MOTIVATION TO LEARN ENGLISH

A Case Study of a 7th grade class

Master's thesis

Johanna Aitto-oja

JYVÄSKYLÄN YLIOPISTO

Tiedekunta – Faculty Humanistis-yhteiskuntatieteellinen tiedekunta	Laitos – Department Kieli- ja viestintätieteiden laitos
Tekijä – Author Johanna Aitto-oja	
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Tiivistelmä – Abstract

Motivaatiota ja sen vaikutusta kielen oppimiseen on tutkittu laajalti. Tämän tutkimuksen tarkoituksena on selvittää 7. luokkalaisten opiskelumotivaatiota, kun he ovat aloittaneet yläkoulun uudessa koulussa, uudessa luokassa ja uuden opettajan kanssa. Keskeisenä kysymyksenä on: Mikä saa 7. luokkalaisen ymmärtämään motivaation merkityksen englannin kielen opiskelussa? Tämä tutkimus keskittyy oppilaiden narratiivisiin kirjoitelmiin, jossa he tuovat esiin omia näkökulmiaan ja ajatuksiaan oppimiseen motivoivista tekijöistä sekä oppimisen motivaatiota heikentävistä tekijöistä.

Tutkimus toteutettiin narratiivisten kirjoitelmien avulla tapaustutkimuksena. Tutkimukseen osallistui oppilaita vain yhdeltä luokalta ja oppilaiden opettaja toimi tutkijana. Aineisto kerättiin oppilailta teettämällä heillä kolme kirjoitelmaa. Kirjoitelmien pohjana olivat apukysymykset, jotka ohjasivat oppilaita kirjoittamaan kokemuksistaan englannin kielen opiskelusta. Kirjoitelmien otsikot olivat: "Aikaisemmat kokemukset englannin kielen oppitunneista", "Nykyiset kokemukset englannin kielen oppitunneista" ja "Paras mahdollinen tulevaisuuden minä-kuva". Kerätty aineisto tulkittiin aineistolähtöisen narratiivisen analyysin pohjalta, jolloin esiin nostettiin toistuvat teemat. Nämä toistuvat teemat analysoitiin tarkemmin laadullisen analyysin keinoin. Analysoinnissa käytettiin kvalitatiivisia menetelmiä. Keskeisempiä teemoista olivat opettajan rooli, oppilaan tuntikäyttäytyminen, oppilas oppijana sekä tunnin sisältöön liittyvät teemat ja tekijät.

Tutkimuksessa kävi ilmi, että oppilaat osasivat peilata omaa käyttäytymistään suhteessa oppimiseen ja motivaatioon oppia englantia. Aikaisemmat kokemukset heijastuivat nykyisiin, mutta monet oppilaat kokivat, että yläkoulussa on myös uusien mahdollisuuksien aika. Opiskelumotivaatioon vaikuttivat selkeästi opettajan vaatimukset, luokanhallinta ja oppilaiden tulevaisuuden näkymät. Oppilaiden tavoitteet vaikuttivat selkeästi opiskelumotivaatioon ja itseluottamukseen englannin kielen osaajana. Negatiivisia kokemuksia olivat huonot koenumerot tai rauhaton luokka, jossa ei voitu opiskella. Positiivisia kokemuksia olivat onnistumiset kokeissa ja tuntityöskentelyissä.

Asiasanat – Keywords L2 motivation, narrative writings, English language, 7th graders, case study, future self
Säilytyspaikka – Depository

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1. Introduction

I want to tell you a story.

This current study is based on a story told by a class of 7th grade students. Their story tells the reader about their past and present language learning experiences along with an image of their future selves. These narratives serve as the basis for this study. The aim of this study is to gain insights into L2 motivation from the point of view of the student, because "motivation is seen as a significant factor influencing success in L2 learning" (Ushioda, 2013:1).

The themes in the focus of this research are based on my experience as a teacher in an English language classroom and emerged from the written narratives of the participants in a 7th grade English class. The main focus is on motivation in the context of this specific language class. For this reason, the themes are limited to the understandings and interpretations of one teacher-researcher. The research results and discussions cannot be generalized to all Finnish schools. Foreign language learning is, however, an experience shared by many, often as a student and in some cases as a teacher or a researcher (Sampson, 2016:9). As a qualitative case study, the study provides a means for the research to give a glimpse of an average 7th grade classroom.

1.1. Research questions

The research questions that this study investigates are as follows:
1. What is the students' motivation to learn English in 7th grade and what keeps them motivated?
2. How do the students describe their motivation in their written narratives?
3. How does their understanding of their future (past/present) self influence their motivation?

The purpose is to gather information on the subjective experiences of these students' narrative writings or parts of them to find out what meanings they have given to their various motivations. Simultaneously, I want to explore how teaching styles, classroom behavior and students' self-motivation in learning English has affected their experiences. I also feel that these narratives include aspects of my own life because of

my teaching background from small village schools to a large school. Above all, the narrative writings describe an average Finnish student's experiences and the way they see English as a school subject amongst the rest. These experiences of learning at school are usually passed on to others through storytelling or writing about personal lives.

Atkinson (1998:65) describes the relationship between the researcher and the participant in the following way: "There is no stronger, clearer statement of how the person sees and understands his or her own life than his or her own narrative of it. The researcher's job, as far as interpretation is concerned, may be to simply identify the meaning or understanding that is already implied in the story by the teller." As a teacher, I have learned that each student is an individual who has adapted and adjusted to life in different ways. This became apparent through their narrative writings. Each writing was written in a different way, different form and style. It was my task to try to interpret their stories as truthfully as possible.

The aim of this study is to develop an understanding of students' motivation for English and to explore the influence of their ideas of an English-using self. This language learning motivation is founded on interactions between the perceptions of experience by individual language learners and the classroom environment. Being motivated can make all the difference to how willingly and successfully students learn other languages in life. (Sampson 2016:157). In this study, the main interest is on how students engage with English inside and outside of the classroom and how it can create motivational dissonances (Ushioda, 2013:1, 8). Ushioda (2013:9) addresses these motivational dissonances as follows: "What seems important is to nurture and support students' sense of personal ownership and autonomy in relation to learning and using English for their own purposes and needs". As a researcher and a teacher, one needs to understand the students' personal perceptions of what English and learning English means for them and how they relate to this language (ibid).

Another aspect of this study is to communicate to others the experiences these students may face when trying to study English. The intent of this study is to provide an understanding to other teachers and other students about how diverse and varied the motivation and learning processes of these students have been. Through these experiences, others who may have similar feelings may share their feelings and

experiences. Some of the students wrote about the importance of just accepting English as a subject in the Finnish school's curriculum.

1.2. Research methods

This study discusses motivation from the point of view of Finnish students studying English. The motivational aspects focus on Dörnyei's L2 Motivational Self System (Dörnyei & Ushioda 2009:79-86), which is derived from Gardner's (1985) motivational theory. The L2 Motivational Self System is divided into three sections known as the *Ideal L2 self*, the *Ought-to L2 self* and the *L2 learning experience*, which are discussed in further detail in Chapter 2. Unlike two earlier Finnish masters' thesis studies that based their theory on Dörnyei's L2 Motivational Self System, which used quantitative methods and focused on high school students, this study is qualitative and focuses on narratives written by comprehensive school students. Dörnyei's L2 Motivational Self System has been vastly used in numerous researches about L2 motivation (e.g. Islam, Lamb & Chambers, 2013; Murray, Gao, & Lamb, 2011; Sampson, 2016; Ushioda, 2013:10; Lasagabaster, Doiz, & Sierra, 2014:20, 55; Thompson & Vásquez, 2015:158-174). These educational and motivational studies serve as a background for this present study, which also supports Dörnyei's L2 Motivational Self System.

The students were asked to write about their past and present English language experiences in school along with a glimpse into the future. In their future writings, they were asked to view themselves as their best possible self and describe how they would see themselves using English. This approach was based on Dörnyei, Henry, & Muir's (2016:44) and Thompson & Vásquez's (2015:159-160) discussions about how the *Ideal L2 self* has been shown to be the strongest motivator for L2 learners in a variety of learning environments. As Thompson & Vásquez (2015:158) point out, "the most motivated students are those who are able to visualize a successful future self". Therefore, the purpose of focusing also on the future is for the students to ponder how their best possible future self could influence and enhance their long-term motivation.

The present study is organized in the following way. Chapters 2 and 3 discuss the background theory for this research, including motivational aspects in L2 language learning and the use of written narratives in language learning research. Chapter 4

discusses the research questions, the narrative writings used in the present study, and how the data was gathered. Chapter 5 reports the results of the present study with analysis and discussion of the narratives. The concluding chapter examines the main findings, evaluates the present study and suggests viewpoints for further research.

2.   Motivation in a Language Learning Context

Before discussing motivation in a language learning context, it is important to note that there is an inherent problem in motivational research because a simple definition is impossible (Gardner, 2005:3). According to Dörnyei & Ushioda, (2011:197-198), there are three features of motivation that pose a challenge to the researcher. First, motivation is abstract and not directly observable, because it refers to various mental processes and states. This means that there is no objective measure of motivation. The second aspect is that motivation is a multidimensional construct, meaning that it cannot be represented by means of a questionnaire. The last point is that motivation is inconsistent and dynamic; meaning that motivation is unstable, but changes over time as a result of personal progress. These changes include different interactions with environmental factors and individual difference.

Motivation may not be defined "in terms of observable and measurable activity, but rather in terms of what patterns of thinking and belief underlie such activity and shape students' engagement in the learning process" (Sampson 2016:13). Motivation is responsible for why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it. (Dörnyei, 2001:8). Taking these abstract aspects into consideration, this research focuses on individual students' motivation in a language learning classroom.

The reason for focusing on individual students in a classroom is because motivated individuals display many different characteristics. Motivated students express effort in attaining their goals, they have expectations for their success and failures, which demonstrates as their self-confidence. Motivation cannot be described by asking the students to give reasons for why they think they are motivated or why they think language learning is important to them. A reason to learn a language is not motivation unless other features of motivation accompany it. Motivation shows a desire to achieve a goal, if a student is motivated, he/she motivates learning or by part (Gardner 2005:3-4).

Motivation, in general, is a widely researched subject in language learning research. This research discusses motivation from the point of view of a student studying a foreign language and in this study it is English. This chapter will first discuss factors

affecting motivation in a language learning context, which include internal and external motivating factors in L2 learning. Before introducing and discussing the L2 Motivational Self System (Dörnyei & Ushioda 2009:79-86), I briefly look into Gardner's (1985) motivational theory, which is the basis for Dörnyei's L2 Motivational Self System. The final sections of this chapter tie motivation together with the social context of language learning, in this case referring to the teacher, the classroom and the student. This is important as motivation is influenced by multiple and overlapping contexts (Turner in ed. Volet & Järvelä, 2001:85). According to Sampson (2016:7), motivation needs to be given a voice because it is the key aspect to additional language learning.

2.1. Internal and External Factors Affecting Motivation in Language Learning

Motivation explains why people decide to do something, how hard they're going to pursue it and how long they are willing to sustain the activity (Dörnyei 2001:7). For this reason the following sections will discuss the internal and external factors affecting motivation, which have been frequently used in the L2 field. Intrinsic motivation focuses on creativity and feelings of achievement and satisfaction, while extrinsic motivation is concerned with the rewards and benefits (Ruokolainen 2012).   The following paragraphs describe both factors in more detail.

2.1.1. Internal and Intrinsic Motivation

Intrinsic motivation usually refers to the affective aspect of motivation (Brophy 1987:41). Williams and Burden's internal motivation framework of factors of L2 motivation (Dörnyei 2001:20) include the intrinsic interest of activity. This includes arousal of curiosity, optimal degree of challenge and the perceived value of activity, such as personal relevance and anticipated outcomes. It encompasses the feeling of competence, awareness of developing skills and mastery in a chosen area. Internal motivation includes realistic awareness of personal strengths and weaknesses in skills required, personal definitions and judgments of success and failure (ibid). Internal factors affect the dynamics of the students' motivation, stemming from within and potentially controllable by learners (Sampson, 2016:25).

Specifically, intrinsic motivation refers to doing something because it is inherently interesting or enjoyable. The student has an interest in the subject and learning process itself. Intrinsic motivation is enhanced through engagement in tasks that provide the 'right' degree of challenge and result in increasing feelings of competence (Murray et al., 2011:62, 109).

Intrinsic motivation is for its own sake, for enjoyment that it provides, the learning it permits and the feelings of accomplishment it evokes. Students are said to employ strategies that demand more effort and that enable them to process information more deeply (Lepper, 1988 as cited in OECD 2000:28; Lasagabaster et al., 2014:53-54). According to Brophy (1987:41), intrinsic motivation does not necessarily imply motivation to learn. For example, students may enjoy participating in an educational game without trying to gain an academic benefit from it. Similarly, students may try to learn the knowledge or skill in the educational game, but without enjoying the activity.

Teachers are able to capitalize on intrinsic motivation by planning academic activities that students will participate in willingly because they are interested in the content or enjoy the task. Such activities include allowing choice or autonomous decisions, adapting tasks to students' interests, introducing game-like features into exercises, fantasy or simulation elements and finally providing immediate feedback to the students. (Brophy, 1987: 44-45)

2.1.2. External and Extrinsic Motivational Factors

Extrinsic motivation does not increase the value that students place on the task, but rather links successful task performance with valued rewards (Brophy, 1987:43). Williams and Burden's external motivation framework describes factors that are extrinsic or external to the learner (Dörnyei 2001:20). Students' parents, teachers and even peers may convey or express opinions about L2 learning by their attitudes and feedback, which contribute to external motivational factors. Also, the nature of interaction with significant others can mediate learning experiences, including the nature and amount of feedback, rewards and the nature and amount of appropriate praise, punishment or sanctions.

Extrinsic motivation refers to doing something because it leads to a separable outcome. Extrinsic motivational theories contribute to the understanding of the construct of motivation (Murray et al., 2011:62). It can be viewed as a dynamic force often involving aspects such as: social factors, attitudes, expectations, interests, needs, values and pleasures (Murray et al., 2011:63). Extrinsic motivation includes ways to obtain some reward or to avoid some punishment external to the activity, for example: grades, stickers or teacher's approval. Students are sometimes inclined to make the minimum effort to achieve an award. (Lepper, 1988 as cited in OECD 2000: 28, Lasagabaster et al., 2014:53-54).

The learning environments are also external factors. These include comfort, resources, time of day, week, year, and the size of the class and school, class and school ethos. External factors in a broader context are the wider family networks, the local education system, conflicting interests, cultural norms, societal expectations and attitudes that affect the students' motivation (Dörnyei 2001:20). These external factors are imposed from without and not directly under the control of learners (Sampson, 2016:25).

Internal and external motivators are important factors in motivation, but there are other aspects, which need to be taken into consideration. The following theoretical framework leads to the core of this research. It begins with Gardner's motivational model that led to the derivation of Dörnyei's L2 Motivational Self System.

2.2. Gardner's Motivational Theory

Gardner (1985) discusses attitudes and the role of motivation in L2 learning and how it can affect the L2 learning process. Attitudes can be defined as an evaluative reaction to some subject or object on the basis of the individual's beliefs or opinions about the subject. It is an attitude about or toward something (Gardner 1985:9). Some attitudes might be more relevant to behavior than others. According to Gardner (1985:10-11), motivation is the combination of effect including the desire to achieve the goal of learning the language plus a positive attitude towards learning the language. Motivation to learn a second language is seen as the extent to which the individual strives to learn the language because of desire. This desire may also lead to experiencing satisfaction in the learning process.

