

**Motivational strategies as perceived and implemented
by future L2 teachers**

– a comparison of two groups of Finnish university students

A Pro Gradu Thesis

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<p>Tiivistelmä – Abstract</p> <p>Motivaatiotutkimus on vuosikymmeniä keskittynyt motivaatioon oppijan näkökulmasta luoden erilaisia motivaatioteorioita. Motivaatio on erittäin tärkeä tekijä vieraan kielen oppimistulosten selittäjänä, joten viime vuosikymmenellä kiinnostuttiin myös käytännön toimista, joita opettaja voi toteuttaa parantaakseen oppilaiden motivaatiota luokkahuoneissa. Näitä toimia kutsutaan motivointistrategioiksi.</p> <p>Tulevien vieraiden kielten opettajien käsitykset ja kokemukset motivointistrategioista Suomessa olivat lähes tutkimaton aihe, joten kyseinen näkökulma otettiin tähän tutkimukseen. Tutkimuksen tarkoituksena oli määrällisten menetelmien avulla saada käsitys tulevien opettajien yleisestä tietoisuudesta motivointistrategioista sekä pedagogisten opintojen aikana saadusta tiedosta motivointistrategioista. Lisäksi tutkimuksen tarkoituksena oli kyselylomaketta käyttäen saada selville, miten hyödyllisinä tulevat opettajat (N = 84) motivointistrategioita pitivät, miten paljon he olivat niitä kahden viimeisen vuoden aikana käyttäneet sekä selvittää mahdollinen suhde hyödyllisyyden ja strategioiden käytön välillä. Tutkimukseen valittiin 41 motivointistrategiaa kaikki niiden eri osa-alueet mahdollisimman hyvin huomioon ottaen. Tuloksia analysoidessa vertailtiin kahta ryhmää, joista toinen oli suorittanut opettajaopintonsa viimeistään edellisenä lukuvuonna (25 henkilöä) ja toinen (59 henkilöä) oli parhaillaan suorittamassa opettajaopintojensa viimeistä lukuvuotta.</p> <p>Tulokset osoittivat, että kokeneempi ryhmä oli selkeästi tietoisempi motivointistrategioista kuin kokemattomampi ryhmä, ja ero oli tilastollisesti merkitsevä. Opettajaopintojen aikana saadun tiedon määrä motivointistrategioista oli kaikkien vastaajien kesken suhteellisen vähäinen, eikä ryhmien välillä ollut tilastollisesti merkitsevää eroa vastauksissaan sen suhteen. Ryhmien välillä ei myöskään ollut suurta eroa näkemyksissään motivointistrategioiden hyödyllisyydestä, mutta kokeneempi ryhmä oli käyttänyt motivointistrategioita opetuksessaan selkeästi kokemattomampaa ryhmää enemmän, mikä näkyi myös suhteessa hyödyllisyyden ja motivointistrategioiden käytön välillä. Sen sijaan kokemattomammalla ryhmällä vastaavaa suhdetta ei ollut.</p> <p>Tulokset osoittivat, että mitä enemmän kokemusta ja pedagogista tietoutta tulevilla opettajilla oli, sitä enemmän he olivat käyttäneet eri motivointistrategioita opetuksessaan viimeisen kahden vuoden aikana. Vaikka vastaajat pitivät motivointistrategioita hyödyllisinä, he kokivat saaneensa tietoa motivointistrategioista pedagogisten opintojen aikana vähäisesti. Koska motivointistrategiat koettiin hyödyllisinä tulevien opettajien keskuudessa, ja koska niiden käyttö on tutkitusti parantanut oppimistuloksia nostamalla oppilaiden motivaatiota, opettajat voivat hyödyntää tietoa motivointistrategioista käytännön opetuksessaan vieraiden kielten oppitunneilla.</p>	
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1 INTRODUCTION

The importance of motivation in second language (L2) learning has been a well recognized fact for several decades from the social psychological period to the process-oriented period, the focus varying from social factors to cognitive theories and the dynamic characteristics of the learning process. The latest major motivation theory, the L2 Motivational Self System (Dörnyei 2009: 9), concentrated on the psychological theories of the self. All theories have focused on L2 motivation from the perspectives of the learner. Since it is undisputable that motivation affects to a great extent how well a certain language is learned, the logical conclusion would be that our educational system should be aimed to improve the motivation of learners. In addition, Western countries have compulsory education, which contributes to the fact that it cannot be assumed that all pupils are innately motivated when studying a foreign language in classrooms.

The teacher's behavior is a very important motivation promoting factor in foreign language classrooms (Dörnyei and Csizér 1998, Chambers 1999) and this resource is highly underused (Dörnyei 2001: 31). Studies have also indicated that the teacher's communicative style and motivational behavior have had a major impact on L2 learning results (Noels, Clément and Pelletier 1999, Guilloteaux and Dörnyei 2008, Bernaus and Gardner 2008). However, the teacher's behavior as a motivation promoting factor in L2 classrooms has still been studied relatively little. Individual motives for certain behavior have been studied extensively and certain motivational theories have been validated, whereas research concentrating on methods to increase motivation has been low (Dörnyei and Csizér 1998:208). Teachers need, therefore, more practical means for improving L2 motivation in classrooms.

Motivational strategies are defined as motivational influences that are intentionally executed in order to result in a certain systematic and permanent positive effect in L2 learning (Dörnyei 2001: 28-29). In Dörnyei's taxonomy (2001), they are divided into four different aspects: creating basic motivational conditions, generating initial motivation, maintaining and protecting motivation and encouraging positive self-evaluation. First, creating basic motivational conditions relate to appropriate teacher behaviors, a cohesive learner group and a supportive atmosphere in the classroom. Second, generating initial motivation includes increasing the learners' expectancy of

success and goal-orientedness, enhancing their L2-related values and attitudes, making the teaching materials relevant for the learners and creating realistic learner beliefs. Third, maintaining and protecting motivation includes promoting enjoyable learning, self-motivating strategies and cooperation among the learner, setting specific learner goals, protecting the learner's self esteem and social image and creating learner autonomy. Finally, encouraging positive self-evaluation includes promoting motivational attributions and motivational feedback, increasing learner satisfaction and offering rewards and grades in a motivating manner.

The present study concentrates on motivational strategies because of their practical value for L2 teaching. To receive an updated and formerly quite unknown view on motivational strategies, future L2 teachers were chosen as subjects instead of experienced teachers. The study aims to find out how aware of motivational strategies future L2 teachers are and how much they have received information on them during their pedagogical studies. In addition, the study compares the regarded usefulness of motivational strategies adapted from Dörnyei's taxonomy and their implementation in the past two years. There were two subject groups of which the other had completed their pedagogical studies at least in the previous year and the other was in the final semester of completing them. The main focus of the study is to compare the two subject groups from the perspectives of the goals mentioned above. The responses from 84 future L2 teachers were gathered by the means of a questionnaire and analyzed quantitatively.

Chapter 2 introduces the theoretical background of motivational research ranging all the way from the beginning of social psychological theories to modern socio-dynamic perspectives. In addition, I will introduce the background of motivational strategies and summarize the most important studies. After introducing the research questions and methodology of the present study in Chapter 3, I will present the results accordingly in Chapter 4. Finally, I will discuss the main implications of the results and compare the results with previous studies in Chapter 5 and conclude my study and make suggestions for further research in Chapter 6.

2 RESEARCH ON MOTIVATION

Below I will discuss how L2 motivation research has developed toward its current status. First, I will introduce how motivation research started with the social psychological period, which dominated the L2 motivation field for decades, after which I will list the main characteristics of the cognitive-situated period. After that I will move on to the process-oriented period and current socio-dynamic perspectives, and finally, I will discuss motivational strategies in terms of terminology, main characteristics and the most significant studies conducted.

2.1 The early era of motivation research

The period from 1959 to 1990 is called the social psychological period (Dörnyei 2005: 66), characterized by the work of Gardner and his students and colleagues, who set the foundation of motivation research. Gardner (1985) has during this period revised his theories and pointed out how external influences and individual differences affect motivation of L2 learning. According to Gardner (1985: 10), the motivation of language learning includes both the effort and the will to achieve the goal of learning the language. In addition, a favorable attitude toward learning the language is required.

The social psychological period concentrated to a great extent on the target language's culture. Lambert (1972: 291) states that the learner's ethnocentric outlooks, in other words, how the learner perceives other cultures by the standards of his or her own culture, and orientation toward learning the language regulates the motivation and finally the success or failure to master the target language. This is further supported by Gardner (1985:6), who points out that all aspects of language are parts of the culture. The result is that the learners' attitudes must have an impact on how successful the acquisition of a new language will be. As Gardner (1985:2) states, L2 learning is a social psychological phenomenon.

Motivation of L2 learning has been traditionally divided into instrumental and integrative (Lambert 1969: 291). Motivation is characterized as instrumental if the learner's goals are more practically oriented, for example, advancing in his or her occupation, and integrative, if the learner's goals are to identify with a certain group

through language and cultural awareness. However, especially motivation to study English cannot be covered only by using the traditional division of integrative and instrumental motivation anymore due to its special status in the world as a global language, as Dörnyei and colleagues (2006: 145) point out (see section 2.4.1). Even though this traditional division has been challenged, it is an important part of the development of motivation research.

Krashen's (1981: 29) Affective Filter Hypothesis supports the fact that certain variables, such as motivation, self-confidence and anxiety, play an important role in second language acquisition (SLA). Learners with high motivation, therefore, are better in SLA and, by contrast, learners with low motivation cause an affective filter to rise, which mentally blocks SLA. Krashen (1981: 1-2) distinguishes between acquisition and learning of a L2. SLA occurs unconsciously through interaction without explicit rules or correction, similar to first language acquisition. Learning, however, is a conscious process with explicit rules and error correction. According to Gardner (1985:61), attitudes and motivation relate to different aspects of behavior, which are associated with SLA. Two of these are persistence in language study and classroom participation.

According to many L2 researchers (e.g. Brown 1994, Dörnyei 1994), the distinction between intrinsic and extrinsic motivation is very useful in explaining L2 learning. The main focus of L2 motivation research has been gradually moving from valuing external motivational influences to highlighting the importance of intrinsic motivation. According to Self-Determination Theory (Deci and Ryan 1985), the universal psychological needs of competence, autonomy and relatedness are required to optimally develop and function as a learner. Self-Determination Theory developed out of research on the causality of external rewards to intrinsic motivation, which confirmed that rewards are not the main force behind intrinsic motivation. Extrinsic reward, such as money and other tangible rewards, are perceived as reducing autonomy and demining intrinsic motivation, whereas promoting choices that increase autonomy enhance intrinsic motivation by improving self-determination (Deci and Ryan 200: 233-234).

Intrinsic motivation refers to motivation to pursue a certain goal or to complete a certain task for the pleasure and satisfaction that results from the action, whereas extrinsic motivation includes some kind of instrumental end that is external from the activity to be reached (Deci and Ryan 2000: 56-60). Degrees of external motivation in terms of

self-determination can be further divided into external, introjected and identified regulation (Noels, Clément and Pelletier 1999: 25). External regulation refers to behavior that is completely guided by external motives, such as tangible rewards and punishments. In the case of introjected regulation, an individual has internalized some reasons for engaging in a certain activity due to some pressure, for example, the L2 learner does his or her homework for the reasons of not feeling guilty. Identified regulation refers to the most self-regulated degree of external motivation, in that the L2 learner is expected to sustain learning as long as he or she regards it valuable, for example, he or she may appreciate cultural awareness, in which case language learning supports this goal.

2.2 The cognitive-situated period

In the 1990s, L2 motivation research shifted to the cognitive-situated period, which relied on cognitive theories in educational psychology (Mills 2007: 418). Mills further points out that according to researchers, the perspective of educational psychology in motivation research had been neglected, which resulted in the recognition of self-efficacy in motivation research. Self-efficacy means that the learner's views on his or her own capabilities and past performances are of great importance. Also Dörnyei (2011: 46) and colleagues recognized the fact that there had been a great shift in theories of motivation. The dynamics of the classroom context was perceived to be at least as important as integrative aspects of motivation and hence, more empirical study was required (Noels 1999: 24). In addition, instead of merely focusing on the individual differences in personality, which affect the motivation of the L2 learning, attention should be paid to how these individual differences emerge in behavior (Cantor 1990: 735).

The cognitive-situated period of L2 motivation research had two interrelated characteristics (Dörnyei 2011: 46). First, there was the need to fit language motivation research with the cognitive revolution in motivational psychology. Second, there was the will to move from broad language communities and the learner's general attitudes and tendencies to a more situated analysis of motivation and specific learning contexts. In other words, the goal was to focus more on the practical aspect of L2 motivation, for example, the actual classroom setting. Once again, the purpose was not to diminish past

research that had focused on social psychological perspectives, but to broaden the framework of L2 motivation altogether (Dörnyei 2011: 47).

In addition to Self-efficacy mentioned above, two other important variables are mentioned in relation to the cognitive-situated period: Goal salience and Valence (Dörnyei 2011: 49). Goal salience refers to the learner's goals and frequency of goal-setting strategies used, whereas Valence relates to the traditional scales of the will to learn the L2 and the attitudes toward learning the L2, thus “denoting an L2-learning-related value component” (Dörnyei 2011: 49.)

2.3 The process-oriented period

The process-oriented period was started by Dörnyei and his colleagues at the beginning of the 2000s (Dörnyei 2000: 519). Dörnyei and Otto's (2011: 65) process model of L2 motivation included two main dimensions: action sequence and motivational influences. Action sequence relates to the process of behavior, where primary aspirations first transform into goals and then into intentions. This is followed by action whose target is to accomplish the goals, after which follows the final evaluation. In other words, motivation includes reasons for the action, deciding to act and sustaining the effort or proceeding. Motivational influences of the process model include "the energy sources and motivational forces" (Dörnyei 2011: 65) that sustain and enhance the behavioral process. The process model has influenced modern learning strategies by taking into consideration the different individual needs that learning activities require. Dörnyei (2001:20-21) emphasizes that motivation, instead of being a static and stable phenomenon, is dynamic and changes constantly over time, which is why time dimension had to be included in the motivation model.

The three stages of the process model (see Figure 1) can be identified also as choice motivation, executive motivation and motivational retrospection (Dörnyei 2001: 21). In the first stage, motivation needs to be generated, after which it leads to setting certain goals. In the second stage, the generated motivation needs to be sustained or protected, which is especially the case in classroom settings, where students constantly face distractions, such as own physical condition or anxiety, distractions from other students and off-task thoughts. Finally, learners need to process how they succeeded in reaching

a desired end-state to determine how they will be motivated in the future to pursue certain goals or tasks.

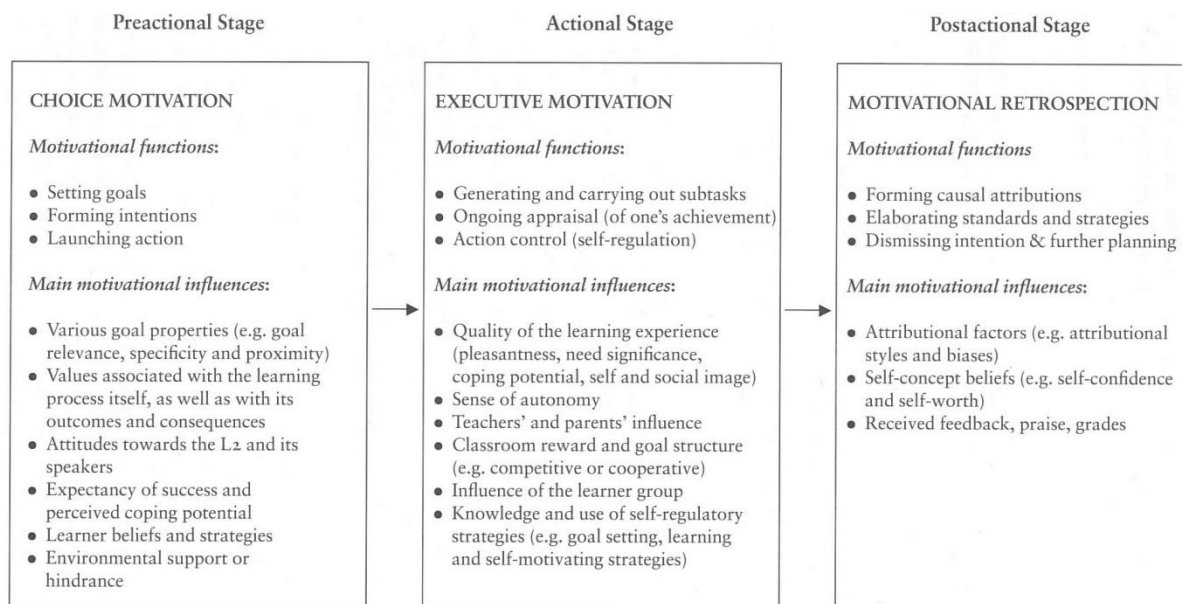


Figure 1. A process model of learning motivation in the L2 classroom (Dörnyei 2001: 22)

Even though the process model of learning motivation has contributed to evolving the L2 motivation field through the new perspectives on the dynamic aspects of motivation, Dörnyei (1998:20) acknowledges that the model has the following limitations. Firstly, unconscious actions in the L2 classroom, mainly in the form of learners' mood variation and unconscious interpersonal behavior, have not been sufficiently studied in order to explain their effects on achievement and performance. Secondly, the process model does not take into account the simultaneous actions of learners, which may overlap in a complex way. In other words, it is difficult to distinguish between the three different phases of the model because different actions can be simultaneously active. Thirdly, it is difficult to evaluate how superordinate and subordinate goals act with each other and how they match with the action sequence of the process model. In other words, learners have multiple goals that have different hierarchies, which create complexity in terms of studying L2 motivation. Finally, because goals and related tasks are not usually chosen voluntarily by students, task-specific motives are not sufficiently regarded in the process model. In other words, the imposed tasks are related to the social hierarchy and dependent on the perceived power of the authority figure that assigns the tasks. These shortcomings of the process model led Dörnyei (2011: 70) to move from the process-

oriented point of view to a more socio-dynamic perspective, which aimed to cover the complexity of the dynamic L2 motivation process better. I will discuss the socio-dynamic perspectives in the following section.

