learning (17) forms the pair with the third largest percentage of complete agreement between a belief and corresponding strategies. The percentage of the respondents whose strategy use and beliefs matched completely was 41.2%. The pair also received answers towards both ends of the spectrum, meaning that some teachers gave a low rating to the belief but still used corresponding strategies, and vice versa. The majority of the answers with some discrepancy were from teachers who agreed with the belief but did not use corresponding strategies to the same extent. It is possible that the issues of lack of time and fast pace in class, already discussed in sections 6.1 and 6.2, create an atmosphere in which there are not as many opportunities for the use

of humour as some teachers would like. The teacher's personality is also a possible factor.

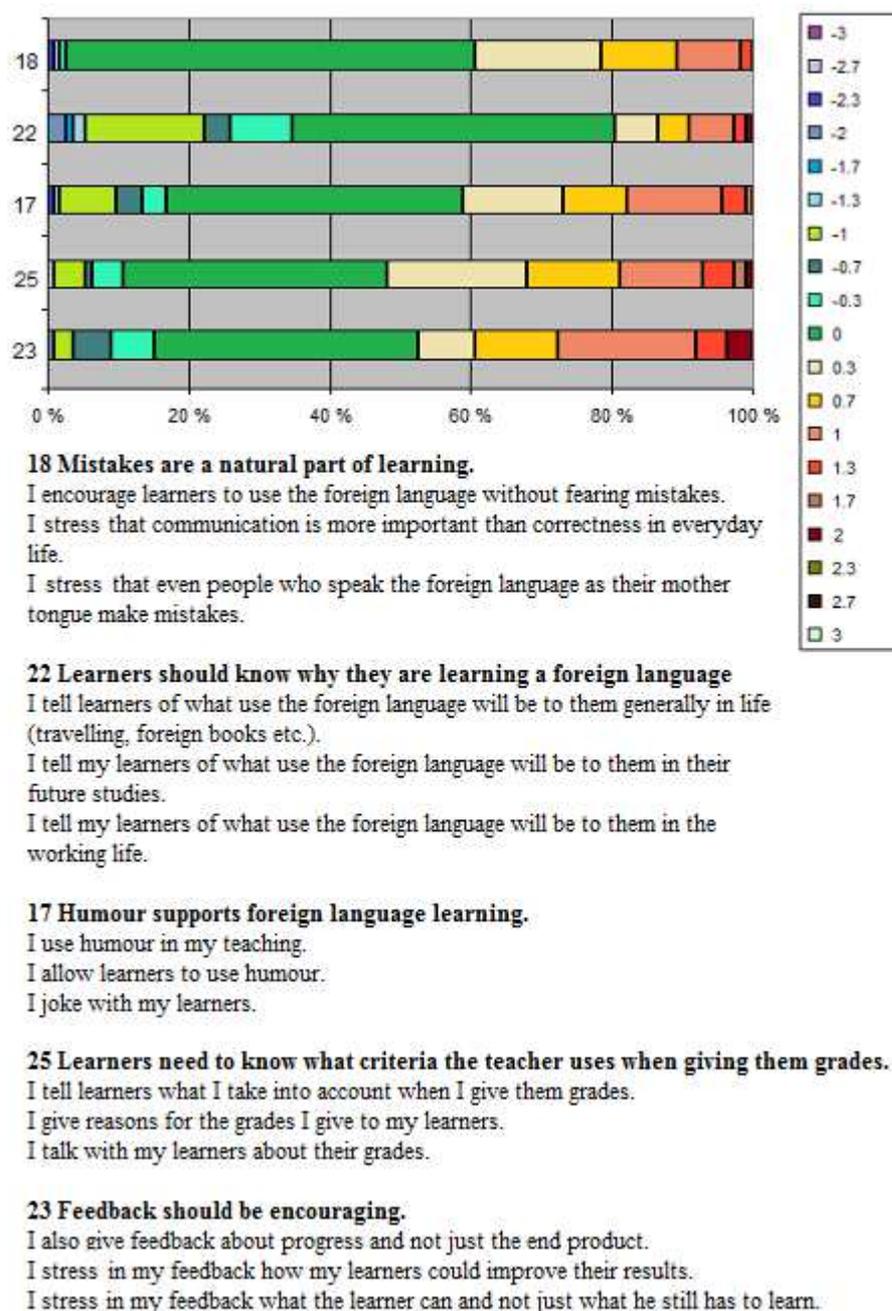


Figure 9. Five belief-strategy group pairs with the largest amount of complete equivalence

The two remaining pairs that received the highest percentage of complete agreement between a belief and strategies, numbers 23 and 25, both receiving 37.5% of exact equivalence. These two pairs concern feedback and the transparency of grading. In order to discover which pair received more agreement, it is necessary to examine the groups with slight deviation to either direction, namely the groups with the values -0.3 and 0.3. Such inspection shows that pair number 23 received a total of 14.3% in these two groups while for pair number 25 the amount was 24.1%. In other words, while the

percentage of complete agreement was the same for both pairs, the pair related to the transparency of grading received more answers with only slight deviation. As was discussed in sections 6.1, the belief related to the transparency of grading ranked among the most highly rated beliefs and received the mean value of 3.72. Out of the corresponding beliefs, discussed in section 6.2, one ranked as the third most highly rated strategy. The other two ranked lower, perhaps due to the fact that they required personal contact with the learners. It is therefore possible that the respondents agreed with the belief but did not all of the three corresponding strategies to a matching extent, which might have created discrepancy among the answers.

It is difficult to say why pair 23 received more discrepancy in the answers. Several of the teachers mentioned in their open answers that positive feedback is important. However, it is possible that the teachers did not feel they had an adequate amount of time and opportunities to use the strategies as much as they would have wanted to. The three strategies imply personal contact with learners and a deeper review of each learner's progress rather than commenting on the end result only. It is therefore possible that the teachers used different forms of positive feedback, such as rewarding a correct answer with a comment in the classroom, rather than focusing on the individual progress of each learner. In addition, one teacher reported as a response to the open questions that no matter how much she wanted to, she could not give her learners encouraging feedback if they did nothing to deserve it.

Belief-strategy group pairs with high discrepancy

Even though the general trend of the relationship between beliefs and strategies was that they more or less matched, there were several pairs that received a high number of replies that deviated from complete agreement. For the most part, the discrepancy was in the positive direction, meaning that the teachers agreed with a belief but did not use corresponding strategies to a matching extent. However, some pairs showed discrepancy in the opposite direction, that is, teachers gave the belief a lower rating than the corresponding strategies.

Belief-strategy group pairs with high positive discrepancy values

The majority of the belief-strategy group pairs that showed high discrepancy in the answers received a large number of positive discrepancy values, that is, the teachers agreed with a belief but did not use the corresponding strategies to a matching extent. The most extreme examples of such pairs can be found in Figure 10. The pairs are listed in order of most discrepancy, but the numbering matches that found in the questionnaire and Figure 8 in order to avoid confusion. Each of these pairs received more than 70% of their answers in the positive discrepancy groups. For details, see Appendix 4.

The belief-strategy pair with the largest amount of answers among the different positive discrepancy groups was number 3, a pair that related to a positive atmosphere in the classroom. At first glance it would therefore appear that while teachers agree that a positive atmosphere is important, they do not use corresponding strategies to the same extent. However, it needs to be noted that a positive atmosphere in the classroom can be achieved through a large number of strategies that are in no way limited to the three which were compared with the belief. In fact, the three strategies that were compared with this belief all focus on pair and group work. Section 6.2 discussed a number of other strategies that also influence the atmosphere in the classroom, such as the use of humour and emphasizing that mistakes are not to be feared. As such, it is difficult to say more about the results of this pair other than that the teachers tended to give a higher rating to the belief than to the three corresponding strategies but that it is possible they use other strategies to create and maintain a positive atmosphere in the classroom.

The belief-strategy group pair related to a positive attitude towards the foreign language and culture (20) received the second highest percentage of answers in the different positive discrepancy groups. The total amount of such answers was 85.7%. It is interesting to note that this pair received no answers in the negative discrepancy groups, meaning that no teacher gave the belief a lower rating than the strategies. The vast majority of the respondents therefore felt that a positive attitude towards the foreign language and culture was important in order to learn the language, but they did not use the three corresponding strategies to a matching extent. This can be due to a number of reasons, such as the fact that the lack of time allows for less cultural content in the classroom than the teachers would prefer.

The belief-strategy group that received the third most answers in the positive discrepancy groups was number 6, related to how foreign language teaching should encourage learners to evaluate their learning. A total of 83.9% of the respondents gave this belief a higher rating than their strategy use while only 8% of the responses were in complete agreement, making this the pair with the least amount of total equivalence between a belief and corresponding strategies. A possible reason for this is that this pair includes the strategy of learners keeping a learning diary in class. As was discussed in section 6.2, this strategy received a clearly lower rating (1.35) than any of the other strategies. The mean value the teachers assigned to the belief was 3.31 while the strategies related to self-evaluation and discussing the learners' studies with them received the values 2.60 and 3.10, respectively. The low value assigned to the strategy related to learning diaries has therefore brought down the equivalence between the belief and the strategies.

Pair 24, related to the feeling of success, received the fourth most answers in the positive discrepancy groups. A total of 76.8% of the respondents rated the belief higher than the strategies. The last strategy in this belief-strategy group is worded similarly to several of the other feedback strategies (see section 6.2), but it stresses that learners should be praised not only when they do well but when they do well by their standards, meaning that sometimes even poor results can be seen as positive if the learner is showing progress. Possible reasons for the fact that most of the respondents agreed with the belief but did not report to use corresponding strategies to an equal extent include a lack of time for developing extra challenges and the fact that several of the respondents feel that praising mere effort was not always possible. Example 29 illustrates this perspective:

(29) Unfortunately I also cannot reward mere effort even though I'd like to
(matriculation exam!) (Teacher 80, English)

The belief-strategy group pair related to how foreign language learning should match the needs of everyday life (19) received 76% of its answers in the positive discrepancy groups. The belief received a relatively high mean value (3.66) and several of the respondents stressed the importance of the needs of everyday life in their open answers (see section 6.1). Despite this perceived importance, the majority of the respondents did not use corresponding strategies to a matching extent. In fact, only 10.7% of the respondents used strategies in a way that completely matched their belief about the

issue. A possible explanation for this is that since the strategy related to teachers adapting their teaching based on the needs of the learners was amongst the least frequently used strategies, it might have brought down the equivalence for those teachers who agreed with the belief and often used the other two strategies.

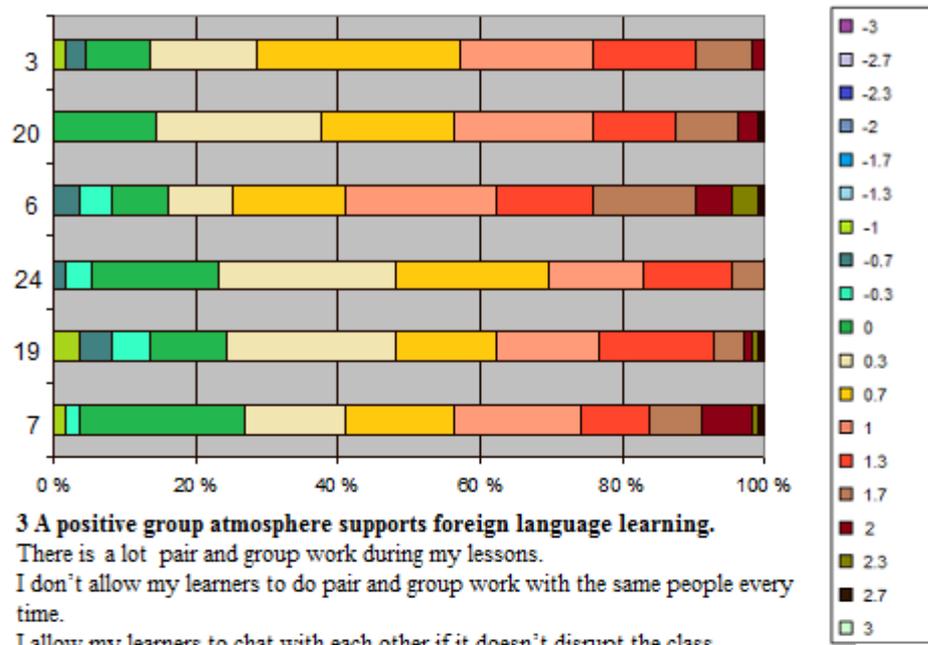


Figure 10. Belief-strategy group pairs with high positive discrepancy

The final belief-strategy group pair that received at least 70% of the answers in the equivalence groups above zero was related to clear learning goals (7). A total of 73.2% of the respondents gave the belief a higher rating than the strategies, indicating that they believed goals were important but did not use corresponding strategies to a matching extent. These results support those found by Dörnyei and Csizér (1998) who discovered that goal-orientedness was perceived as important by teachers but that strategies supporting it were rarely implemented in practice. Possible reasons for this result include the lack of time and teachers' lack of awareness of how to promote goal-orientedness during their lessons.

Belief-strategy group pairs with high negative discrepancy values

Several of the belief-strategy group pairs showed discrepancy in the other direction, that is, the teachers gave the belief a lower rating than the strategies, indicating that they used corresponding strategies even though they did not agree with the belief to a matching extent. While several of the pairs already discussed, such as pair 22 (see the section about complete agreement) had notable discrepancy in this direction, only two pairs had the most answers in this category. Figure 11 shows these pairs.

The belief-strategy group pair with the largest percentage of answers, a total of 74.1%, in the negative discrepancy group was the pair related to whether aptitude is needed to learn a foreign language (10). The majority of the teachers therefore gave this belief a lower rating than to the corresponding strategies. As was discussed in section 6.1, the belief that one needs aptitude to learn a foreign language ranked the lowest among all of the beliefs, receiving the mean value of 2.65. The corresponding strategies, however, all received mean values that were above 3, suggesting that the teachers' belief and practice regarding this issue did not reflect each other. A possible explanation for the results this belief-strategy group pair received can be found in the additional answers discussed in section 6.1. Several of the teachers believed that aptitude could make learning foreign languages easier or faster but that it was not essential. In other words, the teachers generally did not agree that learning a language was impossible without aptitude but they nevertheless used strategies that supported aptitude, likely in order to encourage those learners who did have it. Since a strategy related to hard work rather than aptitude ranked 7th in the total list of strategies and received the mean value of 3.64, it is

possible that teachers use strategies related to both aptitude and hard work, perhaps even different strategies when dealing with different learners.