Gardner (1985:11) continues discussing motivation and orientation by referring to Dunkel's (1948) two notions. The first is how motivation includes three components, effort, want and affect. The second notion is for it to be goal-directed, meaning that the goal is directed to learning a language. Gardner (1985:11) refers to a motivational measuring tool, which Lambert and Gardner (1959) introduced. This measuring tool classified students integratively or instrumentally based on what they ranked as personally most important to them in language learning. Integratively orientated students emphasized either meeting and conversing with more people or better understanding people and their way of life. This interaction involved communication with the others in the language community and served a social-emotional purpose. Instrumentally orientated students emphasized learning the language to be useful in obtaining a profession or for better education. This emphasizes more pragmatic reasons for learning the L2 language. The distinction between integrative and instrumental orientations is still within learning. "The integrative and instrumental orientations represent ultimate goals for achieving the more immediate goal of learning the second language" (Gardner, 1985:11).

2.3. Dörnyei's L2 Motivational Self System

L2 Motivational Self System is Dörnyei's (2006:91) theory in the field of L2 motivation derived from Gardner's motivational theory of 'integrativeness'. Dörnyei (2001:17; Dörnyei & Ushioda, 2011:42) uses Gardner's (1985:9-12) model when discussing and defining the integrative motive of motivation. As previously mentioned, it is described as the motivation to learn a second language because of the desire to speak the language of a certain community. In other words, integrativeness affects motivation through the interest in a foreign language and the attitudes toward the L2 community. It has a motivational intensity (effort) and affects the attitudes toward learning the L2.

Dörnyei's (2006) theory is extended so that it could apply to situations where there was "no opportunity of any integration or where the concept of any identification with the L2 community was not desirable" (Dörnyei, 2006:91). According to Dörnyei (2003:5), this 'integrativeness' in motivation concerns a positive interpersonal inclination toward the L2 group and the desire to interact with them. Integrativeness also refers to the motive to learn an L2 of a community so that one can communicate with members of the community and sometimes even become like them (Dörnyei & Ushioda, 2009:23).

The L2 Motivational Self System is centered on a key premise based on the understanding that the way in which people imagine themselves in the future. It plays an important role in energizing their learning behavior in the present (Dörnyei, Henry, & Muir, 2016:44). The L2 Motivational Self System is concerned with how the language learning process is affected by the students' images of themselves related to learning the target language (Vakkari, 2013:15). It is made up of three components. Each component takes into consideration different aspects of the self when learning a foreign language. In the following I will briefly discuss each component.

2.3.1   The Ideal L2 self

The first is referred to as the *Ideal L2 self.* This motivational dimension has been traditionally interpreted as 'integrativeness/integrative motivation' in Gardner's theory of motivation (Dörnyei, Csizér & Németh, 2006:16). It is what we would like to become as a speaker of the target language. It is whom we wish to become, our idea about our 'best' possible self in the second language domain (Sampson 2016:28). In other words, the *Ideal L2 self* refers also to the intrinsic or internal aspects of motivation, which were discussed earlier in this chapter. If the desirable self-image of the L2 user is incongruent with their current state and if others see a discrepancy, this may act as an incentive for motivation. Perhaps this situation may motivate the student to learn a new language or to further develop proficiency in the existing one (Dörnyei et al. 2016:43).

2.3.2.   The Ought-to L2 self

The second component is the *Ought-to L2 self,* which concerns more extrinsic types of motives (Dörnyei et al, 2006:17). It refers to the attributes one believes one *ought* to possess in order to meet expectations and avoid possible negative outcomes. Here the external influences are largely socially constructed, often by the explicit or perceived expectations of significant others. It focuses on extrinsic instrumental motives, as explained earlier in this chapter. L2 learner's apprehension of failure often reflects the external demands from other members of the community (Sampson, 2016:28, 114-115). The learner feels obliged based on external pressures because the learning experience is compiled of the past and current experiences. These experiences affect the language learning process, because this language learning process is concerned with an image of

the future 'imported' from the sources external to the learner. (Thompson & Vásquez, 2015:159, Dörnyei et al., 2016:43).

2.3.3. The L2 learning experience

The final component of the L2 Motivational Self System is the *L2 learning experience,* which is different from the first two components because it focuses on the learner's present rather than the imagined future. *L2 learning experience* is concerned with motivation related to the immediate learning experience, e.g. impact of the teacher, peer group, curriculum, lesson style, the classroom, activities and success. It is concerned with the motives generated through the learning experience or the situatedness of the learning context. (Sampson, 2016:28-29). This includes the impact of past and current language learning experiences (Thompson & Vásquez, 2015:159; Dörnyei & Ushioda, 2009:79-86). The *L2 learning experience* should not be limited to the classroom, but include structured and natural language learning experiences. These interactions could be with people outside the classroom setting.

2.3.4. Discussion of the three components

The *Ideal L2 self* has been shown to be the strongest and a most potent motivator for L2 learners in a variety of learning environments (Dörnyei et al., 2016:44). For example, Thompson & Vásquez (2015:159) relate how "those learners who have developed an *Ideal L2 self* are those who are most likely to succeed in learning a second language". The learner does everything in his or her power to make this *Ideal L2 self* a reality. A strong *Ideal L2 self* has been shown to lead to language learning success across educational settings. The *Ought-to L2 self* can also be a strong motivator, but not as strong as the *Ideal L2 self*. *Ought-to L2 self* is not as strong because it tries to avoid negative outcomes and is also strongly linked to societal expectations. (Thompson & Vásquez 2015:159-160).

The *Ideal L2 self* and *Ought-to self* are the most relevant when speaking about motivation to learn (Lasagabaster et. al, 2014:20). Motivational potency is largely due to the fact that these possible future selves involve images and senses. People can 'see' and 'hear' their future self-image (Dörnyei et al., 2016:44). As mentioned earlier the *Ought-to L2 self* is closely related to peer group norms and other cultural or community pressures. In other words, students' *Ought-to L2 self* may contain certain peer pressures

about academic achievement that may be in conflict with the student's ideal self. "An important condition for effective desired possible selves is that they should feel congruent with important social identities, that is, that the *Ideal* and the *Ought-to selves* should be in harmony" (Dörnyei & Ushioda, 2009:20).

There is another aspect of Dörnyei's framework of L2 motivation, which also has three levels (Dörnyei, 2001:18-19). This framework could be connected with the previous L2 Motivational Self System. First the *language level* relates to aspects of the L2, such as culture and community, intellectual and pragmatic values and benefits associated with it. This coincides with the *Ought-to L2 self*, because it refers to outside expectations, external influences and the demand of the other members of the community. The second level is about the *learner* and involves characteristics that the learner brings to the learning process, most notably self-confidence. This learner level pertains to the student, which again ties in within the '*Ideal L2 self*' by bringing out the best in ourselves.

Finally, the *learning situation level* is associated with situation specific motives: course motivational components (syllabus, teaching materials, teaching method and learning tasks), teacher motivational components (motivational impact of the teacher's personality, behavior and teaching style/practice), group motivational components (characteristics of the learner group). The third level refers to the teacher and the student, which is similar to the *"L2 learning experience"*. Both refer to how motivation is related to the immediate learning experience and how it is concerned with the motives of the learning experience.

2.3.5. Previous research on L2 Motivational Self System

The previous sections outlined Dörnyei's L2 Motivational Self System, which serves as a basis for language learning research. This section briefly summarizes two masters' thesis studies in Finland, which based their research on the L2 Motivational Self System. These educational and motivational studies serve as a background for this present research that was conducted in a Finnish comprehension school.

Toivakka (2010) approached the topic by comparing 97 first and third year Finnish high school students from three different angles. The study was based on a questionnaire and lead to quantitative results. The first angle was to find out how Finnish high school

students see themselves as learners of the English language including aspects such as possible selves and self-motivation. The second angle was to research what types of future goals Finnish high school students have for English language skills. Thirdly, he investigated how the English matriculation exam affects high school students' motivation. In his analysis, Toivakka used six different instruments: the ideal L2 self, the feared L2 self, the ought-to L2 self, goal-setting, the matriculation exam in English and the social environment. The majority of the students saw themselves using English in their future and perceived English as a necessary skill to know in the future. Those students with high proficiency had a stronger ideal L2 self. In the feared L2 self the groups were similar in their responses, because the majority of the respondents did not have much experience with native English speakers. In general about the ought-to L2 self, the respondents felt that knowing English is a requirement and they need to know it in the future. The respondents had set a goal, which was to study English because it is a lingua franca. The matriculation exam was not the only reason for studying English. The respondents' social environment was positively supportive towards their English studies. In this quantitative research, there were no major differences between the groups of students.

The aim of Vakkari's (2013) quantitative study was to examine 107 second year high school athletes' attitudes towards English. Simultaneously she researched what kind of future self-images and previous experiences they had related to English and sports. Vakkari collected the data from two sports-orientated high schools through the help of a questionnaire. The majority of the respondents responded how English is an important part of their lives and how they use English in their free time. Their general attitude was very positive towards English, because they thought that athletes should have good English skills. The ideal L2 self was an important aspect of the participants' future images. They saw themselves as future athletes and using English in their sporting activities. In the ought-to L2 self the participants felt that an athlete should be able to communicate in English, which was emphasized by their parents, teachers and coaches. The L2 learning experience portrayed how the participants had good experiences of using and studying English inside and outside of the classroom. The results of Vakkari's study offer positive feedback to English teachers, because English had a positive effect on the participants, it is a skill expected in working life and is equally important in the context of sports.

My incentive for focusing on the Dörnyei's L2 Motivation Self System is based on the numerous other published studies, which have claimed to validate the three components and structure of the L2 Motivational Self System in different contexts (e.g. Islam, Lamb & Chambers, 2013; Murray, Gao, & Lamb, 2011; Sampson, 2016; Ushioda, 2013:10; Lasagabaster, Doiz, & Sierra, 2014:20, 55; Thompson & Vásquez, 2015:159-174). These published studies have proven that this system offers a useful approach for understanding the way in which people imagine themselves in the future. Therefore, the L2 Motivational Self System builds a basis for the theoretical framework of this study investigating the motivational viewpoints of 7th grade students learning English in Central Finland.

2.3.6. Direct Motivational Current (DMC)

Another, more recent aspect, which Dörnyei (2016) discusses concerns motivational currents in language learning. As previously mentioned, the basis for L2 Motivational Self System is for the students to strive for long-term motivation because the *Ideal L2 self* is the strongest motivator. Central to this is the notion of direct motivational current (DMC), which Dörnyei (2016:1-2) compares to the Gulf Stream. "DMC, through its self-propelling nature learners become caught up in this powerful flow of motivation and are relayed towards achieving their goals" (Dörnyei et al., 2016:2). In other words, DMC is an intense motivational drive, which is capable of stimulating and supporting long-term behavior, such as the learning of an L2. It differs from high levels of student motivation, but describes periods of motivation over and above the individual's normal levels. Informally it means that individuals would have never thought that they could get so far and achieve so much. (ibid, 2-3).

The *Ideal* and the *Ought-to L2 self* emphasize and focus on future goals, which are not matched by the *L2 learning experience*. These ongoing interactions between motivation and learning include the dynamics of how the learning process affects a learner's goal. The learner views the goal as a prominent temporal perspective. A DMC is a motivation, which handles goals within a concrete learning context (Dörnyei et al. 2016:32-33). For example, when students are given the right conditions and opportunities for pursuing a project, they are capable of fulfilling it with such intensity that it becomes the trademark of a DMC. In this type of situation they are functioning at a high state of productivity over and above what they may have believed possible (Dornyei, MacIntyre and Henry 2015:97).

The long-term nature of DMC means that the motivational flow gets interrupted from time to time, which means it needs to be re-triggered. In other words, DMC can be understood as a long-term motivational process with a highly efficient re-triggering mechanism. (Dörnyei et al., 2015:71, 75-76). Another key feature of DMC is the existence of motivated behavior, which does not need ongoing motivational processing or control. This pattern of motivated behavior becomes part of a 'motivational autopilot' meaning personalized habits have become part of the learning process because the DMC rules out necessity for motivational processing each and every time a step is taken. Learning techniques and routines become smooth and self-evident (Dörnyei et al., 2015:83).

It is important to make note that that DMC is not equal to any motivational current or trait in general, but it is a period of heightened motivation that is set into motion by numerous factors in the pursuit of a specific goal or vision. For example, in an educational setting a DMC may be found in students for intense preparation for an upcoming exam or a group of students deciding to out on a drama performance or presentation. It allows both the students and the observers to clearly sense the presence of a powerful motivational drive pushing action forwards. (Dornyei et al. 2015:97-98). This type of motivation is when students have a clear vision and a matching action, which lead to a steady onward progress. Once the main goal has been achieved the DMC will cease, usually with a decrease in energy (Dornyei et al. 2015:98)

Following Dörnyei's L2 Motivational Self System and the DMC, which focuses on the theoretical motives of motivation, I will discuss the social contexts affecting motivation.

2.4. The Social Contexts Affecting Motivation

Teachers and students are a team in the language learning classroom, which also affects the students' motivation. When teachers and students work together, it is important for them to establish and find long-term motivational goals and perspectives.

2.4.1. The Teacher, the Classroom and Motivation in Language Learning

Challenges are a norm in the school environment. One of the challenges teachers face is how to motivate students to learn (Dörnyei, 2003:23). Motivation and motivating learners should be central for effective teaching, because motivating is the second most serious source of difficulty for teachers after classroom discipline (Hadfield & Dörnyei, 2013:1). Hadfield & Dörnyei (2013) discuss and bring forth a wide range of practical classroom activities directly derived from the theory of the L2 Motivational Self System. These practical classroom activities focus on the motivational impact of the learning experience and lead students to focus on their future vision or their *Ideal L2 self*.

Cowie and Sakui (2011:212-225) researched 32 EFL teachers working in Japanese universities. These teachers responded to an email survey, which asked basic information regarding age, gender, qualifications and teaching context. The research participants also answered two open-ended questions pertaining to how EFL teachers understand learner motivation and what motivational strategies they employ. Three of these teachers were interviewed for more in-depth examination of their answers. Most teachers believed strongly that they could enhance their learners' motivation by employing various strategies. Motivational strategies were classified in four categories: high-quality teaching, students' attitudes, personal relationships and goals (Cowie and Sakui, 2011:223). In the following paragraph I will discuss these four categories in more detail.

First, to ensure quality teaching, teachers try to influence students' learning process by modeling enthusiasm and efforts in the classroom lessons. Secondly, teachers want to influence students' attitudes towards learning English by making them feel more positive about it, which included ways to decrease anxiety, build students' confidence, add humor and jokes, and praise the students in order to lighten up the classroom atmosphere. Thirdly, it is seen necessary to development a positive personal relationship between teacher and students. The fourth motivational strategy was to encourage students to have clear goals about their learning. It is seen as important to set learning goals and to suggest strategies for achievement (Cowie and Sakui, 2011:219-221). Learning from mistakes may gain positive experiences in achieving goals.

2.4.1.1. Motivation in the Classroom through Teacher's Behavior

Motivation is often influenced by the experiences in the classroom (Sampson, 2016:128-129). Dörnyei (2001:29, 40-42) and Dörnyei et al. (2016:66) discuss the classroom atmosphere and name four main areas, which are seen as significant. The first area is the teacher's rapport or empathy and capability with the students. Another area affecting the classroom atmosphere is the students' relationship with each other. The group of students needs to have a positive and willing attitude to learn. A cohesive learner group with appropriate group norms affects the entire classroom. The teacher in this aspect has a role to ensure that learning happens in a positive environment. The physical environment of the classroom may have also a role in motivation. Often when the students' work 'takes over' the walls, it gives the students a sense of ownership in the classroom and reinforces positive motivation.

Teachers should encourage students to believe that they can produce academic success. They should not control the student, but to help him/her to be able to do the educational tasks (Pressley, 2003:24). Students are expected to learn if their teachers expect them to learn, but to achieve the right balance is not always easy (OECD 2000:31). In a classroom setting, motivation is essentially controlled by the teacher through various techniques and strategies. Supportive and informative interaction between participants is an important element in motivating in the L2 classroom. It brings on a form of support and cooperation along with shared information about similar experiences (Sampson, 2016:147-150). Teachers play a central role in learning by giving students an opportunity for success in their learning and encouraging them to make mistakes and to experiment (Cowie & Sakui, 2011:119-121).

