MOTIVATIONAL STRATEGIES USED BY ENGLISH TEACHERS:
Students' opinions

Bachelor's thesis
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Tiivistelmä – Abstract

Se, miten motivoituneita ihmiset ovat tekemään asioita elämässään, vaikuttaa suuresti heidän saavutuksiinsa. Motivaatiolla on myös huomattava yhteys menestymiseen vieraiden kielten opiskelussa. Motivaation vaikutusta vieraiden kielten opiskeluun on tutkittu laajasti, mutta opiskelijoiden mielipidettä opettajien käyttämiin motivointikeinoihin ei ole juuri tutkittu Suomessa. Tässä tutkimuksessa selvitettiin lukion ensimmäisen luokan opiskelijoiden mielipiteitä motivointikeinoista, joita englannin opettajat voisivat käyttää opetuksessaan. Opiskelijat täyttivät kyselylomakkeen, jossa heidän tuli valita Zoltán Dörnyein opettajan käyttämien motivointikeinojen listasta neljä eniten motivoivaa ja neljä vähiten motivoivaa keinoa ja perustella valintansa. Tutkimuksessa tarkasteltiin myös eroja urheilulukiolaisten ja lukiolaisten, tyttöjen ja poikien ja menestyneiden ja vähemmän menestyneiden opiskelijoiden vastausten välillä. Opiskelijoiden suosikkimotivointikeinoihin kuuluivat, että opettaja antaa heille onnistumisen kokemuksia, antaa arvosanoja motivoivalla tavalla, kertoo, mitä opiskelijat voivat saavuttaa elämässään osatessaan englantia ja luo luokkaan mukavan ja kannustavan ilmapiirin. He kokivat vähiten motivoivaksi, että opettaja pyytää heitä allekirjoittamaan oppimistavoitteita, keskustelee heidän vanhempiensa kanssa, teettää ryhmätöitä, laittaa opiskelijat leikkimään tutustumisleikkejä, käskee kaikkien osallistua tuntityöskentelyyn ja kannustaa opiskelijoita selittämään epäonnistumisiaan yrittämisen eikä taitojen puutteella. Opettajat voisivat ottaa tutkimukseni tulokset huomioon miettiessään, miten he motivoisivat opiskelijoitaan parhaiten opiskelemaan kieliä. Jatkotutkimuksia voitaisiin suorittaa esimerkiksi kohderyhmää tai tutkimusmenetelmää muuttamalla.

Asiasanat – Keywords English, language learning, motivation, teachers, strategies
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1 INTRODUCTION

Motivation is a factor that strongly affects everything people do in their lives. Being motivated helps people continue pursuing their goals even though they would face difficulties. It is clear that how motivated one is affects, also, foreign language learning (L2 learning). Motivation in L2 learning is a widely researched area. However, the strategies that teachers could use while teaching foreign languages have not been studied that extensively. Especially in Finland, students' opinions of the kind of methods they would like their teachers to use in L2 classes have been studied very little before. The present study is designed to fill this gap in knowledge regarding motivation to learn English.

I studied Finnish upper secondary school (*lukio*) students' opinions on Dörnyei's (2001a: 137-144) motivational strategies that the English teacher could use to motivate them. They filled a questionnaire in which they had to choose their favourite and least favourite motivational strategies and justify their choices. Their choices were analysed quantitatively and their justifications were analysed qualitatively. Different sub-groups' (athletes and non-athletes, girls and boys, successful and less successful students) answers were compared and contrasted.

In the next chapter, I will review the theoretical background concerning motivation and the motivational strategies as well as review the previous studies conducted in the field. Chapter 3 explains in detail how I conducted my study and analysed the pool of data collected. Chapter 4 reviews the results of this study and, finally, chapter 5 reflects the findings and considers implications and topics for further studies.

2 BACKGROUND

In this chapter I will discuss different definitions of motivation and present the key terms in the context of this study. I will also review some previous studies related to the topic and motivate my study by indicating a gap in research.

2.1 Defining motivation

Motivation has been defined in many ways in the field of SLA, and it has been increasingly studied recently (Dörnyei and Ryan 2015: 72). The only issue that possibly all motivation researchers agree on is that motivation makes people do something, continue doing it and

work hard to reach their goals (Dörnyei 2001b: 8). Dörnyei (2001a: 5) notes that almost all L2 students can succeed in their studies if they are motivated. It means that researching motivation is important as it has so great significance for learning.

As mentioned above, the approaches to researching motivation have evolved over the years. *The social-psychological period* (1959-1990) was known for Robert Gardner and Wallace Lambert's ideas about L2 not being socioculturally neutral because it is influenced by the culture that it is associated with and the stances people have towards it (Gardner and Lambert 1972, cited in Dörnyei and Ryan 2015: 73-74). The feelings that students have considering the native speakers of the language affect their learning outcomes (Gardner 1985: 6, cited in Dörnyei and Ryan 2015: 74). One of the most important viewpoints during *the cognitive-situated period* (1990s) was that what one thinks about oneself can impact one's motivation and the emphasis shifted from macro-perspectives such as communities to micro-perspectives such as classrooms (Dörnyei and Ryan 2015: 73, 80). The current *process-oriented period* is characterised by the idea of motivation as a dynamic concept (Dörnyei and Ryan 2015: 84). *The process model* of Dörnyei and Ottó rests on the process-oriented period (Dörnyei 2001a: 19). The process model is the perspective from which I derive the definition of motivation in this study. According to the process model, one has to first become motivated and the motivation leads to setting goals, then during the action the motivation has to be preserved and when the task is completed one has to assess the results (Dörnyei 2001a: 21-22). *Motivational Influences* are all the events and thoughts that one has in one's life and affect the motivational process (Dörnyei 2001b: 85).

Demotivation includes many different issues, or '*demotives*', that make a student lose his or her motivation (Dörnyei 2001b: 142). When a student becomes demotivated, it does not mean that he or she has forgotten all the issues that once motivated him or her but the demotives have become stronger than them (Dörnyei 2001b: 143). Dörnyei (2001b: 141) suggests that student demotivation caused by, for example, embarrassing situations in a classroom or depressing exam results is quite common. Compared to demotivation, *amotivation* is not a result from some external demotives but it is more related to one's feelings of inability and beliefs according to which the task is going require too much work (Dörnyei 2001b: 143-144).