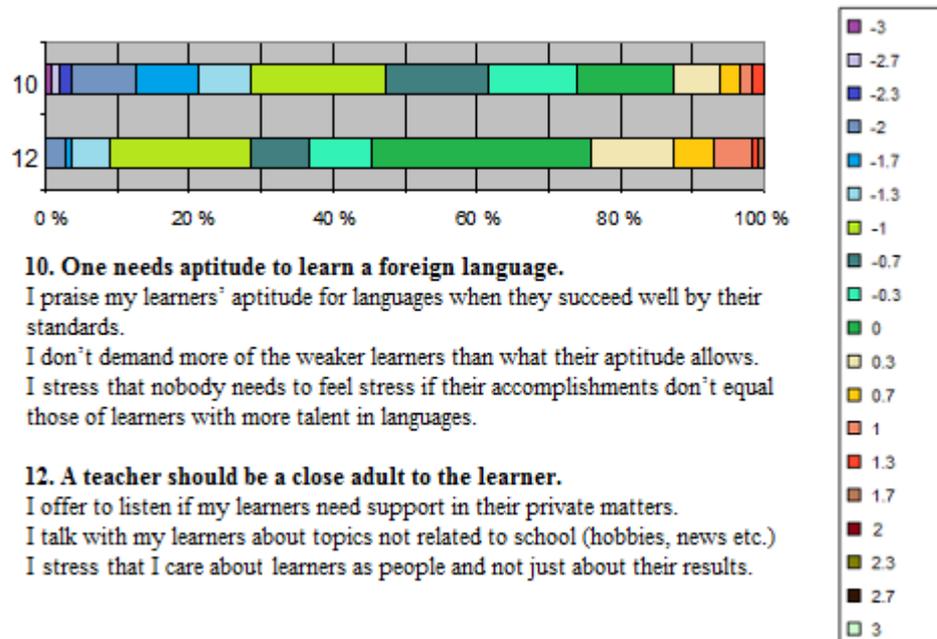


Figure 11. Belief-strategy group pairs with high negative discrepancy

Belief-strategy group pair 12 received a total of 45.5% of the answers in discrepancy groups that indicate that the teachers gave the belief a lower rating than the corresponding strategies. As was discussed in section 6.1, the belief that a teacher should be a close adult to his or her learners ranked among the least highly rated beliefs but no teacher who disagreed with the belief offered an explanation for it. It was suggested that a lack of time and fast pace leave many teachers with little opportunities or energy to engage with their learners. There are several possible explanations for the fact that almost half of the teachers nevertheless use strategies attached to this belief more than their rating of the belief would imply. For example, the wording of the belief suggests a stronger bond between a teacher and learners than some teachers might prefer. Another explanation is that the respondents do not perceive the suggested strategies as methods that make them close to learners but as part of normal interaction with them, which is why they are used even if the teachers do not want to be particularly close to their learners.

Remaining pairs

The rest of the pairs (4, 5, 8, 9, 11, 13, 14, 15, 16, 21) largely follow the trend that the beliefs and strategies generally match with most of the deviation being minor. For more

details, see Appendix 4. Since these pair ranked in neither extreme of the spectrum nor were they among the pairs with most agreement between a belief and strategies, the current section has not discussed them individually. However, it is nevertheless sensible to examine pair 14 (related to parental relationships) in more detail because its results are different than what sections 6.1 and 6.2 have suggested. This pair can be seen in Figure 12.

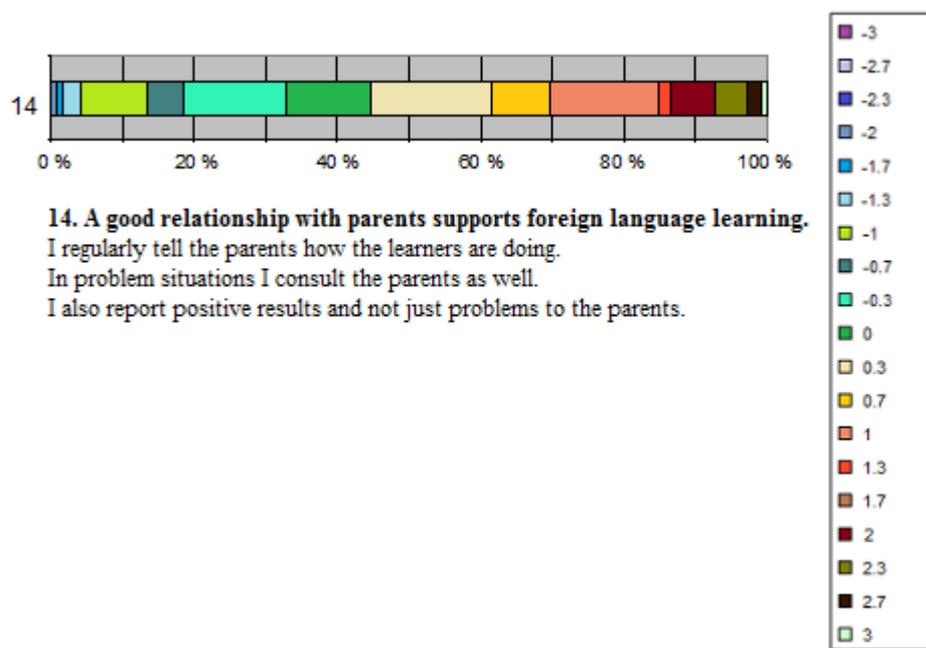


Figure 12. Belief-strategy group pair related to parental relationships

As was discussed in sections 6.1 and 6.2, the belief that a good relationship with parents supports foreign language learning was the second least highly rated belief and the corresponding three strategies ranked as 61st, 67th and 68th least highly rated beliefs out of the total 69. It would therefore be sensible to assume that this pair would receive a high amount of agreement between the belief and the strategies as both were near the lowest end of the spectrum. However, as can be seen in Figure 12, the belief and practice of only 11.6% of the respondents were in complete agreement. A total of 33.2% of the respondents gave the belief a lower rating than the strategies while the remaining 55.5% rated the belief higher than the strategies. There was therefore much discrepancy among the answers. About one third of the teachers used the strategies related to parental relationships more than their belief would imply. A possible explanation for this result is that the teachers do not believe parental relationships are particularly important but that staying in contact with the parents is one of their responsibilities which they have to fulfil. Simultaneously, a little over half of the teachers used these strategies less than what the rating they gave to the belief would lead to assume.

Possible reasons for these teachers' answers include that they may not have had enough time or opportunities to stay in touch with the parents or that there was no interest in contact from the parents' side.

This section has discussed the belief-strategy groups with the largest amount of complete agreement between a belief and the corresponding strategies and with the largest amount of discrepancy when the teachers gave the belief a higher rating than the strategies, and vice versa. The results show that the trend with all of the pairs was general agreement as each of the pairs received the most answers in the groups that show complete agreement or only slight discrepancy to either direction. However, several pairs showed considerably more agreement or discrepancy than others, and possible explanations for these differences have been discussed in the present section. The implications these results have for practice in schools will be discussed in section 6.6, but first it is sensible to examine the interview data and what additional information it can possibly offer about teacher beliefs and practice.

6.4 Interview data

The previous sections of the present study have examined the questionnaire data and discovered which were the most and least highly rated teacher beliefs and motivational strategies the teachers claimed to use and how well the teachers' beliefs and practice matched. The current section of the study will present the interview data that was gathered in order to discover if the interviewed teachers, who had not seen the questionnaire, would report beliefs and strategies different from those included on the list by Dörnyei (2001). The majority of the strategies mentioned by the interviewed teachers were nearly identical to the ones discussed by Dörnyei: even those that were slightly different fell into one or more of his categories. However, several of the strategies suggested by Dörnyei were not important or effective in the teachers' opinion. The current section will examine the interviewed teachers' beliefs and strategies in the three categories discussed in chapter 4.

As was discussed in chapter 5, a total of four teachers was interviewed. Eija and Elina are English teachers while Sari and Saana are German teachers. For each teacher's experience and on what levels they currently teach their language, see chapter 5. Extracts from the interviews will be included in the analysis below. All of the extracts have been translated from Finnish to English. For a transcription key, see chapter 5.

Beliefs and strategies related to relationships and atmosphere in the classroom

As was discussed in section 6.1, the most highly rated beliefs related to relationships and atmosphere in the classroom concerned how mistakes are a natural part of learning and how a positive group atmosphere and the use of humour can support the learning of a foreign language. Beliefs that ranked towards the low end of the spectrum included how parental relationships support foreign language learning, how the classroom as a physical space positively affects foreign language learning and that teachers should be close adults to their learners. As was discussed in section 6.2, the most highly rated strategies in this group were strategies related to encouraging the use of the foreign language without mistakes, using humour in class and implementing pair and group work whereas the least highly rated strategies included those related to parental relationships and certain aspects of group dynamics. The interviewed teachers' opinions largely reflected these results.

Protecting learners' social image and creating a classroom atmosphere where mistakes are allowed has been discussed by Dörnyei (2001: 41-42; 86-88). As can be seen in Example 30, Eija in particular stressed the importance of such an atmosphere and stated that she aims to instruct her learners not to laugh at each other and that she never wants to make anyone the centre of attention if he or she is not comfortable with it:

(30) Eija: Uh... I don't really know what else to say but that what I have always considered important is... I mean, the kind that, in the class that... uh... the learner the child should not get... the feeling that... uh... he's ashamed or embarrassed. I mean the kind that... Of course there are... there are mistakes but I have tried to stress that it doesn't matter... that mistakes don't matter and that there's nothing to laugh about if you make mistakes.

The others were more implicit with their answers and did not point out such specific ways to create a comfortable atmosphere. Elina mentioned the use of humour as an important method whereas Saana highlighted the significance of the teacher being in a good mood during lessons, which has the potential to both motivate learners and to reduce language anxiety. Both Saana and Sari reported that the atmosphere in their lessons was already so free and positive that there was no real need to do anything more about it. Both teachers mentioned that their learner groups are very small, which possibly contributes to the relaxed atmosphere. Example 31 shows that the atmosphere in Saana's class can become so comfortable that the lessons stop feeling like work:

(31) Saana: But... but German groups are often pretty small so... right now a group that participated in the Abitur exams... there were four of them... the... the lesson... teaching the lesson was that we sat together and there and discussed things and sometimes... I forgot that I was at work.

It has been suggested that parents should encourage foreign language learning by expressing positive attitudes towards it at home (Dörnyei 2001: 39-40). With the exception of Elina who reported maintaining contact with parents by occasionally sending them feedback about how their children are doing, the interviewed teachers approached the role of parents from a different angle than the one presented in the questionnaire and discussed how the relationship between learners and parents can support foreign language learning. As can be seen in Example 32, Sari pointed out that whether the parents themselves know any foreign languages has an effect on whether their children are interested in learning languages or not:

(32) Sari: Well I think that at least what I see at home myself is that we have... The girls are very interested in languages so... so I think they have a great effect. Or if parents know languages it does have an effect.

The only one who did not mention parents' attitudes was Eija who instead focused on the concrete actions that parents can take to support their children. This is possibly the result of Eija teaching only on the elementary school level when learners are young and need more guidance than on higher levels. Example 33 illustrates Eija's opinion of how parents should help their children with their assignments and how ensuring that they finish their homework is an important basis for the development of learning strategies:

(33) Eija: Let's say especially... especially the small ones... so that... uh... parents have to be there because well... uh... when you're getting started at these... starting to create learning strategies... yes well... no... no... The child doesn't understand that if you give that as ho – what he's given as homework that he has to write...

There were some strategies related to relationships and atmosphere in the classroom that the teachers did not agree on. Two of the most important examples are the physical appearance of the foreign language classroom and being a close adult in their learners' lives, both of which were ranked towards the low end of the spectrum by the teachers who filled in the questionnaire. Eija reported the physical elements of the classroom as relatively unimportant because she had experience with teaching in widely varying settings, even in the hallway of a school, and therefore did not consider the physical context a relevant issue. This approach is illustrated in Example 34:

(34) Eija: Yeah... I don't... The classroom setting probably isn't terribly... terribly important... I mean... it is it is the social side that is probably more influential considering that I've taught almost everywhere. Like sometimes... sometimes in the beginning in the school's hallway.

Two of the other teachers, however, placed some importance on the atmosphere created by the classroom setting. Saana thought the cleanliness of the room had an effect on how learners are able to work. According to Elina, the general physical atmosphere of the classroom influences learning. Example 35 shows how she explained that her own classroom is not very inspiring due to the small size and plain décor. Sari made no mention of the physical classroom context.

(35) Elina: Uh... it does have an effect... for example my class... this is very this kind of kind of like small and plain... I mean... this doesn't... like... this is not like suddenly so inspiring... like as a room.

A close relationship with the learners was a further element that was seen differently by the teachers. Perhaps surprisingly, Eija, who taught children on elementary school level, was the most negative towards closeness with her learners. Example 36 illustrates her opinion of how a teacher cannot be too close to her learners because it will diminish his or her authority. As was discussed in section 6.1, none of the teachers who gave a low rating to the belief that a teacher should be close to his or her learners elaborated on this issue. It is possible that for at least some of them, the reason for the low rating is the same concern mentioned by Eija. On the other hand, it needs to be noted that Eija was a travelling teacher who did not stay at any of the schools outside her lessons, so it might have been difficult for her to grow close with her learners.

(36) Eija: That I a- I know... when I was younger then during the first years I realised that if if... well... the learners become... like too close or that learners... like... know me too well... know my business... kind of too much about me then in the kind of situation when I should be the one who... keeps the group together... well... it doesn't work anymore.

The other three teachers, however, reported close relationships with their learners and expressed willingness to assist them with personal problems outside the context of foreign language teaching. Sari's perspective is presented in Example 37:

(37) Sari: Yes pretty well... we're pretty close. We don't really... tell all our personal matters of course but we can talk freely about all... things.

Apart from these issues, the interviewed teachers did not go into detail about any of their beliefs or strategies related to relationships and atmosphere in the classroom. The examples discussed mainly support the results of the questionnaire analysis as both highlight the importance of a positive atmosphere where learners are not afraid of making mistakes. Some of the answers provided by the interviewed teachers can also explain the results found in the questionnaire data, such as why some teachers do not want to develop a close bond with their learners. The fact that the interviewed teachers did not mention their own interaction with parents but rather focused on the relationship between learners and parents supports the findings discussed in the previous sections, that is, teachers are generally not strongly concerned with their relationship with their learners' parents.

Beliefs and strategies related to motivating teaching methods and materials

As was discussed in section 6.1, the most highly rated teacher beliefs related to motivating teaching methods and materials were ones that concerned a positive attitude towards the target language culture, teacher enthusiasm and using audio and video materials as part of teaching. The least highly rated belief in this category focused on teachers having to develop extra material to complement the textbook. As was found in section 6.2, the most highly rated motivational strategies in this group consist of ones enhancing instrumental and integrative motivation whereas the lowest rated strategies concerned adapting teaching to meet the needs of learners and developing and using extra material.

The importance of familiarizing learners with the target language culture and teaching them open-minded attitudes about cultural differences was a strategy mentioned by all four teachers to some extent. Eija in particular found it important to discuss not only cultural but also ethnic differences with her learners and expressed open enthusiasm towards incorporating culture into her lessons. These sentiments are expressed in Example 38:

(38) Eija: And then that I... I'm very happy to... there's a lot in books too but I'm very happy to well... talk and tell learners about some customs in foreign countries and especially that I want to stress that... how to... I mean different things the kind of things that are different than in Finland... I mean what kind of attitude to have towards them. [omitted] And and then for example my favourite

topic is that uh... I mean... why why some people are of different colour than others.

Elina preferred to discuss culture through the personal experiences she and her learners have had while Saana's method was using extra material, such as videos, to introduce the foreign culture to her learners. Both Eija and Saana also mentioned bringing their learners to contact with either native speakers or foreign learners of the same language. The only one who mentioned no particular strategy was Sari who reported that culture is implemented in textbooks but that she does not do anything additional to highlight it, as can be seen in Example 39:

(39) Sari: Well we have some things related to culture in the textbooks so it kind of comes on the side and we don't deal with it specifically in any way.

Connecting learners' own experiences related to the foreign language with the teaching was one of the methods discussed by Elina. Example 40 describes how she allows her learners to share their own experiences, photos and other material they may have acquired during trips abroad:

(40) Elina: Well... yes just like what I just mentioned that... that if a learner has been abroad then she can tell about those things and... and well if there are photos she can show the photos.