Teacher's behavior and example is widely discussed in Murray et al. (2011:219-223); Hadfield & Dörnyei (2013:293); Dörnyei (2001:29-32) and Brophy (1987:42-43). There are numerous motivational factors listed for teachers to use in their classroom settings. A teacher sets personal examples through his/her own behavior. This personal example means to have an appropriate teacher behavior and to develop a good relationship with the students. Teacher's behavior needs to be pleasant and supportive, to keep a lively pace and to energize the students. The atmosphere in the classroom should be pleasant and supportive as this increases students' linguistic self-confidence along with presenting tasks properly and making lessons interesting and challenging. Pressley (2003:24-25) uses the term 'teacher caring' to describe how the teacher affects the

motivation in the learning environment. As discussed, the dynamics of motivation and L2 self-development within the teacher and learner suggests that teachers accept a great deal of responsibility for the motivation of learners (Dörnyei, MacIntyre, & Henry, 2015:281)

The task of the teacher is to generate initial motivation. To generate initial motivation is to enhance the learners' L2-related values and attitudes, increase the learners' expectancy of success, and increase the learners' goal-orientedness. The teacher's task is to maintain and protect motivation in making the learning stimulating and enjoyable, present tasks in a motivating way, set specific learner goals, protect the learners' self-esteem and increase their self-confidence. This allows learners to maintain a positive social image and promotes self-motivating strategies, along with cooperation among the students. This is the basis to promote and encourage motivational feedback, increase learner satisfaction through grades in a motivating manner. (Dörnyei 2001:29; Pressley, 2003:147; Wiseman & Hunt 2008: 6,8).

In order to motivate students, the learning situations should be stimulating and enjoyable. The task and commitment of the teacher is to make the tasks more interesting, increase the involvement of the students, have high expectations, give individual help and advice, make students feel they are accepted for who they are and listen and respond to student opinions and values (Dörnyei 2001:72-73, Hadfield & Dörnyei, 2013:293, 295). In order for teachers to maximize students learning, they need to minimize student misbehavior. Teachers who are well prepared and make their lessons motivating have fewer problems in the classroom than those who are not (Wiseman & Hunt 2008:10-11). Wiseman & Hunt (2008:12) discuss, how it may sound awkward to coincidentally consider classroom management, behavior and motivation as topics related to each other. The reason for this is that an "effective teacher is a motivator with a plan to motivate and a manager with a plan to manage" (Wiseman & Hunt 2008:12). Effective teachers also are capable in dealing with misbehavior and following through with it because they have the tools to implement their plan.

In other words, motivation is also a form of belonging in a language learning classroom and establishing relationships between the teacher and the language learners (Murray et al., 2011:53; Lasagabaster et al., 2014:53). The impact of these relationships in a

language learning classroom confirms the importance of understanding the nature of motivation in L2 learning (Lasagabaster et al., 2014:53).

2.4.2. The Students and Motivation in Language Learning

Students bring certain attitudes with them to English class. Some of these opinions and attitudes are born of conversations shared with family and friends, the media and personal experiences (Chambers 1999:25). "Students' motivation to learn is connected with the need to feel there is a purpose to what one is doing" (Sampson, 2016:118). Motivation can be defined as an internal motive that arouses "the students to action, directs them to certain behaviors, and assists them in maintaining that arousal and action" according to appropriate learning environment behaviors (Wiseman & Hunt 2008: 8). Motivation cannot be viewed as a stable attribute to learning because students' motivation fluctuates. That means that without sufficient motivation, even the brightest learners are unlikely to persist long enough to attain any really useful language (Dörnyei 2001:7, 20). Students have personal likes and dislikes. These attitudes play an important role in deciding what students will do and will not do (Dörnyei 2001:12).

Students attribute their successes and failures often through motivation. These are common attributes in school environments, such as: ability, effort, task difficulty, luck, mood, family background, help or hindrance from others. Their beliefs can either motivate academic efforts or undermine them, both in short term and in long term (Dörnyei, 2001; Pressley, 2003:23, 119). To protect the students' self-esteem and to increase their self-confidence, it is essential for the teacher to take these aspects into consideration. These influence motivation by providing experiences of success, encouraging the student, and reducing language anxiety. (Dörnyei 2001:86-96).

Dörnyei and Kubanyiova (as cited in Lasagabaster et al., 2014:21), summarize that understanding a vision or goal in language learners is "one of the highest-order motivational forces". It is through this vision or goal, when it becomes possible to consider motivation as long-term, ongoing endeavor. When students are able to create a long-term vision or goal of themselves and what they are working towards, it creates a reliable prediction of the students' long-term intentions in language learning. For this reason, it is important for the teacher to help the students create a goal, strengthen it, sustain it, transform the goal into action and to keep the goal alive (Lasagabaster et al.,

2014:21; Dörnyei et al., 2016:55). As mentioned earlier in this chapter, a long-term goal is referred to in the L2 Motivational Self System as the *Ideal L2 self*.

Students may gain more confidence when using English, and in turn foster a desire to further their learning. The simplest way to ensure students' success is to make sure that they achieve it constantly. In this way, it increases their motivation (Sampson, 2016:107, 109). Students often need lessons that encourage active participation and address their interests. Their previous background will most likely affect academic achievement. For a student to achieve, they will need a productive learning environment (Wiseman & Hunt, 2008:6). Sampson (2016:159) discusses two general qualities of L2-related self-ideas of students, which may have an effect on L2 learning motivation.

1. The Ideal self: competence, positive emotion, sense of clarity and 'closeness', using English and a sense of widening future horizons.
2. Fearing self: fear of failure in the future classroom, fear of inferiority, fear of not professing in language proficiency

Increasing learner satisfaction plays a significant role in language learning motivation (Dörnyei 2001:125). When students are mesmerized by previous experience of failure, it is the teacher's task to restore the student's self-esteem and convince them that they have the ability to learn. This needs to be taken into consideration because a teacher is unable to demand higher standards and greater motivation unless the ground is prepared for change (OECD 2000:51, 53). According to the OECD (2000:57) report, "Individuals are naturally motivated to learn when they do not have to fear failure, when they perceive what they are learning as being personally meaningful and relevant and when they are in respectful and supportive relationships with teachers". Students' perception of language learning is highly personal, individualized and contextualized (Sampson, 2016:162). In some cases, teachers need to step back and encourage students to become independent motivated learners.

Dörnyei (2001) summarizes motivation as one of the most basic aspects of the human mind. "My personal experience is that 99 percent of language learners who really want to learn a foreign language (i.e. who are really motivated) will be able to master a reasonable working knowledge of it as a minimum, regardless of their language aptitude" (Dörnyei 2001:2). As most teachers and researchers would most likely agree, motivation has an increasingly important role in undermining the success or failure of

any learning situation.

These theoretical aspects of motivation and the L2 Motivation Self System will be taken into consideration in chapter 5, where I analyze the students' narrative writings about their learning experiences in their past and present along with future views of themselves. The following chapter discusses the aspect of narratives and narrative writings and how they are commonly used to collect data in a qualitative educational research.

3.   Narrative Writings in Language Learning Research

This study investigates learner's motivation through narrative writings. The choice of narratives as a method of collecting data was based on the idea that language learning narratives provide the opportunity for language learners to reflect back upon their language learning processes. This is type of data collection is fairly uncommon when discussing motivation and language learning. According to Linde (1993:219), "life stories express our sense of self - who we are, how we are related to others, and how we become that person". Narratives are also a form of communication of our sense of self to others and how we negotiate with others. This sense of self is also the basis in the L2 Motivational Self-System as discussed in chapter 2.

3.1.   What is a Narrative?

Narratives are used as research material in qualitative research. As Huttunen, Heikkinen and Syrjälä (2014:17) describe, narrative material can be "interviews or free form written answers in which the research subjects are given the opportunity to express their concepts of things in their own words". Other examples of this kind of material are autobiographies, journals, or other documents that are not necessarily produced for the purpose of research. In this approach, narratives are presented orally or in writing. The process in which individuals assign meaning to their narrative writings is the main focus of narrative research. Narratives highlight the authenticity of the individual and the 'voice' of the research participants is emphasized (ibid. 17-20).

Narratives are an excellent method to capture the different aspects of human experiences in education. Narratives also show unique ways how people deal with their problems and challenges. When writing a narrative, the writers give meaning to their life through the stories they have to share about their lives with others. The study of narratives investigates the way people experience the happenings in their lives (Barcelos, 2008:37; Dutra & Mello, 2008:52).

Human experience is always narrated, and human knowledge and personal identities are constructed and revised through intersubjectively shared narratives. The focus of a narrative allows the researcher to examine the learners' perspectives, stances, moral

frameworks, social position and relationships (Huttunen et al., 2014:15). These are investigated also in the present classroom context. Narratives are the best way of representing and understanding experience (Clandin & Connelly 2000:18). They also offer insights into people's private thoughts and in this way provide an insider's view of the process of language learning, attrition and use (Thompson & Vásquez, 2015:162).

Coffey (2013:193) points out that narrative research allows for a more nuanced understanding of "how agency and multiple subjectivities are constituted within personal experience, helping us to understand, for instance, that one can hold conflicting attitudes at different moments". These attitudes are, for example, loving and hating language learning. These differences are easier to express and understand when emerging within the narrative structure.

3.2. Narrative Inquiry in Language Learning Research

A narrative inquiry is aimed at trying to understand the meaning of the writers written experiences. It also seeks for or requests the truth, information or knowledge of a certain situation or happening. Narratives are impossible to discuss without sharing personal experiences and beliefs, which motivate the writer to write about a particular life world that is their own (Conle, 2000:194; Barcelos, 2008:37; Dutra & Mello, 2008:52). Narrative inquiry may help us to understand how students organize their experiences and identities and how they represent them to themselves and others (Barkhuizen, Benson & Chik 2014:5). The process of gathering information in a narrative inquiry is to tell a story for the purpose of a research.

According to Clandinin & Connelly (2000:49-50), narrative inquiry is three-dimensional. Clandinin & Connelly (2000) derive their framework from the Deweyan view of experience, which has elements of situation, continuity and interaction. The framework of this research gives direction for the students to 'travel' in time. The metaphorical three-dimensional narrative inquiry space in writing is about personal and social (interaction); the past, present and future (continuity); combined with the notion of place (situation). Narrative writings use these sets of terms, because they focus on personal and social space with reference to the continuity, which occurs in a specific place or sequence of place. In this three-dimensional space, the students write about

their selves in the past, present and future. They remember stories of themselves from earlier experiences to more current ones (Clandinin & Connelly, 2000:60).

Barkhuizen (2014:12) takes on further aspects of themes in narrative inquiry, which are identity, context and affect. The distinctive quality of narrative inquiry is to provide access to long-term experiences. Language teaching and learning occupy much of the teachers' and learner' lives. These develop both inside and outside of the classrooms and schools. According to Barkhuizen (ibid), "narrative inquiry is the only methodology that provides access to language teaching and learning as lived experiences". Narrative inquiry is seen as an investigation of the development of second language identities over time. It is through narrative research, which tends to show a prolonged contact, that individuals in their writings develop identities as 'learners' or 'teachers' of second or foreign languages. The third theme, affect, comes from the ways in which autobiographical accounts tend to bring the emotional dimensions of language teaching and learning. (Barkhuizen, 2014:12).

3.3. Written Narratives: A form of Storytelling about Life's Experiences

Human beings are storytellers because people have lived through different experiences. By sharing these experiences, they are sharing a narrative of their lives. A narrative is a specific mode of thinking, which is common to all human beings. The storytelling allows "narrators to take a certain evaluation stance relative to the events chronicled in the tale" and it allows expression of moral understanding (Pomerantz, 2013:1). Human experience is always narrated because it is a fundamental means through which people experience and live their lives. It is the narratives in which we situate our experience.

Narratives from a learner's perspective examine how the language learning events within them are explained and evaluated. Narratives also allow particular interpretation of what has happened (Pomerantz, 2013:1-2). Narrative writings in research are a particularly effective way to emphasize and explore the emotional dimensions of the writer (Nelson, 2013:222-223). The learning process addressed through narratives conceptualizes the learners' various identities and how these identities are related to their motivation to learn. This is also important when students write their narratives to see how learning a new language shapes the way they understand themselves narratively and how these narrative self-understandings shape the ways in which

students come to use the language. (Pomerantz, 2013:2). Identity is constructed during the storytelling because the narrator most often takes a stance in relating their story depending on what is the genre of the narration. Then again, written narratives usually have a topic that is somewhat larger than the particular point the writer wants to make (Barkhuizen, 2014:7).

According to Barkhuizen (2014:7), language learning stories have three main characteristics that mark them from other kinds of narratives. First of all, these narratives are mainly filled with personal experience. Secondly, they recount language teaching and learning as experiences of the writer's everyday life. Last, these writings typically involve aspects of the narrator's identities. These aspects define language teaching and learning as significant areas of the writers' lives, which also develops and manages their identities as language teachers or learners.

Written narratives are important in understanding different experiences. Experiences from the past modify our current and future experiences. Past experiences mold people for who they are today (Kalaja et al., 2008:52). Also according to Goodson (2010:8), narratives are meant for the writer to recognize their previous learning and experiences, their present day situation along with proposed goals and purposes. Beliefs can be defined as a form of thought, as constructions of reality, ways of seeing and perceiving the world. Beliefs are also values; they are related to narratives because they are used as tools to make sense of the world around us (Barcelos, 2008:37).

3.4. How Narratives can be Beneficial for Teachers

As a teacher, we can envision stories with our students. This gives the teacher a chance to see new possibilities, to view different types of feelings, but still try to understand how we all experience the same learning experiences quite differently. Written narratives can also serve as an interpretive lens for reflecting different types of learning experiences in that they portray different conversations of L2 learning experience. (McEwan & Egan, 1995:40-41). In order to understand written narratives, "the social context in which a narrative is related, the narrator's reason for telling it, the narrator's narrative competence, and the nature of the audience are equally important" (McEwan & Egan 1995:25). These narratives also bring out shared meanings because they bring out the very nature of culture and the nature of humanity itself.

The purpose of choosing narrative writings was for the students to realize that there is no single reality, but there are "number of different realities that are being constructed in the individual's minds" (Huttunen et al., 2014:16). This happens through their social interaction with other students and the teacher. Often students do not realize the purpose of this is to gain new experiences and have discussions with other people. From this perspective, a narrative writing is constantly adding new material (Huttunen et al., 2014:17).

In this study, I hope the narratives uncover students' experiences and motivations about English language learning. It is crucial for the participants to feel comfortable in telling their story and for the researcher to be respectful of the students' stories and experiences (Clandinin, Downey & Scgaefer, 2014:49, 52). The narratives provide the participants with opportunities to reflect about their previous learning experiences. As they reflect on their past through storytelling, I hope to gain information that would reveal their motivations in learning and studying English. It would allow the students to reflect on their own motivation and learning experiences, in which a teacher may gain insight in comprehending the minds of students. The stories we tell about our lives and ourselves can play an important role in which we can learn about our lives. Narratives and stories are tools frequently used to make sense of experience and organize it into a body of practical knowledge (Goodson, 2010:2, 35).

I will focus on the written narrative research because it allows for exploration of the relationship between the motivation of the individual learner and the researcher. It also includes features of the specific language learning environment. These features are believed to be relevant for each learner in his/her language acquisition.

3.5. Previous Research on Narratives

The previous sections briefly described what is the meaning of a narrative for this research. The following paragraphs focus on three different researches, which based their data collection on narratives. These reflect experiences on learning a foreign language as an adult. The data collection methods used provided some background to the present study.