2.2 Motivational strategies

Dörnyei (2001a: 25) believes that most learners' motivation can be improved. *Motivational strategies* are methods that a teacher can use to increase learners' motivation (Dörnyei 2001a: 28). They are founded on Dörnyei and Ottó's process-oriented model (Dörnyei 2001b: 119). Motivating students can be performed in various ways and it is likely that at least one of the motivational strategies used by a teacher suits each learner (2001a: 24-25). In the L2 learning context, Dörnyei (2001a: 28-29) has divided the motivational strategies into four categories: 1) creating the basic motivational conditions, 2) generating initial motivation, 3) maintaining and protecting motivation and 4) encouraging positive retrospective self-evaluation. *Creating the basic motivational conditions* includes, for example, creating a comfortable and safe atmosphere in the classroom and formulating group rules. *Generating initial motivation* contains, for instance, improving students' attitudes towards the language and making it easier for them to succeed. *Maintaining and protecting motivation* could mean, for example, supporting students' self-reliance or developing learner autonomy. *Encouraging positive retrospective self-evaluation* involves among other issues giving positive feedback and prizes to learners. (For the complete list of motivational strategies see Dörnyei 2001a: 137-144.)

2.3 Previous studies

Some studies have been conducted on motivational strategies abroad. Moskovsky et al. (2013) studied the effect of motivational strategies' on students' motivation to learn English. They (2013: 38-39) formed two groups of the 296 students aged from 12 to over 25 who had Arabic as their L1. One of the groups had a teacher using ten of Dörnyei's motivational strategies that had been selected by Saudi teachers while the other was a control group. A questionnaire was conducted on the students' motivation at the beginning and at the end of the treatment period and it was discovered that the use of motivational strategies increased the learners' motivation.

Sugita and Takeuchi (2010) studied teachers' use of motivational strategies and 8th and 9th graders' opinions on them in a Japanese EFL context. Of Dörnyei's motivational strategies, 15 were selected to be used in the study. Three to five times during two months, the students rated the motivational strategies on a five-point Likert-scale without knowing which of them their teachers had been using recently. Sugita and Takeuchi found that the most

popular motivational strategies among the Japanese students were that the teacher applies continuous assessment that relies on measurement tools other than pencil-and-paper tests, shares his or her own personal interest in the L2 learning with his or her students, helps learners accept the fact that they will make mistakes as part of the learning process and provides regular feedback about the areas on which they should particularly concentrate.

Ruesch, Bown and Dewey (2012) studied teachers and their North American students who had English as their L1 and studied either Arabic, Chinese, French, German, Italian, Japanese, Russian or Spanish. In their study, they (2012: 18) asked the teachers and students aged 18-28 to evaluate 49 motivational strategies by Dörnyei that they had chosen and slightly modified on a six-point Likert-scale according to their usefulness. The most motivating strategies according to students were a teacher's positive example, good relationship between teacher and students, a relaxed atmosphere in a classroom and a teacher making sure that students understand their tasks.

Some studies have been conducted on motivational strategies also in Finland. Sillanpää (2012) had pre-service L2 teachers as participants of his study and he asked them how much they knew about motivational strategies, how beneficial they thought they were and which motivational strategies they had used themselves. Niemelä (2012) studied English and German teachers' opinions on motivational strategies and how they used them. She also interviewed four other teachers who had not seen the questionnaire to see if they answered similarly to the ones who had filled in it.

Ronkainen (2013: 4-5) studied how a teacher affected the English learning motivation of Finnish primary school fifth graders (11-12 years old). She used essay-writings as data of her study. Ronkainen (2013: 30-31) discovered that encouraging feedback, a peaceful classroom environment, a helpful teacher who is interested in pupils' needs, clear instructions and fascinating tasks and lack of pressure were the factors that learners saw as motivating. Alaste (2008) studied how much a teacher affected motivation of Finnish upper secondary school students and which of the Dörnyei's motivational strategies they thought were the most motivating. A questionnaire was conducted in which she asked if the English teacher affected the students' motivation and asked them to rate 36 Dörnyei's motivational strategies of her choice with answer alternatives on a five-point Likert-scale. Most of the 60

participants of her study thought that a teacher had an increasing effect on their motivation and the best motivational strategies were a teacher showing his or her own interest in English, reminding students that asking help is useful and giving constructive feedback often and immediately after tasks.

There is not much research related to athletes and L2 learning motivation, however, Vakkari (2013) has studied Finnish sports-oriented upper secondary school students and how sport affected their motivation to study English. She conducted a questionnaire that contained both questions with answer alternatives on a Likert-scale and open-ended questions. Vakkari (2013: 70) found that the students had positive mindsets about English and they thought that good English skills were important to them as athletes. They enjoyed studying English and did not do it just because of the matriculation exam but they thought that they might use English in the future, for example, in interviews and when talking to their foreign coach.

The motivational strategies in L2 learning have not been researched much previously (Moskovsky et al. 2013: 35) and they have not been researched in the same way as in my study in Finland before. Sillanpää (2012) and Niemelä (2012) focused on teachers in their studies. Ronkainen (2013) had younger children as her participants and her data consisted of essays. Vakkari (2013) studied athletes' language learning motivation but she did not focus on motivational strategies. Alaste (2008) gave the students a chance to comment on their answers at the end of the questionnaire but only a few used it and she did not otherwise ask the students to justify their answers. As Dörnyei (2001a: 135) states, it would be important to know which ones of the motivational strategies could be the most useful. As a future teacher of English, I am interested in knowing how I possibly could best motivate my students. This is also an important topic for all the other English teachers. If we as teachers used more effective motivational strategies, students could learn better and be more satisfied. I am especially interested in athletes' L2 learning motivation because I am an athlete myself.

In the next chapter I will describe how I conducted the study. I will explain who the participants of my study were, what kind of data collection methods I used and how I analysed my data.

3 THE PRESENT STUDY

In this chapter, I will describe the aims of my study and present the research questions. I will describe the participants and my data collection methods and explain how I analysed the data. I will also explain how I chose the data collection methods.

3.1 Aims of the study

This study focuses on which motivational strategies used by teachers of English students find most useful and which ones are the least useful in their opinion. As stated in chapter 2, this topic has not been researched much in Finland before and it is important for all language teachers. Especially the reasons for students' preferences in previous studies have not been studied much earlier. The research questions of this study were:

1. Which motivational strategies used by teachers do students of English like the most and the least?
2. Are there any differences depending on the students' background: type of school, gender and level of their L2 skills?
3. Why do students of English like and dislike the certain motivational strategies?

I focused on how the type of school (if the students studied at the sports-oriented side of their upper secondary school or not) affected the students' answers as athletes' motivation to study languages is a fairly new topic to be studied. In addition, I had gender and the level of the students' L2 skills as my background variables. To receive answers to the research questions I visited a Finnish upper secondary school and conducted a questionnaire.

3.2 Participants

The participants in the study were 61 16-year-old first-year students of a Finnish upper secondary school for athletes and non-athletes. 16-year-olds are old enough to think about abstract issues such as motivation (Mäntylä et al. 2013: 36) but they are on their first year at the upper secondary school so the forthcoming matriculation examination should not affect that much their responses. According to Dörnyei (2003: 74), 61 participants should be enough for the sample to have a normal distribution. In table 1, the number of students belonging to each sub-group can be seen.