2.4 Current socio-dynamic perspectives

As discussed in the previous section, the process-oriented period had certain limitations that did not sufficiently take into consideration the complexity of situation-specific L2 motivation. The socio-dynamic phase aimed to widen the L2 motivation field by covering, in addition to the dynamic motivation process, the extensive complexities of language learning, globalization and internal, social and contextual factors (Dörnyei 2011: 72). An important update to the research on L2 learning was Dynamic Systems Theory, which perceives language as a complex dynamic system, where "cognitive, social and environmental factors continuously interact" (N. Ellis 2007: 23). Since in Dynamic Systems Theory cause-effect relationships are non-linear and interactive and language is seen as a complex system that emerges from different communicative processes instead of rules and target forms (Ellis 2007: 23), it also brings another perspective on L2 motivation research. In addition, new studies in L2 motivation and language identity have been needed in order to respond to the changes the world has faced, such as globalization, increased migration and increased media technologies and "electric discourse communities" (Dörnyei 2009: 1). These factors have had a great impact especially on the role of global English.

2.4.1 The special status of global English and the reduced role of integrativeness

Currently Finnish learners of English are surrounded by the English language in various contexts. It can be concluded that English, more than any other foreign language, is acquired to a great extent in multiple environments instead of learned only in classroom contexts. In addition, the popular status of English in various cultural contexts is the reason for a great amount of input that learners encounter, which is likely to increase the motivation to learn English, and modify the attitudes to more positive. A major survey of L2 learning motivation in Hungary indicated that the extremely popular status of English has diminished the interest to learn other languages (Dörnyei et al. 2006). It has

also been suggested that motivation to learn the English language should be distinguished from other L2 learning if English is learned as a world language (Dörnyei 2011: 72), as is typically the case in Finland. For these reasons, the special status of English as a lingua franca is an important point to be taken into account regarding L2 motivation studies. English is different from other languages because it is used throughout the world as a global communication language. According to Dörnyei (2006: 145), the role of English as a global language challenges Lambert's and Gardner's traditional theories of integrative motivation. In other words, English is not usually learned in order for the learner to identify with any specific English speaking language community, but rather as a global language to communicate with. It is, therefore, problematic to treat English similar to other languages that are used as means of communication mainly in the native-speaker environment of the language. Integrative motivation theories have proven to be unsuitable for the purposes of all language environments in the last 20 years (Dörnyei 2009: 24). In addition, integration does not have any direct meaning in a foreign language learning context when there is no direct contact with the foreign language speakers, such as in a typical classroom setting to learn English as a L2 in Finland.

2.4.2 The L2 Motivational Self System

The L2 Motivational Self System is the latest major motivation theory (Dörnyei 2009: 9), and it concentrates explicitly on the psychological theories of the self. As stated above, the theory of integrative motivation had been considered to be less dominating in L2 motivation field, which resulted in the need for an updated theory. However, as Dörnyei concludes (2009: 38), the L2 Motivational Self System does not diminish the L2 motivation research of the past, but introduces new meaningfulness to the framework of L2 motivation. The L2 Motivational Self System is founded on three different parts, which update the traditional integrative/instrumental motivation theory, which did not take into account the direct impact of the learning environment on the learning process, such as the teacher, the curriculum and the learner group (Dörnyei 2009: 29).

In the L2 Motivational Self System, three dimensions are distinguished: Ideal L2 Self, Ought-to L2 Self and L2 Learning Experience (Dörnyei 2009: 29). The Ideal L2 Self is

based on the ideal L2-speaker we wish to become, and our learning the L2 narrows the gap between our actual selves and our ideal selves. The ideal L2 Self is closely related to the traditional instrumental/integrative theory of Lambert and Gardner. Dörnyei suggests that the more positively we view certain L2 speakers, the more appealing our ideal L2 self is. This brings a new factor to the traditional and out-dated integrativeness. The Ought-to L2 Self is concerned with the fact that the learner has the need to meet certain expectations and avoid negative outcomes. The Ought-to L2 Self is more related to traditional instrumental motives. Finally, the L2 Learning Experience concerns executive motives of the learning environment. In other words, the L2 Learning Experience is related to the immediate consequences and experience of the learning process, for example, the feedback the learner gets from the teacher. The main idea of The Motivational L2 Self System is the merging of the learning process itself with the traditional integrative and instrumental motivational factors.

Instrumentality can be divided into two different aspects regarding the L2 Self System, which are promotion focus and prevention focus (Dörnyei 2009: 28). Promotion focus relates to ideal self-guides, which are concerned with hopes, advancements, aspirations, growth and accomplishments, for example, reaching a desired end-state, whereas prevention focus relates to ought-to self-guides, which are concerned with safety, responsibilities and obligations, for example, preventing a feared end-state from happening.

Several quantitative studies in China, Hungary, Japan, Iran and Saudi-Arabia with over 6000 participants have been conducted in order to empirically validate the L2 Motivational Self System (Dörnyei 2009: 31). First, all of the studies found solid confirmation for the proposed self system. Second, the studies that specifically tested the relationship between Integrativeness and the Ideal L2 Self left no doubt that the two concepts are closely related. Third, the Ideal L2 Self correlated highly with the criterion measure (Intended effort), explaining 42% of the variance. Integrativeness explained 32% of the variance, which is also considerably high. Fourth, the Ideal L2 Self, when divided into two types (promotion/prevention), correlated higher with Instrumentality-promotion than Instrumentality-prevention, while the Ought-to L2 Self displayed a reverse pattern. Thus, traditional instrumental motivation can be divided into two types, one relating to the Ideal L2 Self and the other to the Ought-to L2 Self. Finally, structural

equation models including the full L2 Motivational Self System displayed fine goodness of fit with the data.

2.5 Motivational strategies

As I have now discussed the main spectrum and development of L2 motivation research, which concentrated mainly on the learner, below I will process L2 motivation from the perspective of the teacher, in other words, what the teacher's role is in motivating L2 learners. I will first justify why the teacher's role in motivating L2 learners is important, after which I will cover motivational strategies in-depth based on the four main dimensions they are divided to.

According to a survey by Dörnyei and Csizér (1998), the teacher's behavior is the most important motivation promoting factor in a foreign language classroom, and that this resource is highly underused (Dörnyei 2001: 31). Also a study by Chambers (1999: 203) indicates that the teacher has a great responsibility in promoting student motivation through creation of enjoyable learning. Furthermore, a large study by Dörnyei and Guilleaume (2008) indicates that motivational strategies have a significant impact on L2 learning results. In addition, Veenman (1984) found out that motivating students was the second most common problem that teachers faced in teaching, next to maintaining discipline in classrooms. Even though a variety of studies consistently indicate that teachers have a major role in motivating learners in L2 classrooms, motivational strategies are not even mentioned in the Finnish language teaching syllabus (Finland's National Board of Education 2004). There is, therefore, a great need to make use of different studies on motivational strategies in L2 teaching. However, there is still relatively little research on motivational strategies. Much research has been conducted on different motives for certain behavior and to validate certain motivational theories, whereas methods to increase motivation have been studied only to a minor extent (Dörnyei and Csizér 1998:208). It is without question that if motivation is such an extremely important force behind L2 learning, everything that enhances it should be studied and made good use of. Future teachers need, therefore, more information regarding the practical methods on how to enhance motivation. In addition, executing motivational strategies properly is not easy, since teachers need to constantly balance between promoting learner autonomy and controlling the learner group. According to

Dörnyei (2011: 104), teachers also need to balance between "fostering healthy forms of internalized motivation" and "creating teacher dependent patterns of learner behavior and compliance". In other words, the balancing takes place between initiating and maintaining learner motivation and monitoring the abiding by classroom rules.

Dörnyei (2001: 28) defines motivational strategies as “techniques that promote the individual's goal-related behavior”. To be more specific, he states that motivational actions are consciously executed and their purpose is to achieve a systematic and permanent positive effect. Motivational strategies are further divided into four different dimensions that include: 1) creating the basic motivational conditions, 2) generating initial motivation, 3) maintaining and protecting motivation and 4) encouraging positive retrospective self-evaluation (see Figure 2). These dimensions correspond to Dörnyei’s process-model (see section 2.3), so that creating the basic motivational conditions corresponds roughly to the preactional phase of the process-model, maintaining and protecting motivation to the actional phase and encouraging positive self-evaluation to the postactional phase (Dörnyei 2011: 107). Below I will discuss the different dimensions of the motivational strategies in depth.

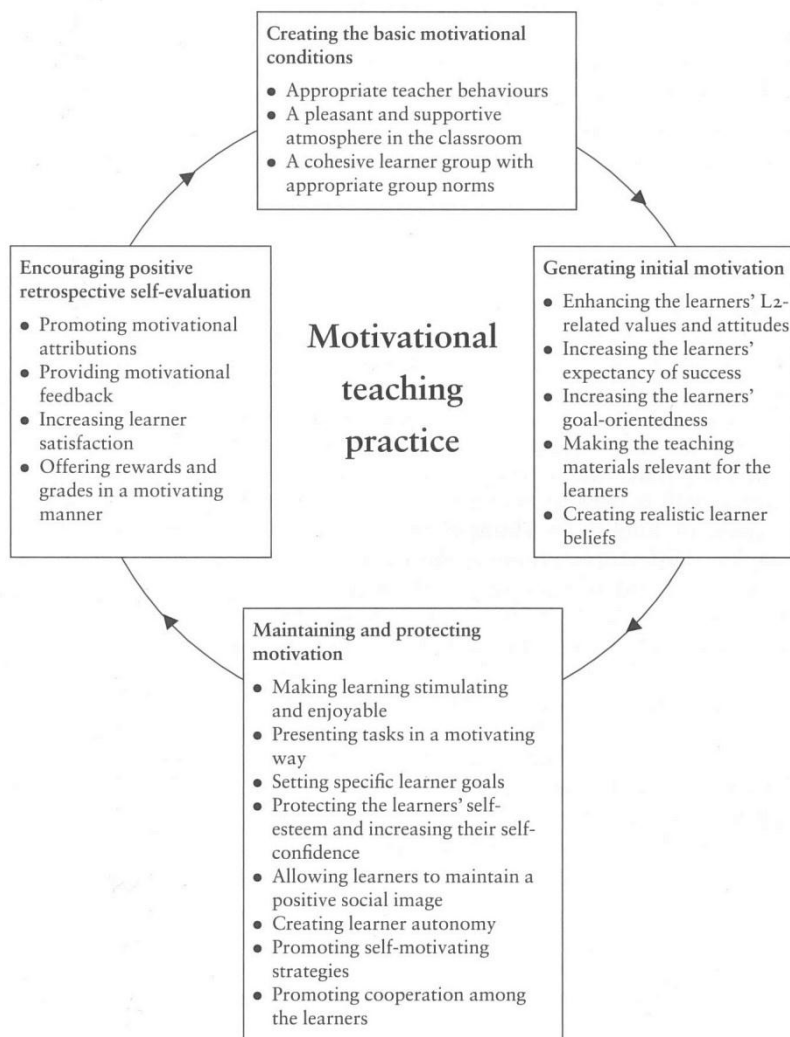


Figure 2. The components of a motivational L2 teaching practice (Dörnyei 2001: 29)

2.5.1 Creating the basic motivational conditions

Before motivational strategies can be successfully executed, certain interrelated prerequisites need to be in place (Dörnyei 2001: 31). These include proper teacher behaviors, a good relationship with the students, a pleasant and supportive class atmosphere and a cohesive learner group with certain group norms. In order for the L2 motivation to get initiated and maintained, proper conditions need to be in place. Also, to meaningfully highlight the importance of motivational strategies, the presupposition that the teacher has a meaningful role in affecting the students' views and behavior has to exist. In other words, there would be no point in examining motivational strategies if the fact that the teacher can affect the students' views or behavior was not accepted. It is not a self-evident fact that learners can be externally motivated to learn foreign languages. However, studies clearly indicate that the teacher has an extremely great

impact on learners as a motivator of L2 learning (e.g. Csizér and Dörnyei 1998, Chambers 1999).

Motivational strategies concerning teacher behavior relate to creating a positive relationship between the teacher, learners and the L2. To be more specific, these strategies include the teacher sharing his or her own personal interest in the L2 and indicating how meaningful the L2 has been to the teacher on a personal level (Dörnyei 2001: 33). In addition, the author states that the teacher should indicate commitment and caring of the students' development have sufficiently high expectations regarding learners' achievements and always be mentally and physically available. Instead of only focusing on the learners' academic performance and development, however, teachers can strengthen the relationship between them and the learners and gain their acceptance by conveying also personal attention to learners (Dörnyei 2001: 38). In addition, a good relationship with the students' parents is often a prerequisite to having a good relationship with the students, since they are affected by their parents' opinions (Dörnyei 2001: 39). Hence, parents should be involved in the decision-making and kept up-to-date regarding their children's development at school.

The importance of the classroom climate is the second most important motivational tool after the teacher's own behavior (Dörnyei 2001: 40-42). In addition to the teacher's behavior, which was already discussed above, important factors include the students' relationship with each other and an environment that encourages risk taking and accepting of mistakes. More specifically, motivational strategies that emphasize these factors include establishing a norm of tolerance and encouraging risk taking, which contribute to the students' will to take risks and being unafraid of ridicule or embarrassment if they make a mistake. In addition, using and encouraging humor and allowing students to personalize the classroom environment are mentioned as motivational strategies creating a supportive and relaxing classroom atmosphere. Supportive classroom atmosphere is negatively correlated with language anxiety.

The final proper motivational conditions include a cohesive learner group with appropriate group norms (Dörnyei 2001: 42-45). The teacher can improve the cohesiveness of a group by promoting activities that encourage learners to get to know each other better and share genuine real-life experiences. Different activities and exercises can be organized so that students cooperate to achieve a common goal or

encounter a common threat, which also enhances group cohesiveness. In addition, the teacher can arrange seating patterns and group activities so that students get to operate with different members of the group. The appropriate group norms, according to the author, should be created with the participation of the students, and the violating of the rules should never go unnoticed, as this creates the impression that the rules were not important in the first place. In other words, the rules and the consequences of breaking them should be discussed together and possibly accepted by the class and put on display.

2.5.2 Generating initial motivation

Because school attendance is mainly obligatory, learners cannot necessarily be expected to have natural-born motivation to L2 learning, especially since they have not had the possibility to affect the curriculum (Dörnyei 2011: 113). This is one of the reasons why, as mentioned above, the teacher has an extremely important role as a motivator of L2 learning. The author divides motivational strategies related to generating initial motivation into five categories: enhancing learners' language-related values and attitudes, increasing their expectancy of success, increasing their goal-orientedness, making the teaching materials relevant for them and creating realistic learner beliefs. Below I will discuss each of these categories separately.

Learners' values and attitudes naturally have an important influence on their choices and behavior, which is why promoting positive language-related values and attitudes should be one of the primary methods of motivating L2 learning (Dörnyei 2001: 51). These value dimensions are further divided by the author into "actual process of the learning and the target language" (intrinsic value), "target language itself and its speakers" (integrative value, see section 2.1) and "consequences and benefits of having learnt the language" (instrumental value, see section 2.1).