MacKenzie (2015) researched adults learning Finnish as a foreign language. She also researched what kind of support they received, their range of emotions along with their reasons for learning Finnish. The study examined eight adult learners from the Open University of Jyväskylä and from Finnish language courses. The data collection was based on a two-part interview to gain insight into the adult language learners' perspective. The participants told their narrative or story of why they were learning the Finnish language, how they planned to learn it along with the emotions and the support they experienced. The research results pointed out how many of the adult learners relied on external motivators in learning Finnish, which were primarily to adapt within the community and to meet job expectations. The results varied in how much support they received from home, usually referring to study time, which also determined their motivation. Negative emotions arose, such as feeling overwhelmed and frustration with the oral and grammatical aspects of the language. The participants felt the need to adapt to the culture and community by learning the language, which was also an internal as well as an external motivator.

Veltheim (2016) researched university students' emotions in second language learning through autobiographical narratives. The written narratives were used as the data for the study. The participants were part of a language course at the University of Jyväskylä. The autobiographical narratives were filled with vast amounts of emotion discourse in regard to language learning. The broad range of emotions were linked to second language learning, particularly around the people who were part of the students' lives. The narratives were an honest journey into the students' thoughts, especially when they wrote negatively about their fellow classmates. The feeling of empathy was unknown to some of the students. Veltheim concluded how the autobiographical narratives were eye-openers for her in how students reacted with their emotions in L2 learning. In conclusion, this study shows how emotions are very powerful tools in learning in a second language.

Early & Norton (2013:132-149) researched narrative inquiry in second language education in rural Uganda. They used 'small stories' to answer their research questions about understanding the researcher's identity in negotiating the language teaching research. Researchers invited the teachers to engage in their own storytelling to share their own experiences of teaching in a poorly resourced rural school. It was concluded

that small stories enlighten traditional narrative inquiry. The study also made visible the numerous ways in which researcher identity impacts research in language teaching.

3.6. Narrative Analysis, Reliability & Validity

Before analyzing the narrative writings, it is good to discuss the narrative analysis, which focuses on the production of a complete story. During the research process, the researcher walks between the theoretical literature and the narrative stories written by the students. "When the researcher combines texts, interprets them and build his or her own text based on them, it ultimately means that the final research text is a construction made by the researcher, and as such fictional in this sense" (Huttunen et al., 2014:21).

The reader may ponder what is the validity and reliability of this research. Validity means the degree to which "research findings actually correspond to the position of real things in reality". Reliability refers to "the degree to which possible random factors have influenced the outcome of the research" (Huttunen et al., 2014:24). This study examines the truth of written narratives. As a researcher, I need to recognize that I could silence some of the narratives writings (Ronkainen, Kavoura & Ryba 2016:130).

Johnson & Golombek (2014:88) discuss reliability in a narrative inquiry research. Qualitative research is often discussed as being 'reliable' when data collection and analysis are carried out in such a way that the replication produces the same results. In narrative inquiry the notion of 'reliability' is seen not to make sense because of the individuality and uniqueness of the research participants' written narratives. These narratives tell of their experiences, their interpretations and the research retells these stories in the context of a research report. Narrative studies are not replicable, because the research participants write unique interpretations. The findings are the product of the researcher, which are more often subjective and interpretive.

Qualitative narrative research is concerned with producing the research results in such a way that they can benefit and be understood by the communities from which they emerge (Gair & van Luyn, 2017:19). One emphasis of this research is to bring forth the meaning the students generate through their written narratives (Hatch, 2002:28). Written narratives will hopefully help the students to create a sense of self, especially in how they view themselves in the future. The following chapter outlines the research

methods and data, which follow the written narratives generated by the students. In these narrative writings a certain identity is developed via the act of storytelling (Ronkainen, et al. 2016:130). The students' motivational and language learning identity varies depending on how they experienced English language lessons in the past and how they see themselves as English language users in their future. The outline for the written narratives is based on Sampson's (2016:190) framework of narrative writings, which is based on the theoretical framework of L2 Motivational Self System.

Ch. 4 Research Methods and Data

This research is conducted on the basis of 7th graders written narratives about their different experiences in studying English in elementary school and currently in 7th grade. Not only does this research discuss the students' past and present situation, but also takes into consideration how the students view themselves in the future. The aim of this study is to try to grasp or understand what is the motivational level of the students to study English. This chapter presents the research tasks, questions, methods used and information about the research participants.

The interest for researching a seventh grade class came about in the course of my first year teaching seventh graders. During the first couple of months I noticed that a few of the students had a negative attitude towards learning English and it seemed they lacked motivation to learn. I wondered what happened to some of the students during the summer months. Being that they were a new group of students for myself, I let my research idea develop as I began to know the students better. Therefore, the empirical part of this research contains a personal aspect, along the narratives the students wrote. I want to tell their story.

4.1. Research Tasks

This narrative research data was collected at a comprehensive school in Central Finland. There are seven 7th grade classes and I teach one of them. These students were asked to write their own narratives about their experiences of studying and learning English.

The research questions were chosen on the basis of the theory, my personal interest and my 15+ years of experience working as an English and an elementary school teacher. The main research questions are:

1. What is the student's motivation to learn English in 7th grade and what keeps them motivated?
2. How do the students describe their motivation in their written narratives?
3. How does their understanding of their future (past/present) self influence their motivation?

4.2. Data Collection: Written Narrative Tasks

The data collection for this research began in January 2017. A letter of permission for data collection was sent home to the parents prior to the narrative writings (see appendix 1). I discussed with our school's principal and the superintendent of our schools about my research and received an approval before I began my data collection.

The research participants were chosen because they were my students and I felt that it was an excellent opportunity to get to know them better because I will be their English teacher in 8th and 9th grade. The 22 students (11 girls and 11 boys) wrote in their mother tongue, Finnish even though they were offered the alternative of writing in English. The students described how it is easier to express thoughts and ideas in Finnish. The role of the teacher-researcher may have played some part in the choice of language because I had used Finnish as my language of communication in class when explaining my research background and writing instructions. Therefore, it may have been easier for the participant to write in Finnish.

In January 2017, on three consecutive Fridays, the students wrote their narratives. The main focus was for the students to write about personal experiences and achievements of the past, present and future. The basis for this writing task was modified from Sampson's (2016:191) research about Japanese students learning English (see appendix 2). The following paragraphs explain each writing session in more detail.

At the beginning of each writing session, we did not discuss about motivation. Even the instructions for the written task did not use the word motivation, but we discussed their experiences and thoughts about their past and present experiences in English lessons. On January 13, 2017, the 7th grade research participants wrote about their past experiences. The students were asked to focus on how they had experienced English lessons in elementary school and what were their perceptions of studying in elementary school English lessons. I gave them some guiding questions to help them to write, such as: What was a normal lesson like? What were you doing? What were other students doing? What was the teacher doing? How did you feel in English lessons? Why were you studying English?

The following week on January 20, 2017, the students were asked in a similar manner to write about their current experiences of their English lessons. Once again, there was no mention of motivation. The following questions assisted them in writing about their current experiences: How have you experienced your English lessons in 7th grade, so far? Please write about your perceptions of studying English in 7th grade. What is different about your lessons? Has your behavior changed? What are you doing in the lessons? What are the other students doing? How do you feel about coming to English class? Why are you studying English?

The final writing session took place on January 27, 2017, and this time the students focused on writing about their future. The task was to write about their ideal life in the future after studying English. They had to imagine themselves in the future, after everything has gone as well as it possible could with studying English. They had to imagine themselves that they had worked hard and succeeded in all their goals, which pertained to studying English. This was then their 'Best Possible English Self'. The students were again given guiding questions to help them write their future narrative. Such as: What are you doing everyday? What can you do (with English)? How is your English ability helping you? How are you using English every day? Who can you communicate with? What kind of job are you doing? Where are you living?

Students, without realizing it, followed through by writing about what motivates them or what keeps them motivated. Their narrative writings focused on the L2 Motivational Self System, which also lead to analyzing the internal and external factors affecting students' motivation in L2 learning, as discussed earlier in chapter 2.

It is understandable that the data received varied greatly in length. Some of the narratives were closer to a full handwritten page per section and others contained a few sentences and doodling or drawings. All the narratives were handwritten in class. The students had the entire class time to write. Most of them were finished within a half hour. The students who were finished earlier than others were given English crosswords or other worksheets to work on. The purpose was to respect others and to maintain calmness in the class for others who needed more time to write.

There were similarities between the narratives. They were all written in the first person and they all seemed to voice their personal opinions, thoughts and ideas. The obvious

differences concerned the content. For instance, some wrote in detail about their elementary school English lessons while others wrote about their future in more detail. The focus in the context seemed to vary.

4.3. Presence of the Researcher

The effect of the researcher is evident throughout the research and the narrative writings. During the writing tasks, the teacher needs to contain his/her interest and let the students write freely. The teacher must not let his/her own personal feelings; opinions and experiences come across. Also, the teacher needs to remain sensitive to the opinions and thoughts of the student. Not only does the researcher need to be sensitive while the students write, but throughout the research. It is important to remember the informant when reading and analyzing the research data. The narrative writings are based on the students' unique events and opinions and their voice must be heard when reporting the results.

As mentioned in chapter 3, Early & Norton (2013:132-149) discuss how their study also made visible the numerous ways in which researcher identity impacts research in language teaching. This may hold true in this research as well and it has been a viewpoint that I have come across, as I am the researcher and the research participants' teacher. This may also have an affect in the way students have written their narratives.

Bodgan & Biklen (1982:97) mention how personal documents are self-revealing of a person's view of experiences and point out that the results should be truthful to the people who tell them. "The purpose in obtaining such material is to obtain detailed evidence as to how social situations appear to subjects and what meanings various factors have for participants" (Bodgan & Biklen (1982:97). This was evident when reading through the narratives of the research participants. Some of the students described in detail their feelings and happenings in their English classes in elementary school and in the 7th grade, which consisted of various social situations and the various aspects of learning English. As I analyzed the students' descriptions, I aimed to report their thoughts and opinions in a truthful manner without editing their written text.

4.4. Research participants

Before describing the research participants, it is important to mention the importance of ethics in qualitative research. Ethics means that research participants accept the principles of the study. "The guidelines are implemented through the researcher's description of the study, how the data is collected and what will be done with the findings and other information" (Bodgan & Bilken 1982:49).

After I had sent the letter of permission out to the students' parents about my research, I told the students about this writing activity. The students were told that they would be writing a personal narrative. This sparked a motivational interest in majority of the students, because they asked if they could read the research after it was published. Some of the students seemed to feel honored to be part of my research, but to others it was a daunting, boring task of writing. My letter was sent via Wilma and I asked the parents to respond to my message if they would not like their child to participate in this research. Wilma is a software program used in schools as a means of communication between parents, students and teachers. Not one parent replied, so it was easy to continue from there. As a teacher using Wilma, I am able to see when the parents have read my message. I followed to make sure all had read it before I started collecting data from the students.

The data was collected at a comprehensive school in Central Finland. This school compromises of a total of about 990 students from grades 1-9. There are about 630 students in grades 1-6 and 360 students in grades 7-9. The school is divided into three different locations and works individually under the same principal and vice principal. The reason for working in three different buildings is because the school was originally three different operating schools.

This seventh grade class is unique because it consists of students interested in similar hobbies. Half of the students came from smaller village schools inside a larger municipality in Central Finland. All research participants started their English studies in third grade. By the time they were in 7th grade they have had four years of English during their elementary education. Many of the students understand and speak English moderately.

In analyzing the research participants' responses, confidentiality was emphasized each of the three times the students wrote their narratives. The students were given the possibility of adding their names to their writings, but they were not required. Not one of the writings had a student's name on it. In the analysis certain parts of their writings have been omitted or changed if they contain information through which the respondent is easily identifiable.

4.5. Narrative Data and Methods of Analysis

These narratives have been collected within the three-dimensional narrative inquiry and the components of L2 Motivational Self System (Dörnyei et al., 2006:91). These theoretical components directed the research questions and the analysis of the data. Although the theoretical framework was mainly built on the basis of literature before the data collection, the information from the data directed it to some extent.

Thompson & Vásquez (2015) discuss how writing narratives is an interaction between environment and motivation. It is necessary to develop the *Ideal L2 self* at some point during the language learning experience. The focus in this research is on narrative data because is allows "exploration of the relationship between the motivation of the individual learner and those features of the specific language learning environment that each learner believes to be relevant to his/her language acquisition". (Thompson & Vásquez, 2015: 162).

Narratives are often too complex to summarize neatly. The goal of analysis is to search for unity and rhythm and to find understanding between the writings (Connelly & Clandinin, 1988:77). For the students to retell their stories is also a way of finding new insights for their English language learning. Therefore, the outcomes of narrative writings in narrative inquiry include historical accounts, case studies or episodes of people's lives (Barkhuizen et al., 2014:84).

Narrative inquiry involves multiple of levels at which individuality and uniqueness are at issue: in the participants' experiences, their stories, the telling of their stories, and their interpretation and retelling of these stories in the context of a research project. The findings are the product of the researchers' subjectivity. In this type of research, the researcher is not looking for 'objective' or 'reliable' findings, but for subjective

interpretation of the data (Barkhuizen, et al., 2014:88-89). As Barhuizen et al. (2014:93) points out, "In studies where the research outcome is a narrative or a close analysis of a specific narrative, the research 'findings' do not come in the form of generalizable propositions, but are constituted by the narrative or analysis as a whole".

There may be tension as we turn to think about issues written in the narratives and whether we can capture and represent the shared stories of our participants. We need to take into consideration who they are writing for. Some of the narratives are more storied than others. The story quality is more implied than expressed. As a researcher I need to consider the voices heard in the narratives. (Clandinin & Connelly, 2000:139-141, 147)

The data was read through numerous times. The first readings were done to get an idea of what each research participant was trying to say in their story. Then started the more detailed analyzing and trying to divide the content into separate themes. While analyzing the data, the information was categorized into different topic areas. These areas emerged gradually after several readings of the narratives and are further discussed in the following chapter. The subheadings of the chapters are the areas into which the data was categorized.

In qualitative research, such as this one, I asked the students to go behind the scenes in their everyday moments of their English classes. I hope they felt comfortable in sharing their intimate thoughts of being a student and studying English (Hatch 2002:65-66). As a researcher, I have an ethical responsibility when they students entrusted me with their written narratives. I have related to the students the purpose of my study, how long it will last and what is required of them.

The following chapters describe the research results. There are multiple viewpoints and opinions and the variety of situations and positions these students hold when they illustrate their narrative writing. The structure of the presentation of the results is based on the research questions and the L2 Motivational Self System, as described in chapter 2.

Ch. 5 Motivation in Narrative writings

This chapter analyzes the students' narrative writings and discusses findings. Data analysis is the most mysterious and most difficult part of qualitative research and therefore, the process of data analysis is sometimes difficult to understand. As Hatch (2002:148), wrote, "Data analysis is a systematic search for meaning. It is a way to process qualitative data so that what has been learned can be communicated to others." In this research the data analysis meant organizing the data in ways that allows the readers to identify themes related to motivation, and to discover relationships between these themes and the descriptions in the students' writings. This process also develops explanations and makes interpretations that intervene with the theoretical background of motivation. (Hatch 2002:54, 148). The present study may in numerous ways generate theories that have already been researched, but brings in something new to the study of students' motivation and useful information for L2 teaching.

This chapter is divided into three main sections. Each section is based on the three components of the L2 Motivational Self System, because the answers to the research questions can be found through the three components. The first section discusses the *Ought-to L2 Self*, the second section refers to the *L2 Learning experience* and the final sections is the *Ideal L2 self*, which also refers to their future L2 selves.