Table 1. The number of students belonging to each sub-group

Students	Athletes	Non-athletes	Girls	Boys	Successful	Less successful
N=61	31	30	28	33	34	26
%	50.8	49.2	45.9	54.1	55.7	42.6

The students divided into sub-groups quite equally. Of all students 50.8% studied at sports upper secondary school and 49.2% studied at upper secondary school. Of the participating students, 45.9% were girls and 54.1% were boys. The students were asked which English grade they had on the 9th grade of the lower secondary school (*yläkoulu*). They were divided into successful (grades from 9 to 10) and less successful students (grades from 6 to 8) according to their grades. This was how the groups were as equal in size as possible. One of the students did not tell his or her grade.

Not all students want to participate in a study (Mäntylä et al. 2013: 36) and all students may not answer the questionnaire as carefully as a researcher would like them to answer (Dörnyei 2003: 10-11). This was taken into consideration when the participants were selected; there had to be a few more students in the age group that participated in the study than it would have been necessary. When the participants are underage, their parents' permission to participate in a study is necessary (Mäntylä et al. 2013: 36). Therefore, the students' parents were sent a message in which the permission for their child to participate in the study was asked and they gave the permission. The students answered the questionnaire anonymously.

3.3 Data collection

I decided to make use of a questionnaire because it was the most suitable way to conduct my study. Motivation is not something that one could study, for example, by observing classroom situations as it is an abstract concept (Dörnyei 2001b: 185). Questionnaires are often used when searching answers to *attitudinal questions* considering, for example, motivation (Dörnyei 2003: 8). As Dörnyei (2003: 9) and Alanen (2011: 160) point out, conducting a questionnaire is more effective than, for instance, interviewing people and one can have relatively large number of participants quite easily. It was more effortless for the

participants to remember all the motivational strategies in the study, as they had an opportunity to read them on paper, compared to, for example, an interview situation. The participants were old enough to fill in the questionnaire so it was suitable for the target group (Mäntylä et al. 2013: 36).

The questionnaire consisted of two parts on separate sheet of paper (See Appendix 1): one that had the motivational strategies listed on it and another that was the answer sheet, and both included instructions. This made it easier for the students to fill in the questionnaire as they did not have to turn pages back and forth when answering. The first part included 35 motivational strategies used by English teachers by Dörnyei (2001a: 137-144) that were translated into Finnish and slightly modified to ensure that they made sense to the respondents. The second part was the answer sheet that included two *closed-ended questions,* more specifically two *checklists* (Dörnyei 2003: 35, 46) in which the students had to choose four of the 35 motivational strategies that in their opinion would increase their motivation to learn English and four that could decrease it. As pointed out by Wilson and McClean (1994, as cited in Dörnyei 2003: 45), it might be difficult for participants to rank items and that is why I decided not to ask them to do so. With *open-ended questions* it is possible to receive more information than by only using closed-ended questions and one can find out something unexpected (Alanen 2011: 151). In the answer sheet the students were asked an open-ended *clarification question* (Dörnyei 2003: 48) in which they had to give reasons for choosing the specific motivational strategies. The participants were also asked if there was an effective motivational strategy that was missing from the list provided. At the end of the answer sheet, there were *factual questions* (Dörnyei 2003: 8), in which I asked the students' gender, their English grade at the 9th grade of the lower secondary school and if they studied at sports upper secondary school or not.

I used *group administration* when I distributed my questionnaire in order to receive as many answers as possible. That means that I went to the students' lessons instead of, for instance, sending the questionnaires by e-mail (Dörnyei 2003: 82). Dörnyei (2003: 10-11) assumes that not all participants are motivated to answer questionnaires and so their responses may not be reliable. He (2003: 90) suggests that researchers should inform participants about the results of their studies to motivate them to fill in questionnaires properly. After completing

my BA thesis, I shared the findings with the teachers and asked them to take them into consideration when teaching English. That was how answering the questionnaire properly was going to be useful for the students. Also, having to motivate the choices probably made the students focus better on the questionnaire. Participants can lose their interest if filling in the questionnaire takes too long (Dörnyei 2003: 14). Because of this *fatigue effect,* the students were given a time limit of 30 minutes. It is important that the questionnaire is easy to understand as it cannot be modified afterwards (Alanen 2011: 147). Because of this, I piloted the questionnaire with two students who were of same age as my participants. I also instructed the participants how to fill in the questionnaire as easily as possible.

3.4 Data analysis

My study was partly *quantitative* and partly *qualitative*. In quantitative research, the possible answers to the questions are defined beforehand by the researcher and results are analysed numerically and statistically (Dörnyei 2003: 14). It is important to have a large enough sample to establish differences in the answers of sub-groups (Mäntylä et al. 2013: 39). In this study, the students' answers to the closed-ended questions, that is, how many times each motivational strategy was chosen and the differences between the sub-groups' answers were analysed quantitatively. First, I analysed the results concerning the whole group and then I compared the different sub-groups' one background variable at a time with the help of percentages.

There are, however, some downsides to the quantitative methods, for example, that the answers are not motivated and one does not know the causes behind the averages (Dörnyei 2001b: 193). That is why qualitative methods were also used. Qualitative methods concentrate on participants' own ideas by letting them share them quite freely (Dörnyei 2001b: 193). In this study, the students' motivations for the strategies chosen were analysed qualitatively. I subjected the students' answers to the open-ended questions to data based content analysis (Tuomi and Sarajärvi 2009: 108-113). This means that I grouped the students' answers based on their content. According to Dörnyei (2001b: 242), it is very useful to combine quantitative and qualitative methods. These kinds of studies are called *descriptive studies* (Kalaja, Alanen and Dufva 2011: 20). In the next chapter, I am going to report the results of my study.

4 RESULTS

In this chapter, I will present the results of this study. First, I will report what the overall results were concerning the first research question about the students' favourite and least favourite motivational strategies. Second, I will review the answers to the second research question provided by the different sub-groups and compare their answers. Third, I will answer the third research question by explaining the reasons for the students' choices.

4.1 Students' favourite and least favourite motivational strategies

In table 2, the students' four favourite motivational strategies out of a total of 35 strategies are listed on the left, whereas the number of the choices by 61 students and the percentages of the students choosing the strategies can be seen on the right. In the table, the motivational strategies are presented similarly as in Dörnyei's original list. The manner in which the strategies were translated into Finnish and illustrated in the questionnaire can be seen in appendix 1.

Table 2. Students' (N=61) favourite motivational strategies

Number of the motivational strategy	Students	
	N=61	%
23) The teacher provides learners with regular experiences of success	23	37.7
35) The teacher uses grades in a motivating manner, reducing as much as possible their demotivating impact	19	31.1
12) The teacher promotes the students' awareness of the instrumental values associated with the knowledge of an L2	17	27.9
5) The teacher creates a pleasant and supportive atmosphere in the classroom	16	26.2

The most motivating issue for the students was to be able to have moments of success (Strategy 23) and it was chosen by 37.7% of them. Receiving grades given in a motivational manner (Strategy 35) was liked by 31.1% of the students. For 27.9% of the students knowing what one can achieve in life when having good English skills (Strategy 12) was motivating. A pleasant and supportive atmosphere in the classroom (Strategy 5) was important for the motivation of 26.2% of the students.