This method corresponds with Dörnyei's (2001: 62-63) suggestion of making teaching material relevant to learners and is a strategy that could be sorted into any of the three categories suggested in chapter 4. Not only does it show learners that knowing foreign languages is useful for them in their every day lives, but it can be used to create a more relaxed and welcoming classroom atmosphere. It also promotes learner autonomy by allowing learners to actively contribute to the content of the lessons. A similar strategy was presented by Eija who led projects in which her learners exchanged messages with peers in other European countries, allowing learners to feel autonomous, use their language skills in real and relevant context and also introducing them to foreign cultures.

The interviewed teachers' responses regarding instrumental values differed somewhat from the results of the questionnaire analysis. While the interviewed teachers did mention the needs of the real world, stressing instrumental values in class was not seen as particularly important. Three of the four teachers reported not discussing or

highlighting the instrumental values of learning a foreign language from the perspective of future studies or work with their learners in great detail or at all. Eija did not explicitly mention instrumental values during the interview and instead focused on culture and discipline, perhaps due to the fact that all of her learners were small children. For Sari the importance of foreign languages for her learners' future meant every day situations or travelling abroad. As can be seen in Example 41, work life was not discussed in her lessons at all because her learners did not yet know what they want from their future:

(41) Interviewer: And does work life come up in any way for example on the courses on the upper secondary school level?

Sari: We haven't covered that in any way so... They don't yet know what they will become.

Elina reported discussing the different situations that require English with her learners every now and then but mentioned that her learners seem to be aware of such issues, indicating that there is no real need for her to explicitly stress them. As seen in Example 42, Saana stated that instrumental values are sometimes covered in her lessons but mostly in the beginning when a new group is starting to learn German:

(42) Saana: Well... it doesn't get like... it doesn't like... get covered all the time but sometimes there are that kind of discussions and for example... for example when the group starts it as a new language then mostly... that why it's important to learn German. And why it's good you've chosen German.

The lack of using strategies to enhance instrumental motivation may indicate several things. It could be that the learners are not interested in discussing the importance of foreign languages for their future, or the teachers may not see it as a relevant topic to cover. It is also possible that there is not a sufficient amount of time to cover such topics in addition to all the other work, especially since all teachers considered promoting the target language culture as highly important. The teachers may also see the needs of everyday life as the only or the most important instrumental goal, leaving less time for emphasizing the significance of foreign languages from the perspective of future studies and work. However, based on the answers the teachers provided, it is impossible to reach a conclusive explanation for the lack of instrumental strategies.

The interviewed teachers reported using extra material to complement the textbook to varying degrees. According to Eija, there is usually so little time that she does not have many opportunities to use material outside the textbook. She also pointed out that

textbooks have improved and become more comprehensive over the years, that is, they now offer so many extra activities and materials that it is not necessary for teachers to develop their own. Similar sentiments were expressed by Elina who said that even though she uses extra material, such as videos she finds online and travel brochures, the extent depends on the textbook as some books offer more than others. Example 43 illustrates this position:

(43) Elina: And it does depend on the book too that... that for example we have new books for 7th and 8th graders. Well those books have like all kinds of good and modern material in themselves so you don't need so much. But the book for 9th graders... well... it's last... like in use for the last time... that kind of old book series. I've taken quite a lot to it too because... it's a little outdated.

Sari reported to use the Internet in her teaching and emphasized that if the learners have a topic that interests them, it can be incorporated into the German lessons. As can be seen in Example 44, Saana explicitly stated that the textbook is the basis for her lessons but that she tries to find extra material, such as short films, to complement it. She further emphasized that teaching should be interesting and not focus on one topic, such as grammar, for too long.

(44) Saana: That... that there is well short films and and a lot of music and... well... I well try to organize all sorts of things depending on the possibilities. [omitted] That the textbook is kind of a basis and we then try to broaden it.

The results of the interviews concerning motivating teaching methods and materials largely reflect those found in sections 6.1 and 6.2. The most significant differences were that the interviewed teachers focused less on the importance of instrumental motivation than the teachers who provided the questionnaire data but were more positive towards finding and developing extra material to complement the textbook. However, it needs to be noted that in the questionnaire data audio and visual material was a separate strategy from other extra materials whereas in the interviews the teachers saw them as one, which may have made their stance appear more positive than it truly is.

Beliefs and strategies related to supporting learner autonomy

As was discussed in section 6.1, the most highly rated beliefs related to supporting learner autonomy concerned the feeling of success, the transparency of grades and the importance of concrete learning goals. The least highly rated beliefs, on the other hand, focused on learners having to know why they are required to do certain tasks and the

possibilities for independent work and decisions. Section 6.2 showed that the most highly rated strategies in this category were ones focusing on the transparency of grading and on positive feedback while the strategies with the lowest ratings concerned learning diaries and the ability to choose between tasks and to discuss their purpose with the teacher.

The feeling of success and how it can enhance motivation was discussed by Elina who stressed that motivation stems from the feeling of success. In her experience, some learners start to lose their focus and no longer work hard enough when learning a foreign language becomes more demanding, which leads to lesser accomplishments and therefore less motivation. Example 45 illustrates this stance and how she sometimes finds it difficult to keep providing her learners with experiences of success. Her method of ensuring that even weaker learners get to experience success was to incorporate small exams, such as vocabulary tests, that do not require the learners to know the entire material they have covered in class. That way, even those learners who are behind others can focus on the material at hand and succeed.

(45) Eija: And then that those who do less homework... or not at all then it's clear that their motivation suffers... well that motivation requires that they have experiences of success. And that if if you're all the time... if you understand what is being covered worse and worse all the time and you don't do your homework and get worse grades then of course your motivation suffers. And then that how you enhance it is like it means that you should like create e-experiences of success and that's sometimes like incredibly difficult.

Similar sentiments were reported by Sari who said that motivation is born on its own when learners realise that they are learning the foreign language. As Example 46 shows, she further emphasized that motivation stems from within learners and that she does not have to do much as a teacher:

(46) Sari: Well maybe that motivation is born when you start to learn... you begin to... like realise that... you learn something. I think it's born on its own, I don't have to perform any hocus pocus tricks.

While the feeling of success was not explicitly mentioned by Elina, she touched on the issue implicitly. According to her, good grades are sometimes not enough to motivate and motivation needs to be born in the moment, such as when learners receive stickers as rewards or when the teacher praises the whole class for doing their homework well. Saana, on the other hand, made no mention of the feeling of success during the interview.

A further strategy to increase learner autonomy that the teachers mentioned was guiding them to plan and take responsibility for their own learning. The only teacher who placed no importance on these strategies was Eija who explained that learner autonomy is not very relevant for the small children she teaches. The other three teachers, however, agreed that learner autonomy is very important and that its importance increases as learners grow older. Sari described how she allows her learners to influence the amount of homework on her courses depending on the amount of work they have on other courses so that the workload will not grow too heavy. As is shown in Example 47, Elina stressed the importance of discussing goals with her learners and then reviewing their work at the end of the course to see if their goals were reached. In addition, she mentioned how textbooks often include sections that help learners evaluate their learning.

(47) Elina: Mm.... There has to be some of it well because if everything comes from the teacher's direction... well well it doesn't work these days. Well like some textbooks include evaluating your own learning and... other stuff like that that I have tried to do with them like goals in the beginning of autumn and then looked at some point how they have like... fulfilled.

Such methods were also used in Saana's lessons, but she had also prepared online instructions for her learners so that they can learn more about how to best approach certain task types, such as texts. These sentiments are illustrated in Example 48:

(48) Saana: Well. So... So that way I try to guide them towards that and we have that Optima learning environment in use and under the course I have all kinds of tips about how to for example texts... you can study texts by yourself and th – that sort of real instructions.

An additional strategy that all four teachers reported using to some extent was versatile types of feedback and not relying only on final grades to tell learners how they are progressing. Sari thought that grades do not tell everything and could be complemented by oral feedback the learners could get in writing if they wanted to and proposed that maybe grades are not even necessary for elective subjects such as German. However, she also pointed out that grades are an easy way to evaluate learners and that they are part of the set system at school. Eija considered it good that small children are given a descriptive evaluation rather than a grade because she thought giving them grades after only a short time of learning English might have a demotivating effect. As is shown in Example 49, Elina mentioned the importance of instant feedback during lessons, such as

making positive comments when learners give the correct answer and drawing smiley faces or other positive feedback on written assignments.

(49) Elina: Mm. Well at least in class you kind of... comment on some answer or action that... very very great or good or well figured out... some kind of instant feedback like this important.

As can be seen in Example 50, Saana liked to have an individual talk with each learner at the end of the course and give everyone feedback on their work. At the end of the interview, she listed face to face conversations and listening to her learners' thoughts and opinions as the most effective motivational strategy she uses.

(50) Interviewer: Mm. And what do you think are the most effective ways to motivate those students who may not be that interested in learning a foreign language?

Saana: Well at least one on one conversation is like very that... very... well you take the learner calmly and face him and well... listen to his thoughts and so on... so often I've noticed that when you talk for a little while and... and encourage then it may be a great help.

This section of the present study has examined the interview data and partly compared it with the questionnaire data in order to discover additional elements and possible explanations for some of the results discussed in the previous sections. It was discovered that the interviewed teachers' beliefs and strategies generally matched those of the teachers who filled in the questionnaire but that certain factors, such as the age of the learners, had an effect on what the teachers considered important and what methods they used. The following section will attempt to discover additional differences by examining both the questionnaire and interview data and comparing English and German teachers' answers.

6.5 A comparison of English and German teachers

The previous sections of the present study have discussed the most and least highly rated beliefs and motivational strategies, the relationship between beliefs and practice and discussed related interview data. All of this has been done by analysing all of the respondents as one group. The current section will examine English and German teachers as two separate groups and attempt to discover possible differences between the groups. First there will be an attempt to find if there were any significant differences in the ratings English and German teachers gave to the beliefs and the strategies, after which the relationships between beliefs and strategies will be examined. Finally,

additional conclusions will be drawn from the answers to the open questions and the interview data.

The hypothesis was that there might be some differences in how teachers of English and German agreed on the various beliefs and especially how they reported to use the different motivational strategies in practice. The reason for this was that English and German have a different status in Finnish schools. English is for the majority of the learners their first foreign language whereas German is an elective subject and when chosen, often the third or later foreign language. Of the students who completed their upper secondary education in 2011, everyone studied English whereas 24.8% studied German (Statistics Finland, 2011). In other words, it can be stated that generally everyone studies English whereas German is a subject that needs to be chosen and therefore competes with other elective subjects. One of the questions the present study aimed to answer was whether there are any differences in the beliefs and used strategies of English and German teachers, possibly because German teachers either felt more or less need to motivate their learners.

The mean values the English and German teachers gave to the different beliefs and strategies are shown in Figures 13, 14, 15 and 16 and Tables 10, 11, 12 and 13. The tables show the mean values the English teachers (ET) and the German teachers (GT) gave to the beliefs and strategies and the standard deviation (SD) for each value. The strategies have been sorted into three different figures and tables based on the categories suggested in chapter 4 and the analysis discussed in section 6.2. As there are no significant differences between the mean values, the order of most and least highly rated beliefs and strategies is almost exactly the same as was discussed in sections 6.1 and 6.2. As such, it is not necessary to examine which beliefs and strategies were given the most and least highest ratings by English and German teachers. The analysis in this section will instead focus on examining the few cases when there were some differences and attempting to explain why the answers were generally so alike. The numbering in the figures and tables matches that found in sections 6.1 and 6.2.

Most and least highly rated teacher beliefs

As can be seen in Figure 13 and Table 10, there were no significant differences between English and German teachers' beliefs. When there were differences, they were usually

the result of English teachers agreeing with a belief slightly more than German teachers, such as with beliefs 8 and 9. The only beliefs that were rated slightly higher by German teachers were beliefs 1, 6, 21 and 23. It needs to be noted that the mean values have been rounded off in the table whereas the figure has been drawn with the exact values, which explains why there are some discrepancies between them. For example, belief 1 was rated slightly higher by the German teachers, as can be seen in Figure 13, but due to rounding off, the values appear the same in the table.

The beliefs that were rated slightly higher by the German teachers related to how a positive attitude towards the foreign language and culture supports foreign language learning (1), that one has to work hard to learn a foreign language (6), that a teacher should develop extra material to complement the textbook (21) and that it is possible to make every learner excited about foreign languages (23). As the differences between English and German teachers were not significant, particularly in case of belief 1, it is possible that these differences are merely due to a coincidence. In some cases, however, it is possible to offer potential explanations for the results. It is possible that the German teachers saw their language as more difficult than the English teachers did and that the German teachers feel a stronger need to develop their own material, particularly when discussing cultural elements since the German-speaking countries are usually less present in the learners' lives than English-speaking countries. However, due to the small differences in the teachers' ratings and the fact that the answers to the open questions offered no explanations for these issues, it is impossible to determine whether these differences mean something or are only coincidences.

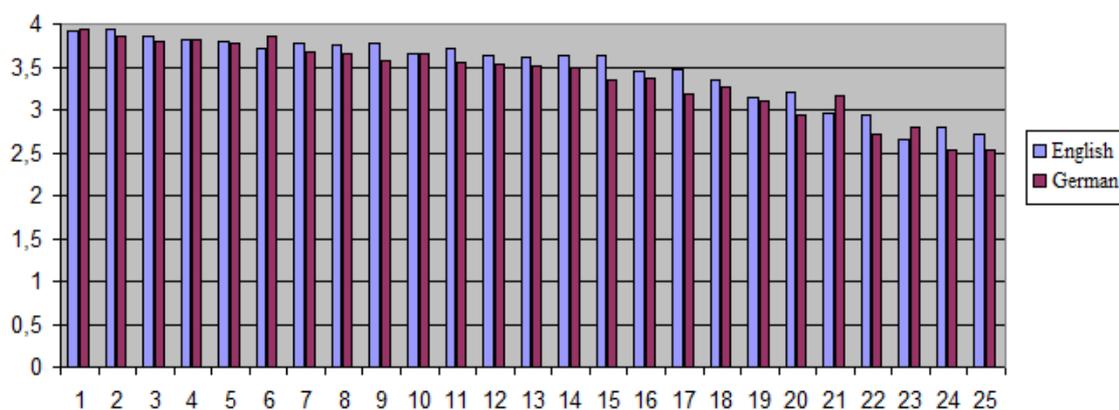


Figure 13. A comparison of English and German teachers' beliefs

Table 10. A comparison of English and German teachers' beliefs

	Teacher belief	ET	SD	GT	SD
1	A positive attitude towards the foreign language and culture supports foreign language learning.	3.94	.24	3.94	.24
2	Mistakes are a natural part of learning.	3.95	.21	3.86	.40
3	A positive group atmosphere supports foreign language learning.	3.86	.35	3.80	.40
4	A teacher should be enthusiastic about the foreign language he or she teaches.	3.83	.38	3.82	.43
5	The feeling of success is important in order to learn a foreign language.	3.81	.39	3.78	.46
6	One has to work hard to learn a foreign language.	3.73	.48	3.86	.40
7	Audio and visual material (photos, music etc.) support foreign language learning.	3.78	.45	3.68	.58
8	Learners need to know what criteria the teacher uses when giving them grades.	3.76	.43	3.66	.55
9	A teacher should be interested in the progress of his or her learners.	3.78	.42	3.58	.64
10	Foreign language learning should match the needs of every day life.	3.67	.47	3.66	.51
11	Humour supports foreign language learning.	3.73	.44	3.56	.67
12	Clear learning goals are important.	3.63	.48	3.54	.54
13	In addition to teaching, it is a teacher's responsibility to motivate learners to learn a foreign language.	3.62	.60	3.52	.64
14	Feedback should be encouraging.	3.63	.57	3.50	.67
15	Teaching should guide the learners to use different learning strategies.	3.63	.51	3.36	.74
16	Learners should know why they are learning a foreign language	3.46	.64	3.38	.63
17	The classroom should be a space that supports foreign language learning.	3.48	.61	3.20	.72
18	Foreign language teaching should encourage learners to evaluate their learning	3.35	.67	3.28	.72
19	Learners should know why they have to do each exercise.	3.14	.71	3.10	.75
20	The opportunity for independent work and action supports foreign language learning.	3.21	.62	2.94	.70
21	A teacher should develop extra material to complement the textbook.	2.97	.87	3.18	.65
22	A teacher should be a close adult to the learner.	2.94	.73	2.72	.78
23	It is possible to make every learner excited about foreign languages.	2.67	.87	2.80	.85
24	A good relationship with parents supports foreign language learning.	2.81	.81	2.54	.96
25	One needs aptitude to learn a foreign language.	2.73	.72	2.54	.70

There are several possible explanations that can explain why the differences between the two groups of teachers were so small. One possibility is that during their pedagogical studies, the teachers have approached foreign language learning and teaching from a general perspective rather than focusing on the specific language they would teach. As the majority of the research on foreign language learning motivation is written in English and concerns English as a second or foreign language, it is possible that teachers of German simply adapt that research into their own use. A further issue to be raised is whether motivating learners to learn English is significantly different from

motivating them to learn German. The content, such as cultural themes, may vary, but the core motivational methods should remain more or less the same. In fact, Dörnyei's (2001) list of motivational strategies does not specify any particular language but rather keeps referring to learners' second and foreign language in general.