The narratives quoted are in Finnish with translation into English in parenthesis. I have used a letter code to differentiate the writing sessions from each other. The letter (a) is for quotes related to past experiences and the letter (b) refers to present experiences. The future narratives are not letter coded because they clearly refer to the future. The areas analyzed are what I understood from the written narratives to be relevant to their motivation for language learning.

5.1. Ought-to L2 self in English Lessons

The *ought-to L2 self* pertains to the attributes one believes one ought-to possess in order to meet expectation and avoid possible negative outcomes. These are often socially constructed, which means that the *ought-to L2 self* focuses on external influences (Sampson, 2016: 114-115). Dörnyei (2001:18-19) discusses this aspect as the learner level, which involves characteristics that the learner brings to the learning process, mostly self-confidence. This section is divided into three subsections, which discuss the

students' experiences during elementary school English lessons, how their attitudes affected their learning and finally aspects related to the students' fearing-self.

5.1.1. Students ought-to Behavior during Elementary School

Students wrote how their behavior in elementary school English lessons were linked to their motivation in learning English. Some of the students commented how they did what they were told to do in class and did not want to disrupt the classroom teaching with their own behavior. These students enjoyed learning and were excited to be learning a new language. Students wrote how they were active in class participation by helping out classmates, by raising their hands or by having their homework finished on time. Students described how their behavior showed their eagerness to learn by being lively and energetic. These characteristics such as self-confidence and active participation in the classroom are part of the learning process in the *ought-to L2 self*.

> (a) "Muistan kuinka 3.luokalla viittasin aina kaikissa tilanteissa. Keskityn asioihin ja autoin kaveria. Olin rehti, reipas, energinen ja yli-innokas koululainen. Olin niin hyvä, että toiset onkivat vastauksia minulta."
>
> (I remember how in 3rd grade I was always raising my hand. I concentrated and helped my friends. I was an honest, lively, energetic and over-eager student. I was so good that the others tried to dig out the answers from me.)

> (a) "Minulla oli aina opiskelutavarat mukana ja olin tehnyt läksyt melkein aina."
> (I always had all of my belongs with and my homework was almost always done.)

> (a) "Itse yritin osallistua mahdollisimman paljon työskentelyyn. Viittasin aina, kun tiesin vastauksen."
> (I tried to participate in class as much as possible. I always raised my hand when I knew the answer.)

The students not only wrote about classroom participation, but also described how conscientious they were about their homework and behavior without realizing it. In many ways, the students' motivation was strengthened through external influences and was socially constructed. They described behavior that was socially acceptable and contained attributes one ought-to possess like following instructions, doing homework and participating in class. The following quotations from the narratives reinforce how the students viewed their behavior as being socially acceptable by their teacher.

(a) "Tein ohjeitten mukaan minkä osasin. Yritin parhaani ja jos en ymmärtänyt kysyin apua."

(I followed the instructions as much I could. I tried my best and if I didn't understand I asked for help.)

(b) "Itse pyrin tunneilla oppimaan mahdollisimman paljon."

(I try to learn as much as possible during the lessons.)

(a) "Olin aina tunnollinen oppilas: tein aina läksyt ja luin kokeisiin. Jossakin vaiheessa ope ei enää edes tarkistanut minun kotiläksyjä, sillä luotti minuun niin paljon, ja tein siitä huolimatta läksyjä tunnollisesti."

(I have always been a conscientious student: I always did my homework and studied for tests. At some point the teacher didn't even check my homework, because she trusted me and I still did my homework faithfully.)

Students were well aware of their classroom behavior and if it was socially unacceptable. The students also wrote how they knew what kind of behavior was acceptable, but did not always behave in English class as they were expected to. They discussed their own disruptive behavior and how it caused negative outcomes. The external influences of others left the students feeling that they sometimes lacked motivation and therefore they were disruptive in class. There were students who did not disrupt the lessons by their behavior, but lacked the motivation to study.

(a) "Muista oppilaista jotkut ottivat opiskelun tosissaan ja tekivät asiat hyvin. Jotkut taas eivät ottaneet opiskelua tosissaan ja välillä häiritse toisten opiskelua."

(Some of the other students studied hard and did what they were supposed to do. Some did not take their studying seriously and disrupted others.)

(a) "Yritin oppituntien aikana kuunnella ja tehdä tehtäviä ahkerasti. Välillä tietenkin, kun villejä lapsia oltiin niin tietysti ei oikein jaksanut kuunnella, mutta pääasia, että jotain jää päähän."

(In class, I tried to listen and do my tasks diligently. Of course, sometimes, being that we were wild children, we did not want to listen anymore, but the main thing is that something got left in our minds.)

(b) "Olin ja olen edelleenkin aika tunnollinen opiskelija ja tein tunneilla aina parhaani. Kotitehtäviin yritin keskittyä ja sain kuin sainkin ne yleensä tehtyä, mutta kokeisiin en ikinä oikein jaksanut lukea."

(I was and I still am a conscientious student and I did my best in class. I tried to concentrate on my homework and I usually got them done, but I never felt like studying for my tests.)

The students' reflection about how their behavior and motivation in class was consistent to the L2 Motivational Self System component of *ought-to L2 selves*. There were students who had a positive feeling in coming to their English class and were eager to learn. They knew what is the role of a student and tried to avoid negative outcomes. Then again, those who were not as motivated to learn disrupted the learning of other students in the classroom. This reflects the external demands from the other students and the teacher.

5.1.2. Attitudes Affecting Motivation in English Lessons

Acknowledgement of their successes, behavior and attitudes were often emphasized in the students' narratives. They wrote about how their attitude affected their learning. A few of the students wrote how they really did not care about English lessons and had no interest in learning it. Often they felt that English was too difficult and after receiving poor grades, their strive to obtain a better grade only diminished. They felt lack of enjoyment and motivation to learn English, which often lead to negative outcomes via test results (Bartram, 2010:3).

(a) "Ala-asteella en tykännyt enkusta yhtään. En osannut siihen keskittyä, koska enkku oli vaikea. Se oli vaikea, koska no en sitä edes harjoitellut, koska ei kiinnostunut."

(In elementary school I did not like English at all. I did not know how to concentrate because English was difficult. It was difficult because I did not practice because I wasn't interested.)

(a) "Olin tosi epämotivoitunut enkä keskittynyt opiskeluun! Jos en ole motivoitunut opiskella englantia, se tuntuu epämukavalta ja en opi mitään. Mutta vähitellen alan pitää siitä, jos saan rauhassa miettiä se sujuu hiukan paremmin."

(I was really unmotivated and didn't concentrate on my studies. If I'm not motived to study English, it feels annoying and I did not learn anything. But slowly I started liking it, if I had time to think it went a little bit better.)

(a) "Englannin tunneille menin tylyllä mielellä."
(I went to English class with a rotten attitude.)

(a) "Negatiivisiä kokemuksia olivat liian vaikeet tehtävät, huono numero kokeesta, kun en ymmärtänyt kappaletta."
(Negative experiences were too difficult tasks, poor test schools and when I didn't understand the chapter).

(a) "En tykännyt alakoulun enkun tunneista. Sain kokeista viitosta ja kuutosta."
(I didn't like elementary school English lessons. I got 5 or 6 on tests.

These attitudes portrayed the students' negative feelings related to elementary school English. They realized that if they were not motivated or felt that something was too difficult, it hindered their learning. The students also acknowledged that their attitude did not meet the expectations of the classroom, for example they came to class with a rotten attitude or did not study enough. They realized how it interfered their learning because they were unmotivated to learn. They stated through these writings how their attitude was not what it should be because it was causing a negative outcome usually referring to test results. As one student wrote, she realized this at the end of 5th grade and that was when she started changing her study and behavior habits.

(a) "Minua ei ole oikeen kiinnostanut englanti. Ala-asteella en opetellut paljoo, koska en pitänyt siitä vasta vitosluokan lopussa yritin parantaa taitojani."
(I have not been interested in English. In elementary I did not learn much because I did not like it. It was not until the end of 5th grade that I tried to better by skills.)

Another student simply stated how behavior, in this case not doing her homework, affected her motivation. She did not meet the expectations of the other students in classroom. Then again, she tried to justify her behavior by saying how she had a good attitude and how she was not the only one disrupting in the class. This student felt the need to justify her behavior because it did not meet the expectations of qualities a

student ought-to possess and knew that her behavior was the cause of apprehension of failure.

> (a) "En yleensä viitannut ja kirjat unohtui usein ja läksyt jäi tekemättä. Olin aika levoton oppilas ja äänekäs, mutta hyvän tuulinen. Muut oppilaat olivat samanlaisia kuin minä, mutta osa keskittyi."

> (I usually did not participate in class and often forgot my book and my homework was undone. I was quite a restless and loud student, but I was still in a good mood. Other students were like me, but some concentrated.)

Generally, the students claimed that not much has changed in their behavior from elementary school and 7th grade. A few described how their behavior has changed for the better. New external influences in 7th grade were experienced as a chance for a new beginning with a new school, classroom and teacher. Positive classroom experiences quickly motivated students and served as a powerful motivator, which made learning more appealing, such as experiencing more freedom and realizing how their own behavior made a difference.

> (b) "Tykkään paljon enemmän 7.lk enkun tunneista. Opiskelu on tavallaan vapaampaa. Tykkään englannista kielenä paljon sillä se on kauniimman ja kivemman kuuloista kuin suomen kieli."

> (I like 7th grade English much more. In a way studying is more relaxed. I like the English language a lot because it's more beautiful and sounds nicer than Finnish.)

> (b) "Itse opin aika positiivisella asenteella ja yläasteen aikana kiinnostus englannin kieltä kohtaan on vain kasvanut. Mielestäni olen aika tuntiaktiivinen viittaan yleensä ja seuraan, jos jotain minulle opetetaan. Tulen tunneille ihan hyvällä tuulella koska tunneilla on yleensä kiva. Opiskelen englantia, koska sitä tulee tarvitsemaan paljon tulevaisuudessa ja se kiinnostaa minua. On palkitsevaa, kun huomaa että osaakin jo jotkut asian ihan hyvin ja osaa käyttää sanoja itse ihan elämässä."

> (I learn with a positive attitude and in 7th grade my interest in English language has only grown. I feel that I participate in class; I usually raise my hand and follow what is being taught. I come to class in a good mood, because the lessons are usually fun. I'm studying English because I will need it even more in the future and because it interests me. It is rewarding when I notice that I know something pretty well and am able to use the words by myself in life.)

(b) "Käytökseni on muuttunut, kiinnostuskin on muuttunut enkkuun ja olen vilkkaampi, mutta opiskelen parhaani mukaan."

(My behavior has changed, and as well my interest in English and I am wilder, but I do my best in my studies.)

(b) "Käytökseni on parantunut, en käytä puhelinta ja keskityn enemmän. Minun tuntiaktiivisuus on ihan hyvä, koska on ihan mukavaa. Joskus en jaksaisi yhtään enkkua, mutta joskus se on kiva."

(My behavior has gotten better, I don't use my phone and I concentrate more. My classroom participation is fine, because it is fun. Sometimes I just don't feel like studying English, but sometimes it's fun.)

(b) "Olen aktiivisempi tunneilla kuin alakoulussa. Mielestäni käyttäydyn hyvin ja tulen hyvällä asenteella tunnille."

(I am more active during the lessons now than in elementary school. I feel that my behavior is good and I come to class with a good attitude.)

The students expressed how their change of attitude affected their motivation to learn English. They realized the expectations and through a positive change avoided negative outcomes, as is the component of *ought-to L2 self*. The students noticed the external demands from others in the classroom and therefore feel obliged to change. These learning experiences are derived from their previous elementary school experiences along with their current experiences of being a student in 7th grade.

5.1.3. Fearing-self and Learning in Classroom Participation

Sampson (2016:159) brings forth L2-related self-ideas of students, which may cause an effect on L2 learning motivation. One of them is the 'fearing-self', which is a fear of failure in the classroom, fear of inferiority, fear of not professing in language proficiency. The fear of answering wrong was also a characteristic that the students wrote about because it affected their classroom participation. They liked English, but they did not know why they felt fear. They did not want to answer or pronounce in an incorrect way. This feeling may have hindered motivation in learning English. Despite this feeling of fear, the students still enjoyed coming to English classes and desired to be a part of it.

(b) "Olen yleensä tuntiaktiivinen paitsi viittaaminen tunnilla ei ole kivaa, sillä pelkään että en vastaa oikein, vaikka tiedän että se ei haittaa. Tulen ihan hyvällä mielellä englannin tunneille, mutta joskus olen todella väsynyt."

(I usually participate in class except raising my hand is not fun because I fear I won't answer correctly even though I know it doesn't matter. I come to English class with a good attitude, but sometimes I am really tired.)

(b) "Ennen olin aina paljon äänessä huonolla tavalla enkä oikein malttanut kuunnella. En ole kovin aktiivinen, en vain halua. En tiedä."

(Before I was noisy in a bad way and I did feel like listening. I am not very active, I just don't want to. I don't know.)

(b) "Olen hiljainen oppilas. En halua vaan vastata. "

(I am a quiet student. I just don't want to answer.)

Despite feeling fear or having a change of attitude, the students wrote how they liked English and are motivated to learn it. Their behavior showed and explained their motivation in coming to English class. The majority of the students were motivated because their behavior was socially acceptable and it avoided negative outcomes.

As mentioned earlier, the *ought-to L2 self* pertains to the attributes one ought-to possess in order to meet expectations and to avoid possible negative outcomes. Positive experiences are the basis in motivated L2 learning. The majority of the students realized how their behavior is socially constructed and focused on external influences. These positive and negative experiences influence and form the attitudes and motivation in the desire and purpose to learn the English language.

5.2. L2 Learning Experiences

This second section focuses on the *L2 learning experience,* which is part of the L2 Motivational Self System. The first part of this chapter 5.2.1. discusses the role of the teacher in the classroom. The second part 5.2.2. refers to the classroom atmosphere and lesson structures. In the *L2 learning experience*, the focus is on motivation that is generated through the learning experience deriving from the learning environment. Both of these aspects are relevant when speaking about motivation to learn (Lasagabaster et. al, 2014:20).

There are quite a few aspects that arose in the research participants' writings and are a strong part of the *L2 learning experience*. These perspectives derive from the external sources, such as the teacher, the classroom, the English lessons, the students and in general, the entire attitude or atmosphere the classroom or students have towards learning English. This can be also known as group dynamics. Each class of students has group dynamics, in which students are learning. Simultaneously they try to get used to the teacher's personality and style, and working out which behaviors are acceptable or desirable to the teacher. Taking into consideration these different aspects of group dynamics, students may feel a complex mixture of emotions as they simultaneously strive to find motivation to learn English. Group dynamics also plays a role in L2 motivation. (Dörnyei & Murphey, 2003:15).

It is important for the teacher to help construct a classroom identity and learning community (Dörnyei & Murphey, 2003:32). From this perspective, it is difficult to separate the different components mentioned above that affect the *L2 learning experience*, because they often overlap. However, for the purpose of this study I focus on the students' writings about the role of the teacher and the classroom, which in turn make up the group dynamics. The students' narratives speak strongly about the *L2 learning experience* and in turn give insight into the research questions about the student's motivation to learn English in 7th grade.

5.2.1. The Role of the Teacher and the Classroom in a Language Learning Environment

Almost everything a teacher does in the classroom has a motivational influence on students. This makes a teacher's behavior a powerful motivational tool. (Dörnyei, 2001b:120). The ways English was taught was often the motivator for the desire to learn even more English. The students' narratives emphasized the role of the teacher in creating a successful learning experience, which may have spiked high motivation. The choice of teaching materials and the information content also corresponds to the motivation of the students (Cook, 2001:118).