In table 3, the students' least favourite motivational strategies that they did not see as helpful or that could even be harmful for their motivation are listed.

Table 3. Students' (N=61) least favourite motivational strategies

Number of the motivational strategy	Students	
	N=61	%
22) The teacher uses contracting methods with the students to formalise their goal commitment	36	59.0
4) The teacher develops a collaborative relationship with the students' parents	32	52.5
28) The teacher promotes cooperation among the learners	15	24.6
6) The teacher promotes the development of group cohesiveness	13	21.3
19) The teacher enlists the students as active task participants	13	21.3
31) The teacher promotes effort attributions in the students	13	21.3

The least favourite motivational strategy according to the students was that they would have to sign contracts about their learning goals (Strategy 22) as 59.0% of them chose it. The teacher talking about the students' studies with their parents (Strategy 4) was not found motivating by 52.5% of the students. Group work (Strategy 28) was not very popular among the students as 21.3% of them chose it as demotivating. There were three motivational strategies that had the same percentage in the fourth place by 21.3% of the answers. These were the teacher trying to promote group cohesiveness by using, for example, introductory games (Strategy 6), the teacher making sure that every student takes part in tasks (Strategy 19) and the teacher making the students think that just by trying hard enough they could complete all the tasks they were given (Strategy 31). The complete results of the whole groups' answers including all the 35 motivational strategies can be found in appendix 2.

4.2 Comparison of sub-groups' answers

Next, I will present the sub-groups' choices concerning the whole groups' favourite and least favourite motivational strategies. Reporting each sub-groups' favourite and least favourite motivational strategies would have been too extensive for a BA thesis.

By school

Table 4 presents how many athletes out of 31 and non-athletes out of 30 chose each of the whole groups' favourite motivational strategies.

Table 4. Athletes' (N=31) and non-athletes' (N=30) answers concerning the four favourite motivational strategies

Number of the motivational strategy	Athletes		Non-athletes	
	N=31	%	N=30	%
23) The teacher provides learners with regular experiences of success	14	45.2	9	30.0
35) The teacher uses grades in a motivating manner, reducing as much as possible their demotivating impact	8	24.4	11	39.3
12) The teacher promotes the students' awareness of the instrumental values associated with the knowledge of an L2	10	32.3	7	23.3
5) The teacher creates a pleasant and supportive atmosphere in the classroom	9	29.0	7	23.3

The athletes were more motivated by moments of success (Strategy 23) by 45.2% than the non-athletes by 30.0%. In contrast, the non-athletes felt that receiving grades in a motivational manner (Strategy 35) was more motivating by 39.3% than the athletes 24.4%. Knowing why good English skills are important was more motivating for the athletes by 32.3% against the non-athletes 23.3%. The pleasant atmosphere in the classroom (Strategy 5) was slightly more motivating according to the athletes by 29.0% than according to the non-athletes by 23.3%.

In table 5, the athletes and non-athletes choices concerning the whole groups' least favourite motivational strategies are reported.

Table 5. Athletes' (N=31) and non-athletes' (N=30) answers concerning the six least favourite motivational strategies.

Number of the motivational strategy	Athletes		Non-athletes	
	N=31	%	N=30	%
22) The teacher uses contracting methods with the students to formalise their goal commitment	16	51.6	20	66.7
4) The teacher develops a collaborative relationship with the students' parents	17	54.8	15	50.0
28) The teacher promotes cooperation among the learners	6	19.4	9	30.0
6) The teacher promotes the development of group cohesiveness	5	16.1	8	26.7
19) The teacher enlists the students as active task participants	5	16.1	8	26.7
31) The teacher promotes effort attributions in the students	8	25.8	5	16.7

The teacher trying to motivate students by making them sign contracts about their learning goals (Strategy 22) was liked somewhat less by the non-athletes by 66.7% than athletes by 51.6%. The athletes and the non-athletes had quite similar opinions on the teacher talking about their success with their parents (Strategy 4) being non-motivating by 54.8% and 50.0%. The non-athletes were less motivated by group work (Strategy 28) by 30.0% than the athletes by 19.4%. Playing group games (Strategy 6) and the teacher making everyone participate in classroom (Strategy 19) were seen less motivating by the non-athletes than the athletes by 26.7% and 16.1% on both strategies. The teacher saying that students could achieve anything by trying hard enough was less motivating according to the athletes by 25.8% against the non-athletes 16.7%.

By gender

Table 6 reports how many girls out of 28 and boys out of 33 chose each of the whole groups' favourite motivational strategies.

Table 6. Girls' (N=28) and boys' (N=33) answers concerning the four favourite motivational strategies

Number of the motivational strategy	Girls		Boys	
	N=28	%	N=33	%
23) The teacher provides learners with regular experiences of success	14	50.0	9	27.3
35) The teacher uses grades in a motivating manner, reducing as much as possible their demotivating impact	11	39.3	8	24.2
12) The teacher promotes the students' awareness of the instrumental values associated with the knowledge of an L2	4	14.3	13	39.4
5) The teacher creates a pleasant and supportive atmosphere in the classroom	12	42.9	4	12.1

Moments of success (Strategy 23) were more important for the girls' than the boys' motivation as 50.0% of the girls chose that compared to the boys' 27.3%. The girls were also somewhat more into receiving grades given in a motivational manner (Strategy 35) by 39.3% against the boys' 24.2%. In contrast, 39.4% of the boys thought that knowing what one can achieve with good English skills was important for their motivation (Strategy 12) and it was more than the girls of whom only 14.3% chose that. Having a good atmosphere in the

classroom (Strategy 5) was more important for the motivation of the girls by 42.9% of the answers than the boys by 12.1% of the answers.

In table 7, the girls' and the boys' choices concerning the whole groups' least favourite motivational strategies can be seen.

Table 7. Girls' (N=28) and boys' (N=33) answers concerning the six least favourite motivational strategies.

Number of the motivational strategy	Girls		Boys	
	N=28	%	N=33	%
22) The teacher uses contracting methods with the students to formalise their goal commitment	17	60.7	19	57.6
4) The teacher develops a collaborative relationship with the students' parents	12	42.9	20	60.6
28) The teacher promotes cooperation among the learners	10	35.7	5	15.2
6) The teacher promotes the development of group cohesiveness	7	25.0	6	18.2
19) The teacher enlists the students as active task participants	5	17.9	8	24.2
31) The teacher promotes effort attributions in the students	11	39.3	2	3.3

The girls and the boys agreed on signing contracts about their learning goals (Strategy 22) being demotivating by 60.7% and 57.6% of the answers. The boys thought that the teacher talking to their parents (Strategy 4) was more demotivating by 60.6% than the girls by 42.9%. In contrast, 35.7% of the girls did not see group work (Strategy 28) as motivating compared to the boys' 15.2%. Playing group games (Strategy 6) was not considered useful for the motivation by 25% of the girls and 18.2% of the boys. There was also quite a minor difference between the girls' and the boys' answers on the teacher making all the students participate (Strategy 19) by 17.9% and 24.2%. The girls liked the teacher trying to motivate students by saying that they could complete all the tasks by trying hard enough (Strategy 31) significantly less than the boys by 39.3% against the boys 3.3%.