The intrinsic value of L2 learning relates to the enjoyment that learners receive from the learning process and their interest in the language learning (Dörnyei 2001: 52). More specifically, motivational strategies related to increasing intrinsic value concentrate on promoting the aspects of L2 learning that learners find enjoyable and are interested in, such as connecting learning with computers or some other activity that they are likely to enjoy. Integrativeness relates to the fact that language and culture are strongly related,

so instead of the language itself, integrative values are linked with the appreciation of the target language's culture and speakers (Gardner 1985). Motivational strategies related to promoting integrative values are characterized by Dörnyei (2001: 55) as encouraging contact with the L2 culture and speakers and including a sociocultural component in the language curriculum. In addition, learners should be taught cross-cultural awareness and they should be familiarized with the relevant and interesting aspects of the L2 culture in general. Promoting instrumental values, by contrast, relate to more practical benefits of L2 learning, such as earning money, receiving benefits in studentship or professional life due to L2 mastering, upgrading social position or pursuing certain hobbies and activities (Dörnyei 2001: 56). Reminding students of the benefits of mastering L2 in real life and organizing useful real-life situations related exercises and activities, therefore, are mentioned as motivational strategies promoting instrumental values.

Increasing the learners' expectancy of success relates to the fact that students perform better in tasks if they themselves expect they will succeed, and therefore, the teacher should arrange the conditions in a way that they are likely to receive a feeling of success (Dörnyei 2011: 57-78). However, Brophy (1999: 75) highlights that the value factors of motivation are more essential to the learner than expectancy factors of motivation. In other words, the learner gets more enjoyment and feels more committed to the task when engaged in the process in a way he or she intended, without outside pressure and external success-failure assessment. This fact also relates to the value of learner autonomy and having options regarding learning, which is discussed in more detail later on. The teacher can increase the students' expectancy of success by making sure they receive adequate preparation and assistance, by ensuring that students realize what the criteria are for success and by removing different obstacles and distractions, for example, by managing the classroom in a way that students do not get excessively disturbed by others (Dörnyei 2001: 58-59).

Since personal goals might be in conflict with the goals of the curriculum, a teacher has to use certain goal-setting strategies to direct the students' attention and effort to the topic at hand by creating common class goals (Dörnyei 2001: 61-62). These strategies involve the including of the students in the negotiation of goals, where individual goals, institutional constraints and success criteria are combined. This has positive influences on the students, so that they direct attention to the relevant matters regarding teaching

contents, are more encouraged to persist until the goal is accomplished and improve their action plans and task related strategies. In addition, the teacher should outline the common purpose of the goals, have it accepted by students and monitor regularly how the class goals are being aspired.

Setting specific learner goals is more related to the following section about maintaining and protecting motivation, but due to overlapping, I will discuss it in this section. Since long term goals of L2 learning, such as being able to communicate fluently in the target language, take a considerable amount of time and goal-setting drastically increases the learners' productivity, learners need short term goals to help them maintain motivation throughout their learning (Dörnyei 2001: 82). It is further emphasized that the goals should be clear, realistic and challenging enough for the students to obtain, while the teacher constantly monitors the progress by giving them feedback that increases their confidence (Dörnyei 2001: 84-86). In addition, the committing to the short-term goals by written agreements increases the probability that the goals are obtained.

Making the curriculum and the teaching materials relevant for the students requires finding out about their interests, needs and goals (Dörnyei 2001: 66). Even though there are limitations to how much the teacher can actually affect the curriculum and find out each individual's personal needs, the data gathered from needs analyses such as interviews and group discussions can help the teacher link the curriculum and the teaching material to the students' wishes as much as possible.

Creating realistic learner beliefs relates to the correcting of erroneous beliefs that learners may have regarding L2 learning and raising their awareness of the different language learning strategies and ways they can better impact their learning (Dörnyei 2001: 69-70). For example, the teacher can highlight the fact that persistence and effort can help in gaining a very good L2 competence, since learners can have erroneous beliefs, such as natural-born language aptitude is required in learning a L2. In other words, excellent results in L2 learning can be achieved through effort, whatever the learner's language aptitude may be.

2.5.3 Maintaining and protecting motivation

When motivational conditions are met and the motivation for L2 learning has been initiated, motivation, due to its dynamic status and many emerging motivational influences, needs to be actively maintained and protected (Dörnyei 2001: 71). First, I will discuss the motivational strategies related to making learning enjoyable and presenting tasks in a motivating way. Second, I will describe how the learners' motivation should be protected by increasing their self confidence, conserving their positive social image and promoting cooperation among learners. Finally, I will unfold how creating learner autonomy and promoting self motivation enhance the learners' motivation of L2 learning.

Naturally, students are willing to spend more effort on learning if they find the topic and the activity interesting and enjoyable, which is why motivational strategies related to making learning stimulating and enjoyable include breaking the monotony of learning, making the tasks more interesting and increasing the students' involvement (Dörnyei 2001: 73-76). First, the monotony of learning can be broken by varying the linguistics focus of the tasks, activated language skills of the tasks, channel of communication, and varying between auditory, visual and tactile methods regarding teaching. In other words, the teacher can vary, for example, between auditory and visual exercises, between spoken and written English exercises and between grammar and vocabulary exercises. An effective way to break the monotony of learning is also varying the organizational format, in other words, varying from whole-class tasks to group or pair work. In addition, learning materials, presentation style, physical arrangement of the classroom setting and the extent of the student involvement also contribute to the enjoyment of L2 learning, since monotonous classroom routines tend to reduce motivation. Second, the attractiveness of the tasks can be increased by making them more challenging and personalizing them according to the students' natural interests, for example, by including humorous or competitive elements to the tasks. Third, since learners feel more motivated toward tasks that they are part of, they should be active participants of the learning situations. The teacher should, therefore, aim at selecting tasks that require the involvement of every learner and create specific roles for everybody that are included in the task.

Presenting tasks in a motivating way overlaps with the motivational strategies related to making learning enjoyable by, for example, increasing the attractiveness of the tasks. However, important factors of explaining the purpose and utility of the task to learners and providing appropriate strategies are the primary strategies of this category (Dörnyei 2001: 79-81). Learners need to know why they are involved in a certain activity, rather than just engaging in a certain operation because of the teacher's orders. This includes making a connection between the task and the learners' real life outside school and describing how students should respond to the activity by, for example, specifying what they should particularly focus on.

Increasing learners' self-confidence and protecting their positive social image are extremely important motivational strategies because language anxiety and poor sense of self-worth in foreign language classrooms are factors that are sure to affect L2 learning negatively (Dörnyei 2001: 86-88). Krashen's Affective Filter Hypothesis (1981: 29) suggested already in the beginning of the 1980s that learners with low motivation, low self-confidence and high language anxiety cause the affective filter to rise, which blocks SLA. Foreign language anxiety can even extend beyond the classroom and affect the learners' selections of courses, majors and even careers (Horwitz, Horwitz and Cope 1986: 131). Teachers, therefore, need to do everything in their power to increase learners' self confidence and reduce their language anxiety.

Motivational strategies that aim to affect self-confidence and social image positively include providing experiences of success, encouraging learners, reducing language anxiety among learners and teaching them various learner strategies (Dörnyei 2001: 89-97). Providing experiences of success can be achieved by offering multiple opportunities for success in a foreign language classroom, adjusting the difficulty of tasks according to the learner's level and designing tests that focus on what learners can manage instead of what they are unable to manage. At the same time, the learners' attention should be drawn to their strengths and capability while indicating to them that they are believed in their effort to learn and complete the activities, in other words, the teacher should make it clear to students that he or she has faith in their abilities. Language anxiety can be reduced by avoiding social comparison and promoting cooperation instead of competition. In addition, mistakes should be embraced as a natural phenomenon of language learning instead of something to be feared. In addition, there is a wide range of learner and communicative strategies that should be promoted

to learners to make their learning more effective and to help them in their times of insecurity. Promoting the learners' positive social image overlaps with the increasing of their self-confidence. However, the most important factors in protecting the learners' social image include avoiding criticism, corrections and disciplining activities that may be considered humiliating and avoiding putting learners in the spotlight when they least expect it.

Cooperation is an extremely powerful motivational tool among learners for various reasons (Dörnyei 2001: 100-102). First, it enhances the class group cohesiveness, and thus, learners feel like they share a common goal, which increases their solidarity. Second, their expectancy of success, obligation and moral responsibility is higher, which means they are more motivated to reach the common goal. Finally, cooperative teams are more autonomous and they get more satisfaction of the learning process. The teacher can promote cooperation among learners by setting up tasks in which learners work together toward a common goal, assess team products instead of merely individual ones and teaching learners social skills that help them in group work (Dörnyei 2001: 102).

According to the Self-Determination Theory, learners who are spoken to by the teacher in a manner that supports their self-perceptions of autonomy are likely to be more intrinsically motivated (Clément, Noels and Pelletier 1999: 26). Conversely, learners who feel their teacher is controlling or authoritarian may lose their sense of autonomy and competence in the learning situation. Also, a study conducted by Noels, Clement and Pelletier (1999) supported this perception (see section 2.6.3). Hence, promoting learner autonomy is an important motivational tool and includes important motivational strategies. Learners need to feel that they are partly in control of their learning and what is happening in the classroom, which is why they need real choices about different aspects of L2 learning (Dörnyei 2001: 106-108). In addition, learners should be encouraged to adopt autonomous roles in group work through facilitation of the teacher, which means that the teacher shares the power with the learners to a degree required by the situation. Facilitation can vary from a hierarchical mode, in which the teacher takes full responsibility of the learning situation by making the major decisions, to an autonomous mode, in which the group's autonomy is completely respected. Increasing the students' self-motivating capacity is also an important motivational tool related to the learner autonomy, which means that the teacher actively promotes certain strategies

that, for example, enhance the learners' goal-commitment, help learners monitor their own learning through metacognition and promote awareness of how to control the distracting emotions (Dörnyei 2001: 109-116). In addition, the teacher can share the strategies that he or she has found useful before.

2.5.4 Encouraging positive self-evaluation

Now that I have discussed creating basic motivational conditions, generating initial motivation and maintaining and protecting motivation, I will move on to encouraging positive self-evaluation. Motivational strategies in this category are divided into promoting motivational attributions, providing motivational feedback, increasing learner satisfaction and offering rewards and grades in a motivating manner (Dörnyei 2001: 117-134). Below I will discuss each of these separately.

Attribution refers to the way people explain their success or failure in the past, and on the basis of these perceptions, they plan their future actions (Dörnyei 2001: 118). In L2 learning, failure is often explained as insufficient aptitude instead of lack of effort, which is why it is extremely important to motivate learners to realize they have a chance to affect the outcome of a language learning process (Dörnyei 2001: 119-122). Promoting effort attributions, therefore, is important in motivating learners. In other words, learners should be encouraged to explain their failures by unsuitable strategies and lack of effort instead of insufficient capability. Thus, ability attributions should be refused and the fact that the curriculum is within the learners' ability range should be made clear.

Feedback from the motivational point of view can be divided into three different categories based on their function (Dörnyei 2001: 123-125). First, feedback has a gratifying function, which means that the learner's spirit is raised and satisfaction increased by offering praise. Second, when trust and encouragement are passed on to the learners, their self-confidence increases and their positive self-concept is protected. Third, motivational feedback encourages learners to continually identify on what areas they need improving and how they can learn more effectively. Thus, this kind of positive feedback provides learners with information on what their strengths are and how they can improve on certain areas. At the same time, judgment and negative

comparison to other students are avoided. To sum up, motivational strategies regarding motivational feedback mean that all positive contribution from the learners is noticed and regular feedback regarding the learners' progress is handed out, concentrating especially on what should be focused on to develop in L2 learning.

Increasing learner satisfaction overlaps to a great extent with other motivational strategies, such as offering motivational feedback and encouraging positive social image and self-confidence. However, including regular public display of the learners' skills and making the learners' progress tangible through visual records and regular events can be mentioned as additional motivational strategies increasing learner satisfaction (Dörnyei 2001: 127).

Even though motivational researches tend to downplay the role of external rewards, which can even diminish intrinsic motivation (Deci and Ryan 1985: 43-45), in L2 teaching, offering rewards can also affect learners' motivation of L2 language learning in a positive way (Dörnyei 2001: 130). Rewards being at issue, they should not be overused and they should be meaningful to students, for example, they can be chosen by the students themselves. In addition, rewards can be offered unexpectedly after the completion of a task, in order to avoid the negative effect of undermining intrinsic motivation. Also, rewards should be offered regarding participation in activities that students get drawn into and activities that require creativity and goal-orientedness.

Since there is a link between language anxiety and measuring the learners' performance by handing out course grades, the focus should be on the more subtle effects of grading (Horwitz, Horwitz and Cope 1986). Grades can be presented in a motivating manner, despite their many potential negative effects regarding L2 learning, such as their segregating features, importance of good grades instead of the actual learning and growth of social inequality (Dörnyei 2001: 131-134). First, the success criteria for grading should be made extremely clear to the learners from the start. Second, grades should always be accompanied by comments that deliver praise and suggest improvement in certain areas. Third, grades should highlight also the relative improvement of the learners, in other words, the learners' possible improvement should be emphasized, rather than comparing him or her to peers. Finally, evaluation should be an ongoing process throughout the whole course or semester, and learners should be

provided with self-assessment tools in order to ensure that their views are also trusted and regarded as important.

Now that I have explained the actual dimensions of motivational strategies and what they include, I will move on to discuss how motivational strategies implementation has been researched. Below I will discuss the main studies conducted on motivational strategies.

2.6 Previous studies on motivating learners

2.6.1 A Classroom-oriented investigation of the effects of motivational strategies

Guilloteaux and Dörnyei (2008:55-77) conducted a large-scale investigation of the effects of motivational strategies on students with a study including 40 ESOL classrooms in South Korea with 27 teachers and over 1300 learners. The goal of the study was to gather empirical evidence of the correspondence of motivational behavior of the teachers and their students' language learning motivation. Specific observation instruments were developed for the study to measure the students' motivation and the motivational strategies used by the teachers.

To receive a clear picture of the motivational variables, three different instruments were used in the study: (a) a classroom observation scheme, (b) a student questionnaire, and (c) a post lesson teacher evaluation scale (Guilloteaux and Dörnyei 2008: 61-65). The MOLT classroom observation scheme includes recording of relevant classroom events based on Dörnyei's (2001) taxonomy of motivational strategies and Spada and Fröhlich's (1995) classroom observation scheme, the COLT. Categories included both the learner's motivated behavior and the motivational teaching practice. The student motivational state questionnaire aimed to discover the students' situation-specific motivational orientation related to their current L2 course. The final instrument, the post lesson teacher evaluation scale that was filled immediately after classes, was a rating scale that focused on certain motivational features of the teacher's instructional behavior.

The results indicated that there is a very strong link between a teacher's motivational behavior and the students' motivation. Also, the more situation-specific any particular measure was, the more directly it was linked to a particular motivational behavior. The researchers computed multiple correlations to find out the strength of the relationship between the correlatives (the teacher's motivational behavior and the self-reported learner motivation) and the students' motivational behavior. The students' self-reported motivation also seemed to confirm the effect of a teacher's motivational practices, even though this correlation is indirect because it relates to specific teacher practices and the students' overall course-related motivation. However, the correlations indicated that the teacher's behavior affects the general appreciation of the whole course, in addition to the students' immediate response. Guilloteaux and Dörnyei (2008: 73-74) conclude that there is a need for future research. First, it should be acknowledged that the improved motivational behavior of the students resulting from the teachers' motivational practices results in improved L2 learning. Second, more research should be carried out to find out how culture specific the motivational strategies are. Third, the teachability of motivational strategies, and more specifically the ways in which they are taught, should be focused on. Fourth, the relationship between the teacher's use of motivational strategies and good teaching should be examined. More specifically, researches should focus on which aspects of motivational teaching can compensate for limited or flawed instructions, and which aspects of instructional shortcomings potentially cancel the positive effects of motivational teaching.

2.6.2 An investigation of teaching strategies as reported by teachers and students

Bernaus and Gardner (2008: 387-401) conducted a study that examined language teaching strategies and their effects on the students' motivation and English achievement. The participants were 31 English as foreign language (EFL) teachers and their 694 15-year-old students in Catalonia, Spain. Of the students, 50% were from private schools and 50% from public schools. Both the teachers and the students rated the frequency of 26 different teacher strategies used, and the students were evaluated with a mini-Attitude Motivation Test Battery (AMTB; Gardner and MacIntyre 1993) regarding their attitudes, motivation and language anxiety. In addition, they carried out different tests of English achievement.