5.2.1.1. Quality Teaching

The research results also reflect on Cowie and Sakui's, (2011:223) four different motivational strategies, which affect the teaching and were seen to enhance learner's motivation. The first is to ensure quality teaching. Teachers try to ensure quality in their teaching and influence students' learning process by modeling enthusiasm and efforts in the classroom lessons. The students' narrative writings brought forth how their English teachers were perceived to be really positive and enthusiastic, using words such as: "happy, really nice, fun and helpful". This seemed to have a positive affect on the students and increase their motivation to learn. They felt that it was fun and easy to go to English class. The pleasantness and positiveness of the teacher was emphasized.

(a) "Meidän enkun ope oli tosi mukava, eikä se koskaan ärähtänyt tunnilla ja se varmasti johtui siitä, että se on opettanut enkkua myös ylä-asteella."

(Our English teacher was really nice, she didn't yell in class and it was probably because she has taught 7-9 graders.)

(a) "Opettaja oli tosi mukava ja pirteä, mutta osasi hänkin suuttua! Hän oli mun lempiopettaja."

(Teacher was really nice and perky, but she sure knew how to get mad! She was my favorite teacher.)

Quality teaching was mentioned in the students' writings as a positive experience. The students wrote about these experiences and how they had affected their motivation. Positive experiences in elementary school English lessons were derived from external motivation, for example: good test grades, which gave a feeling that something had been learned. Positive experiences have a strong emphasis on motivation because these experiences brought enthusiasm to learn.

(b) "Paras tunne oli varmaan se, kun sai tuurilla extra sanan oikein sanakokeessa."

(The best feeling was probably when I by chance got an extra word correct on the vocabulary test.)

(a) "Positiivisia kokemuksia oli, kun sain enkun kokeesta hyvän numeron, kun ymmärsin tehtävät ja osasin tehdä ne, kun osasin suomentaa sanaston/kappaleen."

(Positive experiences were when I got a good grade on an English test, when I understood the tasks and I knew what to do and when I knew how to translate the chapter.)

5.2.1.2. Teacher's influence towards students' attitudes

The second motivational strategy is related to how teachers want to influence their students' attitudes towards English by making them feel more positive about it. This includes ways to decrease anxiety, build students' confidence, add humor and jokes, and praise students in order to light up the classroom atmosphere. (Cowie & Sakui's, 2011:223). The more relaxed the atmosphere and the more a teacher brought a personal touch to the lessons, the more exciting it was for the children to learn the language. The students described how the teacher related added a personal touch by talking about his/her trips abroad through pictures, stories or videos.

> (a) "Meillä oli rento ja hyvä opettaja. Hän osasi opettaa asiat yksinkertaisesti ja luulen että ainakin suurin osa sai selvää opetuksesta. Muistiin on jäänyt ainakin opettajan itsensä kertomat kokemukset englannin kielestä, ja se että hän aina näytti kuvia, jos oli käynyt reissussa ulkomailla ja kertoi omista tapahtumistaan englanniksi."
>
> (We had a relaxed, cool and good teacher. She knew how to teach simply and I feel that the majority understood the teaching. I remember how the teacher told of her experiences of the English language, showed pictures if she had gone on trips and told of her own experiences in English.)

> (a) "Enkun opettaja oli tosi mukava ja selitti asiat selkeesti ja välillä näytti videoita kaikesta. Esim. jos kappaleessa mainittiin Intia niin se näytti videoita Intiasta. Ja välillä se kerto kaikkia juttua esim. sen reissuista."
>
> (The English teacher was really fun and explained things clearly and sometimes showed videos of everything. For example if India was mentioned in the chapter, she would show a video on India. Sometimes she would tell all kinds of stories, for example about her trips.)

The teachers developed a good relationship with the students. These written examples also portrayed the atmosphere in the classroom by mentioning how their teacher was so relaxed and cool. That same feeling is obviously shared by the students being that they wanted to specifically point it out, which is discussed in the following paragraphs.

5.2.1.3. Relationship between Teacher and Student

The third motivational strategy is to develop a positive personal relationship between teacher and students (Cowie & Sakui's, 2011:223). The students' writings showed that this relationship in this study has lead to more positive and motivated students. The teacher's classroom management skills also contribute to the way in which the teacher and the student develop a trust. This could also be viewed as 'teacher-caring' (Pressley 2003:24-25), because the teacher cares enough about the students that he/she desires the best for them. This came across in the following writings, which showed that the students realized how beneficial and good it is to have a teacher who challenged them. They wrote how they have changed because of being challenged and how this has motivated them in 7th grade.

> (b) "Itse en oikein enää jaksaisi opiskella, mutta opettaja on vaativampi joka auttaa minua panostamaan enemmän englantiin. Muutosta on tapahtunut, sillä olen nyt motivoituneempi kuin ala-asteella."
>
> (I really do not feel like studying anymore, but my teacher is more demanding which helps me focus more on my English. Change has happened because I am more motivated than in elementary school.)

> (b) "Oppitunneissa erilaista on se että nyt on tunneilla hiljaisempaa ja opettaja osaa pitää kuria. Itse en oikein enää jaksaisi opiskella mutta opettaja on vaativampi joka auttaa minua panostamaan enemmän englantiin."
>
> (The difference between lessons is that during the lessons it is quieter and teacher knows how to keep the class in control. I really do not feel like studying, but the teacher is more demanding, which helps me focus more on my English.)

One student related how she felt neglected or that her teacher did not care about her, because her skills in verbal English were ignored. This caused friction between the student and the teacher.

> (a) "Yksi asia, joka minua ärsytti, kun ope painotti aina oikeinkirjotusta mutta amerikkalaisetkaan eivät osaa kirjoittaa englantia ja se kun ope sivutti mun suullisen osaamisen."
>
> (One area, which bothered me was when the teacher always focused on spelling but Americans do not even know how to spell and when the teacher ignored how well I could talk.)

These experiences show how a teacher can make a difference in the classroom and in the attitudes of the students. The students often can sense the situation in the classroom

through nonverbal behavior. This student experienced negative feelings when she felt that the teacher 'ignored her level of verbal English' and focused only on spelling.

5.2.1.4. Setting Goals for Students

According to Cowie & Sakui's (2011:223), the final strategy, which was seen important for the teacher, is to encourage students to have clear goals about their learning. Setting goals and achieving them is one of the basic foundations in motivating students to learn. For some of the students, the only reason why they studied English was because they 'had to', 'it is the curriculum' or 'we have no other choice'. These students did not see themselves using English in the future. Then again the majority of the class saw themselves using English in the future. These aspects will be discussed in more detail towards the end of this chapter (see section 5.3.).

> (a) "Opiskelin ala-asteella englantia, koska oli pakko ja se oli mukavaa."
>
> (I studied English in elementary school because I had to and it was fun.)
>
> (b) "Olisi hyvä osata englantia, jos pääsee Amerikkaan pelaamaan jääkiekkoa."
>
> (It would be good to know English if I make to America to play ice hockey.)

Above all the students agreed that their English teacher was the very nicest, the best and the greatest. English teachers sure know how to teach! There was not one comment about disliking their English teacher. The dynamics of motivation and L2 self-development within the teacher are much stronger than teachers often realize.

5.2.2. Classroom Atmosphere and Lessons Structure in L2 Learning Motivation

Another perspective to keeping English teaching motivating is not only the way a teacher teaches, as discussed above, but also what is the make up of the atmosphere in the classroom. In a classroom setting, motivation is essentially controlled by the teacher through various techniques (Murray et al. 2011:12-13). The structures of the elementary English lessons were often fairly basic, but having variety motivated the students' learning. In the students' narratives the variety in different classroom activities came across as important aspect for teachers to consider when planning their lessons. The narratives spoke quite a bit about the fairly repetitive structure of the English lessons they had in elementary school.

(a) "Normaalilla enkun tunnilla kuuntelimme sanoja, kappaleita ja muita enkun kirjan asioita. Välillä leikimme jotain leikkejä, jotka auttoivat esim. sanojen muistamisessa."

(In a normal lesson we listened to words, chapters and other listening activities in the English book. Sometimes we played games, which helped for example in remembering words.)

(a) "Minusta ala-asteen enkun tunnit olivat mukavia. Normaalilla oppitunnilla lausuttiin sanoja, luettiin tekstejä ja tehtiin tehtäviä."

(I think the English lessons in elementary school were fun. In a normal lesson we pronounced words, read texts and did tasks.)

Then again the repetitiveness of the lessons caused boredom for some of the students. There were quite a few students who wrote about this feature.

(a) "Ala-asteella ei kiinnostanut olla tunneilla, kun tehtiin aina samantapaisia tehtäviä/harjoituksia."

(In elementary school I was interested in being in lessons, when we always did the same types of tasks and practices.)

(a) "Oppituntien aikana yritin opiskella, mutta olin tosi rauhaton oppilas. Koin enkun tunnit tylsinä."

(I tried studying during the lessons, but I was a restless student. The English lessons were boring.)

The lessons and atmosphere in the classroom should be pleasant and supportive. This refers to presenting tasks properly, making lessons interesting and challenging the students because this increases the students' linguistic self-confidence (Murray et. al., 2011:223, Hadfield & Dörnyei, 2013:293). Above all, the classroom atmosphere has to be positive, which in turn makes learning more productive. These aspects point out the importance of the *L2 learning experiences*. The reason for this is because the *L2 learning experience* focuses on the student's present rather than the future. It is concerned with the motivation related to the immediate learning experience.

5.2.2.1. Classroom Management in L2 learning

The restlessness of the classroom often affected their L2 learning and the atmosphere in the classroom. Wiseman & Hunt (2008:12) discuss how classroom management, behavior and motivation coincide with one another. The reason for this is that teachers are effective motivators and managers. They plan to motivate and plan to manage, and because of it, they are capable of dealing with misbehavior and following through with it because they have tools to implement misbehavior in class. Students wrote in their narratives how they knew that their behavior affected the classroom and their learning. They also realized that it was because the teaching lacked classroom management, which affected their learning and motivation.

(a) "Normaaleilla tunneilla kaikki aina riehu ja mölys."

(In a normal lesson everyone was wild and disruptive.)

(a) "Ala-asteen englannin tunnit olivat aika meluisia, koska puoltakaan luokkaa ei kiinnostunut opiskella."

(In elementary school the lessons were quite noisy because half of the class was not interested in studying.)

(a) "Meidän normaali tunti oli meluisa eikä kukaan oikein jaksanut keskittyä. Itseäni englanti kiinnostaa, joten se oli sinänsä harmi, mutta kyllä niillä tunneilla asioita myös oppikin. Yritin oppituntien aikana kuunnella ja tehdä tehtäviä ahkerasti. Välillä tietenkin, kun villejä lapsia oltiin niin tietysti ei oikein jaksanut kuunnella."

(Our normal lesson was noisy and no one really concentrated. I was interested in English, which was a bummer, but even during these lessons I learned. I tried to listen during the lessons and do my tasks diligently. Sometimes I did, but because we were wild kids and did not really feel like listening.)

(a) "Oppituntien aikana minä kuuntelin opettajaa, mutta joskus tunneilla ärsytti kun kukaan muu ei kuunnellut niin ryhdyin itsekin juttelemaan."

(During the lessons I listened to the teacher, but sometimes I got irritated during the lessons because no one else listened and therefore I started talking.)

The students also discussed the differences and similarities between elementary school and 7th grade English lessons. Some of the changes were seen as positive, while other changes were not interpreted as positive changes. Students obviously enjoy calm and

structured classrooms. According to the students, the teachers' classroom management skills were seen as a positive motivational change.

(b) "Oppitunneissa erilaista on se, että nyt on tunneilla hiljaisempaa ja opettaja osaa pitää kuria."

(The difference between the lessons is that it is quieter in the classroom and the teacher knows how to manage the classroom.)

(b) "Nyt on tiukempia sääntöjä: muttei kuitenkaan liian tiukkoja."

(Now there are stricter rules, but not too strict.)

(b) "Tunneilla pystyy keskittymään paremmin, kun ala-asteella, koska vaikka luokka onkin villi luulisin, että tällä luokalla jokaisella on kuitenkin edes pieni kiinnostus englantia ja se oppimista kohtaan."

(During the lessons I am able to concentrate more than in elementary school because even if this is a wild class, I think that everyone in this class has at least a small interest in English and to learning it.)

As mentioned, the motives of the students' learning experiences were strongly emphasized in their narrative writings. They often spoke how the teacher behaved or taught in the classroom. The students wrote how the teachers' behavior coincided with their L2 learning behavior and motivation in the classroom. The motivation to do homework or to participate in classroom activities played a strong role in their motivation to learn English, both in the past and present experiences. To conclude, the majority of the students proclaimed, "English is fun!". This in turn made the students feel freer to express themselves and enjoy learning.

(b) "Enkun tunnit oli ihan jees, yleensä, mutta tykkään enemmän opiskella täällä! Täällä on myös parempi luokkahenki ja työrauha!"

(English lessons are 'yes' and in general I like studying English more here. The class atmosphere and the quietness in the class is much better.)

(b) "Tykkään paljon enemmän 7.lk enkun tunneista, koska opiskelu on tavallaan vapaampaa sekä oppitunnit ovat rauhallisempia ja mukavampia."

(I like 7th grade English lessons much more because studying is more relaxed and the lessons are more peaceful and nicer.)

(b) "Enkun tunneille on kiva tulla." (It is fun to come to English class.)

The *L2 learning experience* is one of the main focuses in this research. According to previous research (see Chapter 2), it is not the strongest motivator in long-term motivation. The narratives in this research spoke strongly how *L2 learning experience* is what motives the students. It is easy for the students to relate to their immediate learning experiences like their teacher, peer group, classroom atmosphere and success. These aspects of motivation are generated from the outside of the student. These are important points of view when researching motivation to learn. The students' personal experiences of their past often focused on how they viewed the subject, how they studied or did their homework. Another aspect which reinforced positive commitment to studying English was how well they succeeded. These students were often active participants in the classroom and often helped construct the classroom identity or learning community. Each student is unique and in their written narrative, they openly wrote how learning English causes a mixture of emotions and experiences.

5.3. Ideal L2 Student

The final section of this chapter deals with the *Ideal L2 self*. The *Ideal L2 self* is what we would like to become as a speaker of the target language. It is whom we wish to become, our idea about our 'best' possible self in the second language domain (Sampson 2016:28).

The students varied in their responses, but the reasons for studying English were basically the same. Some saw the need to know English for personal reasons, for instance because it can be a secret language between the learner and her mother, while others needed English when traveling, living abroad or being able to speak with foreigners.

> (b) "HALUAN OLLA YHTÄ HYVÄ ENGLANNISSA KUIN ÄITI ja koska isovanhempani eivät osaa englantia (meidän 'salakieli')."
> (I want to be as good in English as my mom and because my grandparents don't know English it's our 'secret language'.)

> (b) "Minä halusin opiskella englantia paljon, sillä me matkustelimme paljon, joten tarvitsin englantia sinne. Minulla oli haave, haluaisin isona muuttaa jonnekkin ulkomaille."

(I want to study English a lot because we travel a lot and I need English there. I have a dream that I want to move to abroad when I'm bigger.)

(b) "Opiskelin enkkua että pystyisin puhumaan eri maalaisten kanssa."
(I study English so that I am able to talk with foreigners.)

Some students did not know how to define their need of knowing English other than recognizing that they will need when they are adults or because it is compulsory to study English.

(b) "Opiskelin enkkua tulevaisuutta varten, koska tarvitsen sitä aikuisena."
(I'm studying English for the future because I need it when I'm an adult.)

(b) "Opiskelen englantia, koska olen oppimisvelvollinen ja opiskelen muutenkin mielelläni."
(I'm studying English because it is compulsory and I would otherwise study it.)

Students had a varied opinion on why they need to know English. Some of them have a well-developed image of the *Ideal L2 self* at the beginning stages of the language learning process. This image is not crucial for ultimate success, but it is seen necessary to develop the *Ideal L2* at some point during language learning (Thompson & Vásquez, 2015:172). The majority of these students have a strong sense of their *Ideal L2 self*. As seen through the narratives, they are competent in their motivation because they see themselves using English in the future.