By level of English skills

Table 8 reports how many successful students (English grade 9-10 in the 9th grade) out of 34 and less successful students (English grade 6-8 in the 9th grade) out of 26 chose each of the whole groups' favourite motivational strategies.

Table 8. Successful (N=34) and less successful (N=26) students' answers concerning the four favourite motivational strategies

Number of the motivational strategy	Successful students N=34	%	Less successful students N=26	%
23) The teacher provides learners with regular experiences of success	9	26.5	14	53.8
35) The teacher uses grades in a motivating manner, reducing as much as possible their demotivating impact	11	32.4	8	30.8
12) The teacher promotes the students' awareness of the instrumental values associated with the knowledge of an L2	12	35.3	5	19.2
5) The teacher creates a pleasant and supportive atmosphere in the classroom	8	23.5	8	30.8

Experiences of success (Strategy 23) were much more important for the less successful students' motivation by 53.8% than for the successful students' motivation by 26.5%. Receiving grades given in a motivational manner (Strategy 35) was as motivating according to the successful and less successful students by 32.4% and 30.8%. Knowing the instrumental values associated with the knowledge of English (Strategy 12) was more motivating for the successful students by 35.3% than for the less successful students by 19.2%. Less successful students felt that a pleasant atmosphere in the classroom (Strategy 5) was slightly more motivating than the successful students by 30.8% against 23.5%.

In table 9, the successful and the less successful students' choices concerning the whole groups' least favourite motivational strategies are reported.

Table 9. Successful (N=34) and less successful (N=26) students' answers concerning the six least favourite motivational strategies.

Number of the motivational strategy	Successful students N=34	%	Less successful students N=34	%
22) The teacher uses contracting methods with the students to formalise their goal commitment	22	64.7	14	53.8
4) The teacher develops a collaborative relationship with the students' parents	20	58.8	12	46.2
28) The teacher promotes cooperation among the learners	11	32.4	4	15.4
6) The teacher promotes the development of group cohesiveness	8	23.5	5	19.2
19) The teacher enlists the students as active task participants	8	23.5	5	19.2
31) The teacher promotes effort attributions in the students	7	20.6	5	19.2

The successful students thought that signing contracts concerning their learning goals (Strategy 22) was slightly less motivating by 64.7% than the less successful students by 53.8%. They also felt that the teacher talking to their parents (Strategy 4) was somewhat non-motivating by 58.8% than the less successful students by 46.2%. Also, 32.4% of the successful students did not see group work (Strategy 28) as very motivating compared to the less successful students of whom 15.4% chose that strategy as demotivating. The successful and the less successful students' opinions on the playing group games (Strategy 6) and everybody having to take part in tasks (Strategy 19) were fairly similar by 23.5% and 19.2% on both strategies. They agreed, also, on the teacher highlighting the significance of effort over skills (Strategy 31) being demotivating by 20.6% and 19.2%.

4.3 Students' justifications for their answers

In this section, I will describe the justifications that the students gave for their choices. I will focus only on the justifications for the two most commonly chosen motivational strategies on the positive and the negative side due to this study being a BA thesis. All the examples include, first, the original answer in Finnish and, second, a rough translation in English

Justifications for the two favourite motivational strategies

The students' favourite motivational strategy was that the teacher provides them with regular experiences of success (Strategy 23). The students commented on the strategy saying that moments of success are motivating as they make one feel good (see example 1):

Example 1

Mikään ei tunnu paremmalta kuin pienet onnistumiset.

Nothing feels better than little moments of success.

The moments of success seemed to be important for the students' self-confidence (for instance, example 2):

Example 2

Jos ei ole kovin hyvä, mutta kokee onnistumisia säännöllisesti se parantaa itseluottamusta.

If one is not very skilled, but experiences moments of success regularly that improves one's self-confidence.

Some students felt that they did not have experiences of success very often. Moments of success provided by the teacher were particularly important for their motivation (consider example 3):

Example 3

Sen avulla opiskelu ei oo yhtä alamäkeä.

With its help studying is not downhill all the time.

The students' second favourite motivational strategy was that they received grades given in a motivational manner (Strategy 35). In the questionnaire the strategy was explained by using Dörnyei's examples such as the teacher telling which issues affect the grades and letting also effort and other tasks than the exam affect the grading. The students justified their choice, for example, by saying that it would be good if, also, some other issues than only the exam affected their grades (for instance, example 4):

Example 4

Kirjallinen koe ei välttämättä kerro kokonaisuutta opiskelijan taidoista joten tämä motivoisi.

A written exam might not always tell the whole truth about a student's skills so this would be motivating.

Another justification given was that if the teacher acted that way, they would receive better grades (see example 5):

Example 5

Hyvät arvosanat motivoivat aina opiskelemaan.

Good grades always motivate to study.

Some students interpreted the strategy so that they would receive feedback from the teacher (consider example 6):

Example 6

Arvioinnin kertominen ja opiskelijalle annettava henkilökohtainen palaute kurssin jälkeen motivoi.

The teacher telling about the assessment and giving individual feedback to the student after a course is motivating.

Justifications for the two least favourite motivational strategies

The students' least favourite motivational strategy was that they would have to sign contracts concerning their learning goals (Strategy 22). The students thought that signing contracts would make them feel pressured (for instance, example 7):

Example 7

Voi luoda paineita, motivaatio voi laskea, opiskelun pitäisi olla mukavaa, kiinnostavaa.

It can create pressure and motivation can decrease. Studying should be nice and interesting.

Another type of an explanation was that signing contracts would be useless and too controlling (see example 8):

Example 8

Ei sopimuksen allekirjoittaminen takaa tehtävien tekoa.

Signing a contract does not guarantee that one completes the tasks.

It was mentioned that the contracts do not help because being motivated depends on the students themselves (consider example 9):

Example 9

En koe, että oppimistavoitteet opettajan kautta motivoisivat minua opiskelemaan juurikaan enemmän. Opiskelen sen verran kun tekee mieli.

I do not feel that the learning goals given by the teacher would motivate me to study much more. I study as much as I want to.

The students' second least favourite motivational strategy was that the teacher would talk about their studies with their parents (Strategy 4). The students simply said that they do not want their parents to be involved in their studies (for instance, example 10):

Example 10

Opiskeluni on minun asia ei vanhempieni, jos he puuttuvat asiaan, kapinoin vastaan.