A further possible explanation for the nearly identical results is that several of the teachers who filled in the questionnaire might have taught both English and German or either of them and one or more additional language. The teachers were asked to fill in their answers based on which language they have taught more within the past year, but it is likely that those teachers who teach both English and German have largely the same beliefs about both and use the same teaching methods regardless of which language they are teaching. As such, even if a respondent reported to be a German teacher, his or her beliefs and methods might have been influenced by English or possibly other languages.

Finally, it is possible that the teachers do not see that the needs to motivate learners to learn English are significantly different from the needs to motivate them to learn German. Such issues were mentioned both in the answers to the open questions and the interview data, and they will be looked at in more detail later in the present section.

Most and least highly rated motivational strategies

As was the case with the beliefs, the ratings the English and German teachers gave to the different motivational strategies showed no significant differences between the two groups. The results will nevertheless be presented in three tables based on the groups discussed in chapter 4. The first group consists of strategies related to relationships and atmosphere in the classroom while the second concerns strategies related to motivating teaching methods and materials. The third group focuses on strategies related to supporting learner autonomy.

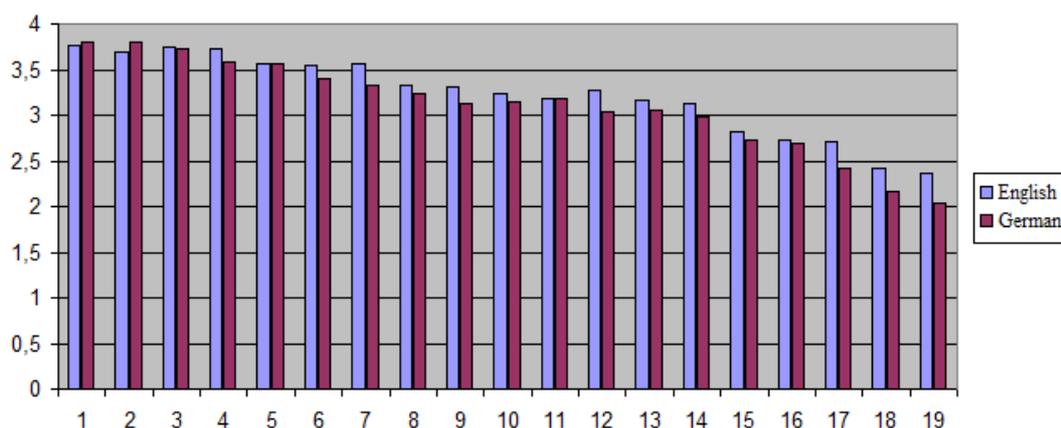


Figure 14. A comparison of English and German teachers' ratings for strategies related to relationships and atmosphere in the classroom

Table 11. A comparison of English and German teachers' ratings for strategies related to relationships and atmosphere in the classroom

	Motivational strategy	ET	SD	GT	SD
1	I encourage learners to use the foreign language without fearing mistakes.	3.76	.46	3.80	.40
2	I stress that communication is more important than correctness in every day life.	3.68	.56	3.80	.40
3	I allow learners to use humour.	3.75	.47	3.72	.53
4	There is much pair and group work during my lessons.	3.73	.44	3.58	.53
5	I stress that even people who speak the foreign language as their mother tongue make mistakes.	3.56	.61	3.56	.57
6	I use humour in my teaching.	3.54	.69	3.40	.57
7	I offer to give extra help to those who need it.	3.56	.64	3.32	.65
8	I joke with my learners.	3.33	.73	3.24	.76
9	I try to make the interior of the classroom more comfortable.	3.30	.87	3.12	.91
10	I stress that I care about learners as people and not just about their results.	3.24	.75	3.14	.72
11	I talk with my learners about topics not related to school (hobbies, news etc.)	3.17	.77	3.18	.68
12	I showcase projects made by learners in the classroom.	3.27	.95	3.04	.98
13	I tell my learners that their progress is important to me.	3.16	.67	3.06	.73
14	I offer to listen if my learners need support in their private life.	3.13	.85	2.98	.81
15	I allow my learners to chat with each other if it doesn't disrupt the class.	2.81	.81	2.72	.78
16	I don't allow my learners to do pair and group work with the same people every time.	2.73	.86	2.70	.73
17	I also report positive results and not just problems to the parents.	2.71	.98	2.42	1.06
18	In problem situations I consult the parents as well.	2.41	.94	2.16	.97
19	I regularly tell the parents how learners are doing.	2.37	.96	2.04	.96

As can be seen in Figure 14, there were no significant differences in how the two groups of teachers rated the different strategies concerning relationships and atmosphere in the classroom. Whenever there were differences, they usually resulted from the English teachers having given the strategy a slightly higher rating. The only exceptions in this group are strategies 1 and 2, which relate to encouraging users to use the foreign language without mistakes (1) and stressing the importance of communication over

correctness (2). It must be noted that the numbering in the figure matches that of Figure 5 and Table 7 in section 6.2, not the questionnaire. As was the case with the ratings given to the beliefs, it is impossible to determine whether these differences result from a coincidence or mean something.

It is, however, interesting to note the ratings given to strategies 17, 18 and 19, which all related to the relationship between teachers and parents. The English teachers consistently gave these strategies a slightly higher rating than the German teachers. A possible explanation for this result is that learning English is usually started earlier than German. As was discussed in section 6.1, the respondents felt that the older the learners are, the less significance the relationship between teachers and parents becomes. Since most learners studying German choose the language on the lower secondary level or later, it is possible that German teachers feel less need to maintain contact with parents.

As can be seen in Figure 15, the ratings the English and German teachers gave to strategies related to motivating teaching methods and materials followed the same trend as the previous two figures, though this time it cannot be argued that the English teachers gave a slightly higher rating to most of the strategies. The ratings the two groups gave to the strategies are closer to each other. The German teachers gave a slightly higher rating to strategies 4, 8, 15, 16, 17 and 18, though in the case of the latter two, the difference can barely be noted. In contrast, the English teachers gave a slightly higher rating to several of the other strategies with strategies 7, 9 and 10 being the clearest examples.

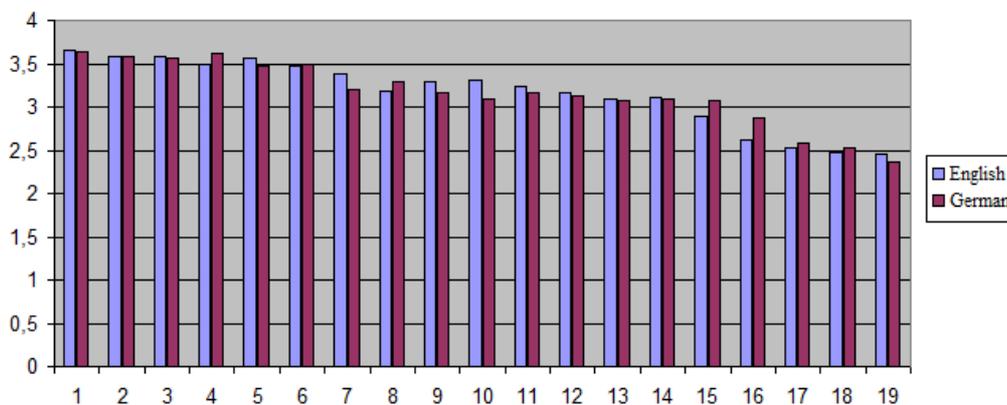


Figure 15. A comparison of English and German teachers' ratings for strategies related to motivating teaching methods and materials

Table 12. A comparison of English and German teachers' ratings for strategies related to motivating teaching methods and materials

	Motivational strategy	ET	SD	GT	SD
1	I tell learners of what use the foreign language will be to them generally in life (travelling, foreign books etc.).	3.65	.51	3.64	.52
2	I tell my learners of what use the foreign language will be to them in the working life.	.3.59	.61	3.58	.57
3	I tell my learners about the culture, history etc. of the countries where the target language is spoken.	3.59	.61	3.53	.64
4	I liven up my teaching with my own experiences that relate to the foreign language.	3.49	.73	3.62	.63
5	I tell my learners of what use the foreign language will be to them in their future studies.	3.56	.64	3.48	.70
6	I stress in my teaching how learners can use what they've learned outside school.	3.48	.64	3.50	.61
7	I handle at least one of the following in my teaching: the spoken language, youth slang, dialects, vocabulary specific to certain fields	3.38	.65	3.20	.82
8	I stress in class what areas of the foreign language (poetry, travelling etc.) interest me.	3.19	.87	3.30	.75
9	I use video material in my teaching (movies, YouTube etc.)	3.29	.76	3.16	.78
10	I bring foreign magazines etc. to class for the learners to read.	3.30	.87	3.10	.90
11	I use music in my teaching.	3.24	.75	3.16	.67
12	I encourage my learners to be in contact with speakers of the foreign language for example on the Internet.	3.16	.78	3.12	.86
13	I tell my learners why I want to teach the foreign language.	3.10	.83	3.08	.91
14	I use images in my teaching.	3.11	.86	3.10	.70
15	I develop some of the material for my teaching myself.	2.89	.93	3.08	.77
16	I invite native speakers to visit my class.	2.62	1.03	2.88	.89
17	I use material from, for example, magazines in my teaching.	2.52	.89	2.58	.75
18	In my lessons, I use tasks from different textbooks if they are better than those of the course book.	2.48	1.04	2.52	.78
19	I ask learners in which situations they need the foreign language and adapt my teaching accordingly.	2.46	.83	2.36	.71

Out of the strategies the German teachers gave a slightly higher rating than the English teachers, numbers 4 and 8 relate to teacher enthusiasm and numbers 15 and 16 to teachers having to develop some of their material themselves and inviting native speakers to class. As was discussed earlier in the present section, the German teachers gave a slightly higher rating to the belief that teachers should develop extra material to complement the textbook. It is sensible that they would also give a slightly higher rating to the corresponding strategy. While these differences can be due coincidences, it is also possible that the German teachers feel a slightly stronger need to emphasize their own interest in the language and culture and to highlight them with additional material as the German language and culture are not as familiar to most learners in Finland as the language and culture of English-speaking countries.

The strategies that were rated slightly higher by the English teachers relate to handling dialects or special vocabulary in class (7), using video material (9) and bringing

magazines etc. material in class for learners to read (10). Once again the reason behind these results may be a coincidence, but it is also possible to offer explanations for them, particularly in the case of the latter two. English material is more widely available both online and in real life, so it may be easier for English teachers to find videos, magazines and other materials to supplement their teaching. This corresponds with the fact that the German teachers gave a slightly higher rating to the strategy of developing their own material, which could be because German material is not available to the same extent as English material.

The last strategy group consisted of strategies related to supporting learner autonomy. Figure 16 shows these strategies and the ratings the English and German teachers gave them. The English teachers gave the majority of the strategies a higher rating than the German teachers, and this time the difference was occasionally clearer, such as with strategy 27, which received the mean value 2.8 from the English teachers and 2.5 from the German teachers. The only strategies that received a higher rating from the German teachers were numbers 19 and 30.

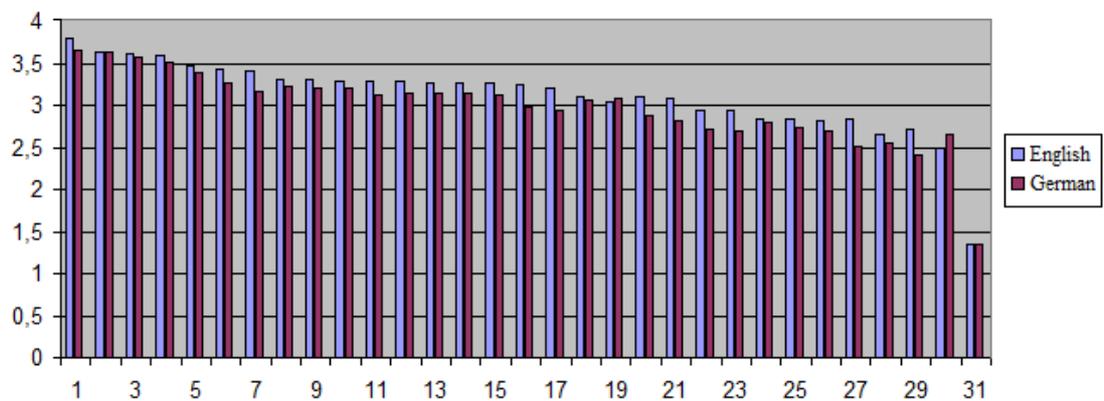


Figure 16. A comparison of English and German teachers' ratings for strategies supporting learner autonomy

Table 13. A comparison of English and German teachers' ratings for strategies supporting learner autonomy