The teachers and students were asked to analyze 26 different teacher strategies in terms of frequency of use and the effects of the strategies, divided into two groups. First 14 strategies were considered traditional, in that they were teacher centered and concentrated on structural characteristics of language learning. By contrast, 12 strategies were classified as innovative, student-centered and devoted to communicative interaction. The research questions of the study were:

1. Do students and teachers perceive the use of the same strategies similarly?
2. Are the strategies as reported by the teachers related to their students' motivation and achievement?
3. Are the students' perceptions of the use of these strategies related to their motivation and achievement?

The relationship between the teachers' and the students' perceptions on different teaching strategies correlated with 16 of the strategies, whereas with 10 of the strategies they did not. There was no indication to what this could mean, and therefore, the researchers suggested that it could be answered using observers in the classroom. The relationship between variables of the mini-AMTB (motivation, attitudes toward the learning situation, integrativeness, instrumental orientation) and English achievement, on the other hand, correlated substantially. The students who rated the frequency of traditional strategies high did poorly on the English achievement test. However, perceiving frequent uses of both the traditional and innovative strategies correlated significantly with English achievement and with affective variables except for language anxiety. In other words, students who perceived different and versatile teaching strategies had a higher level of motivation and more positive attitudes toward the learning situation. It is notable that the teachers' perceptions of different strategies used, on the other hand, did not correlate with the affective characteristics.

2.6.3 A study of the effects of teacher's communicative style on students' motivation

Noels, Clément and Pelletier (1999: 24-34) studied how students' perceptions of their teacher's communicative teaching style, especially promoting the learners' autonomy and providing useful feedback, affects their intrinsic and extrinsic motivation. In

addition, a link between these variables and learning outcomes such as effort, anxiety and language competence was studied. The students' views on the teacher's communicative style was examined in the context of Self-Determination Theory (Deci and Ryan 1985), on the basis of which motivational orientation is affected by the social environment's effects on self-perceptions and autonomy. In other words, the goal was to find out how the teacher's communicative style affects the students' intrinsic and extrinsic motivational orientations.

The participants of the study consisted of 78 Anglophone-students that enrolled in a 6-week summer course of a French immersion program in Ottawa, Canada. The respondents were between 18 to 36 of age and their experience of L2 studies ranged between a few weeks to 19 years. The respondents answered a questionnaire that had three sections. First section measured amotivation, intrinsic motivation, and the three types of extrinsic motivation (see section 2.1), whereas the second section measured certain variables that have proven to be important in L2 learning. The final section contained questions about the perceptions the students had of their teacher.

Two sets of correlational analyses were executed. The first one examined the links between the orientations and motivation, anxiety and competence variables, whereas the second one assessed the relationship between the perceptions of the teacher's communicative style and "both the orientations and the variables of motivation and competence" (Noels, Clément and Pelletier: 1999: 28). Below, the main findings of the study are listed.

- Greater amotivation correlates with greater anxiety in a language classroom, lower motivational intensity and less intention to continue studying L2.
- Greater intrinsic motivation correlated negatively with perceiving the teacher as controlling and positively with observing the teacher as informative. Hence, feelings of being controlled associated with amotivation.
- Perceptions of the teacher as controlling seemed to increase student anxiety in the language classroom and decrease motivational intensity and, although marginally, intention to continue studying the L2. In addition, those who considered the teacher controlling had lower notions of their own competence.
- Perceptions of the language teacher as informative, or providing relevant feedback, associated with the students' greater motivational intensity and increased probability in continuing L2 studies.

According to Noels, Clément and Pelletier (2009), this study indicates that learning a language due to external rewards or external pressure should not be supported, but instead students should enjoy the learning experience and feel autonomous regarding L2 learning. In addition, intrinsic motivation seemed to clearly correlate with the teacher's communicative style in that the more controlling and unable to give constructive feedback the teacher was, the less intrinsically motivated the students were. In contrast, an informative teacher with constructive feedback associated with higher intrinsic motivation.

2.6.4 A study of perceived importance and frequency of motivational strategies

Dörnyei and Csizér (1998: 203-229) conducted a study on the perceived importance of various motivational strategies and their frequency in English L2 classrooms in Hungary. On the basis of the data obtained by means of a questionnaire from two hundred English L2 teachers, ten primary motivational strategies, "Ten commandments for motivating language teachers", were assembled. The former list by the author (Dörnyei 1994) was considered to be based on a semi-formal survey and personal experience rather than actual systematic research, which resulted in the need for an updated list of primary motivational strategies.

The respondents rated the importance and frequency of 51 different motivational strategies, which were modified and updated based on a pilot study that consisted of strategies of the first version (Dörnyei 1994). To get a reliable sample, the teachers chosen for the study had a varying extent of teaching experience and they taught in different institutions. In addition to the perceived importance of each strategy, the results were analyzed and presented according to the correlation between the perceived importance of each strategy and frequency and the mean frequency of each strategy from the overall frequency of all the strategies. In other words, the frequency and perceived importance of each motivational strategy were compared with the frequency and perceived importance of all the strategies. The most underutilized strategy categories related to their perceived importance were promoting the learners' goal-orientedness (e.g. "Set up several specific learning goals for the learners", "Help students design their individual study plans") and the teacher's own behavior ("Prepare

for lessons properly", "Show a good example by being committed and motivated"). In other words, even though these strategies were considered to be highly important, they were less frequent in the actual teaching situations.

Based on the analysis of the data obtained, the ten most important motivational macrostrategies for L2 teachers were found. They were selected based on the teachers' perceptions of the most important strategies from a motivational point of view. Below is listed the final version of "Ten commandments for motivating language teachers".

- 1) Set a personal example with your own behavior.
- 2) Create a pleasant, relaxed atmosphere in the classroom.
- 3) Present the tasks properly.
- 4) Develop a good relationship with the learners.
- 5) Increase the learners' linguistic self-confidence.
- 6) Make the language classes interesting.
- 7) Promote learner autonomy.
- 8) Personalize the learning experience.
- 9) Increase the learner's goal-orientedness.
- 10) Familiarize learners with the target language culture.

To conclude, the study found out the most important motivational strategies based on the data, which was interpreted based on the authors' own experience, collected by teachers in various institutions. The new list contained two new macrostrategies related to tasks and goals compared to the earlier list, which was gathered partly intuitively rather than empirically. The authors highlight that no motivational strategy has absolute value in every context because of the dynamic characteristics of learning situations, for example, different personalities of teachers and learners. They also criticize the fact that there was no strategy related to the conscious building of a cohesive learner group and that there was neglect related to strategies that support goal-setting and promote goal-orientedness. The authors feel that there is a need for additional research related to how the ten commandments for motivating language learners actually work in the classrooms and what are the optimal conditions for their implementation.

3 PRESENT STUDY

Sections 3.1-3.3 introduce the motives for the present study, theoretical framework of the present study, the research questions and the questionnaire used in the study. Section 3.4 discusses the subjects, methodology and the data analysis of the present study.

3.1 Motivation of the present study

It has been acknowledged that the teacher's behavior has an extremely important motivation promoting factor in a L2 classroom and that the teacher holds a great responsibility in promoting student motivation by making learning more enjoyable (Dörnyei and Csizér 1998, Chambers 1999). Motivating L2 learners has also been traditionally considered problematic for teachers (Veenman 1984). Not only have motivational strategies been perceived as highly important by teachers (Dörnyei and Csizér 1998), it has also been empirically validated that the teacher's communication style and implementation of motivational strategies have positive effects on the motivation of L2 learners (Guilloteaux and Dörnyei 2008, Noels, Clément and Pelletier 2009). However, the studies conducted have for many decades concentrated mainly on the L2 learner, and the empirical data gathered regarding the motivational impact of teachers in L2 classrooms has been limited. It was, therefore, justifiable for the present study to concentrate on L2 motivation from the perspectives of the teacher.

The reasons for the present study were the interest in the future L2 teachers' views on motivational strategies and the interest in the ways pedagogical studies provide them with tools to motivate L2 learners. The regarded usefulness and potential implementation of motivational strategies related to future L2 teachers had not been studied previously, which was also why I was interested in subjects that were still quite inexperienced regarding L2 teaching. University students in their final semester of teacher studies also possess the latest pedagogical knowledge of language teaching, which was also in unison with the fact that the terminology of motivational strategies is quite new-found. In other words, the current taxonomy of motivational strategies has only been present since 2001, and the topic has not been studied extensively, except for Dörnyei. In addition to finding out the regarded usefulness of motivational strategies by future L2 teachers, the motive for the present study was also to find out how much

future L2 teachers had already implemented different motivational strategies. To find out if future L2 teachers' views and implementation of motivational strategies change during their studies and possible work experience, I had two subject groups whose views and implementation of motivational strategies were compared. In other words, I was interested to find out if motivational strategies are considered more useful or implemented more when theoretical pedagogical knowledge and work experience grow. Below, I will first discuss the framework of my study, after which I present my research questions and finally discuss the data and methods of the study.

3.2 Research questions

The research questions of the present study are as follows:

- 1) How aware are future language teachers of motivational strategies in classrooms, and how much have they received information on motivational strategies during their pedagogical studies?
- 2) How useful do the subjects consider each motivational strategy adopted from Dörnyei's taxonomy (2001)?
- 3) What is the difference between the implementation of motivational strategies in the past two years between the two groups with different amounts of experience in teacher studies and work?
- 4) What is the correlation between the regarded usefulness of motivational strategies and the implementation of motivational strategies in the past two years?

In the present study the goal was to find out if future teachers felt they had received sufficient information on motivational strategies. An interesting aspect was also whereas the subjects, even though not necessarily familiar with the actual terminology of motivational strategies, had actually implemented motivational strategies in teaching. The time frame of implementing motivational strategies was limited to two past years in order to receive a timely understanding of the matter. Another goal was to find out what kind of differences there were between future teachers who had already completed their pedagogical studies at least a year before and those who were completing them during the gathering of the data. Finally, the goal was to examine whether there was a

correlation between the regarded usefulness of motivational strategies and the actual implementation of them.

The expected outcome of my study was that motivational strategies would be considered very important by the subjects. In addition, I expected that the more experienced subject group would have more awareness of motivational strategies than the less experienced group and that the more experienced group would have implemented motivational strategies more extensively. It is unclear, however, how much the subjects would feel they have actually received information regarding motivational strategies, since the terminology is quite new. In other words, the subjects do not necessarily distinguish between implementing motivational strategies and 'good teaching'. The results can, however, have major implications that there is more need for educating future teachers on actual motivational strategies, based on the fact that they have proven to have a substantial effect on the quality of L2 learning. In other words, the study is expected to point out that the carrot-stick approach to motivating students in L2 teaching is not sufficient, but there would be a need for implementation of strategies that enhance the motivational self-regulation of L2 learners in the long-term.

3.3 The questionnaire

In the present study, motivational strategies refer to instructional actions taken by the teacher in order to create and promote student motivation (Dörnyei 2001: 28). Since Dörnyei's taxonomy of motivational strategies is the most extensive one available, I have chosen it as the foundation of the study. In addition, Dörnyei's research in both motivation of L2 learning and motivational strategies related to L2 teaching has been extremely comprehensive. In Dörnyei's taxonomy (2001: 29-30), motivational strategies are divided into four main dimensions:

1. Creating basic motivational conditions, in other words, creating a good atmosphere and relationship with the students, and generating a consistent learner group
2. Generating initial motivation, that is, increasing the students' anticipations of success and creating positive attitudes towards language learning and the language course in question
3. Maintaining and protecting motivation by promoting relevant, incentive and

enjoyable tasks, providing learners with successful experiences, supporting the students' positive social image and encouraging learner autonomy

4. Encouraging positive retrospective self-evaluation, in other words, improving the students' satisfaction by handing out effective and motivating feedback and dispensing grades in a way that it supports the learners' motivation

The questionnaire used in the present study consists of four different parts (see Appendix 1). All questions in the first three sections of the questionnaire were closed and they were answered using a Likert scale from 1-5, where 5 is the strongest level of agreement and 1 the lowest. All the questions were in Finnish. The fourth section of the questionnaire included one open question. In addition, there were three questions about whether the subject belonged to the group that had completed their pedagogical studies or not, sex and main and minor subjects. However, I did not make distinctions based on sexes or main or minor subjects, since they turned out irrelevant regarding the study.

The first part (see Appendix 1) included two questions that aimed to find out the subjects' awareness of motivational strategies and their views on how much information they had received on motivational strategies during their pedagogical studies. Below I have translated the questions of the first part:

I. Answer the following claims by filling a number from 1-5.

I am aware of what motivational strategies are. (5 = strongly agree – 1 = strongly disagree)

I feel like I have received information on motivational strategies during my pedagogical studies. (5 = a great deal – 1 = not at all)

The second part of the questionnaire included 41 different motivational strategies, and the respondents were asked to fill in a number based on how useful they regarded each strategy. Below is an example:

I pay attention to each of my students and listen to each of them. (5 = very useful – 1 = not at all useful)

The third part of the questionnaire included, similar to the first part, the same 41 motivational strategies, but this time the respondents were required to fill in a number from 1-5 based on how often in the last two years they had implemented each strategy:

I encourage my students to be in contact with speakers of a foreign language. (5 = regularly – 1 = never)

The final part gathered some background information of the subjects regarding their major and minor subjects and sex, and if they had completed their pedagogical studies or not, to distinguish between the subject groups. There was also an open question about potential use of a specific motivational strategy that was not in the questionnaire, or if the subject felt the need to state something else regarding motivational strategies:

If you feel like you have any other comments regarding motivational strategies, or if some motivational strategy that you have used was missing from the list, write it here.

The first 11 motivational strategies in the questionnaire related to the first dimension of creating basic motivational conditions (see section 2.5.1), for example, “10. For each study group, I create rules that are agreed upon together.” The motivational strategies 12-20 included strategies that generate initial motivation (see section 2.5.2), for example, “16. I emphasize to my students how important learning a foreign language is in terms of career and practical matters.” The motivational strategies 21-33 related to maintaining and protecting motivation (see section 2.5.3), for example “32. I offer my students many choices regarding the learning process”. Finally, the motivational strategies 34-41 (see section 2.5.4) belonged to the category of encouraging positive self-evaluation, for example “39. I present the grades of my students in as motivating way as possible by highlighting the positive matters.” However, even though the motivational strategies of the questionnaire belonged to four different categories based on the function of the strategy, there was no indication of it in the actual questionnaire, since this could distract the respondents in their responses. In other words, the questionnaire simply included the actual strategies and the respondents were required to fill in a number based on how useful they regarded them and how often they had implemented them.

3.4 Data and methods

3.4.1 Subjects

The subjects of my study were soon-to-be language teachers (N = 84) studying in the University of Jyväskylä. The first group consisted of those who were in the final semester of completing their pedagogical studies (n = 59) and the second group (n = 25) had already completed their pedagogical studies at least a year before.

The reason for choosing future language teachers for my study instead of actual teachers with substantial teaching experience was that there have been many studies concentrating on the views of teachers (Bernaus and Gardner 1998, Dörnyei and Csizér 1998, Chambers 1999). In addition, teachers who had graduated much earlier probably would not have had much information about motivational strategies, since the terminology is quite new. L2 learners as a subject group was also out of the question, since it would have been unlikely that they would have had sufficient information about the actual definition of motivational strategies, and an observation study would have been impossible to conduct with the available resources and time frame. In addition, I was very interested in the views of future language teachers who had recently received pedagogical training and new teaching experience, since their knowledge and ideas would reflect current pedagogical trends instead of being outdated. In other words, teachers who have graduated much earlier do not necessarily possess the latest knowledge of L2 teaching methods.

3.4.2 Data collecting

The data of the study consisted of the responses of the subjects gathered by means of a questionnaire. The data was collected manually from different lectures by asking permission from the lecturers beforehand, after which I personally collected the data from the subjects in the beginning of lectures or seminars with the questionnaire that lasted approximately 15 minutes to fill in. Since I chose two groups of subjects, I needed several lectures and meetings to arrange my collection of data and to receive a sufficient quantity of responses. Some of the questionnaires were gathered by handing out the questionnaires to a lecturer, who then delivered the questionnaires to the absent

students who returned them when they had filled in the questionnaire. Since the instructions of the questionnaire were clear, I did not need to be present to instruct the respondents personally.