My studying is my own business and not my parents'. If they get involved in my studies, I will rebel against them.

The students felt, also, that the teacher talking to their parents would not increase their motivation (see example 11):

Example 11

En kokisi sen vaikuttavan opiskeluuni ainakaan positiivisessa mielessä.

I do not feel that it would affect my studying at least not in a positive manner.

One justification was that parents create pressure (consider example 12):

Example 12

Vanhempien painostus ahdistaa.

My parents pressuring me to study distresses me.

Another justification was that the students' parents cannot or will not help them (see example 13):

Example 13

Tämän ikäisen kuuluu hoitaa itse. Ei vanhemmat auta.

When one is this old one has to take care of things oneself. Parents will not help.

In the next chapter, I will discuss my study and its results. I will, talk about the implications of my results and give suggestions for further research.

5 DISCUSSION AND CONCLUSION

In this chapter, I will, first, summarise my findings and discuss my thoughts about some possible reasons behind them. Second, I will compare my findings to those of previous studies and evaluate how I succeeded in conducting this study. Third, I will make some suggestions how the results of this study could be applied and what kind of further studies could be conducted.

I studied Finnish upper secondary school students' opinions on the motivational strategies used by English teachers by conducting a questionnaire. The students' favourite motivational strategies included the teacher giving them regular experiences of success (Strategy 23) and the teacher giving grades in a motivational manner (Strategy 35). Next on the list of the favourite strategies were the teacher making the students aware of the possibilities that they have is they have good English skills (Strategy 12) and the teacher creating a supportive atmosphere in the classroom (Strategy 5). In contrast, the students' least favourite motivational strategies were the teacher making them sign contracts about their learning goals (Strategy 22), the teacher talking to their parents about their studies (Strategy 4) and the teacher making them do group work (Strategy 28). Tied in the fourth place were the teacher making use of group games (Strategy 6), the teacher making everyone participate in tasks (Strategy 19) and the teacher making the students think that they could complete all tasks if they just tried hard enough (Strategy 31).

It is interesting that the athletes liked the teacher telling what they could achieve in life if they have good English skills (Strategy 12) more than the non-athletes. It could be because they might plan having an international career in sports and the teacher talking about the importance of the language skills makes them understand that it really is useful to learn English. The non-athletes liked the motivational strategies related to group work (Strategies 28 and 6) less than the athletes. Maybe the athletes are more used to working together, at least, the ones that play team sports. It was interesting that moments of success (Strategy 23) and supportive atmosphere in the classroom (Strategy 5) were much more important for the girls than the boys. This could mean that the girls might not be as confident as users of

English as the boys are. Moments of success (Strategy 23) were more important for the less successful students' than for the successful students' motivation. That is not very surprising as they might not experience them as often as the successful students. Group work (Strategy 28) was liked less by the successful students than the less successful students. The reason behind this might be that the successful students do not want performance of the other students to affect their grades.

There were not many similarities between the results of my study and the results of the previous studies (for details, see section 2.3). That was quite expected as most of the previous studies had different methods compared to my study. However, I was able to find some common features. Sugita and Takeuchi (2010) researched Japanese students and one of the findings was that they, too, liked continuous assessment and that there were, also, other issues than exams that affected their grade. Ruesch, Bown and Dewey (2012) studied North American students who studied other languages than English and they found that they liked a relaxed atmosphere in the classroom like the students participating my study. Ronkainen (2013) studied Finnish fifth graders and she found that they did not like pressure just like the students in my study told in their justifications for their choices. Vakkari (2013) studied Finnish sports-oriented upper secondary school students and her respondents were interested in how they could use English in their lives just like the athletes in my study.

All in all, I think that my study was quite successful. It is different from the previous studies and I asked the students' justifications for their opinions, too. I managed to receive a suitable number of participants and, overall, they focused well on filling in the questionnaire and I received useful data. As I had piloted the questionnaire, there were no significant misunderstandings. However, there are some issues that I would change if I conducted my study again. I am not sure if some of the word choices and explanations that I made when I translated the motivational strategies into Finnish for the questionnaire affected the way the students answered some statements in the questionnaire. For example, when I translated strategy 28, I included an example that said that the teacher might let the results achieved in the group work affect the students' grades. It could be that some students who otherwise liked group work chose that strategy as demotivating because of that. Making the sub-groups was, also, not unequivocal. I had to include the students who had grade 8 to the less

successful students to receive a more equal number of students into both sub-groups and some of the members of the non-athlete group could be very active with sports but not just at sports upper secondary school. I could not conduct a statistical analysis proper because to be able to make correlations I should have had a Likert-scale in my questionnaire. Nevertheless, I am happy with my choice not to make the students rate each motivational strategy as I think that it was easier for them to just pick their favourites and I received more useful results as on the Likert-scale, they could have given the same number to all the strategies. As Dörnyei's list of motivational strategies is quite long, the questionnaire was time-consuming to fill in, however, I could not really reduce the motivational strategies without my personal opinions affecting the results.

The findings of this study can be used by English teachers and, also, by teachers of other languages. Teachers can try using students' favourite motivational strategies and avoiding their least favourite ones to increase their students' motivation to study languages. It is important that these issues are studied as increasing knowledge about students' preferences might make teachers understand that some of the strategies that they have used thinking that they are helpful can actually demotivate students. Strategies that work elsewhere might not work in Finland, and vice versa. Teachers and students should talk more about these issues together as the students being motivated is the best possible situation for everyone.

Further studies could be conducted by having a different age group as participants or making the questionnaire concern another language. The questionnaire could also be developed further, for example, by asking students rate the favourite and least favourite motivational strategies of this study on a Likert-scale to be able to look for correlations. Interviews could be conducted to receive more qualitative information. It could be observed if teachers resort to the motivational strategies in their teaching in practise and how this might affect the students' motivation. As athletes' motivation to study languages has not been researched much previously, a study focusing only on their opinions could be conducted.

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APPENDICES

Appendix 1: The questionnaire
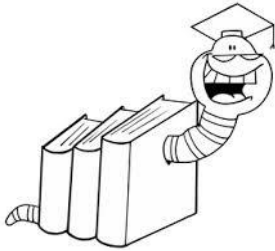
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Opiskelen Jyväskylän yliopistossa englannin ja ruotsin opettajaksi. Teen tutkimusta siitä, mitkä englannin opettajan käyttämistä motivointitavoista lukion ensimmäisen luokan opiskelijat kokevat motivoivimmiksi ja mitkä taas saattavat vähentää englannin opiskelumotivaatiota.

