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An analysis of teachers' and students' beliefs on motivational strategies in EFL classrooms at an Austrian school

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Declaration of authenticity

I confirm to have conceived and written this paper in English all by myself. Quotations from other authors and any ideas borrowed and/or paraphrased from the works of other authors are all clearly marked within the text and acknowledged in the bibliographical references.

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1 Introduction

There has been extensive research on language learning motivation and motivational strategies in EFL classroom. A considerable amount of research investigated only one part of this topic: either students' or teachers' perception of motivational strategies. For this reason, additional research is necessary in order to understand the comparison of views of teachers and students on motivational strategies in the classroom. Therefore, one of the main aims of this thesis is to provide a comparative analysis of teachers' and students' perception of motivational strategies.

This thesis is divided in three major parts. In the first part, after the term motivation is shortly described for foreign language learning, the theoretical bases of various motivational models are explained in a chronological order: the social psychological period, the cognitive situated period, the process-oriented period and socio-dynamic perspectives. This will be followed by explanations and presentation of different types of motivational strategies used in EFL classroom.

In the final section, by means of questionnaires, students and teachers were asked to evaluate how they perceive the importance of 14 motivational techniques with regards to the improvement of students' motivation. A further question for both of the groups is how frequently students and teachers perceived motivational strategies in the classroom. After this investigation, the subsequent subchapters will present the results of the study, exploring in how far teacher reports are congruent with student reports as well as the issue of a potential mismatch regarding motivational strategies in the classroom.

The current study aims to shed light on the level of perception of motivational strategies by students and teachers. Since this survey is conducted in one specific school environment, one has to bear in mind that the findings of this study may not be generalizable for all schools and classes because motivation depends on manifold factors such as group norms, teacher personality, students' aptitudes and also on sociocultural context. Nevertheless, the study attempts to provide a small contribution in order to raise teachers' and students' awareness in general on motivation in English as a foreign language.

2 Definitions of Motivation in Foreign Language Learning

Motivation is one of the key concepts in foreign language learning and yet it is hardly possible to find a single definition for it. This broad concept may mean different things to different people and even researchers cannot agree on all aspects. Since motivation is a multifaceted term and has relations to many disciplines such as psychology, this thesis is going to discuss it within a limited context of motivation, namely in foreign language learning. Motivation research in language learning is unique in itself because it is even not comparable to motivational studies in learning other subjects since they are quite different. For instance, while acquiring a new language, a person develops a 'L2 identity' and incorporates some elements from the target culture which might not be the case in mastering other subjects (Dörnyei 1998: 118). Therefore, the initial attempt of this paper is to provide a satisfactory definition of motivation in foreign language context.

Zoltan Dörnyei, a Professor of Psycholinguistics at the University of Nottingham, is a renowned author in the field of motivation in English as a Foreign Language classroom. In his book on 'Motivational Strategies in the Language Classroom', Dörnyei starts with a very surprising sentence saying that "there is no such thing as motivation" (2001a: 1). He further provides his own definition of motivation, which is that: "[M]otivation is an abstract, hypothetical concept that we use to explain why people think and behave as they do" (Dörnyei 2001a: 1).

Dörnyei claims that motivation is like an umbrella term in which a considerable number of meanings are covered. It contains a variety of topics from financial incentives to the desire for freedom. According to Dörnyei, teachers and researchers believe that motivation plays a key role when it comes to the explanation of being successful or unsuccessful in a learning situation. He asserts that motivated language learners, no matter how good or bad their aptitude for learning languages are, will most likely be able to achieve a reasonable language level (Dörnyei 2001a: 2). Furthermore, it is argued that most of the researchers think it is the motivation, which energises and gives direction the people's attitudes; however, they do not agree on how motivation determines human behaviour (Dörnyei 1998: 117).

Martin Covington (1998: 1) illustrates this difficulty in defining motivation by stating that "[m]otivation, like the concept of gravity, is easier to describe (in terms of its outward, observable effects) than it is to define. Of course, this has not stopped people from trying it".