3.4.3 Data analysis

In the data analysis, both of the groups' responses were analyzed and compared quantitatively, excluding the final part of the questionnaire that included one open question. First, comparisons were made between the general awareness of motivational strategies and the views on how much the subjects had received information on motivational strategies during their pedagogical studies. Responses were then presented in the form of figures and tables, and possible differences between the two subject groups discussed. Second, the regarded usefulness of all motivational strategies were compared between the two groups and gathered in tables, after which the analysis concentrated on the statistically significant differences between the two groups. In the tables, I gathered the means for all the responses regarding the regarded usefulness of each motivational strategy, in addition to the means separating the two subject groups. The results were organized so that motivational strategies were divided into the four main dimensions discussed above (see section 3.3). Third, the comparison and analysis were made related to the possible correlations between the regarded usefulness and implementation of motivational strategies, concentrating on the statistically significant differences between the two groups. Once again, the strategies were divided according to the four main dimensions of motivational strategies. The implementation was presented by tables including both of the subject groups' means, below which the analysis concentrated on the statistically significant differences and correlations. The aim, therefore, was to find out the differences in views and implementation of motivational strategies between the two groups, of which another had more experience regarding pedagogical studies and work experience.

The data was analyzed by calculating the frequency of each response on a Likert scale questions ranging from 1 to 5. The statistically significant differences in responses between the two subject groups was calculated using Pearson Chi-Square test where the SIG (p) figure indicated the possible statistically significant difference between the subject groups' responses. In the analysis section, there will be figures to indicate these

statistically significant differences between the two subject groups. The meaning of these figures is listed below.

$p < 0,001$	very significant ***
$0,001 < p < 0,01$	significant **
$0,01 < p < 0,05$	almost significant *

The correlation between the regarded usefulness and implementation of motivational strategies was calculated quantitatively using Pearson correlation analysis. In this analysis, the figure related to the correlation between two variables varies between -1 to 1. A value of -1 indicates a complete negative correlation between two variables, 0 that there is no correlation and 1 that there is a complete positive correlation. The possible statistical significance of these correlations was verified by the figure (p) discussed above. The asterisks (*) indicate the possible statistically significant differences between the groups related to the regarded usefulness and implementation in the tables in section 4, and the motivational strategies that showed some statistically significant correlations ($0,5 < r$) between the regarded usefulness and implementation are **bolded** in the tables.

As mentioned above, the motivational strategies chosen for the questionnaire were adapted from Dörnyei's *Motivational strategies in the language classroom* (2001) and some of the strategies were modified to suit the purposes of the study. The main purpose was to choose one or two strategies from each principal group by modifying or merging the strategies if necessary. The goal was also to process the strategies thoroughly by taking into account all the different dimensions of motivational strategies (see section 3.3), but still consider the limited time regarding the responding to the questionnaire. In other words, the implementation of the study required balancing between all-round processing of the motivational strategies with sufficient data and limited time. The reason for choosing a questionnaire for the present study was to receive as much data as possible in a relatively short period of time. In other words, when considering the research questions and the purpose of the study, a questionnaire and analyzing the data quantitatively served the purpose of my study best. In addition, to reach the point of reliability in this particular study, the quantitative analysis of the data was a natural choice of methods.

4 RESULTS

Below I will discuss the results of the study. I have divided the results to different sections according to the research questions. Section 4.1 presents the data related to the first research question, section 4.2 to the second research question and 4.3 to the third and fourth research questions. In each section, answers to the research questions are provided based on the data gathered from the respondents (N = 84) by means of the questionnaire. Major implications, in depth discussion and comparisons to previous studies are presented in Chapter 5.

4.1 Awareness of motivational strategies and received information on motivational strategies

The first research question was as follows: How aware of motivational strategies in classrooms are future language teachers, and how much have they received information on motivational strategies during their pedagogical studies? In the following figures is gathered the data between the two groups on how aware of different motivational strategies they were in general (see Figure 1) and how much they felt to have received information on motivational strategies during their pedagogical studies (see Figure 2). The groups were divided to 'Not completed' (n = 59) and 'Completed' (n = 25), labels which indicate the difference between those who were in the middle of the final semester of their pedagogical studies ('Not completed') and those who had completed their pedagogical studies in the previous year or earlier ('Completed'). The two research questions were answered using a Likert scale from 1-5 where 1 indicates the lowest level of agreement and 5 the highest. The precise data used in the following figures can be seen in Appendix 2.

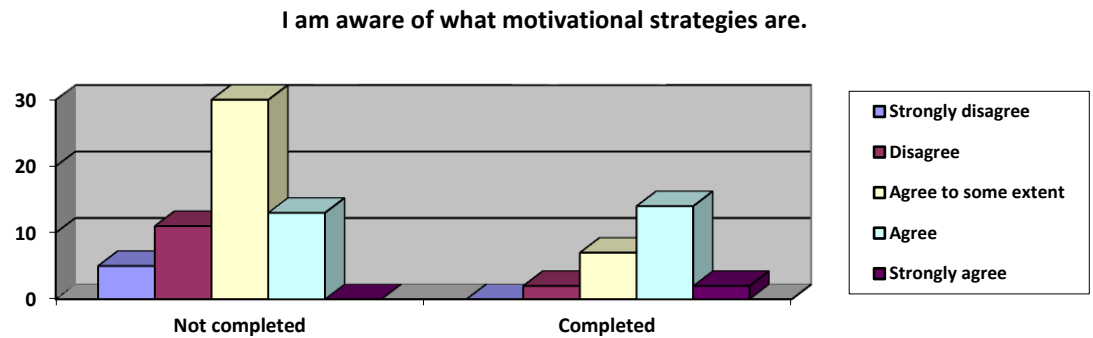


Figure 1. Awareness of motivational strategies.

The general awareness of motivational strategies differed between the two groups so that the group 'Completed' was clearly more aware of motivational strategies (mean 3.64) compared to the group 'Not completed' (mean 2.86). The medians were 3.5 ('Completed') and 2.5 ('Not completed'). There was a significant statistical difference between the groups ($p = 0.002$), which indicated that the more experienced group was more aware of what motivational strategies were. Only 22% of the group 'Not completed' agreed or strongly agreed to being aware of what motivational strategies were, whereas the same percentage among the group 'Completed' was 64%.

Figure 2 indicates the subjects' views on how much they felt to have received information on motivational strategies during their pedagogical studies.

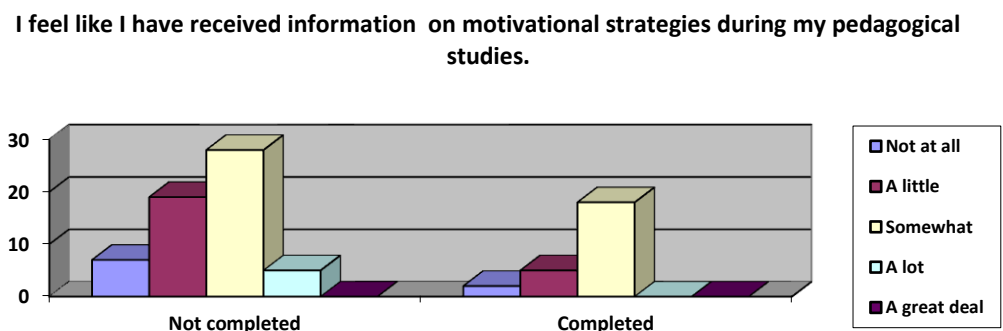


Figure 2. Information received on motivational strategies during pedagogical studies.

The mean among 'Not completed' was 2.53 and the mean among 'Completed' 2.64. The median of 'Not completed' was 2.5 and the median of 'Completed' 2. None of the respondents felt they had received a great deal of information on motivational strategies and only 6% of the respondents felt they had received a lot of information on

motivational strategies during their pedagogical studies. Overall, the views on the received information of all the respondents (mean 2.59) seemed to indicate that motivational strategies as a concept had not been emphasized during the pedagogical studies. There was no significant statistical difference between the two groups regarding their views on the received information on motivational strategies.

4.2 Regarded usefulness of motivational strategies by future language teachers

The second research question was as follows: How useful do the subjects consider each motivational strategy adopted from Dörnyei's taxonomy (2001)? Below are listed the results regarding the respondents' views on how useful they considered each motivational strategy. The results are divided into four sections based on the intended purposes of motivational strategies: creating basic motivational conditions, generating initial motivation, maintaining and protecting motivation and encouraging positive self-assessment. As mentioned before, proper motivational conditions need to take place before motivation can be initiated. After that, motivation needs to be actively maintained and protected. Finally, learners need to be provided the necessary tools for evaluating their behavior, which is why positive self-assessment needs to be encouraged. In the analysis, the mean for each motivational strategy was calculated to indicate the regarded usefulness. The responses ranged on a Likert scale from 5, which is the strongest level of regarded usefulness, to 1, which is the lowest. The mean figures indicating the regarded usefulness of both groups are presented separately in the tables. The asterisks indicate if there is a close to a statistically significant difference between the groups (*), a statistically significant difference between the groups (**) or a very statistically significant difference between the groups (***) - see section 3.4.3). The possible responses of closed questions related to the regarded usefulness were 1 – not at all useful, 2 – a little useful, 3 – useful to some extent, 4 – quite useful and 5 – very useful.

4.2.1 Creating basic motivational conditions

Table 1 indicates the regarded usefulness of each motivational strategy of the category “creating basic motivational conditions”.

Table 1. Regarded usefulness of motivational strategies related to creating basic motivational conditions.

Strategy	Mean	Mean ‘Not completed’	Mean ‘Completed’
I let my students know how interested I am in the target language.	3.65	3.68	3.60
I show my students that I care about their progress.	4.68	4.75	4.52
I pay attention to each of my students and listen to each of them.	4.77	4.83	4.64
I constantly keep the students’ parents up-to-date of their children’s progress.	3.02	2.97	3.16
I encourage risk-taking by highlighting that mistakes are a natural part of learning.	4.33	4.34	4.32
I use humor in my teaching.	4.46	4.54	4.28
I encourage my students to use humor.	3.85	3.97	3.56
In group and pair work I constantly aim to alternate the pairs or members of the groups.	3.21	3.22	3.20
I regularly alternate the seating in the classroom.	2.92	2.95	2.84
For each study group, I create rules that are agreed upon together.	3.88	3.92	3.80
I constantly monitor that the rules are being followed and never let a violation of these rules go unnoticed.	3.36	3.32	3.44

All motivational strategies belonging to the category of creating basic motivational conditions were considered to be important at least to some extent (lowest mean 2.92), and there was no significant difference between the groups. The overall mean of all the respondents was 3.83, which indicates that the respondents consider the motivational strategies of this category quite useful.

4.2.2 Generating initial motivation

Table 2 indicates the regarded usefulness of motivational strategies that belong to the category of generating initial motivation.

Table 2. Regarded usefulness of motivational strategies related to generating initial motivation.

Strategy	Mean	Mean 'Not completed'	Mean 'Completed'
In my teaching, I use L2 related exercises which I assume my students are interested in.	4.55	4.58	4.48
I promote a positive and open-minded attitude toward native speakers of the target language and culture.	4.49	4.59	4.24
I encourage my students to be in contact with speakers of a foreign language. *	4.36	4.47	4.08
I encourage my students to familiarize themselves with foreign cultures as much as possible.	4.44	4.53	4.24
I emphasize to my students how important learning a foreign language is in terms of career and practical matters.	4.15	4.20	4.04
I make sure that my students get sufficient aid and preparation regarding the completion of a task and that there is no insurmountable obstacle in completing a task.	4.38	4.46	4.20
I reinforce my students' goal-orientedness by agreeing upon common goals with a study group.	3.71	3.48	3.64
I let my students participate when planning the content of a curriculum or a course.	3.88	4.05	3.48
I raise my students' awareness on different ways to learn languages.	4.30	4.31	4.28

All motivational strategies related to generating initial motivation were considered important among the subjects (mean 4.25). There was no significant difference between the two groups related to the motivational strategies of this category. However, the difference between the groups related to motivational strategy "*I encourage my students to be in contact with speakers of a foreign language*" was close to significant ($p = 0.048$). Almost everyone (93.2%) of 'Not completed' considered this strategy useful or very useful, whereas the same section among 'Completed' was 80%.

4.2.3 Maintaining and protecting motivation

Table 3 indicates the regarded usefulness of motivational strategies related to maintaining and protecting motivation.

Table 3. Regarded usefulness of motivational strategies related to maintaining and protecting motivation.

Strategy	Mean	Mean 'Not completed'	Mean 'Completed'
I make learning exciting by breaking the monotony of classroom events.	4.07	4.00	4.24
I offer my students challenging exercises that I modify according to each student's needs if necessary.	4.10	4.15	3.96
I offer my students group exercises in which every member of the group has their own active role in them.	3.98	3.95	4.04
I let my students know the purpose of each exercise.	3.56	3.56	3.56
I encourage my students to set goals for themselves.	4.02	4.02	4.04
I offer my students exercises based on their level so that everyone can get feelings of success.	4.36	4.44	4.38
I give supportive feedback to my students according to their level.	4.65	4.63	4.72
I promote cooperation instead of competition among my students and avoid comparing them to each others.	4.35	4.39	4.24
I teach my students different learner and communication strategies.	4.07	4.12	3.96
I avoid setting students to spotlight when they do not expect it.	3.43	3.44	3.40
I offer my students exercises where they are required to reach a common goal, and I evaluate them based on the group's performance.	3.25	3.24	3.28
I offer my students many choices related to the learning process.	3.55	3.53	3.60
I promote my students' skills to motivate themselves in L2 learning by, for example, letting them know how I have motivated myself.	3.38	3.36	3.44

Motivational strategies related to maintaining and protecting motivation were considered important among the subjects (mean 3.91), and there was no significant differences between the groups in their views.

4.2.4 Encouraging positive self-evaluation

Table 4 shows the data concentrating on the motivational strategies that encourage positive self-evaluation.

Table 4. Regarded usefulness of motivational strategies related to encouraging positive self-evaluation.

Strategy	Mean	Mean 'Not completed'	Mean 'Completed'
I encourage my students to explain their failures by insufficient effort instead of lack of aptitude.	3.65	3.63	3.72
I acknowledge every positive attitude or comment that my students produce.	4.12	4.14	4.08
I offer consistent feedback to my students of their progress.	4.00	4.03	3.92
In my feedback, I highlight especially what my students should focus on. *	3.92	3.76	4.28
I offer my students rewards especially based on their effort.	3.36	3.29	3.52
I present the grades of my students in as motivating way as possible by highlighting the positive matters.	4.19	4.29	3.96
I make sure that the grades reflect effort and progress instead of evaluating each student similarly based on aptitude. *	3.99	4.03	3.88
I encourage my students to self-evaluation by offering different means of self-evaluation.	3.39	3.41	3.36

The usefulness of the motivational strategies that encourage positive self-evaluation was regarded almost similar to creating basic motivational conditions (mean 3.83). There was no statistically significant difference between the two groups regarding their views. However, strategy “*I make sure the grades reflect effort and progress instead of evaluating each student similarly based on aptitude*” was close to significant ($p =$

0.041). Of 'Not completed', 76.3% regarded this strategy as useful or very useful, whereas the same percentage among 'Completed' was 60%. Close to a statistically significant difference related also to strategy "*In my feedback, I highlight especially what my students should focus on*" ($p = 0.024$), where responses indicated that almost half (48%) of 'Completed' regarded this strategy as very important, whereas the same percentage among 'Not completed' was 16.9%. The importance of relevant feedback, therefore, seemed to be more emphasized by those who have more experience in offering feedback.

4.3 Implementation of motivational strategies

In the previous sections I presented the findings related to the general awareness and the regarded usefulness of motivational strategies and made comparisons between the groups accordingly. In this section I will concentrate on the implementation of motivational strategies and aim to find out if there exists a correlation between the regarded usefulness and implementation of motivational strategies. The third and fourth research questions were as follows:

What is the difference between the implementation of motivational strategies in the past two years between the two groups with different amounts of experience in teacher studies and work?

What is the correlation between the regarded usefulness of motivational strategies and the implementation of motivational strategies in the past two years?