Englannin opettajan tapoja motivoida opiskelijoita

Alla on lista tavoista, joita englannin opettaja voi käyttää parantaakseen opiskelijoiden motivaatiota opiskella englantia. Valitse niistä neljä (4) mielestäsi sinua parhaiten motivoivaa ja neljä (4) sellaista, jotka saattavat vähentää opiskelumotivaatiotasi. Valitsemiasi kohtia ei tarvitse laittaa paremmuusjärjestykseen. Vastaukset kirjoitetaan erilliselle vastauslomakkeelle, mutta voit tehdä tähän paperiin merkintöjä helpottaaksesi vastaamistasi. Voit esimerkiksi ensimmäisellä kerralla lukiessasi merkitä jo, mitkä väittämät saattaisit valita ja palata sitten toisella lukukerralla niihin ja valita niistä itseäsi parhaiten kuvaavat kohdat. En analysoi tähän paperiin tehtyjä merkintöjä. Kyselyni vastaukset käsitellään luottamuksellisesti täysin nimettömänä ja niitä käytetään vain tutkimustarkoituksiin.

1. Opettaja kertoo tai hänestä huomaa, että hän on kiinnostunut kurssin oppimateriaaleista ja aiheesta ja että hän on kokonaisvaltaisesti kiinnostunut englannin kielestä.
2. **Opiskelijoiden oppiminen on opettajalle tärkeää** ja hän esimerkiksi osoittaa välittävänsä opiskelijoiden taitojen kehittymisestä.
3. **Opettaja kehittää henkilökohtaisen suhteen opiskelijoihin** esimerkiksi hyväksymällä jokaisen opiskelijan omana itsenään ja kuuntelemalla heitä.
4. **Opettaja tekee yhteistyötä opiskelijoiden vanhempien kanssa** esimerkiksi keskustelee heidän kanssaan opiskelijoiden edistymisestä.
5. **Opettaja luo luokkaan mukavan ja kannustavan ilmapiirin**, jossa esimerkiksi ollaan suvaitsevaisia ja hyväksytään toisten virheet.
6. **Opettaja parantaa ryhmähenkeä** esimerkiksi käyttämällä kurssien alussa tutustumisleikkejä tai järjestämällä ryhmäkilpailuja.
7. Opettaja muodostaa luokkaan selvät säännöt ja keskustelee niistä opiskelijoiden kanssa.
8. Opettaja seuraa, että luokan sääntöjä noudatetaan.
9. **Opettaja esittelee opiskelijoille roolimalleja.** Hän esimerkiksi kutsuu luokkaan vanhempia opiskelijoita kertomaan positiivisista kokemuksistaan englannin kielen parissa.

10. **Opettaja auttaa opiskelijoita parantamaan sisäistä motivaatiotaan englannin opiskeluun** esimerkiksi esittelemällä asioita, joista opiskelijat todennäköisesti pitävät.
11. **Opettaja antaa positiivisen kuvan englannin kielestä ja sen puhujista sekä ulkomaalaisista yleensä** esimerkiksi kertomalla englanninkielisten maiden kulttuurista tai kannustamalla opiskelijoita olemaan kontaktissa englantia puhuvien kanssa.
12. **Opettaja auttaa opiskelijoita ymmärtämään, millaisia asioita he voivat saavuttaa elämässään, jos he osaavat englantia.** Hän esimerkiksi kertoo englannin asemasta maailmankielenä tai kannustaa opiskelijoita käyttämään englantia vapaa-ajallaan.
13. **Opettaja parantaa opiskelijoiden mahdollisuuksia onnistua tehtävissä.** Hän esimerkiksi antaa hyvät ohjeet ja avustaa heitä.
14. Opettaja suunnittelee yhdessä opiskelijoiden kanssa luokan yhteiset oppimistavoitteet ja seuraa, saavuttavatko opiskelijat ne.
15. **Opettaja käy kursseilla läpi opiskelijoille hyödyllisiä ja heitä kiinnostavia aiheita ja materiaaleja** esimerkiksi kysymällä opiskelijoilta heidän kiinnostuksen kohteistaan.
16. **Opettaja antaa opiskelijoille realistisen kuvan englannin opiskelusta esimerkiksi korjaamalla heidän virheellisiä käsityksiään.** Hän voi kertoa erilaisista tavoista, joilla englantia voi oppia ja menestykseen vaikuttavista asioista.
17. Opettaja teetättää säännöllisesti erilaisia tehtäviä kuin ennen.
18. **Opettaja tekee tehtävistä mielenkiintoisia** esimerkiksi tekemällä niistä haastavia tai liittämällä niihin opiskelijoita kiinnostavia aihepiirejä.
19. **Opettaja saa jokaisen opiskelijan osallistumaan tuntityöskentelyyn** esimerkiksi teetättämällä sellaisia harjoituksia, joissa jokaisen on pakko tehdä jotakin tai jokaisella on oma rooli.
20. **Opettaja esittelee tehtävät motivoivalla tavalla** esimerkiksi kertomalla, miksi ne ovat hyödyllisiä.
21. **Opettaja asettaa opiskelijoille tavoitteita** esimerkiksi korostamalla tiettyjen tehtävien palautuspäivien ehdottomuutta tai opastamalla opiskelijoita valitsemaan itselleen lyhyen aikavälin tavoitteita.
22. **Opettaja käyttää kirjallisia sopimuksia varmistaakseen, että opiskelijat ovat sitoutuneet tehtäviinsä.** Hän esimerkiksi pyytää heitä allekirjoittamaan oppimistavoitteita.
23. **Opettaja tarjoaa opiskelijoille säännöllisesti onnistumisen kokemuksia** esimerkiksi helpottamalla liian vaikeita tehtäviä tai kysyy kokeissa sellaisia asioita, jotka opiskelijat osaavat.
24. **Opettaja nostaa opiskelijoiden itseluottamusta kannustamalla heitä säännöllisesti** esimerkiksi kertomalla heille heidän vahvuuksistaan ja siitä, että he pystyvät suoriutumaan tehtävistä.
25. **Opettaja auttaa vähentämään englannin opiskeluun liittyvää ahdistusta.** Hän esimerkiksi välttää opiskelijoiden vertailua luokassa tai kannustaa yhteistyöhön kilpailun sijaan. Hän saattaa myös antaa opiskelijoille mahdollisuuden neuvotella arvosanoistaan hänen kanssaan.
26. **Opettaja parantaa opiskelijoiden itseluottamusta opettamalla heille erilaisia opiskelustrategioita** ja esimerkiksi opettaa heille, kuinka selvitä tilanteista, joissa on kommunikaatiovaikeuksia.
27. **Opettaja mahdollistaa sen, että opiskelijat pystyvät antamaan tunneilla positiivisen kuvan itsestään** esimerkiksi antamalla kaikille hyvät roolit ryhmätehtävissä ja välttämällä opiskelijoiden asettamista noloihin tilanteisiin.

28. **Opettaja kannustaa opiskelijoita yhteistyöhön** esimerkiksi teetättämällä ryhmätöitä ja opettamalla ryhmätyötaitoja tai perustamalla arviointinsa ryhmätyön tuloksiin eikä yksittäisten opiskelijoiden kykyihin.