	Motivational strategy	ET	SD	GT	SD
1	I tell learners what I take into account when I give them grades.	3.81	.39	3.66	.51
2	I praise my learners' hard work when they succeed well by their standards.	3.65	.57	3.64	.59
3	I give my learners positive feedback when they succeed well by their standards.	3.62	.58	3.58	.49
4	I praise my learners' aptitude for languages when they succeed well by their standards.	3.60	.63	3.52	.64
5	I give reasons for the grades I give to my learners.	3.48	.64	3.40	.69
6	I encourage my learners to always try a little more.	3.43	.68	3.28	.60
7	I stress that nobody needs to feel stress if their accomplishments	3.41	.70	3.18	.84

	don't equal those of learners with more talent in languages.				
8	I stress that with hard work and the right strategies, anyone can learn a foreign language.	3.32	.69	3.24	.59
9	I also give feedback about progress and not just the end product.	3.32	.69	3.22	.67
10	I stress in my feedback what the learner can and not just what he still has to learn.	3.30	.66	3.22	.50
11	I stress that learners aren't competing with each other and won't be compared.	3.30	.78	3.12	.71
12	I stress in my feedback how my learners could improve their results.	3.29	.63	3.16	.64
13	I encourage talented learners by, for example, giving them extra challenges.	3.27	.65	3.16	.58
14	I don't demand more of the weaker learners than what their talent allows.	3.27	.69	3.16	.70
15	I use teaching methods that encourage the use of different learning strategies.	3.27	.69	3.12	.55
16	I talk with my learners about their grades.	3.25	.78	2.98	.81
17	I talk with my learners about their studies.	3.21	.72	2.94	.73
18	I allow my learners to question the purpose of the exercises I give them.	3.11	.67	3.06	.73
19	I try to help my learners to find the learning strategies that best work for them.	3.05	.82	3.08	.72
20	I encourage my learners to set goals for themselves in the beginning of the course or semester.	3.11	.72	2.88	.82
21	I tell my learners of what use learning strategies will be to them.	3.08	.80	2.82	.79
22	When doing projects, my learners can choose the content and how to realise them.	2.95	.81	2.72	.83
23	I give my learners reasons why it's important to set goals and follow the progress of reaching them.	2.94	.75	2.70	.81
24	I give each learner challenges that match his level.	2.84	.65	2.80	.69
25	I tell my learners what the purpose of each task is.	2.84	.80	2.74	.87
26	I talk with my learners about whether they've reached their goals and how they could do it.	2.83	.77	2.70	.75
27	When doing projects, my learners can choose the topic themselves.	2.84	.86	2.52	.81
28	My learners fill in self-evaluation questionnaires during my lessons.	2.67	.87	2.56	.88
29	The purposes of different tasks are discussed in my class.	2.71	.76	2.42	.72
30	I allow my learners to choose between tasks handling the same topic.	2.49	.91	2.66	.68
31	Learners keep a learning diary on my lessons.	1.35	.62	1.36	.48

The two strategies that were rated slightly higher by the German teachers relate to helping learners find learning strategies that best work for them (19) and allowing learners to choose between tasks that handle the same topic (30). There is little about these two strategies that make them more likely to be used in German teaching. Considering that strategy 19 was rated only barely higher by the German teachers, it is probable that the result is due to a coincidence, especially since familiarizing learners with learning strategies is a method that can be used in any class regardless of the subject. The fact that the strategy related to allowing learners some freedom of choice with the tasks could result from an elective subject having a slower pace and less pressure to cover as much material as possible, which some German teachers might use as a chance to be more creative. However, this explanation does not correspond with the

fact that several strategies related to allowing learners the opportunity for choice were rated higher by the English teachers.

As can be seen in Figure 16, the majority of the strategies supporting learner autonomy received a slightly higher rating from the English teachers. This is particularly notable for strategies 7, 17, 20, 21, 22, 23, 27 and 29. Out of these strategies, 17, 20, 21, 23 relate to discussing learners' studies with them, goals and learning strategies. The fact that one of the motivational strategies related to learning strategies was rated higher by the German and another by the English teachers suggests that the result stems from a coincidence. Strategy 7 relates to stressing how learners will not be compared with each other while strategies 22 and 27 relate to allowing learners the choice of topic and content when doing projects. The fact that these two strategies received a higher rating from the English teachers than from the German teachers clashes with how the strategy of allowing learners to choose between different tasks was rated higher by the German teachers. It is therefore difficult to draw any conclusions about the freedom of choice in class based on these results.

Relationship between beliefs and strategies

Figure 17 shows how well the English and German teachers' beliefs and strategies matched. The numbering in the figure matches that found in Figure 8. Each belief-strategy group pair is represented by two bars of which the lower shows the English teachers' results while the upper represents the German teachers. What needs to be noted about the figure is that while it shows the percentages for both groups of teachers, the groups did not have a matching number of respondents. A total of 63 English teachers and 49 German teachers filled in the questionnaire. In other words, even if the two groups received the same percentage of answers in a certain equivalence group, it does not mean that the same number of English and German teachers placed their answer in that group. The figure therefore shows only the two groups' answers in relation to one another.

As can be seen in the figure, the two groups' beliefs and strategies followed the same trends with only slight differences. For the most part, the English and German teachers' beliefs and strategies therefore matched, though generally the English teachers' beliefs and practice showed complete equivalence (value 0, green) more often than the German

teachers'. This was particularly the case for pairs 4 and 8 which show that the English teachers' beliefs about audio and visual material (4) and learning strategies (8) were supported by corresponding strategies to a larger extent than the German teachers' beliefs about the same issues.

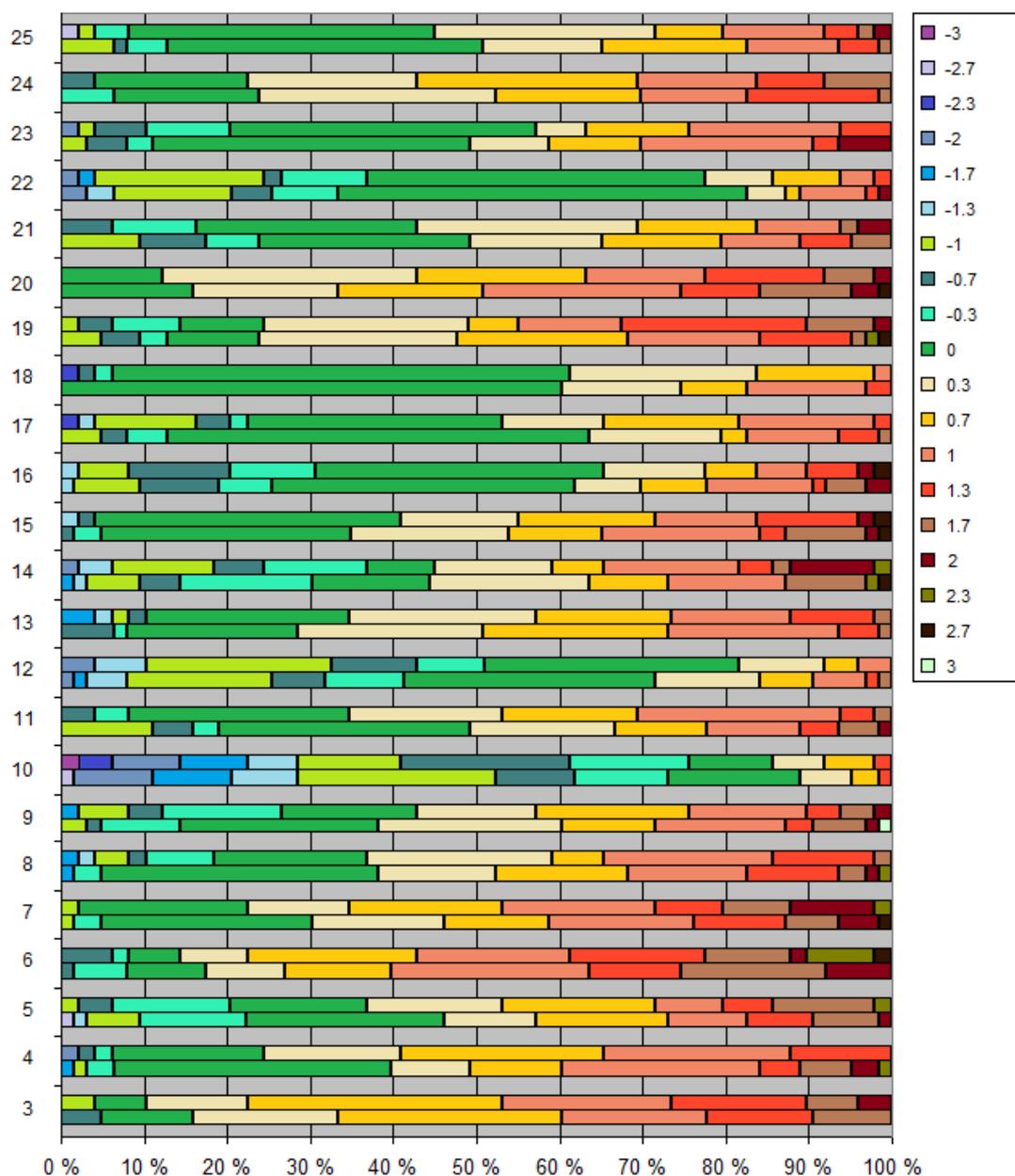


Figure 17. A comparison of English and German teachers' beliefs and strategies

There were also differences that show that occasionally one group had given a lower rating to the belief than to the corresponding strategies or vice versa, but these differences usually resulted from only a handful of teachers' ratings and can therefore not be labelled significant. In a few cases one group had placed no answers in a certain equivalence group, such as in the case of pair 18 (related to mistakes being a natural

part of learning). No English teacher gave the belief in this pair a lower rating than to the corresponding beliefs whereas three German teachers did. However, all such cases of discrepancy were minor and it is therefore difficult to draw conclusions from them based on numbers only.

The results discussed in this section have shown that the English and the German teachers' ratings for the different beliefs and motivational strategies generally matched and that when there were slight differences, they usually resulted from the English teachers giving a higher rating to a belief or a strategy. The relationship between the teachers' beliefs and strategies generally followed the similar trends, though it was common for the English teachers' beliefs to be supported by corresponding strategies to a larger extent. Possible explanations for the differences have been discussed, but due to the fact that none of the differences were significant, it is impossible to draw definite conclusions from the questionnaire data. The remaining part of the current section will therefore examine the answers to the open questions in the questionnaire and the interview data to find possible further discrepancies or explanations for the results that have already been discussed.

Open questions and interview data

The final part of the present section will examine the answers the teachers gave to the open questions in the questionnaire and during the interviews in order to discover additional differences between the English and the German teachers and to find possible explanations for the ones that have already been discussed. The teachers largely did not mention any such issues in their answers to the questionnaire's open questions with one exception. A single German teacher stressed several times that today's learners are not motivated to learn German regardless of the school level or the type of teaching, indicating that this teacher felt that even motivational strategies cannot encourage learners to learn German. The same teacher added that even good grades do not have a motivating effect when learning German because other elective subjects with fewer courses in the syllabus are more attractive to learners. This sentiment is highlighted in Example 51:

(51) Even a good grade does not encourage a teenager to learn German. For example humanities and sciences beat German. Why study eight courses of

German when you can get a (good) grade of a subject in humanities and sciences for a considerably smaller number of courses? (Teacher 41, German)

Such negative attitudes were not present in the other teachers' answers, indicating that this teacher was perhaps a single case. The teachers were more concerned with differences between different school levels, such as the elementary school level and upper secondary level, and how teaching foreign languages on different levels presents teachers with different requirements for teaching. This issue has already been discussed in sections 6.1 and 6.2 in relation with parental relationships, but the teachers also mentioned the fast pace and exam-oriented approach on the upper secondary level and how learners in adult education are already motivated and do not need teachers to motivate them to the same extent than on other levels. Examples 52 and 53 illustrate these issues:

(52) As a teacher in adult education I cannot demand less of the weaker learners – The Matriculation Examination Board as well as the curriculum set the limits. Some just don't make it. (Teacher 52, English)

(53) The learners are there [in adult education] voluntarily and they know exactly why. They want intensive teaching but also a nice and relaxing atmosphere after a hard day at work. (Teacher 4, German)

The answers to the open questions therefore did not offer insight into any possible differences between the teachers of English and German. The interviews, however, contained a question about how the teachers felt about the need to motivate when teaching English or German in comparison to other languages. Due to restrictions of time, this question could not be presented to Eija.

Both Sari and Saana reported that there is less need to motivate learners to study German because it is an elective subject that learners have usually chosen themselves. They are therefore already motivated. Elina's answers reflected those of the others, but she mentioned that since English has such a large role in the world and is used everywhere, few learners question its importance and that she has therefore never felt the need to motivate her learners. She also added that sometimes learners choose elective subjects without being motivated to actually learn them. These answers, particularly those of Sari and Saana, seem to focus on initial motivation. No teacher mentioned maintaining motivation in their answers even though it is possible for learners to drop out of a German class if they lose interest in it. Sari in fact admitted that it has happened in her class and that she does not want to interfere with it because every

learner has a different situation in life. The teachers' opinions on the varying need to motivate learners based on the language they are learning can be seen in Examples 54 and 55:

(54) Elina: Mm... Uh... I somehow think that... English is after all so... few kind of question its importance... that you kind of need it... Well of course elective subjects because you choose them yourself but there can be learners there too who don't... don't well... like with me... I used to teach German as an elective subject back in the day. And there were the kind of learners too that I don't understand why they had chosen it. That well... At least I have never had to really... motivate English that why you need it that there may not be any need to do that because you can fi- everyone can find those reasons.

(55) Interviewer: Well is it possible for learners here to drop German for example after a year if they do not want to keep learning it?

Sari: Yes it is... possible... It is always a shame that one drops it... But one can't do anything about that... Children have different situations in life and you can't then... one can't I don't want to interfere and neither does our study counsellor want to say anything strictly.

This section of the present study has compared English and German teachers based on their answers in the questionnaire and the interview. The results show no significant differences between the two groups but possible explanations for the small discrepancies have nevertheless been presented. The teachers' answers to the open questions in the questionnaire seem to suggest that respondents were more aware of the differences in the requirements to motivate on different school levels rather than in relation to which foreign language is being taught. The final section of the present chapter will offer a summary of the most important findings of the study and discuss them in relation to the practical implications they offer and to general conclusions drawn from previous studies.

6.6 Summary of the results and practical implications

The previous sections of the present study have presented the results and offered possible explanations for them. The current chapter will summarise these findings and discuss their practical implications, after which the merits and limitations of the present study will be presented. The current chapter will conclude by offering suggestions for further research.

Beliefs and strategies

As was discussed in section 6.1, the most highly rated teacher belief among the respondents was that a positive attitude towards the foreign language and culture supports learning. Other highly rated beliefs were related to different aspects of a positive classroom atmosphere, such as group dynamics, treating mistakes as a natural part of learning and the feeling of success. In contrast, the least highly rated beliefs related to the importance of language aptitude, parental relationships, the probability of teachers being able to motivate all of their learners and various aspects of teacher commitment. Despite the fact that it was possible to examine the beliefs based on which of them got a higher rating than others, it needs to be noted that the respondents tended to agree with most of them. No belief received a rating below 2.00, which would have indicated disagreement.

Section 6.2 presented the most and least highly rated statements about motivational strategies and discussed them in groups of three: strategies related to relationships and atmosphere in the classroom, strategies related to motivational teaching methods and materials, and strategies supporting learner autonomy. Even though it was possible to rank the statements based on the ratings they received, the general trend was largely positive as the majority of them received a mean value of 3.00 or higher, indicating mild to strong agreement. The only statement that received a negative value was in the third group and involved incorporating learning diaries as part of teaching.

The most highly rated statements in the first group concerned the fact that mistakes should be seen as a natural part of learning, and the use of humour while the least highly rated statements in this group were all related to parental relationships. These results show a general trend between the respondents' beliefs and practice as both the most and least highly rated beliefs tended to match the most and least highly rated statements in this group. On the other hand, it needs to be noted that different factors can contribute to parental relationships being placed at the end of the spectrum. For example, over 40% of the respondents taught on upper secondary level, which might explain why parental relationships were of less importance to them than other motivational strategies related to atmosphere.