5.4. Ideal L2 Self in the Best Possible Future-Self

The *Ideal L2 self* has been shown to be the strongest motivator for language learning. This means that those learners who have developed an *Ideal L2 self* are those who are most likely to succeed in learning a second language (Thompson & Vásquez, 2015:159). Most often the student does everything in their power to make this *ideal L2* a reality. If people see a discrepancy between this and their current state, the motivation to perhaps learn a new language or to further develop proficiency may not exist. (Dörnyei et al., 2016:43). In order to have motivation to learn English, a future-self image must exist and be detailed in a particular stage of life.

The final written narrative by the students made it possible for them to "see" themselves using English in the future. They had to imagine what would be their best future-self if everything went in the best possible way. Students wrote about where they would possibly live, what would be their occupation and if they use English, how, when and with whom. Out of the 22 students half saw themselves living abroad and using English on a daily basis. The other half of the students saw themselves living in Finland. These students most likely did not see themselves using English on a daily basis.

This section is divided into two parts because the students' writings fell into two categories. The first section describes the students who saw themselves living in Finland with a clear view of their future occupation. These students referred to using English, not on a daily basis, but when needed. They reported that they would use English when they travel abroad or when foreigners come to Finland. There were a couple of students who saw themselves living in Finland and using their English on a daily basis, because of their occupation.

The second part of this chapter discusses those students who saw themselves living abroad and using English on a daily basis. These students overwhelmingly envisioned forms of verbal communication that their best possible English self was conducting. Their future occupations seem to be more challenging to attain and therefore, required fluent verbal communication in English in order to perform.

5.4.1. Living in Finland in the Future

Twelve out of the 22 students in the classroom saw themselves living in Finland. Out of the twelve, six students wrote how they would not use English on a daily basis. They would mainly use their English when they leave for vacation or visit somewhere abroad. They would also use English if foreigners come to Finland. If English was spoken daily, it was because of their careers.

> "Tulevaisuudessa asun yksin Merikarvialla. Ammattina minulla on kalastusopas. Englantia puhuisin englannin kielisten asiakkaiden kanssa. En käytä englantia päivittäin koska aina ei ole englannin kielisiä asiakkaita."
>
> (In the future, I live alone in Merikarvia. My occupation is a fishing guide. I would speak English with my customers. I do not use English daily, because there aren't English speaking customers every day.)

"Asun Helsingissä paritalossa kaverin kanssa. Olen poliisi. Harjoittelen jalkapalloa ja liikun paljon. Autan apua tarvitsen ihmisten kanssa. Kielitaito olisi, että ymmärrän muita ja voin neuvoa muita. En käytä enkkua päivittäin, koska saatan olla vain yksin kotona."

(I live in Helsinki in a double family home with my friend. I am a police officer. I practice soccer and exercise a lot. I assist people who need help. My language skills would be that I understand others and can help others. I do not use English daily, but I might live alone.)

In general, the students have a very positive outlook for their future. Each student wrote in their narratives about their everyday life, which included an occupation, a family, friends and hobbies. Their future dreams seemed realistic. The different careers varied from a policeman, to a fireman, a chemist, a fisherman, a teacher or even a singer. The narratives described how their lives would be healthy and their hobbies would include sports, either jogging or going to the gym. Some saw themselves having families while others wanted to live by themselves in an apartment and spend time with their friends. These students' narratives described their use of English realistically and within the norms of a Finnish society. The students wrote how their careers reflected on how much English they would use.

"Asun Jyväskylässä omakotitalossa perheeni kanssa. Olen palomies ja elän loistavaa elämää. Keskustelisin muille henkilöille englanniksi lomamatkoilla. Hyötyisin siitä työssäni ja muutenkin arkipäivässä käytän englantia silloin, kun tarvii."

(I live in Jyväskylä, in a single-family home with my family. I am a fireman and I live a great life. On vacations, I speak English to other people. I would use my English skills at work and use it daily when needed.)

Out of the twelve students living in Finland in future, five wrote how they would use English on a daily basis because of their careers. These students' *ideal L2 selves* were in high salary careers and were written in much detail. Their lives were rich with much luxury such as traveling, hobbies, pets and leisure. Their English was fluent, they had developed proficiency and it is who they wished to become despite the gap between the ideal and their current self.

"Asun Espoossa, suuressa ja uudessa talossa. Olen töissä Applelle työnjohtajana. Saan kuukaudessa 10000€, sillä työni on hyvä. Käymme usein ulkomailla ja

muutenkin matkustamme paljon, joten tarvitse englantia paljon. Puhun myös melkein päivittäin ystäväni kanssa puhelimessa ja hän asuu Lontoossa eli käytän englannin kieltä melkein päivittäin"

(I live in Espoo in a big and new house. I work as a manager for Apple. I earn 10,000€/month because I have a good job. We go abroad often and travel a lot; therefore I need English a lot. I speak it almost everyday on the phone with my friend who lives in London. I use English almost everyday.)

"Olen laulaja ja olen tällä hetkellä myös tekemässä elokuvaa, olen yhdessä pääosassa. Olen tehnyt yhden levyn ja olen tällä hetkellä tekemässä toista levyäni. Teen lauluja suomen ja englannin kielellä. Päivisin olen kotona, maalaan, näen ystäviä, kirjoitan biisien sanoja, teen ruokaa yms. Keskustelen päivittäin englanniksi, koska teen töitä amerikkalaisten kanssa. Käyn usein Amerikassa ja myös muissa valtioissa, joten englannin kielitaito tulee tarpeen."

(I am a singer and at the moment I am doing a movie. I have a main role. I have already done one album and at the moment I am doing another album. I make music in Finnish and in English. During the day I am at home, I paint, go out with friends, write songs, make food and so on. I often travel to America and other countries and for that reason my English language skills are necessary.)

"Asun yhdessä puolison kanssa ja elämme terveellistä elämää: lenkkeilemme, syömme monipuolisesti. Asumme Suomessa järven rannalla isossa talossa, jossa luonto on lähellä. Teen töitä metsäyhtiölle, jossa järjestän ulkomaan matkoja ja joudun itsekin reissata. Päivisin myös urheilen, katson TV:tä, kokkaan, leivon, vahdin siskon lapsia, käyn kavereiden kanssa kahviloissa, siivoan ja reissailen ulkomailla sekä kävisin tietenkin mökillä. Englantia puhuisin todennäköisesti ulkomaisten hotellien, lentoyhtiöiden ja taksifirmojen kanssa ja tietenkin yhtiökumppaneiden kanssa. Puhumalla hyötyisin parhaiten englannin kielestä, puhumalla, koska olen päivittäin tekemisissä ulkomaalaisten kanssa."

(I live with my spouse and we live a healthy life: we jog and eat well. We live in a big house, which is by a lake and the nature is close by. I work for a forest company, where I organize trips abroad and travel as well. Everyday I workout, watch TV, cook, bake, babysit my sister's kids, go out for coffee with my friends, clean and travel abroad and of course I'd visit our cabin. I would most likely speak English abroad at hotels, airlines and taxi companies and with other co-operations. I learn English best by speaking it and because I use it daily with foreigners.)

According to Dörnyei et al. (2016:36), if the learners perceive 'closeness' to future self, whether possible or not, it is a valuable potential of motivation. These students clearly have future vision and a grasp of how they will use their English. These clear visions of their *Ideal L2 self* are most likely their most valuable motivator.

5.4.2. Living Abroad in the Future

Ten students out of the 22 students in the class, felt self-confident enough to see themselves living abroad in the future. In these narratives the students became speakers of the target language because of their future careers. Nine of these narratives spoke how they would live in America while only one wrote about living in a warm country. The students' ice hockey hobby played a role in their choice of living in America. Out of these ten students, six had a strong desire to play for the NHL and live a rich and comfortable life somewhere in the eastern United States. Their future vision was very clear because they wrote which team they would play for and how they would talk English with everyone every day. There was a strong motivational message in their narratives and a strong *ideal L2 self*.

> "Asun USA:ssa tai Kanadassa. Asun hienossa omakotitalossa perheeni kanssa ja pelaan jääkiekkoa NHL:ssä. Päivittäin pelaan jääkiekkoa ja olen perheeni kanssa. Puhuisin englantia joukkuekavereitten kanssa. NHL:ssä puhutaan pelkkää englantia, joten sitä on hyvä osata. Pystyn puhumaan englantia joukkuekaverille ymmärrän harjoitukset ja pysytyn ylipäätä asumaan siellä kun osaan englantia. Olisin varakas ja onnellinen. Minulle tulisi olla hyvä perhe ja perheeseen kuuluu myös koiria. Eli unelmani on NHL ja toivon, että olisin kärkivarauksia."

> (I live in the USA or Canada. I live in a fancy single-family home with my family and play NHL ice hockey. Everyday I play ice hockey and I am with my family. I speak English to my teammates. They speak only English in NHL that's why it is good to know it. I am able to speak English to my teammates, I understand the practices and am able to live there because I know English. I would be rich and happy. I would have a good family and I would own dogs. My dream is NHL and I hope I would be in the final draft.)

The other narratives did not contain as much detail, but the message was the same in all of them. The boys wanted to live in America, in either Washington or other parts of the

eastern USA. These boys would play for NHL, they would speak English every day with their teammates, they would be able answer questions if interviewed and in general speak English with everyone everywhere. Some would enjoy living by themselves while others lived with their girlfriends or families.

"Asun Amerikassa, isossa talossa yksin ja pelaan lätkää änärissä. Syön hyvää ja terveellistä ruokaa. Puhun englantia joukkuekavereitten ja valmentajien kanssa. Pelissä yritän ärsyttää enkuks vastustajia. Käytän englanti jutellessa muitten kanssa."

(I live alone in a big house, in America and play hockey for NHL. I eat good and healthy food. I speak English to my teammates and coach. During the games I try to agitate my opponent in English. I use English when I talk with others.)

"Asun Amerikassa, omakotitalossa vaimon/tyttöystävän kanssa ja pelaan jääkiekkoa. Juttelen englanniksi kaikkien kanssa. Siitä on hyötyä koska asun Amerikassa."

(I live in a single-family house in America with my wife/girlfriend and I play ice hockey. I speak English with everyone. It's good to know it because I live in America.)

The four other students who wanted to live abroad had careers varying from owning and developing a clothes shop, to being a NBA basketball player, to doing something with sports or just having a good job without defining what the good job would be.

"Asun Amerikassa silloisen parhaan kaverini kanssa aika suuressa ja kalliissa talossa. Kehitin uuden vaatefirman, joka on levinnyt kaikkialle ympäri maailmaa, joten työkseni johdan firmaa. Puhun joka päivä englantia. Matkustelemme parhaan kaverini kanssa aina, kun ehdimme. Matkustelussakin käytän englantia. Jos en osaisi englantia, en olisi voinut muuttaa Amerikkaan ja en pystyisi matkustelemaan."

(I live in a large and expensive house in a America with my best friend. I developed a new clothing company, which has spread all over the world. I am the owner of the company. I speak English everyday. Every chance we have, I will travel with my best friend. While traveling I use English. If I didn't know English, I wouldn't be able to move to America nor could I travel.)

"Asuisin Jenkeissä, pelaisin koripalloa ja minulla olisi perhe. Asuisin joko Clevelandissa tai New Yorkissa perheeni kanssa. Työnä pelaisin NBA:ssa.

Käyttäisin enkkua joukkueen ja muiden ihmisten kanssa, esim. kaupassa. Pystyn keskustelemaan ihmisten kanssa ja voin elää elämääni."

(I will live in the USA, play basketball and I will have a family. I would live in Cleveland or New York with my family. My career would be to play for NBA. I would use English with my team and with other people like in stores. I would be able to communicate with people and live my life.)

"Asun jossain lämpöisessä maassa, kuten Kroatiassa, Mexicossa tai Espanjassa. Minulla on iso omakotitalo, sekä iso piha. Teen työkseni jotain urheilullista, joten matkustelen paljon eri maissa. Keskustelen lähes kaikkien kanssa englanniksi, koska se on toinen äidinkieleni. Hyödynnän niitä menemällä kielimatkoille sekä puhun lapsilleni ja miehelleni englantia sekä puhun erimaalaisten kanssa työni takia."

(I would live in a warm country like Croatia, Mexico or Spain. I have a large single-family home and a big yard. My job would have something to with sports that means I would travel a lot to other countries. I would communicate in English with almost everyone because it's my second mother tongue. I could speak English with other foreigners because of my job along with my children and my husband.)

Then again, constructing an *Ideal L2 Self* may stem from the students' peer group or it may be influenced by role models on TV, Internet or even real life. The students may understand the realistic process of attaining such dreams or desires. It is good for the students to have numerous possible future selves and the teacher's responsibility is to guide the students. It is important to help students with potential hypothetical future images with what they know about themselves as well as their past successes and failures. (Dörnyei & Ushioda, 2009:33-34).

All of the narratives portrayed a clear picture of how the students' best possible future selves influenced and enhanced their long-term motivation. The students in this 7th grade class have developed an *ideal L2 self* and are most likely to succeed in learning English. These students have a strong *Ideal L2 self*. It is good for the teacher to realize this and help the students attain their goal.

Continuity is a principle that needs to be taken into account at every stage of the educational process. This is acquired by certain skills and by learning subjects like English, which would be of need later in life. (Dewey 1938:47). This continuity is

evident in this chapter as the students wrote about their future careers. Each respondent related how their need for English is evident even if they life in Finland.

5.5. Summary

As with all data analysis, "there is always more you could do. Knowing when to stop data analysis is a judgment call that can be as perplexing as deciding how to start" (Hatch 2002:149). This is in a way like teaching and through these narrative accounts, I have learned that teachers play an important role, but there is also only so much a teacher can give. A teacher also must know when to stop.

These research participants' written narratives of English language learning experiences represent somewhat exceptional accounts and it is this quality that makes their stories suitable for an exploration of language motivation. In their narratives, they discuss important aspects of motivation such as the *L2 learning environment*, *Ought-to L2 behavior* and their *Ideal L2 self*. The students also provided detailed accounts of their elementary school experiences. Their writings focused on positive experiences about how enjoyable and fun the English lessons were. Alongside that some students relayed how the restlessness of the classroom disrupted their learning or how they were restless because they were unmotivated to learn English.

In these narratives, the teacher played a major role. The students wrote how the teacher had made the lessons either interesting or boring. On another aspect they related, how the teacher should react when students disrupt in class. These narratives focused mainly on the *L2 learning experience* and how the students felt it has shaped how they perceive English today.

The last narratives focused on writing about the future, in other words the *Ideal L2 selves*. It was quite evident that each student had a positive image of themselves in the future by being educated and having a career. When speaking on the terms of using English over half of the students desired a career in which they would speak the language on a daily basis. As a teacher, this brings on challenges to promote and enhance long-term motivation in these students and to assist them in maintaining their future *Ideal L2 self*. These challenges are to encourage students to develop strong personal long-term and short-term goals, to create helpful and useful study habits and to

strive for healthy group dynamics. (Dörnyei et. al., 2016:77, 96) Above all, it is important to remember to give encouraging feedback of the students' progress.

It could be argued that the students' L2 identity as learners and their motivation for language learning are closely linked to each other. Both in the sense have control and influence over their learning. In terms of Dörnyei's & Ushioda's (2009:79-86) theories of L2 Motivational Self System, it may be argued that these students have their own strong sense of *ought-to L2 self*. It involves their knowledge and beliefs about their role as learners as well as an *ideal L2 self* which sees a future in which they are able to live and work in other language contexts (Lamb, 2011:77). One needs to take into consideration that not all language learners have such high demands or goals in language learning as the students in this 7th grade class.