Once again, the aim is to compare the two subject groups ('Completed' and 'Not completed') that have different amounts of theoretical and practical pedagogical experience. The implementation of motivational strategies was gathered by means of the questionnaire repeating the same statements as in the previous section (see Tables 1-4), only this time the Likert scale from 1-5 measured how often the subjects had implemented each strategy in teaching in the past two years (1 – never, 2 – seldom / have tried it out, 3 – sometimes, 4 – often, 5 – regularly). After all the responses regarding the implementation of motivational strategies are presented, the statistically significant correlations and differences between the two groups are discussed. First, the motivational strategies that showed a statistically significant difference between the groups' implementations are presented. Second, the analysis concentrates on how the

regarded usefulness of motivational strategies correlated with the respondents' implementation of them. Regarding the implementation of motivational strategies in the past two years, the asterisks indicate if there is a close to a statistically significant difference between the groups (*), a statistically significant difference between the groups (**) or a very statistically significant difference between the groups (***) - see section 3.4.3). The mean figures of motivational strategies that are **bolded** in the tables indicate a statistically significant correlation between the regarded usefulness and implementation regarding the other or both of the groups. The analysis will be divided into four sections based on the purposes of motivational strategies: creating basic motivational conditions, generating initial motivation, maintaining and protecting motivation and encouraging positive self-evaluation. The motivational strategies in this section are numbered, since it makes it easier to refer to the different strategies because of the numerous correlations.

4.3.1 Creating basic motivational conditions

Table 5 indicates the respondents' implementation of motivational strategies that create basic motivational conditions in the past two years

Table 5. Implementation of motivational strategies in the past two years related to creating basic motivational conditions.

Strategy	Mean	Mean 'Not completed'	Mean 'Completed'
1) I let my students know how interested I am in the target language.	3.01	2.92	3.24
2) I show my students that I care about their progress.	3.82	3.75	4.00
3) I pay attention to each of my students and listen to each of them.	4.01	4.00	4.04
4) I constantly keep the students' parents up-to-date of their children's progress. *	1.42	1.24	1.84
5) I encourage risk-taking by highlighting that mistakes are a natural part of learning.	3.43	3.22	3.92
6) I use humor in my teaching.	3.68	3.64	3.76
7) I encourage my students to use humor.	2.96	2.97	2.96
8) In group and pair work I constantly aim to alternate the pairs or members of the groups.	2.69	2.61	2.88
9) I regularly alternate the seating in the classroom.	1.85	1.71	2.24
10) For each study group, I create rules that are agreed upon together. **	1.89	1.66	2.44
11) I constantly monitor that the rules are being followed and never let a violation of these rules go unnoticed.	3.16	3.02	3.48

Overall, the mean implementation of motivational strategies related to creating basic motivational conditions in the past two years was 2.90, which indicates that the implementation of different strategies varies a lot. Clearly the relatively small work experience indicates that strategies related to parents and otherwise long term teaching had the lowest score regarding implementation. For example, keeping the parents constantly up-to-date (mean 1.42) and regularly alternating seating patterns (mean 1.89) were seldom implemented. The difference between the groups regarding informing parents was almost statistically significant ($p = 0.033$) so that of the more experienced

group 28% had implemented the strategy at least sometimes. By contrast, only 5.1% of the less experienced group had implemented the strategy at least sometimes. The regarded usefulness of the strategy was 3.02, so the reason for the low implementation of the strategy seems to simply reflect the insufficient work experience, since there is usually no contact with the parents during the teacher training period. Surprisingly, the only statistically significant difference between the groups related to strategy 10: "*For each study group, I create rules that are agreed upon together*" ($p = 0.009$). Of the more experienced group, 36% had implemented the strategy sometimes. By contrast, only 17% of the other group had implemented it sometimes.

The correlation between the regarded usefulness and implementation of motivational strategies was not high in any strategy considering all the respondents. However, among the group 'Completed' the correlation was higher in all the strategies. Among the group 'Not completed' there was no correlation between the regarded usefulness and implementation of motivational strategies and the significance of this non-correlation were found only in 4 of 11 strategies ($p < 0.01$). Among the group 'Completed', statistically significant correlation figures were found related to all the strategies ($p < 0.01$) except for strategies 4 and 5, which were also the strategies with absolutely no correlation between the regarded usefulness and implementation. Strategies 1-3 and 6-11 showed a correlation to some extent ($0.5 < r$) between the regarded usefulness and implementation, however, the correlation was not very high for any strategy. There was clearly more implementation of motivational strategies considered to be useful among 'Completed' than 'Not completed'. This seems to indicate that the more work experience and pedagogical knowledge the respondents had, the more they had implemented different motivational strategies related to creating basic motivational conditions based on how useful they regarded them.

4.3.2 Generating initial motivation

Table 6 indicates the respondents' implementation of strategies generating initial motivation in the past two years.

Table 6. Implementation of motivational strategies in the past two years that generate initial motivation.

Strategy	Mean	Mean 'Not completed'	Mean 'Completed'
12) In my teaching, I use L2 related exercises in which I assume my students are interested in.	4.07	4.07	4.08
13) I promote a positive and open-minded attitude toward native speakers of the target language and culture.	3.90	3.88	3.96
14) I encourage my students to be in contact with speakers of a foreign language.	3.12	3.02	3.36
15) I encourage my students to familiarize themselves with foreign cultures as much as possible.	3.56	3.56	3.56
16) I emphasize to my students how important learning a foreign language is in terms of career and practical matters.	3.30	3.15	3.64
17) I make sure that my students get sufficient aid and preparation regarding the completion of a task and that there is no insurmountable obstacle in completing a task.	3.95	3.95	3.96
18) I reinforce my students' goal-orientedness by agreeing upon common goals with a study group. **	2.11	1.93	2.52
19) I let my students participate when planning the content of a curriculum or a course. *	1.94	1.81	2.24
20) I raise my students' awareness on different ways to learn languages.	2.87	2.83	2.96

Compared to creating basic motivational conditions, the implementation of strategies generating initial motivation in the past two years was higher among all the respondents (mean 3.20). Overall, among 'Completed' the implementation was slightly higher, however, the difference was statistically significant only for strategy 18 ($p = 0.003$) and close to statistically significant for strategy 19 ($p = 0.015$). The more experienced group

had not implemented any motivational strategy of this category less than the other group.

The correlation coefficient of regarded usefulness and implementation of these strategies was significant among 'Not completed' only for strategies 13,16 and 17 ($p < 0.01$) and close to significant for strategies 14 and 19 ($0.01 < p < 0.05$). However, the correlation to some extent existed only for strategy 16 ($0.5 < r$). Among this group, therefore, only this strategy related to instrumental values of L2 learning had an existing correlation between the regarded usefulness and implementation.

Among 'Completed', the correlation between the regarded usefulness and implementation was statistically significant only for strategy 16 ($p < 0.01$) and close to statistically significant for strategies 14,15 and 20 ($0.01 < p < 0.05$). The correlation was strongest for strategy 16 ($0.5 < r$), similar to the other group. In addition, there was some correlation between the regarded usefulness and implementation regarding strategy 20, which relates to promoting awareness on different language learning ways. Even though the implementation of motivational strategies of this category was higher with the more experienced group, the correlation between the regarded usefulness and implementation was not significantly different, excluding strategy 20.

4.3.3 Maintaining and protecting motivation

Table 7 indicates the respondents' implementation of motivational strategies in the past two years related to maintaining and protecting motivation.

Table 7. Implementation of motivational strategies in the past two years related to maintaining and protecting motivation.

Strategy	Mean	Mean 'Not completed'	Mean 'Completed'
21) I make learning exciting by breaking the monotony of classroom events.	3.35	3.27	3.52
22) I offer my students challenging exercises that I modify according to each student's needs if necessary.	2.73	2.59	3.04
23) I offer my students group exercises in which every member of the group has their own active role in them.	2.86	2.69	3.24
24) I let my students know the purpose of each exercise. *	2.82	2.68	3.16
25) I encourage my students to set goals for themselves. *	2.39	2.22	2.80
26) I offer my students exercises based on their level so that everyone can get feelings of success. *	3.25	3.08	3.64
27) I give supportive feedback to my students according to their level.	3.99	3.93	4.12
28) I promote cooperation instead of competition among my students and avoid comparing them to each others.	3.74	3.64	3.96
29) I teach my students different learner and communication strategies.	2.83	2.75	3.04
30) I avoid setting students to spotlight when they do not expect it.	3.40	3.32	3.60
31) I offer my students exercises where they are required to reach a common goal, and I evaluate them based on the group's performance. **	2.19	1.92	2.84
32) I offer my students many choices related to the learning process. **	2.37	2.19	2.80
33) I promote my students' skills to motivate themselves in L2 learning by, for example, letting them know how I have motivated myself.	2.50	2.42	2.68

The mean implementation in the past two years of all motivational strategies of this category was 2.96. The implementation varied greatly among the respondents, especially among 'Not completed', from no implementation at all to regular implementation. The group 'Completed' had a higher mean of implementation in all strategies, and the difference was close to statistically significant for strategies 24-26 ($0.01 < p < 0.05$) and statistically significant for strategies 31 and 32 ($0.001 < p < 0.01$). For example, strategy 31 of offering students exercises to reach a common goal and evaluating the group's performance showed that 39% of 'Not completed' had never implemented it, and only 33.9% had tried it out. By contrast, only 8% of 'Completed' had never implemented it and 24% had tried it out.

Among 'Not completed', strategies 29 and 33 had a very significant correlation coefficient ($p < 0.001$) between the regarded usefulness and implementation. A correlation existed to some extent ($0.5 < r$) for both of these strategies, even more so regarding strategy 33. Other strategies either did not have correlation between the regarded usefulness and implementation or the correlation coefficient could not be considered statistically significant.

Among 'Completed', only strategies 30 and 31 indicated correlation to some extent ($0.5 < r$) between the regarded usefulness and implementation. Considering the other strategies of this category, the correlation was low and could not be perceived as statistically significant. The group 'Completed' had clearly implemented motivational strategies of this category more in the past two years, but there was no significant difference between the groups regarding the correlation between the regarded usefulness and implementation, excluding that the strategies that showed some correlation were different between the two groups. Among 'Not completed' the correlation related to strategies 29 and 33 and among 'Completed' to 30 and 31. The difference in the regarded usefulness and implementation (2.84 and 1.92) was higher with 'Completed' than with 'Not completed', especially regarding strategy 31: *"I offer my students exercises where they are required to reach a common goal, and I evaluate them based on the group's performance."*

4.3.4 Encouraging positive self-evaluation

Table 8 indicates the respondents' implementation of motivational strategies in the past two years related to encouraging positive self-evaluation.

Table 8. Implementation of motivational strategies in the past two years related to encouraging positive self-evaluation

Strategy	Mean	Mean 'Not completed'	Mean 'Completed'
34) I encourage my students to explain their failures by insufficient effort instead of lack of aptitude.	2.64	2.53	2.92
35) I acknowledge every positive attitude or comment that my students produce.	3.85	3.78	4.00
36) I offer consistent feedback to my students of their progress.	3.10	2.93	3.48
37) In my feedback, I highlight especially what my students should focus on. **	3.18	2.90	3.84
38) I offer my students rewards especially based on their effort.	2.14	2.02	2.44
39) I present the grades of my students in as motivating way as possible by highlighting the positive matters.	3.24	3.12	3.40
40) I make sure that the grades reflect effort and progress instead of evaluating each student similarly based on aptitude.	2.92	2.81	3.16
41) I encourage my students to self-evaluation by offering different means of self-evaluation. *	2.02	1.85	2.44

Even though the implementation of all motivational strategies related to encouraging positive self-evaluation was higher among 'Completed', the difference was statistically significant only for strategy 37 ($p = 0.004$) and close to statistically significant for strategy 41 ($p = 0.016$). However, there seemed to be a clear difference between the groups regarding the implementation of strategies related to this category, since the mean implementation was higher related to every strategy among 'Completed'. Similar to the motivational strategies of earlier categories (see Tables 5-7), the responses seem to indicate that the more experience a subject has of pedagogical studies and teaching, the more he or she has implemented a specific motivational strategy. However, the mean implementation of motivational strategies encouraging positive self-evaluation

among 'Completed' was 3.65, which still suggests that they do not implement these strategies regularly.

As can be expected from the low implementation of encouraging positive self-evaluation related motivational strategies, there was no correlation among 'Not completed' between the regarded usefulness and implementation.

Among 'Completed', there was some correlation between the regarded usefulness and implementation related to strategies 34, 35 and 39 ($0.5 < r$). These strategies included embracing effort attribute instead of ability attribute, noticing all of the students' positive contributions and presenting the grades in a motivating manner. Therefore, similar to earlier findings, 'Completed' had implemented motivational strategies more extensively and showed more correlation between the regarded usefulness and implementation.

Overall, the results seem to indicate that since 'Not completed' have a lower amount of implementation of motivational strategies, they also show less correlation between the regarded usefulness and implementation of motivational strategies in the past two years. This is because the differences of the regarded usefulness of motivational strategies between the two groups (see section 4.2) were quite marginal. If a subject considers a specific motivational strategy useful and has very low experience in implementing the strategy, a positive correlation between these two variables (the regarded usefulness and implementation) cannot exist.

5 DISCUSSION

Now that the results of the present study based on the two subject groups' responses have been presented, I will move on to discuss what these results imply. I will discuss each research question based on the data analysis and make comparisons with previous studies accordingly. After this, I will make suggestions for future research.

5.1 Awareness of motivational strategies and received information on motivational strategies

The first research question was as follows:

How aware of motivational strategies in classrooms are future language teachers, and how much have they received information on motivational strategies during their pedagogical studies?

The expectation was (see section 3.2) that the more experience regarding pedagogical studies and work experience a subject had, the more aware of motivational strategies he or she would be. Indeed, there was a statistical difference between the two subject groups. The results indicated that the group 'Completed' was clearly more aware of what motivational strategies were (mean 3.64) compared to the group 'Not completed' (mean 2.86). Of 'Completed', 64% agreed or strongly agreed with the statement "I am aware of what motivational strategies are", whereas only 22% of 'Not completed' agreed with this statement.

When considering the information received on motivational strategies during pedagogical studies, however, there was no significant difference between the groups. The mean for all the respondents was only 2.59 regarding statement "*I feel like I have received information on motivational strategies during my pedagogical studies.*" Since the mean is between 'a little' and 'somewhat' regarding the information received on motivational strategies during teacher studies, the respondents were likely to use their own reasoning, in addition to information received during teacher studies, or their information was based on other sources (i.e. work experience) when defining motivational strategies. This is because the general awareness regarding motivational strategies of all the respondents was clearly higher (mean 3.25). The responses seem to indicate that the topic of motivational strategies is unexpectedly a quite avoided subject regarding teacher studies of the University of Jyväskylä, or that the terminology is

simply different. The majority of both groups felt they had received information on motivational strategies “to some extent” during their pedagogical studies. To be more specific, the figures were 47.5% among ‘Not completed’ and 72% among ‘Completed’. No respondent felt to have received very much information on motivational strategies. To sum up, even though the pedagogical studies did not seem to offer much information of motivational strategies, the findings seemed to indicate that the overall awareness of motivational strategies grows in accordance with work experience and general pedagogical knowledge.

5.2 Regarded usefulness of motivational strategies by future language teachers

The second research question was as follows:

How useful do the subjects consider each motivational strategy, applied from Dörnyei's taxonomy (2001)?

The means of the regarded usefulness of motivational strategies are shown in Table 9 and Figure 3. The results are divided according to the main functions of motivational strategies. As mentioned earlier, the range of the responses was 1 to 5 on a Likert scale where the possible responses were 1 – not at all useful, 2 – a little useful, 3 – useful to some extent, 4 – quite useful and 5 – very useful.

Table 9. The mean regarded usefulness of motivational strategies.

The function of motivational strategies	Mean ‘Not completed’	Mean ‘Completed’
Creating basic motivational conditions	3.86	3.76
Generating initial motivation	4.30	4.08
Maintaining and protecting motivation	3.91	3.91
Encouraging positive self-evaluation	3.82	3.84

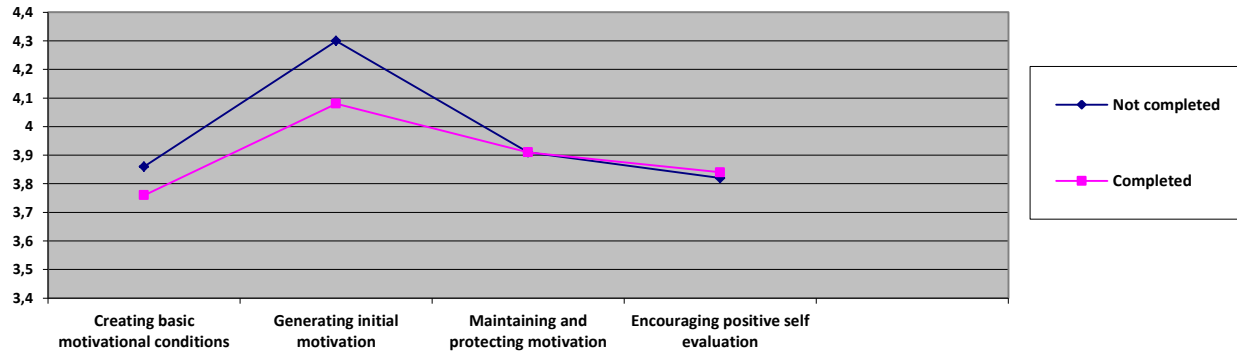


Figure 3. The mean regarded usefulness of motivational strategies.