The most highly rated statements about motivational strategies in the second group described strategies that emphasize the usefulness of the foreign language and knowledge of the target language culture. Most of the respondents reported that they frequently told their learners about uses for the foreign language and introduce them to some elements of the target language culture or history. The least highly rated statements concerned methods that required additional work from the teacher, such as finding and preparing material outside the textbook and adapting the teaching to the needs and interests of the learners.

The most highly rated statements in the third group related to the transparency of grading and positive and encouraging feedback. The least highly rated strategies, on the other hand, concerned various forms of engaging learners in self-evaluation and reflection and allowing them some control over what is done in class. The only statement that received a mean value indicating disagreement concerned learning diaries, suggesting that it is not a method implemented often by teachers. This statement received the mean value of 1.35, which was clearly lower than the value related to any other strategy.

Relationship between beliefs and strategies

The third research question concerned whether the teachers' reported beliefs were supported by corresponding strategy use. A brief comparison of the most and least highly rated beliefs and statements already showed some agreement between them, but, a more detailed analysis was necessary to discover how well each individual respondent's beliefs and strategies matched. As was discussed in section 6.3, the general trend was agreement. In other words, teachers tended to use strategies in a way that matched their belief, that is, teachers who gave a low rating to a certain belief also gave a low rating to corresponding statements about motivational strategies, and vice versa. However, certain belief-strategy group pairs showed considerably higher equivalence than others while certain pairs showed high discrepancy either into the direction that a belief received a higher rating than the corresponding strategies, or vice versa.

The pairs with the highest equivalency rate represented the first and third group into which the strategies were organized in section 6.2. In other words, several pairs related to the atmosphere in the classroom and to supporting learner autonomy tended to

receive matching ratings from the teachers. For example, the pair related to mistakes as natural part of learning received the highest equivalence rate with 58.0% of the respondents having given the belief and corresponding strategies the exact same rating.

A large number of the pairs received various amounts of discrepancy into the direction that a belief was rated more highly than the corresponding strategies, indicating that the teachers claimed to hold a certain belief but used corresponding strategies less than this would have indicated. Such pairs included ones related to a positive group atmosphere and to a positive attitude towards the foreign language and culture, suggesting that while the respondents considered these elements important for foreign language learning, they used corresponding strategies to a lesser extent than their beliefs would indicate. Possible reasons for these findings were offered in section 6.3.

Out of the 23 belief-strategy group pairs, only two showed discrepancy into the direction that the respondents used certain strategies more than their beliefs would have indicated. These pairs related to the necessity of language aptitude and teachers having to be close adults to their learners. A possible explanation was that the respondents did not consciously connect the strategies in these pairs to the corresponding beliefs or used them to motivate their learners in ways that were not related to these particular beliefs.

A comparison of English and German teachers

The findings listed above concern the respondents as a single group. In addition, English and German teachers' beliefs, reported strategy use and the equivalence between them were examined individually to discover possible differences between the groups. It was found that there were only slight differences and that they were so small that they could be attributed to coincidence or factors other than the primary language the teachers teach. This was true for all parts of the analysis, indicating that English and German teachers' beliefs, use of motivational strategies and the relationship between the two do not significantly differ from one another.

In fact, it is possible to suggest that factors such as the school level or available resources have more effect on teachers' beliefs and strategies than the language they teach. For example, the teachers' beliefs about parental relationships varied depending on the age of their learners, not on what language they teach.

Practical implications

It has been argued that foreign language teacher education should be more concerned with the actual context of the teaching and see teachers as learners of teaching (Freeman and Johnson 1998: 406). Similarly, pre-service teachers should be encouraged to reflect not only on what they do in class but why they do it (Johnson 1992: 531). While these suggestions have been made for teachers in the beginning of their careers, it is still important for even experienced teachers to be conscious of their decisions in the classroom and the underlying reasons behind them. As has been discussed in several sources, teachers' beliefs, knowledge and prior experiences influence their decisions and actions in the classroom (Pajares 1992: 326; Golombek 1998: 448; Freeman and Johnson 1998: 401). Furthermore, teachers who reflect on their actions are likely to try out different practices to discover the ones that work the best and to develop a stronger consciousness of the reasons behind their actions and the effects they have in the classroom (Breen et al. 2001: 473-474).

The teachers' responses already showed awareness of some issues, such as when the respondents expressed frustration at having to rate statements about motivational strategies related to parental relationships as they knew why they did not use them often. Such conclusions cannot be drawn from most of the other beliefs and strategies, so it is difficult to say how aware the respondents were of the reasons behind their beliefs and how they might influence their actions in the classroom. However, some of the interviewed teachers stressed that motivation stems from within the learner and that the teacher does not have to do anything specific to encourage that. Furthermore, despite stating that they did not do anything special, some of the interviewed teachers nevertheless described motivational strategies that they used. This indicates that teachers do not always see certain methods as motivational strategies but simply as part of normal classroom interaction. Foreign language teachers might therefore benefit from examining their actions more closely, particularly when those actions have become part of the teaching routine.

A further point to raise is the lack of differences between English and German teachers' beliefs and strategies. While teaching two different languages does not necessarily require different methods, it might still be beneficial for teachers to reflect on the language they teach and what methods and approaches best help to motivate their

learners. For example, teachers of English and German could highlight the importance of the language they teach in different ways since the two languages can have a different status and functions for their learners.

Merits of the present study

As has been mentioned before, studies on motivation in the field of foreign language learning and teaching have often ignored the practical implications of motivation. The present study has examined English and German teachers' beliefs about foreign language learning and teaching, the motivational strategies they claim to use in the classroom, and the relationships and possible correlation between the two. The present study has offered an overview of these issues and attempted to connect motivational research with what actually takes place in the classroom by examining the results in comparison with previous studies.

The teachers have been examined both as one group and as two based on the primary language they teach. The present study has given a general overview of the respondents' beliefs and strategies and the trends that they follow and has covered all of the different types of motivational strategies suggested by Dörnyei (2001). Furthermore, the present study has re-organized Dörnyei's strategies into three categories based on the type of goal they have, such as improving the atmosphere in the classroom. This type of approach, in contrast with the original that sorted the strategies into groups depending on when during the motivational process they had the potential to be effective, might make them easier to implement in practice and better help teachers to understand the purpose of each strategy.

Studies concerning foreign language learning beliefs and motivational strategies have often focused on teachers of only one language, usually English. The present study has offered an additional perspective by involving teachers of two foreign languages. Even though no major differences were discovered between the two groups, it is nevertheless sensible to consider involving teachers of multiple languages as a direction for research. First of all, it will help researchers discover if differences between languages lead to different use of motivational strategies in the same context. These differences can be related to the languages themselves, to the status and attitudes connected to them and so

on. Secondly, research that focuses on more than one foreign language may also help teachers better reflect on their practices in the classroom.

Limitations of the present study

While conducting the present study, there were also some problems, and it was later found that some of the decisions made about the study did not function as well as was originally thought. First of all, the first merit discussed above is also a limitation. Due to the fact that the present study covered such a wide range of beliefs and strategies, it was impossible to explore any of the areas discussed in more detail within the framework of the study. As such, the discussion could only offer generalisations and suggest possible reasons for the results without the ability to find concrete evidence for any of them.

Secondly, there were some practical obstacles while conducting the study. As one of the aims was to examine the relationship between beliefs and practice, a problem arose when determining which strategies to compare with the beliefs. It is possible to realise a belief with a large number of different strategies, and a teacher may have a strong belief and use corresponding strategies, but these do not necessarily include the strategy in the questionnaire. To reduce the possibility of such situations, three different strategies were assigned to each belief, and their average was then compared with the value of the belief. However, this approach had the disadvantage that it implied that a teacher must use all three of the strategies in order for his or her practice to match his or her beliefs. If a teacher used one of the strategies often but one or two rarely, these values would have brought down the average. It is therefore difficult to measure how accurate the questionnaire data really is.

A further problem arose with the interviews. Due to restrictions of time, it was impossible to analyse the questionnaire data before conducting the interviews. As such, there was no opportunity to formulate the interview questions so that they would have elaborated on the trends discovered in the questionnaire analysis. On the other hand, this prevented the interview questions from leading the respondents' answers too much into directions determined by the questionnaire analysis.

Suggestions for further research

The merits and limitations listed above offer plenty of possible directions for further research that could discover more about foreign language teachers' beliefs, strategies and the relationship between them. As was discussed above, the present study has mostly offered a general overview of these issues. The findings should therefore be seen as a basis for further research that covers only one of the areas discussed in the present study. For example, a possible topic would be the relationship between teacher beliefs and motivational strategies related to relationships and atmosphere in the classroom on the lower secondary level. That way, research could focus on one set of beliefs and motivational strategies and collect more in-depth data. As was seen in the previous sections, some of the respondents of the present study felt that some of the questions in the questionnaire held no relevance to them. Choosing all of the respondents from the same school level would make it easier to form more precise questions that better take into account the respondents' context.

An additional possibility would be examining teachers of English and Swedish rather than English and German. While the German language does have a different status than English in Finnish schools, it is an elective subject and it can therefore be assumed that those learners who choose to learn it show more or less positive attitudes towards it. It might be more fruitful to examine the beliefs and strategy use of teachers of English and Swedish because both are learned by almost all learners in Finland and because some learners show strongly negative attitudes towards Swedish. Research that aims to examine differences when the two languages are very different might benefit from choosing languages from different language families, such as English and Russian.

A further direction for future research would be changing the methods of data collection. As was discussed above, there were some problems with the questionnaire and whether the respondents' answers accurately reflected their beliefs and strategy use. The questionnaire of the present study was a sufficient tool of data collection for a general overview of the discussed issues, but research that aims to discover more in-depth data should consider alternative methods. A possibility for future research would be to incorporate the approach used by Breen et al. (2001) and observe teachers in the classroom and conduct interviews directly after the lessons in order to discover why teachers made certain decisions in the classroom.

7 CONCLUSION

The aim of the present study was to examine the reported beliefs and strategy use of English and German teachers in Finland and to discover if there was a relationship between the two, that is, if the teachers' beliefs were represented by their actual teaching practices in the classroom. The study was conducted by sending teachers an online questionnaire in which they could rate beliefs and statements about motivational strategies based on how strongly they agreed or disagreed with them. This data was analysed by calculating mean values for each belief and strategy and ranking them based on the result. The relationship between beliefs and strategies was examined by calculating how well each individual respondent's ratings given to the beliefs matched those given to the strategies and by organizing the respondents into groups based on how much discrepancy there was between beliefs and strategies. Additional data was gathered by interviewing four teachers who had not filled in the questionnaire.

The results of the study can be examined in three stages based on the research questions. First of all, the beliefs the teachers agreed the most with were generally ones related to a positive atmosphere in the classroom, such as the belief that mistakes are a natural part of learning. Other highly rated beliefs concerned a positive attitude towards the foreign language and culture, and teacher enthusiasm. The beliefs that the teachers gave the lowest rating related to the necessity of language aptitude, good relationships with parents, teachers being close adults to their learners and whether it is possible to make every learner interested in foreign languages. These results indicate that many beliefs involving extra work that is not traditionally seen as part of language teaching received lower ratings from the teachers. However, it needs to be noted that the ratings did not greatly differ from one another. The most highly rated belief received the mean value of 3.93 and the least highly rated belief 2.65. No belief received a value below 2.00, meaning that the teachers' responses varied from strong to mild agreement.

Secondly, the motivational strategies were examined in the three groups suggested in chapter 4. They were divided into strategies related to relationships and atmosphere in the classroom, to motivating teaching methods and materials and to strategies supporting learner autonomy. The most highly rated strategies in the first group included ones that emphasized how the foreign language should be used without fearing mistakes and how humour can be used as part of teaching. The least highly rated

strategies concerned teachers' relationship with learners' parents. The most highly rated strategies in the second group involved strategies that can be used to inform the learners of the usefulness of the foreign language for their future, and various forms of teacher enthusiasm. The least highly rated strategies in this group were ones that involved extra work for the teacher, such as adapting the teaching based on the needs of the learners and finding and developing additional teaching material. In the third group, the most highly rated strategies focused on grades and various forms of feedback, such as praising hard work. The least highly rated strategies generally involved allowing learners to question and discuss the methods used by the teacher. However, the least highly rated strategy in this group, concerning learning diaries, is of interest as it was the only strategy in the entire questionnaire that received a mean value below 2.00, indicating disagreement. The teachers gave this strategy the mean value of 1.35, indicating that the majority of the respondents never incorporate learning diaries as part of their teaching.

Generally speaking, the ratings given to the beliefs and strategies indicate mild to strong agreement, but this is partly because the beliefs and statements about motivational strategies were chosen and formulated so that it was easy to agree with them, as was noted by several of the respondents. However, this does not mean that the results are irrelevant as it was still interesting to compare the ratings given by individual teachers in order to discover if there was a relationship between their beliefs and practice.

Thirdly, the relationship between the respondents' beliefs and strategy use was examined by comparing the ratings given to both by every individual respondent. The analysis revealed that the trend was largely positive, that is, the teachers tended to use strategies in a way that matched their reported beliefs. However, some belief-strategy group pairs showed more equivalence than others, and certain pairs showed discrepancy, either into the direction that a belief received a higher rating than the corresponding strategies, or vice versa. The pairs that showed the largest amount of equivalence between a belief and matching strategies mostly belonged to the first and third group of strategies, that is, strategies related to relationships and atmosphere in the classroom and strategies supporting learner autonomy. These pairs concerned how mistakes should be seen as a natural part of learning, how humour can be used in the classroom and how grades and feedback can be used to motivate learners. In addition, there was strong equivalence between the belief that learners should know why they are

learning a foreign language and strategies that emphasize making learners aware of instrumental goals.

There were many pairs that showed discrepancy towards the direction that a belief received a higher rating than the corresponding strategies. The pairs with the most significant amounts of such discrepancy included pairs from all strategy groups. The belief-strategy group pair concerning a positive group atmosphere received the largest amount of discrepancy, but as a positive group atmosphere can be accomplished with large number of strategies, it is difficult to say how well the result reflects the respondents' actual practices. Other pairs in which the strategies rated lower than the belief include pairs about a positive attitude towards the foreign language and culture, the feeling of success and encouraging learners to evaluate their learning. It was considered possible that these pairs received so much discrepancy because even though the teachers believed these issues to be important, they could not realise them in practice to the same extent, possibly due to restrictions of time.

Only two pairs received discrepancy into the direction that a belief received a lower rating than the corresponding strategies. These pairs involved the necessity of language aptitude and teachers having to be close adults to their learners. In the case of the former, the belief that aptitude is necessary in order to learn a language received the lowest mean value among all beliefs. The teachers nevertheless used strategies related to aptitude, such as praising learners for their gift. It is possible that the respondents did not believe aptitude was necessary but still used strategies supporting it, perhaps to encourage those learners who do show aptitude. In case of the second pair, it was considered possible that the respondents saw the belief as implying more closeness than they were willing to give while still using related strategies, perhaps because they saw them as part of normal classroom interaction.

The interview data was used to gather additional information about the issues discovered through the questionnaire analysis. Based on the answers of the interviewed teachers, teachers do not necessarily see motivating their learners as particularly important and might think that they do not use any particular motivational strategies in the classroom despite naming and describing multiple strategies that they use. This implies that teachers see various motivational strategies as a normal part of the

interaction between them and learners and do not necessarily acknowledge the motivating effect such interaction may have.