29. **Opettaja antaa opiskelijoiden olla itsenäisiä** esimerkiksi antamalla heidän tehdä omaa opiskeluaan koskevia päätöksiä tai antamalla opiskelijoiden opettaa toisiaan.

30. **Opettaja opettaa opiskelijoita motivoimaan itseään** esimerkiksi kertomalla motivaation tärkeydestä tai kehottamalla opiskelijoita kertomaan toisilleen, miten he motivoivat itseään.

31. **Opettaja kannustaa opiskelijoita selittämään epäonnistumisiaan yrityksen eikä kykyjen puutteella** ja esimerkiksi korostaa, että kaikkien pitäisi pystyä suoriutumaan tehtävistä.

32. **Opettaja antaa positiivista palautetta** esimerkiksi kertomalla kaikesta, mitä opiskelijat tekevät oikein tai kertomalla missä he ovat kehittyneet ja mitä pitäisi vielä parantaa.

33. **Opettaja tekee opiskelijoista tyytyväisiä** esimerkiksi juhlistamalla onnistumisia tai järjestämällä tehtäviä, joissa opiskelijoiden taidot pääsevät esille.

34. Opettaja käyttää motivoivia palkintoja.

35. **Opettaja antaa arvosanoja motivoivalla tavalla** esimerkiksi kertomalla, mitkä kaikki asiat vaikuttavat arviointiin tai antamalla myös kehityksen ja yrityksen vaikuttaa arvosanaan pelkkien taitojen sijasta. Hän esimerkiksi sisällyttää arviointiin muutakin kuin vain kirjallisen kokeen tai kannustaa opiskelijoita itsearviointiin.

Vastauslomake: Mielipiteesi englannin opettajan motivointitavoista

Kyselyni vastaukset käsitellään luottamuksellisesti täysin nimettömänä ja niitä käytetään vain tutkimustarkoituksiin.

Valitse listasta neljä (4) sinua eniten motivoivaa ja neljä (4) sinua vähiten motivoivaa opettajan toimintatapaa. Vaikka sinulle englantia opettaneet opettajat eivät olisi koskaan käyttäneet joitakin listan menetelmistä, voit miettiä, mitä mieltä olisit, jos opettajasi käyttäisi niitä. Merkitse valitsemiesi kohtien numerot tässä lomakkeessa oleville lyhyille viivoille ja perustele pitkille viivoille, miksi valitsit juuri ne kohdat. Jos valitsit joitakin kohtia, joiden kaikki esimerkit eivät vastaa mielipiteitäsi, voit kertoa perusteluissasi myös siitä. Kysely koskee englannin opiskelua.

Minua motivoivat eniten:

Motivointitavan numero ja perusteluni:

____

_____

_____

____

_____

_____

____

_____

_____

____

_____

_____

Minua motivoivat vähiten:

Motivointitavan numero ja perusteluni:

____

_____

_____

____

_____

_____

____

_____

_____

____

_____

_____

Puuttuiko kyselystä jokin sinua motivoiva opettajan toimintatapa, mikä?

_____

_____

Taustatiedot

Sukupuoli:_____

Opiskelen (ympyröi):   lukiossa   urheilulukiossa

Englannin arvosanani yläasteen päättötodistuksessa (ympyröi): 4 5 6 7 8 9 10

Kiitos vastauksistasi ja menestystä opintoihisi! :)

Appendix 2: The number of choices for each motivational strategy in the questionnaire

Table 10. The students' favourite and least favourite motivational strategies

Motivational strategy	Students chose as motivating N=61	%	Students chose as demotivating N=61	%
1) The teacher demonstrates and talks about his or her own enthusiasm for the course material, and how it affects him or her personally	15	24.6	6	9.8
2) The teacher takes students' learning very seriously	11	18.0	0	0.0
3) The teacher develops a personal relationship with the students	8	13.1	4	6.6
4) The teacher develops a collaborative relationship with the students' parents	1	1.6	32	52.5
5) The teacher creates a pleasant and supportive atmosphere in the classroom	16	26.2	0	0.0
6) The teacher promotes the development of group cohesiveness	2	3.3	13	21.3
7) The teacher formulates group norms explicitly, and has them discussed and accepted by the learners	0	0.0	8	13.1
8) The teacher has the group norms consistently observed	1	1.6	8	8.2
9) The teacher promotes the learners' language-related values by presenting peer role models	5	8.2	6	9.8
10) The teacher raises the learners' intrinsic interest in the L2 learning process	14	23.0	0	0.0
11) The teacher promotes 'integrative' values by encouraging a positive and open-minded disposition towards the L2 and its speakers, and towards foreignness in general	3	4.9	5	8.2
12) The teacher promotes the students' awareness of the instrumental values associated with the knowledge of an L2	17	27.9	5	8.2
13) The teacher increases the students' expectancy of success in particular tasks and in learning in general	13	21.3	0	0.0
14) The teacher increases his or her students' goal-orientedness by formulating explicit class goals accepted by them	1	1.6	11	18.0
15) The teacher makes the curriculum and the teaching materials relevant to the students	12	19.7	1	1.6
16) The teacher helps realistic learner beliefs	2	3.3	1	1.6
17) The teacher breaks the monotony of classroom events	3	4.9	3	4.9
18) The teacher increases the attractiveness of the tasks	10	16.4	2	3.3
19) The teacher enlists the students as active task participants	1	1.6	13	21.3
20) The teacher presents and administers tasks in a motivating way	2	3.3	2	3.3
21) The teacher uses goal-setting methods in his or her classroom	5	8.2	10	16.4

Motivational strategy	Students chose as motivating N=61	%	Students chose as demotivating N=61	%
22) The teacher uses contracting methods with the students to formalise their goal commitment	0	0.0	36	59.0
23) The teacher provides learners with regular experiences of success	23	37.7	7	11.5
24) The teacher builds learners' confidence by providing regular encouragement	7	11.5	2	3.3
25) The teacher helps the students to diminish language anxiety by removing or reducing the anxiety-provoking elements in the learning environment	12	19.7	2	3.3
26) The teacher builds his or her learners' confidence in their learning abilities by teaching them various learner strategies	9	14.8	1	1.6
27) The teacher allows learners to maintain a positive social image while engaged in the learning tasks	5	8.2	3	4.9
28) The teacher promotes cooperation among the learners	2	3.3	15	24.6
29) The teacher promotes learner autonomy	8	13.1	11	18.0
30) The teacher increases the students' self-motivating capacity	1	1.6	4	6.6
31) The teacher promotes effort attributions in the students	0	0.0	13	21.3
32) The teacher provides students with positive information feedback	9	14.8	3	4.9
33) The teacher increases learner satisfaction	2	3.3	6	9.8
34) The teacher offers rewards in a motivational manner	5	8.2	10	16.4
35) The teacher uses grades in a motivating manner, reducing as much as possible their demotivating impact	19	31.1	2	3.3