There was a difference regarding categories of creating basic motivational conditions and generating initial motivation between the two subject groups, however, this difference cannot be perceived as statistically significant. The regarded usefulness of motivational strategies related to maintaining and protecting motivation and encouraging positive self-evaluation were almost identical between the two groups, as Figure 3 indicates. Only three individual strategies showed even close to statistically significant differences between the two subject groups, which were “*I encourage my students to take contact with speakers of foreign language*”, “*I make sure the grades reflect effort and progress instead of evaluating each student similarly based on aptitude*” and “*In my feedback, I highlight especially what my students should focus on*”. Differences in the first two strategies were so marginal that no major implications can be drawn. However, the last strategy related to feedback indicated that 48% of ‘Completed’ considered this strategy very important, whereas the same percentage among ‘Not completed’ was only 16.9%. The more experienced group that also can be assumed to have more experience in giving feedback, therefore, considered the strategy related to feedback more useful. Overall, however, all motivational strategies were considered quite useful by both groups with only marginal differences between their views. Strategies related to generating initial motivation were considered most important, as Figure 3 indicates. The assumption (see section 3.2) that the future language teachers would consider motivational strategies very useful was correct, and as expected, there were only very marginal statistically significant differences between the groups. However, the differences started to emerge when looking into the findings concentrating on the implementation of motivational strategies in the past two years and

possible correlations between the regarded usefulness and implementation of motivational strategies, which I will discuss below.

5.3 Implementation of motivational strategies

The third and fourth research questions were as follows:

What is the difference between the implementation of motivational strategies in the past two years between the two groups with different amounts of experience in teacher studies and work?

What is the correlation between the regarded usefulness of motivational strategies and the implementation of motivational strategies in the past two years?

The expectation was (see section 3.2) that there would be more implementation of motivational strategies among the more experienced group. This expectation was correct, since the difference in the implementation of motivational strategies in the past two years was clearly higher compared to the difference regarding regarded usefulness between the two groups, so that the more experienced group had implemented motivational strategies more. The responses ranged from 1 to 5 on a Likert scale, similar to the previous section, only this time the responses measured the frequency of a specific strategy used in the past two years (1 – never, 2 – seldom / have tried it out, 3 – sometimes, 4 – often, 5 – regularly). To illustrate, the means of both groups' implementation are shown in Table 10 and Figure 4.

Table 10. The mean implementation of motivational strategies in the past two years.

The function of motivational strategies	Mean 'Not completed'	Mean 'Completed'
Creating basic motivational conditions	2.79	3.16
Generating initial motivation	3.13	3.36
Maintaining and protecting motivation	2.82	3.26
Encouraging positive self-evaluation	2.74	3.21

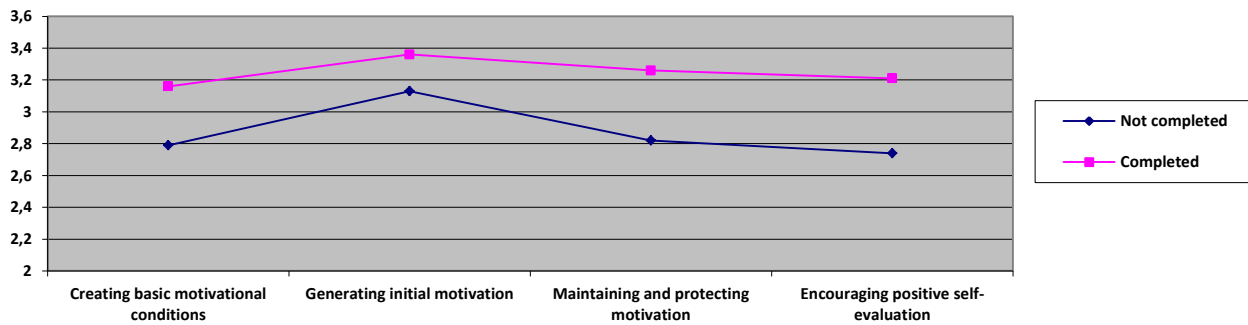


Figure 4. The mean implementation of motivational strategies in the past two years.

Since the implementation of motivational strategies, in addition to the correlations between the regarded usefulness and implementation, showed more differences between the two groups, I will discuss the results divided according to the four main dimensions indicating the functions of motivational strategies.

The implementation of motivational strategies in the past two years related to creating basic motivational conditions was higher among ‘Completed’ with the mean implementation of 3.16. By contrast, the mean implementation of ‘Not completed’ was 2.79. However, the mean implementation in the past two years was surprisingly low even among ‘Completed’, and the difference in implementation was statistically significant only for strategy 11: *“I constantly monitor that the rules are being followed and never let a violation of these rules go unnoticed”* and close to significant for strategy 4: *“I constantly keep the students’ parents up-to-date of their children’s progress”*. The more experienced group showed some correlation between the regarded usefulness and implementation of motivational strategies of creating basic motivational conditions, but ‘Not completed’ did not show a correlation. Naturally, since the implementation of motivational strategies of creating basic motivational conditions was quite low among ‘Not completed’ (mean 2.79) and they still regarded motivational strategies of creating basic motivational conditions useful (mean 3.86), there was no correlation between the regarded usefulness and implementation. The reasons for the low implementation can also be that some strategies of this category clearly relate to more extensive teaching experience. For example, strategies such as *“I constantly keep the students’ parents up-to-date of their children’s progress”* (mean 1.42), *“I regularly alternate the seating in the classroom”* (mean 1.85) and *“For each study group, I create rules that are agreed upon together”* (mean 1.89) had a very low implementation,

especially among “Not completed”. The reasons for low implementation of these kind of strategies probably derives from the fact that it requires more permanent teaching experience to be in contact with the parents or regularly alternating seating in the classroom than merely the teaching training period. Regarding strategies of creating basic motivational conditions, 9 of 11 showed correlations to some extent between the regarded usefulness and implementation (see section 4.3.1). By contrast, there was no correlation at all among ‘Not completed’.

Even though the implementation of motivational strategies in the past two years of generating initial motivation was higher regarding all strategies of this category among ‘Completed’ than ‘Not completed’, there was a statistically significant difference only for strategy *“I reinforce my students’ goal-orientedness by agreeing upon common goals with a study group”*. Of ‘Completed’, 68% implemented this strategy at least sometimes, but only 27.1% of ‘Not completed’ implemented this strategy at least sometimes. Once again, the group with more extensive experience showed a higher implementation. Even though the other strategies did not have as great differences in implementation, the trend was that ‘Completed’ had implemented all strategies more. Compared to creating basic motivational conditions, all respondents implemented strategies of generating initial motivation more, and the overall means of both groups were closer to each other (see Figure 4). The correlation between the implementation and regarded usefulness was highest for strategy *“I emphasize to my students how important learning a foreign language is in terms of career and practical matters”*, for which the mean implementation was 3.64 among ‘Completed’ and 3.15 among ‘Not completed’. This motivational strategy of promoting instrumental value of L2 learning was the only strategy indicating a clear correlation that was statistically significant between the regarded usefulness and implementation regarding both of the groups.

The findings related to strategies of maintaining and protecting motivation showed a similar trend as before, which was ‘Completed’ having implemented motivational strategies more than ‘Not completed’. The differences were greatest, and statistically significant, for strategies *“I offer my students exercises where they are required to reach a common goal, and I evaluate them based on the group’s performance”* and *“I offer my students many choices related to the learning process”*. The mean implementations of these strategies were 2.84 and 2.80 among ‘Completed’ and 1.92 and 2.19 among ‘Not completed’. It can be assumed that the teacher training period

does not give unlimited possibilities in evaluating group performances and offering many choices related to the learning process because of the short-term contact with each learner group. It is logical, therefore, that the more experienced group had implemented these strategies more, however, even their implementation was not regular. Once again it can be concluded that the more experience a subject had received regarding teaching, the more he or she usually had implemented different motivational strategies. Also strategies *“I let my students know the purpose of each exercise”*, *“I encourage my students to set goals for themselves”* and *“I offer my students exercises based on their level so that everyone can get feelings of success”* had a clearly higher implementation among ‘Completed’ and close to a statistically significant difference between the groups. The mean implementations of ‘Completed’ were 3.16, 2.80 and 3.64 and the mean implementations of ‘Not completed’ 2.68, 2.22 and 3.08. Especially the two latter strategies, similar to earlier examples, require more than a short-term contact of the teacher training period with the students. This is due to the fact that supervising the setting of personal goals and offering individually made exercises based on each student’s skill level require a longer in depth relationship with the students. Therefore, it is natural that the more experienced group had more experience regarding the implementation of these motivational strategies.

Motivational strategies related to encouraging positive self evaluation showed the highest difference regarding both groups’ mean implementations (see Figure 4). Especially strategy *“In my feedback, I highlight especially what my students should focus on”* showed a statistically significant difference (‘Completed’ 3.84 and ‘Not completed’ 2.90). Among ‘Completed’, there was a correlation between the regarded usefulness and implementation related to strategies *“I encourage my students to explain their failures by insufficient effort instead of lack of aptitude”*, *“I acknowledge every positive attitude or comment that my students produce”* and *“I present the grades of my students in as motivating way as possible by highlighting the positive matters”*. By contrast, there was no correlation between the regarded usefulness and implementation among ‘Not completed’ for any strategy, and their implementation of strategies related to encouraging positive self-evaluation was overall low. The findings imply that especially strategies related to feedback, grades and providing students with the means of self-evaluation are not yet assimilated among ‘Not completed’, which is natural, since these kind of strategies, similar to some examples mentioned earlier, require a longer term teaching experience and contact with a learner group.

To sum up and answer the research questions, the findings indicated that there was a difference between the groups related to the implementation of different motivational strategies. The more experienced group had implemented strategies of all categories more than the other group in the past two years. The difference was especially high related to the strategies that require a long term contact with a learner group, such as providing grades in a certain way, providing means of self-evaluation, keeping the students' parents up-to-date of their children's progress, providing constant feedback and promoting goal-orientedness. The results, therefore, seem to indicate that the more experience a subject has on pedagogical studies and teacher work, the more he or she has implemented different motivational strategies. The correlation between the regarded usefulness and implementation of motivational strategies in the past two years was close to non-existent among 'Not completed'. Only 3 out of 41 strategies showed any correlation, which cannot be perceived as having any significance. In other words, the group 'Not completed' considered motivational strategies useful (mean regarded usefulness 3.97) but had not implemented them much due to their limited experience in teaching (mean implementation 2.87). The open responses provided also suggest that the implementation was low due to their low teaching experience. By contrast, the correlation between the regarded usefulness (mean 3.90) and implementation of motivational strategies in the past two years (mean 3.25) among 'Completed' existed to some extent. However, the correlation was not regular, and therefore, did not present itself continuously. To be more specific, only 16 out of 41 motivational strategies showed any correlation between the regarded usefulness and implementation among 'Completed'. This would suggest that, even though the correlation was clearly more evident than among 'Not completed', the correlation could not be proven to be regular. The reasons for this seem to be that even the more experienced group did not show a high implementation of motivational strategies compared to how useful they regarded them, which is logical, since they neither were graduated teachers. Still, the results seem to indicate that experience in pedagogical studies and teaching tend to increase the implementation of motivational strategies and attest to the correlation between the regarded usefulness and implementation of motivational strategies. In other words, the more experienced group had implemented motivational strategies more in the past two years, and compared to the other group, they had implemented strategies that they also consider useful more.

Now that the main results and implications of the present study have been discussed, in the following section I will compare the results to the previous studies. An identical study that concentrates on the future language teachers' views and implementation of motivational strategies comparing two different groups with different amounts of experience has never been conducted. However, I will concentrate on the studies that examine different perceptions by teachers regarding their L2 teaching strategies and compare the results to the future teachers' views on the usefulness of different motivational strategies.

5.4 Comparisons to previous studies

Bernaus and Gardner (2008: 387-401) conducted a study that compared different teaching strategies based on their effects on the students' motivation and English achievement. To be more specific, they compared traditional teaching strategies and innovative and student-centered strategies as perceived by the students. The findings were (see section 2.6.2) that students who perceived the frequency of traditional strategies high did poorly on the English achievement test. By contrast, students who perceived frequent uses of both traditional and innovative strategies had a more positive attitude toward the learning situation and higher motivation. The three motivational strategies that were considered the most useful of the present study can also be perceived as untraditional and student-centered teacher strategies. These strategies were *"I pay attention to each of my students and listen to each of them"* (mean 4.77), *"I show my students that I care about their progress"* (mean 4.68) and *"I give supportive feedback to my students according to their level"* (mean 4.65). The views of the future teachers, therefore, seem to be in accordance with the fact that student-centered and untraditional strategies are most likely to be useful in increasing L2 learner motivation. By contrast, the sole use of traditional strategies, in which the teacher controls and students merely receive information instead of participating actively, does not increase L2 motivation as much.

A similar study by Noels, Clément and Pelletier (1999: 24-34) also supported the fact that perceiving the teacher as informative and as providing relevant feedback associated with the students' greater motivational intensity (see section 2.6.3). By contrast, perceiving the teacher as controlling seemed to increase student anxiety and decrease

motivational intensity. When looking into the future language teachers' responses of the present study, they also regarded non-controlling motivational strategies that include students in the learning process useful, such as *“for each study group, I create rules that are agreed upon together”* (mean 3.88) and *“I let my students participate when planning the content of a curriculum or a course”* (3.88). Also, the importance of relevant feedback was considered important, similar to the respondents of the study by Noels, Clément and Pelletier, since strategies *“I give supportive feedback to my students according to their level”* (mean 4.65) and *“I offer consistent feedback to my students of their progress”* (mean 4.00) were considered very useful.

A study conducted by Cheng and Dörnyei (2007: 153-174) examined, similar to the main section of the present study, the importance and implementation of motivational strategies by 387 Taiwanese teachers. The total number of motivational strategies chosen for their study was 48, and they were also based on the taxonomy created by Dörnyei (2001). The most important motivational strategies as perceived by the teachers in Taiwan were as follows:

1. Show students that you care about them
2. Establish good rapport with students
3. Recognize students' effort and achievement
4. Provide students with positive feedback
5. Create a supportive classroom climate that promotes risk-taking

There is great similarity in the present study regarding the future teachers' views on usefulness of motivational strategies. To compare, I have gathered five motivational strategies that were considered the most useful of the present study, the figures indicating the mean usefulness of each motivational strategy.

1. I pay attention to each of my students and listen to each of them (4.77).
2. I show my students that I care about their progress (4.68).
3. I give supportive feedback to my students according to their level (4.65).
4. In my teaching, I use L2 related exercises which I assume my students are interested in (4.55).
5. I promote a positive and open-minded attitude toward native speakers of the target language and culture (4.49).

As the results indicate, also the present study emphasized caring for students, listening to them and providing supportive feedback. It can be noted that the results of both studies indicate a very positive student-centered approach to L2 teaching.

5.5 Merits and limitations

The main merit of the present study was that it took a new approach to motivational strategies through future L2 teachers and showed a distinction between the two subject groups, therefore, indicating that work experience and pedagogical knowledge bring more awareness of motivational strategies and increase their implementation. The future L2 teachers' views on the usefulness and implementation of motivational strategies reflected the current trends and tendencies of L2 teaching well, since the subjects were currently in teacher training or close to graduation.

There were, however, certain limitations regarding the present study. The most notable limitation was the number of subjects. Even though I contacted all available L2 teacher students of current and previous semesters in the University of Jyväskylä, the number of the respondents was not very high. A higher number of respondents would have brought greater reliability to the present study. However, I chose not to impose on other universities, since I wanted the results to show if there would be a difference between the groups even though they had studied at the same university. In other words, I was interested in how work experience and pedagogical knowledge affects the views and implementation of motivational strategies, not in comparing the teacher training programs of different universities.

Another limitation related to the fact that the actual experience in L2 teaching could have been higher among both of the groups to receive more data of the actual correlations between the regarded usefulness and implementation. As discussed earlier, there cannot be a correlation between regarded usefulness and implementation of motivational strategies if there is very little experience in L2 teaching. Many respondents, especially among 'Not completed', implied in the open question that they would have implemented many motivational strategies more if they had had the chance. However, these responses also reinforce the findings of the study: the more work experience and pedagogical knowledge a subject has, the more experience he or she tends to have regarding the implementation of different motivational strategies.