In addition to examining the respondents as a single group, English and German teachers' answers were compared to discover if there were any differences between the two groups. All discovered differences were so small that they most likely stem from a coincidence, though possible explanations for them were nevertheless offered. Together with the answers given to the questionnaire's open questions and the interview questions, it can be concluded that differences in teachers' beliefs and use of motivational strategies are more likely to result from variables other than the foreign language, such as the school level or available materials.

The results of the present study can be used as a tool of self-reflection for language teachers who want to examine their actions in the classroom and the beliefs that possibly affect them. The results may make teachers more aware of the different factors that influence their behaviour in the classroom and to inspire them to try out methods different from what they are used to. Teachers may also be better able to assess their actions and the ways they enhance or diminish learner motivation in the classroom.

In addition to these practical implications, the results can be used as the basis for further research. The present study has offered an overview of teacher beliefs and use of motivational strategies in the classroom, and further research can attempt to discover more detailed results by focusing on only one set of variables, such as motivational strategies related to atmosphere and relationships in the classroom or by choosing all respondents from the same school level in order to reduce the influence of several contextual factors affecting the results. However, even though the present study has provided useful information about foreign language teachers' beliefs and use of motivational strategies, it needs to be noted that the fact that the majority of the data was gathered with questionnaires places some limitations on how reliable the results are. It would therefore be sensible for further research to implement classroom observation in order to discover what the teachers truly do while teaching. There were some additional problems while conducting the study, such as how the questionnaire did not always necessarily measure what it was aiming to measure, but overall the study has served its purpose.

In short, the present study aimed to examine English and German teachers' beliefs and use of motivational strategies in the classroom and to discover if there was a relationship between the two. The results indicate that teachers' beliefs are generally reflected by their actions in the classroom but that contextual factors can have a strong influence on this relationship. Furthermore, the school level, available resources and other such factors are more likely to affect teachers' beliefs and use of motivational strategies than the foreign language they teach.

BIBLIOGRAPHY

- Al-Shehri, A. S. (2009). Motivation and vision: the relation between the ideal L2 self, imagination and visual style. In Z. Dörnyei and E. Ushioda (eds.), *Motivation, language and the L2 self*. Bristol: Multilingual Matters, 164-171.
- Askildson, L. (2005). Effect of humor in the language classroom: humor as a pedagogical tool in theory and practice. *Arizona Working Papers in SLAT* 12, 45-61.
- Barcelos, A. M. F. (2003). Researching beliefs about SLA: a critical review. In P. Kalaja and A. M. F. Barcelos (eds.), *Beliefs about SLA. New research approaches*. Dordrecht: Kluwer Academic Publishers, 7-33.
- Barcelos, A. M. F. and P. Kalaja, (in press). Beliefs in second language acquisition: teacher. *The Encyclopedia of Applied Linguistics*.
- Barcelos, A. M. F. and Kalaja, P. (2011). Introduction to beliefs about SLA revisited. *System* 39, 281-289.
- Bernaus, M. and R.C. Gardner. (2008). Teacher motivation strategies, student perceptions, student motivation, and English achievement. *Modern Language Journal* 92 (3), 387-401.
- Borg, S. (2003). Teacher cognition on language teaching: a review of research on what language teachers think, know, believe, and do. *Language Teaching* 36 (2), 81-109.
- Breen, M. P., Hird, B., Milton, M., Oliver, R. and Thwaite, A. (2001). Making sense of language teaching: teachers' principles and classroom practices. *Applied Linguistics* 22 (4), 470-501.
- Brophy, J. (1999). Towards a model of the value aspects of motivation in education: developing appreciation for particular learning domains and activities. *Educational Psychologist* 34 (2), 75-85.
- Carroll, J. B. (1989). The Carroll model: a 25-year retrospective and prospective view. *Educational Researcher* 18 (1), 26-31.
- Cassity, J. and Harris, S. (2000). Parents of ESL students: a study of parental involvement. *NASSP Bulletin* 84, 55-62.
- Chambers, G. (1999). *Motivating language learners*. Bridgend: WBC Book.
- Chang, L. Y-H. (2010). Group processes and EFL learners' motivation: a study of group dynamics in EFL classrooms. *TESOL Quarterly* 44 (1), 129-154.

- Chimi, C. J. and Russel, D. L. (2009). The Likert scale: a proposal for improvement using quasi-continuous variables. *Proc ISECON* [online], 1-10.
[http://proc.isecon.org/2009/4333/ISECON.\(2009\).Chimi.pdf](http://proc.isecon.org/2009/4333/ISECON.(2009).Chimi.pdf) (12 May, 2012).
- Crookes, G. and Schmidt, R. W. (1991). Motivation: reopening the research agenda. *Language Learning* 41 (4), 469-512.
- Crosnoe, R., Kirkpatrick Johnson, M. and Elder, G. H. Jr. (2004). Intergenerational bonding in school: the behavioural and contextual correlates of student-teacher relationships. *Sociology of Education* 77 (1), 60-81.
- Csizér, K. and Kormos, J. ((008). Modelling the role of inter-cultural contact in the motivation of learning English as a foreign language. *Applied Linguistics* 30 (2), 166-185.
- Csizér, K. and Kormos, J. (2009). Learning experiences, selves and motivated learning behaviour: a comparative analysis of structural models for Hungarian secondary and university learners of English. In Z. Dörnyei and E. Ushioda (eds.), *Motivation, language and the L2 self*. Bristol: Multilingual Matters, 98-119.
- Deci, E. and Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum Press.
- Dweck, C. S. (2001). Messages that motivate: how praise molds students' beliefs, motivation, and performance (in surprising ways). In J. Aronson (ed.), *Improving academic achievement: impact of psychological factors on education*. San Diego: Academic Press, 38-61.
- Dörnyei, Z. and Csizér, K. (1998). Ten commandments for motivating language learners: results of an empirical study. *Language Teaching Research*, 2 (3), 203-229.
- Dörnyei, Z. and Ottó, I. (1998). Motivation in action: a process model of L2 motivation. *Working Papers in Applied Linguistics* 4, 43-69.
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge: Cambridge University Press.
- Dörnyei, Z. (2009). The L2 motivational self system. In Z. Dörnyei and E. Ushioda (eds.), *Motivation, language and the L2 self*. Bristol: Multilingual Matters, 9-42.

- Dörnyei, Z. and Taguchi, T. (2010). *Questionnaires in second language research: construction, administration, and processing*. (2nd ed), London: Routledge.
- Dörnyei, Z. and Ushioda, E. (2011). *Teaching and researching motivation*. 2nd ed. Harlow: Longman.
- Flowerdew, J. (1998). Language learning experience in L2 teacher education. *TESOL Quarterly* 32 (3), 529-536
- Fook, C. Y., Sidhu, G. K., Ariffin, T. R. and Zameri, N. A. M. (2010). *Portfolio assessment: a frontier educational method in ESL classroom*. Paper presented at the Conference on science and social research, Kuala Lumpur, 5-7 December, (2010).
- Gardner, R. C. (1985). *Social psychology and second language learning. The role of attitudes and motivation*. London: Edward Arnold.
- Gardner, R. C. (2001). Language learning motivation: the student, the teacher, and the researcher. *Texas Papers in Foreign Language Education* 6, 1-18.
- Gardner, R.C. (2005). *Integrative motivation and second language acquisition*. Paper presented at Canadian Association of Linguistics/Canadian Linguistics Association joint plenary talk, London, 30 May, (2005).
- Golombek, P. R. (1998). A study of language teachers' personal practical knowledge. *TESOL Quarterly* 32 (3), 447-464.
- Guilloteaux, Marie J. and Dörnyei, Z. (2008). Motivating language learners: a classroom- oriented investigation of the effects of motivational strategies on student motivation. *TESOL Quarterly* 42 (1), 55-77.
- Hirsjärvi, S. and Hurme, H. (2001). *Tutkimushaastattelu. Teemahaastattelun teoria ja käytäntö*. Helsinki: Yliopistopaino.
- Horwitz, E. K. (1999). Cultural and situational influences on foreign language learners' beliefs about language learning: a review of BALLI studies. *System* 27, 557-576.
- Horwitz, E. K. (2009). Language anxiety and achievement. *Annual Review of Applied Linguistics* 21, 112-126.
- Hoyle, R. H. and Sherrill, M. R. (2006). Future orientation in the self-system: possible selves, self-regulation, and behaviour. *Journal of Personality* 76 (4), 1673-1696.

- Jones, B. D., Llacer-Arrastia, S. and Newbill, P. B. (2009). Motivating foreign language students using self-determination theory. *Innovation in Language Learning and Teaching* 3 (2), 171-189.
- Julkunen, K. (2001). Situation- and task-specific motivation in foreign language learning. In Z. Dörnyei and R. Schmidt (eds.), *Motivation and second language acquisition*. University of Hawaii Press.
- Kabilan, M. K. (2007). English language teachers reflecting on reflections: a Malaysian experience. *TESOL Quarterly* 41 (4), 681-705.
- Lee, G. and Schallert, D. L. (2008) Meeting in the margins: effects of the teacher-student relationship on revision processes of EFL college students taking a composition course. *Journal of Second Language Writing* 17, 165-182.
- Markus, H. and Nurius, P. (1986). Possible selves. *American Psychologist* 41 (9), 954-969.
- Nadasdy, P. (2010). Group dynamics in Japanese EFL/ESL contexts. Paper presented at the 18th annual KOTESOL international conference, Seoul, October 16-17, (2010).
- Norton Peirce, B. (1995). Social identity, investment, and language learning. *TESOL Quarterly* 29 (1), 9-31.
- Pajares, M. F. (1992). Teachers' beliefs and educational research: cleaning up a messy construct. *Review of Educational Research* 62 (3), 307-332.
- Patrick, B. C., Hisley, J., Kempler, T. and College, G. (2000). 'What's everybody so excited about?': The effects of teacher enthusiasm on student intrinsic motivation and vitality. *Journal of Experimental Education* [online] 68 (3) n. pag. <http://search.ebscohost.com/login.aspx?direct=true&db=afh&AN=3363455 &site=ehost-live> (10 May, 2012)
- Ryan, S. (2009). Self and identity in L2 motivation in Japan: the ideal L2 self and Japanese learners of English. In Z. Dörnyei and E. Ushioda (eds.), *Motivation, language and the L2 self*. Bristol: Multilingual Matters, 120-143.
- Schiefele, U. (2009). Situational and individual interest. In K. R. Wentzel and A. Wigfield (eds.), *Handbook of motivation at school*. New York: Routledge, 197-222.
- Schneider, P. H. (2001). Pair taping: increasing motivation and achievement with fluency practice. *TESL-EJ* [online] 5 (2) n. pag. <http://www.tesl-ej.org/wordpress/issues/volume5/ej18/ej18a2/> (13 May, 2012)

- Statistics Finland: Subject choices of completers of upper secondary general school education in 2011. https://www.jyu.fi/hum/laitokset/kielet/oppiaineet_kls/englanti/studies/gradu/ohjeet/bibliography (12 June 2012)
- Sung-Yeon, K. (2009). Questioning the stability of foreign language classroom anxiety and motivation across different classroom contexts. *Foreign Language Annals* 42 (1), 138-157.
- Suppiah, P. C., Subramaniam, S. and Subrayan, A. (2011). From trash to treasure: grammar practice for the Malaysian ESL learners. *Canadian Social Science* 7 (5), 167-175.
- Taguchi, T., Magid, M. and Papi, M. (2009). The L2 motivational self system among Japanese, Chinese and Iranian learners of English: a comparative study. In Z. Dörnyei and E. Ushioda (eds.), *Motivation, language and the L2 self*. Bristol: Multilingual Matters, 66-97.
- Taylor, B. P. (1983). Teaching ESL: incorporating a communicative, student-centered component. *TESOL Quarterly* 17 (1), 69-88.
- Ushioda, E. (1998). Effective motivational thinking: a cognitive theoretical approach to the study of language learning motivation. In E. A. Soler and V. C. Espurz (eds.), *Current issues in English language methodology*. Castelló de la Plana: Universitat Jaume I, 77-89.
- Wan Mustapha, W. Z., Ismail, N., Ratan Singh, D. S. and Elias, S. (2010). ESL students' communication apprehension and their choice of communicative activities. *AJTLHE* 2 (1), 22-29.
- Wenden, A. L. (1999). An introduction to metacognitive knowledge and beliefs in language learning: beyond the basics. *System* 27, 435-441.
- Wentzel, K. R. (2009). Students' relationships with teachers as motivational contexts. In K. R. Wentzel and A. Wigfield (eds), *Handbook of motivation at school*. New York: Routledge, 301-322.
- Williams, M. and Burden, R. L. (1997). *Psychology for language teachers*. Cambridge: Cambridge University Press.
- Woods, D. (2003). The social construction of beliefs in the language classroom. In P. Kalaja and A. M. F. Barcelos (eds.), *Beliefs about SLA: new research approaches*. Dordrecht: Kluwer Academic Publishers, 201-229.
- Woods, D. and Çakir, H. (2011). Two dimensions of teacher knowledge: the case of communicative language teaching. *System* 39 (3), 381-390.

Yanguas, Í. A. (2007). A look at second language learners' task motivation. ASJU [online] <http://www.ehu.es/ojs/index.php/ASJU/article/download/3912/3526> (13 May, 2012).

APPENDICES

Appendix 1: The questionnaire

Note: This is a translation of the questionnaire, which was originally in Finnish. The questionnaire was online, so the layout in this appendix slightly deviates from the original. The content, however, is the same.

With this questionnaire, I collect information about motivating in English and German teaching. In case you teach both languages, I request you to fill in the questionnaire based on the language you have taught more during the past year.

The questionnaire is part of a master's thesis being written at the University of Jyväskylä. The results will be analysed confidentially.

The questionnaire consists of three parts. The first part handles beliefs about language learning and teaching, the second motivational strategies in practice and in the third one I collect background information about the respondents. It takes approximately 15-20 minutes to fill in the questionnaire. Thank you very much to all participants!

This section lists beliefs about foreign language learning and teaching. Please rate how strongly you agree with the beliefs on a scale from 1 to 4.

4 = completely agree

3 = somewhat agree

2 = somewhat disagree

1 = completely disagree

		1	2	3	4
1	It is possible to make every learner excited about foreign languages.				
2	In addition to teaching, it is a teacher's responsibility to motivate learners to learn a foreign language.				
3	A positive group atmosphere supports foreign language learning.				
4	Audio and visual material (photos, music etc.) support foreign language learning.				
5	A teacher should develop extra material to complement the textbook.				

6	Foreign language teaching should encourage learners to evaluate their learning				
7	Clear learning goals are important.				
8	Teaching should guide the learners to use different learning strategies.				
9	The opportunity for independent work and action supports foreign language learning.				
10	One needs aptitude to learn a foreign language.				
11	One needs hard work to learn a foreign language.				
12	A teacher should be a close adult to the learner.				
13	A teacher should be interested in the progress of his or her learners.				
14	A good relationship with parents supports foreign language learning.				
15	A teacher should be enthusiastic about the foreign language he or she teaches.				
16	The classroom should be a space that supports foreign language learning.				
17	Humour supports foreign language learning.				
18	Mistakes are a natural part of learning.				
19	Foreign language learning should match the needs of everyday life.				
20	A positive attitude towards the foreign language and culture supports foreign language learning.				
21	Learners should know why they have to do each exercise.				
22	Learners should know why they are learning a foreign language				
23	Feedback should be encouraging.				
24	The feeling of success is important in order to learn a foreign language.				
25	Learners need to know what criteria the teacher uses when giving them grades.				