In concluding, English is for many of the students a favorite subject. They have enjoyed coming to English class for a variety of reasons varying from the variable lesson structures or to their clear vision of becoming a future NHL hockey player. The students displayed a positive attitude towards learning the English language along with a strong, energetic desire to learn it even more fluently.

> "Enkku on lempiaine, koska enkun tunnit ovat joskus mukavia."
>
> (English is my favorite subject because English lessons are sometimes fun.)
>
> "Englanti on mukava!" (English is fun!)

One of the main points in these narratives is a strong reminder for teachers to make sure learning is fun. By maintaining positive attitudes towards L2, is what keeps the students motivated.

6.   Discussion

This story is almost finished. The final chapter discusses the findings, conclusions related to motivation and narratives along with future research challenges. The aim of this present study was to find what motivated a 7th grade class of students to learn English and how they view themselves as English users in the future.

The theoretical framework of this research is based on L2 Motivational Self System in L2 language learning and the data collection is based on narrative writings. Both are very complex theoretical entities and quite a lot of research has been done in both fields. Not much research was found that applies the theory on L2 Motivational Self System to narrative writings. The methodological choice and approach to explore motivational concepts through written narrative data allowed the students to expand their writings in a way a questionnaire data would not have permitted. The written narrative approach made it possible to link together features of individuals' motivation as they related their continuing journey of English language learning. (Thompson & Vásquez, 2015:172) The analysis presented in Chapter 5 has attempted to illustrate the interaction between the students' motivation and different aspects of their English language learning.

6.1.   Findings

According to Turner (2001:85), the challenge in motivational research is to integrate the concepts of self and context, which was evident in this research as well. It was challenging to construct the research from the theory and the empirical data to describe the research results. The theoretical data and the research results point out the important aspects of the teacher's role, the atmosphere in the classroom, the structure of the lessons and motivating the student to learn English. These specific aspects are part of the *L2 learning experience*, which pertain to external motivators and arose in the students' written narratives when they wrote about their past and present experiences in English language lessons. The findings show that motivation is strongly tied to personal experiences of the students' past and present. These experiences are mingled from within and play an important part of their lives. In this research the *L2 learning experience* played a key role in motivation. This is because without a positive, enthusiastic and motivational direction from the teacher, the students found themselves to be lost in learning the language. The students in the current research seemed to

understand the importance of English. This may have a positive effect in their ongoing process of learning.

Every experience should prepare a student for later experiences of deeper and more expansive quality. As with these students, everyone had occasions to look back on school days and wonder what had become of the knowledge they have acquired during the years of schooling. (Dewey 1997:47). For this purpose, the L2 Motivational Self System offers perspectives for motivating language learners in the classroom. The *Ideal L2 self* generates a language learning vision through imaginary views of future selves. The *Ought-to L2 self* is external to the learner because it concerns with social contexts or duties imposed by peers, parents or other authorative figures. The *L2 learning experience* is concerned with a wide range of techniques associated with L2 learning and can possibly promote motivation. (Dörnyei & Ushioda, 2009:32).

One clear difference among these students was their past experiences and how they portrayed it to their present experiences. The students who had negative experiences in elementary school English lessons felt that 7th grade was a chance to either change their own behavior or attitude. Having a new chance at learning English was felt to be motivating with a new teacher and new group of students. As a couple of students commented:

> "Itse opin aika positiivisella asenteella ja yläasteen aikana kiinnostus englannin kieltä kohtaan on vain kasvanut."
>
> (I learn with a fairly positive attitude and in junior high my interest towards English language has only grown.)

As was seen in this study, all the students have a current self and opinions about English, as well as a possible future-self image. Sampson (2016:29-30) discusses the probable discrepancy between present- and future-self images. There could be a sufficient gap between the present and future self. If the selves are not overly different and the future-self seems attainable with minimal increase in effort, it most likely will not provide much motivation. If the learners perceive 'closeness' to future self, whether possible or not, it is a valuable potential of motivation. These perspectives are seen as important interactions between the individual and their environment for motivation. (Dörnyei et al, 2016:36).

It was amazing to realize the motivation of the students when they wrote about their future selves. Students saw themselves using English in some way or form whether it was while they traveled abroad or if it was that they wanted to live in an English-speaking country. Each student reported how they would need English in future even if they lived in Finland and did not travel. These students wrote how they needed their English skills for when foreigners came to Finland. The majority of the students saw themselves traveling abroad, which gave them the incentive to learn the language.

In this particular research, human growth means being motivated to see learning as a lifelong process. For these students the process began in elementary school when English teaching started in 3rd grade and continues on for the rest of their lives. Past experiences along with present ones build the motivational guidelines for later study. The students quickly learned the basics required to learn English and how much work needs to be put into the language. Without a motivating teacher who guides, teaches and builds a positive relationship, students are quite often unable to find the motivation to learn English on their own.

As a teacher analyzing the narratives, I observed how the students most often referred to the *ought-to L2 self* in their narratives. They wanted to avoid negative feedback from the teacher or other peers, because they wrote about proper behavior and what was socially acceptable in the classroom. They also knew and wrote about the *L2 learning experiences* and the external motivating factors that affected their learning. These areas were well covered in the students' writings. As a teacher, it was not until I read their future-selves and how they saw their *Ideal L2 self* when I realized that each student did have a long-term motivational goal to learn the language.

According to the results, students described motivation as means of getting good grades or having a pleasant working classroom to work in. It has encouraged them to continue in the same way. The role of the teacher and lesson structures were emphasized in the written narratives, especially if the students received positive feedback from their teacher. Students who enjoyed English came to class with a good attitude enjoyed the lesson structures and especially enjoyed class when the teacher shared personal experiences of a trip abroad. There were also those students who found the English lesson structures to be boring and unmotivating. Their attitude was poor, which in turn affected behavior leading to being disruptive in class or coming to class with homework

undone. Another aspect in feeling unmotivated was if the English workbook tasks were perceived to be too hard or poor grades were received on tests. Students, who related such issues, knew that it was because they had not studied or had not listened in class.

From a teacher's point of view, this type of a writing activity is actually an excellent way to get to know students better. Especially reading about the students' past experiences helped to understand the students from a new perspective. Their past experiences often explained certain behaviors and attitudes. The data collection was a process in which the students opened up their baggage filled with past experiences and shared it with their teacher. In their writings, the students shared their current situation and often compared it to their elementary school experiences. It was encouraging to read how they have enjoyed coming to English class and how motivation has increased and attitudes have changed for some of them. Then again, it was beneficial to read about what they thought was good, boring or whether they found their teacher too strict. What surprised me the most was how all the students had an image of themselves using English in their future, even those students whose English skills need more practice. These are meaningful aspects to be taken into consideration when teaching English.

6.2.   What did I learn?

First of all, I learned a lot about compiling a research. It is a versatile learning process and understanding the amount of work that is put in it adds respect towards research work. The amount of time it takes to understand all the aspects is surprising and collecting the data and composing the report requires a lot of patience from the researcher along with those who are close tp the researcher. Understanding the connection between the theory and the empirical data is an essential requirement for the research. If there is no connection between the two, the report has very little scientific meaning.

What took me by surprise was how almost half of the students were bothered by the disruptiveness of their elementary school English lessons. Some of them were disruptive in their own behavior and others were irritated by the fact that they were unable to listen and concentrate during the lessons. This disruptiveness not only affected the class, but also their own motivation and learning. These students showed a poor attitude towards the language by not doing their homework properly, leaving their

books at home or not even studying for their tests. Through those narratives, I realized the importance of classroom management and how good classroom atmosphere is a strong basis for the students to be motivated to learn. As Cook (2001:151) points out "the student's attitudes towards the learning situation as measured by feelings about the classroom teacher and the level of anxiety about the classroom contribute towards the student's motivation".

It was interesting to read how similarly, but yet differently these students wrote and experienced English. I was amazed at how positive their writings were and how they have enjoyed English lessons. The positive feedback about their previous English teachers should be given directly to them. As a teacher, it was valuable to read how students enjoyed the variety in the lessons and how playing games made learning new topics easier. As one student wrote, "Meillä oli rento ja hyvä opettaja. Hän osaasi opettaa asiat yksinkertaisesti ja luulen, että ainakin suurin osa sai selvää opetuksesta." (We had a relaxed, cool and good teacher. She knew how to teach simply and I think that at least most of the students understood her teaching.) The process of creating successful learning, which can spark high motivation, may be under the teacher's control (Cook, 2001:118).

After reading many different studies on the L2 Motivational Self System (e.g. Islam, Lamb & Chambers, 2013; Murray, Gao, & Lamb, 2011; Sampson, 2016; Ushioda, 2013; Lasagabaster, Doiz, & Sierra, 2014, 55; Thompson & Vásquez, 2015), I realized that my role as a teacher is not only to motivate students in the classroom by creating a positive atmosphere in the *L2 learning environment*, but to guide the students in their *Ideal L2 self*. The *Ideal L2 self* is the most effective motivator because the desired future self-image is the long-term goal the students are striving for.

Once this future image is in harmony with the *Ought-to L2 self* and fulfills the expectations of the students' family and friends, it is my responsibility as an English teacher to enhance and upkeep their motivation in L2 learning. As Dörnyei & Ushioda (2009:33-37) discuss, a teacher needs to help and assist students to construct an *Ideal L2 self* or to help them create a future vision. Once they have the vision, a teacher's duty is to strengthen it, to make the *Ideal L2 self*-possible and to keep the students' vision alive.

6.3. Future Research Challenges

This research has posed me with three different future research challenges. The first challenge would be to compare the findings to the other 7th grade classes in our school. It would be interesting to investigate what are the differences between the classes. Comparisons could also be made within the 8th and 9th grade classes.

A second future challenge would be to present the same students with a similar narrative writing task in 8th grade and in the 9th grade. The research could be a comparison study asking the participants similar questions. It would be interesting to find out if their opinions, thoughts, ideas and the way they have perceived themselves in 7th-9th grade has changed or not. As their teacher, it would be interesting to follow through by making observations in the classroom. These observations would focus on the aspects discussed in the *L2 learning experience* and *ought-to L2 self*. I might like to specifically interview those students who have had a difficult time studying English and do not see themselves as fluent English speakers in their future. The focus of the research could be what has caused those difficulties, have they overcome them or what is their opinion on studying English.

The third future research interest would be to interview the students later on in the future. It would be fascinating to see where their future has led them and whether any of them attained the goals that they had written about in 7th grade. At that point in their lives, they would have their education behind them and would be working in their careers. It would enthralling to see if they would be able to have an interview in English or write about their thoughts in English. Another intriguing aspect would be to see how much English they use on a daily basis and what they feel they learned in school or when they feel that they actually learned English.

6.4. Evaluation of the Research

The interpretations that have been done in this research are largely based on my teaching experiences. The research originated because of my profession as an elementary school teacher and currently, teaching English ten hours a week. Another point of view affecting this research was that this was my first year teaching 7th graders. In addition to gaining new knowledge about the motivation in language learning and

writing narratives with students, it has been a journey into my teaching methods and identity. It has been personally enriching and rewarding.

The collection of relevant literature and compiling the theory started before the empirical part, but gained additional elements during the research. Combining the theory and the empirical data took place gradually and the process was challenging. The three parts of the L2 Motivational Self System created the basis when analyzing the research data and trying to find answers to the research questions.

When starting a research one is faced with an abundance of knowledge and it is difficult to decide on the exact focus and theoretical perspective. That is why it is essential that research questions are clearly defined and the main theoretical foundations have been considered. Once the data was collected and read through several times, it was easier to finally decide about the needed and unneeded information and I started to see all the connections between the theory and empirical data.

Looking back at the data collection process, one considers whether it would have been good to have the students add their names on their writings. Then I would have been able to piece the stories together. I would have seen the differences and similarities in their attitudes, the make up of the students in my classroom today and what is their desire for the future. Sometimes I got left with the feeling that the boys wanting to play in the NHL have no interest in actually learning the details of the English language.

One aspect to discuss is how trustworthy my research is, how well have I been able to interpret the thoughts of these students to the readers. I have tried to describe truthfully what they have said; which is one reason why I have used a lot of examples to let them speak for themselves. I realize that my experiences, values and ideas tend to have an effect on the interpretations, but I have been aware of it and have tried to control it. One can also ask how truthful the students have been in telling their stories to me and whether their stories to their friends and for another purpose would have been different. That is possible and even likely, but their writings are true narratives that they have wanted to tell.

In conclusion, I want to emphasize the students' positive attitude and motivation in learning English. As my thinking and understanding developed from this experience, I

realized how important it is to have an open interaction, understanding and compassion with the students. As a teacher I can concur with Sampson (2016:180), my own understandings have developed through this research, my interactions with the students and my personal teaching experience. Overall the students' motivation focused on the *L2 learning environment*, which emphasized the role of the teachers. Realizing this aspect has altered my way of thinking and understanding the way to teach English. Sampson (2016:185) summaries my thoughts as well when he describes how this will "affect my present actions such that there is a dynamic iteration of the person/teacher/researcher I was, am and may be". One student summarized how an English teacher with her warm touch in teaching created a safe and welcoming atmosphere to learn:

"Enkun tunneille on kiva tulla!" (It's fun to go to English class!)

This was their story.

Attachments

Hei 7U:n huoltajat!

Hyvää alkanutta uutta vuotta 2017!

Olen teidän lapsen englannin kielen opettaja. Työn ohjeessa teen englannin kielen laudaturopintoja Jyväskylän yliopistossa. Teen parhaillani tutkimusta 7.luokkalaisten englannin kielen motivaatiosta, josta toivon saavani siitä eväitä opettajantyöhön.

Aineiston kerääminen toteutetaan siten, että lapset kirjoittavat oppitunnin aikana lyhyitä kirjoitelmia. Kirjoitelmat palautetaan nimettömänä. Käytän keräämääni aineistoa ainoastaan maisteri tutkielmassani ja käsittelen sitä luottamuksellisesti.

Mikäli haluatte lisätietoa tutkimuksestani ja sen toteuttamisesta, voitte ottaa minun yhteyttä Wilma-viestillä tai sähköpostilla. Tutkimuksen ohjaaja on professori Arja Piirainen-Marsh (arja.piirainen-marsh@jyu.fi).

Pyydän teitä vastaamaan tähän Wilma-viestiin, jos lapsenne ei voi osallistua teettämäni kirjoitelmatutkimukseen.

Yhteistyöstä kiittäen,

Johanna Aitto-oja
johanna.aitto-oja@aanekoski.fi

This narrative activity is modified from Sampson's research of Japanese students studying English (Sampson, 2016:190-191).

Written activity on January 13, 2017.

Past Experience of English Lessons Activity

- How did you experience your English lessons in elementary school?

Please write about your experiences of your studying in elementary school English lessons.

- Think about (for example):
    - What was a normal lesson like?
    - What were you doing?
    - What were other students doing?
    - What was the teacher doing?
    - How did you feel in English lessons?
    - Why were you studying English?

Written activity on January 20, 2017

Current Experience of English Lessons Activity

- How have you experienced your English lessons in junior high, so far?

    Please write about your perceptions of studying English in junior high school.

- Think about (for example):
    - What is different about your lessons?
    - Has your behavior changed?
    - What are you doing in the lessons?
    - What are the other students doing?
    - How do you feel about coming to English class?
    - Why are you studying English?

Written activity on January 27, 2017

Best Possible English Self in the Future

- Please write about your ideal life in the future after studying English. Imagine yourself in the future, after everything has gone as well as it possibly could with studying English. You have worked hard and succeeded in all your goals for studying English.

- Think about (for example):

    - What are you doing every day?

    - What can you do with English language skills?

    - How are your English skills helping you?

    - Are you using English daily? When? How?

    - Who are you able to communicate with?

    - What kind of a job are you doing?

    - Where are you living (and with who)?

As Sampson (2016:191) wrote, "you may not have thought about yourself in this way before, but research shows that doing this has a strong positive effect".

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