6 CONCLUSION

The present study examined motivational strategies as perceived by future L2 teachers. The goal was to examine how aware of motivational strategies future language teachers were and how much information on motivational strategies had been received during pedagogical studies. The purpose was also to compare the views of the two subject groups on how useful motivational strategies, adopted from Dörnyei (2001), were and how their implementation of motivational strategies differed. Finally, the goal was to examine the potential correlations between the regarded usefulness and implementation of motivational strategies by the means of a questionnaire.

There was a statistically significant difference between the two subject groups regarding their awareness on motivational strategies so that the more experienced group was considerably more aware of motivational strategies. However, when asked about the received information on motivational strategies during pedagogical studies, there was no statistically significant difference between the groups. This seems to indicate that the awareness of motivational strategies grows in accordance with work experience and pedagogical knowledge.

The results also indicated that motivational strategies were considered useful by future language teachers, especially the strategies that concentrate on paying attention to students, listening to them and providing them with proper assistance and feedback. There was no statistically significant difference between the subject groups regarding their views. However, the implementation of motivational strategies during two past years was higher regarding every strategy among the more experienced group. The correlation between the regarded usefulness and implementation of motivational strategies was almost non-existent among the more inexperienced group. By contrast, among the more experienced group, there was a correlation for 16 of 41 motivational strategies. Even though this number does not implicate regular and extensive correlations between the regarded usefulness and implementation of motivational strategies, it can be noted that the implementation of useful considered motivational strategies is clearly higher among the subjects with more pedagogical experience.

To sum up, the findings of the present study indicate that motivational strategies are valued among future language teachers to a great extent. The more experienced group

was more aware of motivational strategies, they had implemented motivational strategies more in the past two years and the correlation between regarded usefulness and implementation of motivational strategies was more evident among them, even though the correlation was evident only regarding part of the motivational strategies. In addition, the information received on motivational strategies during pedagogical studies as perceived by both subject groups was relatively low when compared to the regarded usefulness of motivational strategies.

Even though motivational strategies are considered important by future language teachers, the responses indicate that the information received on motivational strategies during pedagogical studies is not sufficient. These factors contribute to the fact that there is a need for further study. In addition, motivational strategies have been proven to improve L2 learning results (see section 2.6). First, it should be examined why motivational strategies are such an avoided subject in L2 teacher training and if proper terminology would increase the use of motivational strategies in L2 classrooms. Second, it should be studied more in depth through observation studies how the actual implementation of motivational strategies affect students' motivation. Observation studies would give reliable data because teachers themselves, when asked, potentially overemphasize their use of motivational strategies to convey a positive image. Finally, it should be studied how culturally dependent motivational strategies are. In other words, the studies should concentrate on comparing different contexts and cultures for motivational strategies, and therefore, find out if there are differences that would help to create more specific practical guidelines for the use of motivational strategies. In the event, not every motivational strategy is useful in every context, which is why there is a need for more specific practical advice on how to implement them.

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APPENDIX 1

KYSELYLOMAKE VIERAIDEN KIELTEN MOTIVOINTISTRATEGIOISTA

Seuraavat ovat väitteitä liittyen motivointistrategioihin vieraiden kielten oppitunneilla. Nämä strategiat ovat opettajan keinoja motivoida oppilaita. Oikeita tai vääriä vastauksia ei ole olemassa, eikä sinun tarvitse täyttää kyselyyn nimeäsi. Olen kiinnostunut mielipiteestäsi ja näkemyksestäsi, jotka auttavat tutkimustani. Paljon kiitoksia avustasi!

I. Vastaa seuraaviin väitteisiin antamalla numero 1-5.

5 = erittäin paljon 4 = melko paljon 3 = jonkin verran 2 = melko vähän 1 = hyvin vähän tai en ollenkaan

Mielestäni olen saanut tietoa pedagogisten opintojen aikana motivointistrategioista.

5 = erittäin tietoinen 4 = melko tietoinen 3 = jonkin verran tietoinen 2 = melko vähän tietoinen 1 = hyvin vähän tai en ollenkaan tietoinen

Olen tietoinen siitä, mitä motivointistrategiat ovat.

II. Alla on lueteltu eri motivointistrategioita. Anna kullekin strategialle numero 1-5 sen mukaan, kuinka **hyödyllisenä** kutakin niistä pidät.

5 = erittäin hyödyllinen 4 = melko hyödyllinen 3 = jonkin verran hyödyllinen 2 = melko vähän hyödyllinen 1 = ei ollenkaan tai hyvin vähän hyödyllinen

1. Kerron oppilaille, kuinka kiinnostunut itse olen opetettavasta vieraasta kielestä.
2. Näytän oppilaille, että välitän heidän edistymisestään.
3. Kiinnitän huomiota jokaiseen oppilaaseen ja kuuntelen heitä.
4. Pidän oppilaiden vanhempia jatkuvasti ajan tasalla lastensa edistymisestään.
5. Kannustan riskien ottamista korostamalla, että virheet ovat luonnollinen osa oppimista.
6. Käytän huumoria opetuksessa.
7. Kannustan oppilaita huumorin käyttöön.
8. Ryhmä- ja paritöissä pyrin jatkuvasti vaihtelevaan ryhmän jäseniä tai pareja.
9. Sekoitan istumajärjestystä luokassa säännöllisesti.
10. Luon jokaiselle opetusryhmälle säännöt, jotka sovitaan yhdessä.
11. Valvon sääntöjen noudattamista jatkuvasti, enkä koskaan jätä huomioimatta, jos niitä rikotaan.
12. Käytän opetuksessani sellaisia vieraaseen kieleen liittyviä tehtäviä, joista oletan oppilaiden olevan kiinnostuneita.

13. Edistän opetuksessani positiivista ja avoinmielistä asennetta vierasta kieltä äidinkielenään puhuvia kohtaan sekä vieraan kielen kulttuuria kohtaan.
14. Rohkaisen oppilaita ottamaan kontaktia vieraan kielen puhujien kanssa.
15. Rohkaisen oppilaita tutustumaan mahdollisimman paljon vieraan kielen kulttuuriin.
16. Korostan oppilaille, miten tärkeää vieraan kielen oppiminen on tulevaisuudessa työelämän ja käytännön asioiden kannalta.
17. Varmistan, että oppilaat saavat tarpeeksi apua ja valmennusta tehtävien suorittamiseen, ja ettei tehtävän suorittamisessa ole ylitsepääsemättömiä esteitä.
18. Vahvistan oppilaiden tavoitteellisuutta sopimalla yhteiset tavoitteet ryhmän kanssa.
19. Otan oppilaat mukaan kurssin tai jakson opetussisällön suunnitteluun.
20. Edistän oppilaiden tietoisuutta erilaisista tavoista oppia kieltä.
21. Teen oppimisesta jännittävämpää rikkomalla toistuvia oppituntien kaavoja.
22. Tarjoan oppilaille haastavia tehtäviä, jotka räätälöin tarpeen vaatiessa kullekin oppilaalle sopivaksi.
23. Tarjoan oppilaille ryhmätöitä, joissa kaikilla jäsenillä on oma aktiivinen roolinsa sen suorittamisessa.
24. Kerron jokaisen tehtävän tarkoituksen.
25. Rohkaisen oppilaita asettamaan itselleen tavoitteita.
26. Tarjoan oppilaille tehtäviä heidän tasonsa mukaan, jotta kaikki saavat onnistumisen kokemuksia.
27. Annan oppilaille kannustavaa palautetta heidän oman tasonsa mukaan.
28. Edistän oppilaiden yhteistyötä kilpailuttamisen sijaan ja vältän vertailemasta heitä toisiinsa.
29. Opetan oppilaille eri oppimis- ja kommunikointistrategioita.
30. Vältän asettamasta oppilaita huomion keskipisteeksi heidän sitä odottamattaan.
31. Tarjoan oppilaille tehtäviä, joissa heidän pitää yhdessä saavuttaa tietty tavoite, ja arvioin heitä ryhmän toiminnan mukaan.
32. an oppilaille paljon valintoja koskien oppimisprosessia.
33. Edistän oppilaiden taitoja motivoida itseään vieraan kielen opiskelussa esimerkiksi kertomalla heille, miten olen motivoinut itseäni.
34. Kannustan oppilaita selittämään epäonnistumisensa sillä, etteivät he olleet nähneet asian eteen tarpeeksi vaivaa sen sijaan, että he syyttäisivät epäonnistumisesta lahjojen puutetta.
35. Huomioin oppilaiden jokaisen positiivisen asenteen tai oppilailta saamani positiivisen kommentin.
36. Annan jatkuvaa palautetta oppilaiden kehityksestä.
37. Korostan palautteessani oppilaille sitä, mihin heidän erityisesti tulisi kiinnittää huomiota.
38. Tarjoan oppilaille palkintoja etenkin vaivannäön mukaan.
39. Esitän oppilaiden arvosanat mahdollisimman motivoivalla tavalla korostamalla hyviä asioita.
40. Varmistan, että arvosanat heijastavat vaivannäköä ja kehitystä sen sijaan, että arvioisin jokaisen oppilaan suoritusta samalla tavalla lahjakkuuden mukaan.
41. Rohkaisen oppilaita jatkuvaan itsearviointiin tarjoamalla erilaisia itsearviointikeinoja.

III. Anna nyt kullekin strategialle numero sen mukaan, **kuinka usein** olet sitä opetuksessasi (myös harjoittelu) käyttänyt viimeisen kahden vuoden aikana.

5 = säännöllisesti 4 = usein 3 = silloin tällöin 2 = harvoin/olen kokeillut 1 = en koskaan

1. Kerron oppilaille, kuinka kiinnostunut itse olen opetettavasta vieraasta kielestä.
2. Näytän oppilaille, että välitän heidän edistymisestään.
3. Kiinnitän huomiota jokaiseen oppilaaseen ja kuuntelen heitä.
4. Pidän oppilaiden vanhempia jatkuvasti ajan tasalla lastensa edistymisestään.
5. Kannustan riskien ottamista korostamalla, että virheet ovat luonnollinen osa oppimista.
6. Käytän huumoria opetuksessa.
7. Kannustan oppilaita huumorin käyttöön.
8. Ryhmä- ja paritöissä pyrin jatkuvasti vaihtelemaan ryhmän jäseniä tai pareja.
9. Sekoitan istumajärjestystä luokassa säännöllisesti.
10. Luon jokaiselle opetusryhmälle säännöt, jotka sovitaan yhdessä.
11. Valvon sääntöjen noudattamista jatkuvasti, enkä koskaan jätä huomioimatta, jos niitä rikotaan.
12. Käytän opetuksessani sellaisia vieraaseen kieleen liittyviä tehtäviä, joista oletan oppilaiden olevan kiinnostuneita.
13. Edistän opetuksessani positiivista ja avoimielistä asennetta vierasta kieltä äidinkielenään puhuvia kohtaan sekä vieraan kielen kulttuuria kohtaan.
14. Rohkaisen oppilaita ottamaan kontaktia vieraan kielen puhujien kanssa.
15. Rohkaisen oppilaita tutustumaan mahdollisimman paljon vieraan kielen kulttuuriin.
16. Korostan oppilaille, miten tärkeää vieraan kielen oppiminen on tulevaisuudessa työelämän ja käytännön asioiden kannalta.
17. Varmistan, että oppilaat saavat tarpeeksi apua ja valmennusta tehtävien suorittamiseen, ja ettei tehtävän suorittamisessa ole ylitsepääsemättömiä esteitä.
18. Vahvistan oppilaiden tavoitteellisuutta sopimalla yhteiset tavoitteet ryhmän kanssa.
19. Otan oppilaat mukaan kurssin tai jakson opetussisällön suunnitteluun.
20. Edistän oppilaiden tietoisuutta erilaisista tavoista oppia kieltä.
21. Teen oppimisesta jännittävämpää rikkomalla toistuvia oppituntien kaavoja.
22. Tarjoan oppilaille haastavia tehtäviä, jotka räätälöin tarpeen vaatiessa kullekin oppilaalle sopivaksi.
23. Tarjoan oppilaille ryhmitöitä, joissa kaikilla jäsenillä on oma aktiivinen roolinsa sen suorittamisessa.
24. Kerron jokaisen tehtävän tarkoituksen.
25. Rohkaisen oppilaita asettamaan itselleen tavoitteita.
26. Tarjoan oppilaille tehtäviä heidän tasonsa mukaan, jotta kaikki saavat onnistumisen kokemuksia.
27. Annan oppilaille kannustavaa palautetta heidän oman tasonsa mukaan.
28. Edistän oppilaiden yhteistyötä kilpailuttamisen sijaan ja vältän vertailemasta heitä toisiinsa.
29. Opetan oppilaille eri oppimis- ja kommunikointistrategioita.
30. Vältän asettamasta oppilaita huomion keskipisteeksi heidän sitä odottamattaan.

31. Tarjoan oppilaille tehtäviä, joissa heidän pitää yhdessä saavuttaa tietty tavoite, ja arvioin heitä ryhmän toiminnan mukaan.
32. an oppilaille paljon valintoja koskien oppimisprosessia.
33. Edistän oppilaiden taitoja motivoida itseään vieraan kielen opiskelussa esimerkiksi kertomalla heille, miten olen motivoinut itseäni.
34. Kannustan oppilaita selittämään epäonnistumisensa sillä, etteivät he olleet nähneet asian eteen tarpeeksi vaivaa sen sijaan, että he syyttäisivät epäonnistumisesta lahjojen puutetta.
35. Huomioin oppilaiden jokaisen positiivisen asenteen tai oppilailta saamani positiivisen kommentin.
36. Annan jatkuvaa palautetta oppilaiden kehityksestä.
37. Korostan palautteessani oppilaille sitä, mihin heidän erityisesti tulisi kiinnittää huomiota.
38. Tarjoan oppilaille palkintoja etenkin vaivannäön mukaan.
39. Esitän oppilaiden arvosanat mahdollisimman motivoivalla tavalla korostamalla hyviä asioita.
40. Varmistan, että arvosanat heijastavat vaivannäköä ja kehitystä sen sijaan, että arvioisin jokaisen oppilaan suoritusta samalla tavalla lahjakkuuden mukaan.
41. Rohkaisen oppilaita jatkuvaan itsearviointiin tarjoamalla erilaisia itsearviointikeinoja.

Jos sinulla on muuta kommentoitavaa motivointistrategioista, tai jos joku käyttämäsi strategia puuttui luettelosta, kirjoita se tähän:

Pääaineeni:

Sivuaineeni:

Olen suorittanut pedagogiset aineopinnot kokonaan loppuun:

Kyllä En

Olen:

Nainen Mies

APPENDIX 2

I. Mielestäni olen saanut tietoa pedagogisten opintojen aikana motivointistrategioista

Crosstab

		Ryhmä		Total	
		Suorittamattomat	Suorittaneet		
I.1 I. 1	hyvin vähän tai ei ollenkaan	Count	7	2	9
		% within Ryhmä	11,9%	8,0%	10,7%
	melko vähän	Count	19	5	24
		% within Ryhmä	32,2%	20,0%	28,6%
	jonkin verran	Count	28	18	46
		% within Ryhmä	47,5%	72,0%	54,8%
	melko paljon	Count	5	0	5
		% within Ryhmä	8,5%	,0%	6,0%
Total		Count	59	25	84
		% within Ryhmä	100,0%	100,0%	100,0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5,210 ^a	3	,157
Likelihood Ratio	6,608	3	,086
Linear-by-Linear Association	,393	1	,531
N of Valid Cases	84		

II. Olen tietoinen siitä, mitä motivointistrategiat ovat.

Crosstab

			Ryhmä		Total
			Suorittamattomat	Suorittaneet	
I.2 I. 2	hyvin vähän tai en ollenkaan tietoinen	Count % within Ryhmä	5 8,5%	0 ,0%	5 6,0%
	melko vähän tietoinen	Count % within Ryhmä	11 18,6%	2 8,0%	13 15,5%
	jonkin verran tietoinen	Count % within Ryhmä	30 50,8%	7 28,0%	37 44,0%
	melko tietoinen	Count % within Ryhmä	13 22,0%	14 56,0%	27 32,1%
	erittäin tietoinen	Count % within Ryhmä	0 ,0%	2 8,0%	2 2,4%
	Total	Count % within Ryhmä	59 100,0%	25 100,0%	84 100,0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16,508 ^a	4	,002
Likelihood Ratio	17,835	4	,001
Linear-by-Linear Association	13,039	1	,000
N of Valid Cases	84		