Here you can comment on one or more of the beliefs on the list or elaborate on the rating you gave them.

Do you have any other beliefs about foreign language learning and teaching that you would like to bring up?

This section lists practical strategies to motivate learners. Please rate how well each of them describes your teaching **WITHIN THE PAST YEAR** on a scale from 1 to 4.

4 = well

3 = somewhat

2 = not really

1 = not at all

		1	2	3	4
1	There is much pair and group work during my lessons.				
2	I don't allow my learners to do pair and group work with the same people every time.				
3	I allow my learners to chat with each other if it doesn't disrupt the class.				
4	I use video material in my teaching (movies, YouTube etc.)				
5	I use music in my teaching.				
6	I use images in my teaching.				
7	I develop some of the material for my teaching myself.				
8	I use material from, for example, magazines in my teaching.				
9	In my lessons, I use tasks from different textbooks if they are better than those of the course book.				
10	My learners fill in self-evaluation questionnaires during my lessons.				
11	I talk with my learners about their studies.				
12	Learners keep a learning diary on my lessons.				
13	I give my learners reasons why it's important to set goals and follow the progress of reaching them.				
14	I encourage my learners to set goals for themselves in the beginning of the course or semester.				
15	I talk with my learners about whether they've reached their goals and how they could do it.				
16	I try to help my learners to find the learning strategies that best work for them.				
17	I use teaching methods that encourage the use of different learning strategies.				
18	I tell my learners of what use learning strategies will be to them.				
19	I allow my learners to choose between tasks handling the same topic.				
20	When doing projects, my learners can choose the content and how to realise them.				
21	When doing projects, my learners can choose the topic themselves.				
22	I praise my learners' aptitude for languages when they succeed well by their standards.				
23	I don't demand more of the weaker learners than what their talent allows.				
24	I stress that nobody needs to feel stress if their accomplishments don't equal those of learners with more				

	aptitude in languages.				
25	I praise my learners' hard work when they succeed well by their standards.				
26	I encourage my learners to always try a little more.				
27	I stress that with hard work and the right strategies, anyone can learn a foreign language.				
28	I offer to listen if my learners need support in their private life.				
29	I talk with my learners about topics not related to school (hobbies, news etc.)				
30	I stress that I care about learners as people and not just about their results.				
31	I tell my learners that their progress is important to me.				
32	I offer to give extra help to those who need it.				
33	I encourage talented learners by, for example, giving them extra challenges.				
34	I regularly tell the parents how learners are doing.				
35	In problem situations I consult the parents as well.				
36	I also report positive results and not just problems to the parents.				
37	I liven up my teaching with my own experiences that relate to the foreign language.				
38	I tell my learners why I want to teach the foreign language.				
39	I stress in class what areas of the foreign language (poetry, travelling etc.) interest me.				
40	I showcase projects made by learners in the classroom.				
41	I bring foreign magazines etc. to class for the learners to read.				
42	I try to make the interior of the classroom more comfortable.				
43	I use humour in my teaching.				
44	I allow learners to use humour.				
45	I joke with my learners.				
46	I encourage learners to use the foreign language without fearing mistakes.				
47	I stress that communication is more important than correctness in every day life.				
48	I stress that even people who speak the foreign language as their mother tongue make mistakes.				
49	I stress in my teaching how learners can use what they've learned outside school.				
50	I handle at least one of the following in my teaching: the spoken language, youth slang, dialects, vocabulary specific to certain fields.				
51	I ask learners in which situations they need the foreign language and adapt my teaching accordingly.				
52	I tell my learners about the culture, history etc. of the countries where the target language is spoken.				
53	I encourage my learners to be in contact with speakers of the foreign language for example on the Internet.				

54	I invite native speakers to visit my class.				
55	I tell my learners what the purpose of each task is.				
56	I allow my learners to question the purpose of the exercises I give them.				
57	The purposes of different tasks are discussed in my class.				
58	I tell learners of what use the foreign language will be to them generally in life (travelling, foreign books etc.).				
59	I tell my learners of what use the foreign language will be to them in their future studies.				
60	I tell my learners of what use the foreign language will be to them in the working life.				
61	I also give feedback about progress and not just the end product.				
62	I stress in my feedback how my learners could improve their results.				
63	I stress in my feedback what the learner can and not just what he still has to learn.				
64	I give each learner challenges that match his level.				
65	I stress that learners aren't competing with each other and won't be compared.				
66	I give my learners positive feedback when they succeed well by their standards.				
67	I tell learners what I take into account when I give them grades.				
68	I give reasons for the grades I give to my learners.				
69	I talk with my learners about their grades.				

Here you can comment on one or more of the strategies on the list or elaborate on the rating you gave them.

Do you use any strategies that were not included on the list?

Are you an English or a German teacher? In case you teach both languages, choose the one that you have taught more within the past year.

- English
- German

How many years have you worked as a teacher?

- Less than a year
- 1-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- More

At which school levels have you taught English or German within the past year? You can choose more than one option.

- Elementary school level
- Lower secondary level
- Upper secondary level
- Vocational schools
- Universities
- Universities of applied sciences
- Community colleges
- Elsewhere

In case you answered 'elsewhere' in the previous question, where have you taught?

Have you finished the pedagogical studies for teachers?

- Yes
- No

Which gender do you represent?

- Male
- Female

The questionnaire is finished. Thank you very much for your participation!

Appendix 2: Framework for the interviews

PART 1: Background information

1. Which subjects do you teach?
2. How many years have you worked as a teacher?
3. At what school levels have you taught
4. How many hours have you taught English/German weekly within the past year?

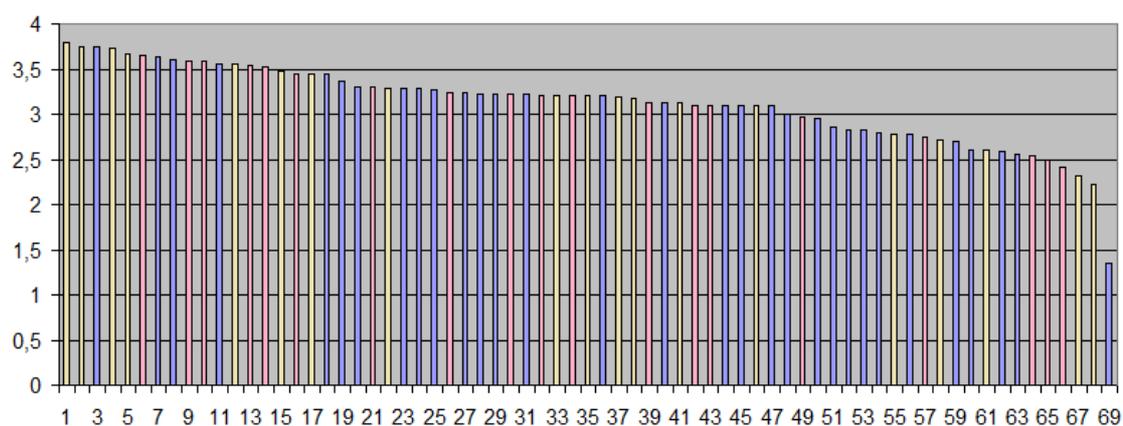
PART 2: Beliefs

5. Is it possible to get every learner excited about learning foreign languages?
6. The atmosphere in the classroom, both physical and social?
7. Guiding learners towards autonomy?
8. Talent and hard work in foreign language learning?
9. The role of the teacher?
10. The role of the parents?
11. Feedback?
12. What should foreign language teaching offer?

PART 3: Strategies

13. How do you try to create an atmosphere that supports foreign language learning?
14. What kind of material do you use in addition to the textbook?
15. How close do you feel you are with your learners?
16. The importance of foreign language to the learners' future?
17. The culture of the target language countries?
18. Learners' own interests and needs?
19. Planning one's own learning and responsibility?
20. Differences between English and German?
21. The best ways to motivate?

Appendix 3: Complete list of motivational strategies



	Motivational strategy	Mean value of teachers' rating	Standard deviation
1.	I encourage learners to use the foreign language without fearing mistakes.	3.79	.43
2.	I stress that communication is more important than correctness in every day life.	3.74	.50
3.	I tell learners what I take into account when I give them grades.	3.74	.46
4.	I allow learners to use humour.	3.73	.50
5.	There is much pair and group work during my lessons.	3.66	.49
6.	I tell learners of what use the foreign language will be to them generally in life (travelling, foreign books etc.).	3.65	.51
7.	I praise my learners' hard work when they succeed well by their standards.	3.64	.58
8.	I give my learners positive feedback when they succeed well by their standards.	3.61	.54
9.	I tell my learners of what use the foreign language will be to them in the working life.	3.59	.59
10.	I tell my learners about the culture, history etc. of the countries where the target language is spoken.	3.58	.62
11.	I praise my learners' aptitude for languages when they succeed well by their standards.	3.56	.64
12.	I stress that even people who speak the foreign language as their mother tongue make mistakes.	3.56	.59
13.	I liven up my teaching with my own experiences that relate to the foreign language.	3.54	.70
14.	I tell my learners of what use the foreign language will be to them in their future studies.	3.53	.67
15.	I use humour in my teaching.	3.47	.64

16.	I stress in my teaching how learners can use what they've learned outside school.	3.45	.63
17.	I offer to give extra help to those who need it.	3.45	.65
18.	I give reasons for the grades I give to my learners.	3.44	.64
19.	I encourage my learners to always try a little more.	3.37	.65
20.	I stress that nobody needs to feel stress if their accomplishments don't equal those of learners with more talent in languages.	3.30	.78
21.	I handle at least one of the following in my teaching: the spoken language, youth slang, dialects, vocabulary specific to certain fields.	3.30	.74
22.	I joke with my learners.	3.29	.75
23.	I stress that with hard work and the right strategies, anyone can learn a foreign language.	3.29	.65
24.	I also give feedback about progress and not just the end product.	3.28	.68
25.	I stress in my feedback what the learner can and not just what he still has to learn.	3.27	.60
26.	I stress in class which areas of the foreign language (poetry, travelling etc.) interest me.	3.24	.83
27.	I stress that the learners aren't competing with each other and won't be compared.	3.24	.76
28.	I stress in my feedback how my learners could improve their results.	3.23	.64
29.	I encourage talented learners by, for example, giving them extra challenges.	3.23	.61
30.	I use video material in my teaching (movies, YouTube etc.)	3.22	.78
31.	I don't demand more of the weaker learners than what their aptitude allows.	3.22	.70
32.	I bring foreign magazines etc. to class for the learners to read.	3.21	.89
33.	I try to make the interior of the classroom more comfortable.	3.21	.89
34.	I use music in my teaching.	3.20	.72
35.	I stress that I care about the learners as people and not just about their results.	3.20	.74
36.	I use teaching methods that encourage the use of different learning strategies.	3.20	.64
37.	I talk with my learners about topics not related to school (hobbies, news etc.)	3.19	.73
38.	I showcase projects made by learners in the classroom.	3.18	.97
39.	I encourage my learners to be in contact with speakers of the foreign language for example on the Internet.	3.13	.82
40.	I talk with my learners about their grades.	3.13	.81

41.	I tell my learners that their progress is important to me.	3.12	.70
42.	I tell my learners why I want to teach the foreign language.	3.10	.87
43.	I use images in my teaching.	3.10	.79
44.	I talk with my learners about their studies.	3.10	.74
45.	I allow my learners to question the purpose of the exercises I give them.	3.10	.70
46.	I offer to listen if my learners need support in their private life.	3.10	.84
47.	I try to help my learners to find the learning strategies that best work for them.	3.10	.78
48.	I encourage my learners to set goals for themselves in the beginning of the course or semester.	3.00	.77
49.	I develop some of the material for my teaching myself.	2.97	.87
50.	I tell my learners of what use learning strategies will be to them.	2.96	.81
51.	When doing projects, my learners can choose the content and how to realise them.	2.85	.83
52.	I give my learners reasons why it's important to set goals and follow the progress of reaching them.	2.83	.79
53.	I give each learner challenges that match his level.	2.83	.67
54.	I tell my learners what the purpose of each task is.	2.80	.84
55.	I allow my learners to chat with each other if it doesn't disrupt the class.	2.78	.80
56.	I talk with my learners about whether they've reached their goals and how they could do it.	2.77	.77
57.	I invite native speakers to visit my class.	2.74	.98
58.	I don't allow my learners to do pair and group work with the same people every time.	2.71	.81
59.	When doing projects, my learners can choose the topic themselves.	2.70	.85
60.	My learners fill in self-evaluation questionnaires during my lessons.	2.60	.87
61.	I also report positive results and not just problems to the parents.	2.60	1.02
62.	The purposes of different tasks are discussed in my class.	2.59	.76
63.	I allow my learners to choose between tasks handling the same topic.	2.56	.81
64.	I use material from, for example, magazines in my teaching.	2.54	.83
65.	In my lessons, I use tasks from different textbooks if they are better than those of the course book.	2.50	.93

66.	I ask learners in which situations they need the foreign language and adapt my teaching accordingly.	2.41	.79
67.	In problem situations I consult the parents as well.	2.31	.96
68.	I regularly tell the parents how the learners are doing.	2.23	.97
69.	Learners keep a learning diary on my lessons.	1.35	.56

Appendix 4: Belief-strategy group pairs and percentages of each equivalence group

3.	A positive group atmosphere supports foreign language learning. There is a lot of pair and group work during my lessons. I don't allow my learners to do pair and group work with the same people every time. I allow my learners to chat with each other if it doesn't disrupt the class.	-3	-2.7	-2.3	-2	-1.7	-1.3	-1	-0.7	-0.3	0	0.3	0.7	1	1.3	1.7	2	2.3	2.7	3
4.	Audio and visual material (photos, music etc.) support foreign language learning. I use video material in my teaching (movies, YouTube etc.) I use music in my teaching. I use images in my teaching.	0	0	0	0.9	0.9	0	0.9	0.9	0.9	2.7	12.5	17.0	23.2	8.0	3.6	1.8	0.9	0	0
5.	A teacher should develop extra material to complement the textbook. I develop some of the material for my teaching myself. I use material from, for example, magazines in my teaching. On my lessons, I use tasks from different textbooks if they are better than those of the course book.	0	0.9	0	0	0	0	0.9	4.5	1.8	13.4	13.4	17.0	8.9	7.1	9.8	0.9	0.9	0	0
6.	Foreign language teaching should encourage learners to evaluate their learning. My learners fill in self-evaluation questionnaires during my lessons. I talk with my learners about their studies. Learners keep a Learning diary on my lessons.	0	0	0	0	0	0	0	0	3.6	4.5	8.9	16.0	21.4	13.4	14.3	5.4	3.6	0.9	0
7.	Clear learning goals are important. I give my learners reasons why it's important to set goals and follow the progress of reaching them. I encourage my learners to set goals for themselves in the beginning of the course or semester. I talk with my learners about whether they've reached their goals and how they could do it.	0	0	0	0	0	0	1.8	1.8	0	1.8	14.3	15.2	17.9	9.8	7.1	7.1	0.9	0.9	0
8.	Teaching should guide the learners to use different learning strategies. I try to help my learners to find the learning strategies that best work for them. I use teaching methods that encourage the use of different learning strategies.	0	0	0	0	1.8	0.9	1.8	0.9	5.4	26.8	17.9	11.6	17.0	11.6	2.7	0.9	0.9	0	0