Robert Gardner (1985: 10) argues that motivation is often used in L2 in order to explain language achievement which is illustrated in the following example: "If the students are motivated to learn the language, they will"; however, he claims that such a statement does not illustrate anything about the language learning process. Moreover, motivation, according to Gardner, "refers to the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language" (1985: 10). He adds that if a student wants to master a language and he or she enjoys the lesson, it does not however mean that he or she is truly motivated unless they strive for achievement. A motivated organism is defined as the combination of the desire to reach a goal with a positive attitude and effort (Gardner 1985: 11).

Williams and Burden (1997) proposed a definition of motivation in their book "Psychology for Language Teachers" from the cognitive-situated period, which will be discussed in the following chapters in detail. According to their belief, motivation may be construed as:

- A state of cognitive and emotional arousal
- which leads to a conscious decision to act, and
- which gives rise to a period of sustained intellectual and/or physical effort
- in order to attain a previously set goal (or goals)
  (Williams & Burden 1997: 120)

Different causes may activate the initial arousal such as internal factors like interest or curiosity and external ones like another person or an event. Once the person's enthusiasm is triggered, the next step is to come to a conscious decision to act in order to reach a certain goal. Taking all these points into consideration, the whole procedure is affected by context and situation, and may be different from person to person. (Williams & Burden 1997: 120)

3. Phases in the study of L2 Motivation

There are a considerable number of theories of motivation which have undergone various changes over the last few decades. According to Dörnyei (2005), one can divide motivational theories into three categories. The first period of motivational studies is named as 'the social psychological period' (1959-1990) which started in Canada with the work of Gardner and his students. The next period 'the cognitive situated period' became famous in 90s and was greatly influenced by the cognitive theories in educational psychology. The third category is called 'the process oriented period' which emphasises motivational change and was researched by Dörnyei, Ushioda and their colleagues in Europe (Dörnyei 2005: 67-68).

There is also a fourth period called 'socio-dynamic period' which is seen as the recent transition from process-oriented period. Since this new period is not fully elaborated by many researchers, the focus of this diploma thesis will be on the three earlier periods. In the following subheadings, types of different frameworks of L2 motivation will be discussed in more detail:

3.1 The social psychological period

As already mentioned, L2 motivation research originates from the work of the social psychologists Wallace Lambert and Robert Gardner, whose focus was on the bilingual context of Canada. Gardner and Lambert (1972) perceived second languages "as mediating factors between different ethnolinguistic communities, and therefore, regarded motivation to learn another community's language as largely responsible for improving or preventing intercultural communication and affiliation (quoted in Dörnyei 2005: 67). The central concept of this social psychological approach was based on the idea that a person's attitude towards the target language and culture will influence his or her learning behaviour (Gardner 1985: 6).

3.1.1 Gardner's concept and the socio-educational model

The socio-educational model implies two essential features which are closely associated with learning a second language: cultural context and educational context. The very first model of motivation by Gardner was published in 1979, and the main focus of this model was to illustrate the effect of cultural beliefs on four individual different variables, namely intelligence, language aptitude, motivation and situational anxiety in the process of acquiring a second language. These variables can play different roles in formal and informal contexts and the consequences might be, therefore, linguistic and non-linguistic (Gardner 2010: 83-85).

One of the central issues in Gardner's motivation theory is the relationship between orientation and motivation. Even though orientation is not included in the concept of motivation, its function was to influence the motivation in the early stages (Gardner 1985: 11). For example, integrative and instrumental orientations are widely known features in Gardner's research (Gardner 1985: 133) which were initially formulated by Lambert (1974: 98):

> "An integrative orientation toward language study reflects a sincere and personal interest in the people and culture represented by the other group.
>
> An instrumental orientation emphasizes the practical value and advantages of learning a new language".

According to Dörnyei and Ushioda (2011: 42), one of the most elaborate aspects in Gardner's motivational theory is the notion of integrative motive, meaning that a person is motivated to learn a second language because he or she has positive feelings towards the target culture. As can be seen in figure 1 below, integrative motive entails three main components. First, integrativeness, an umbrella term for integrative orientation, shows the willingness and positive attitude towards foreign languages and communities. Second, attitude towards the learning situation contains the attitude towards the course and teacher of the second language. The third component is motivation which is about the desire, effort and attitude towards learning the L2.

Figure 1 Gardner's conceptualisation of the integrative motive (Dörnyei 1994b: 517)
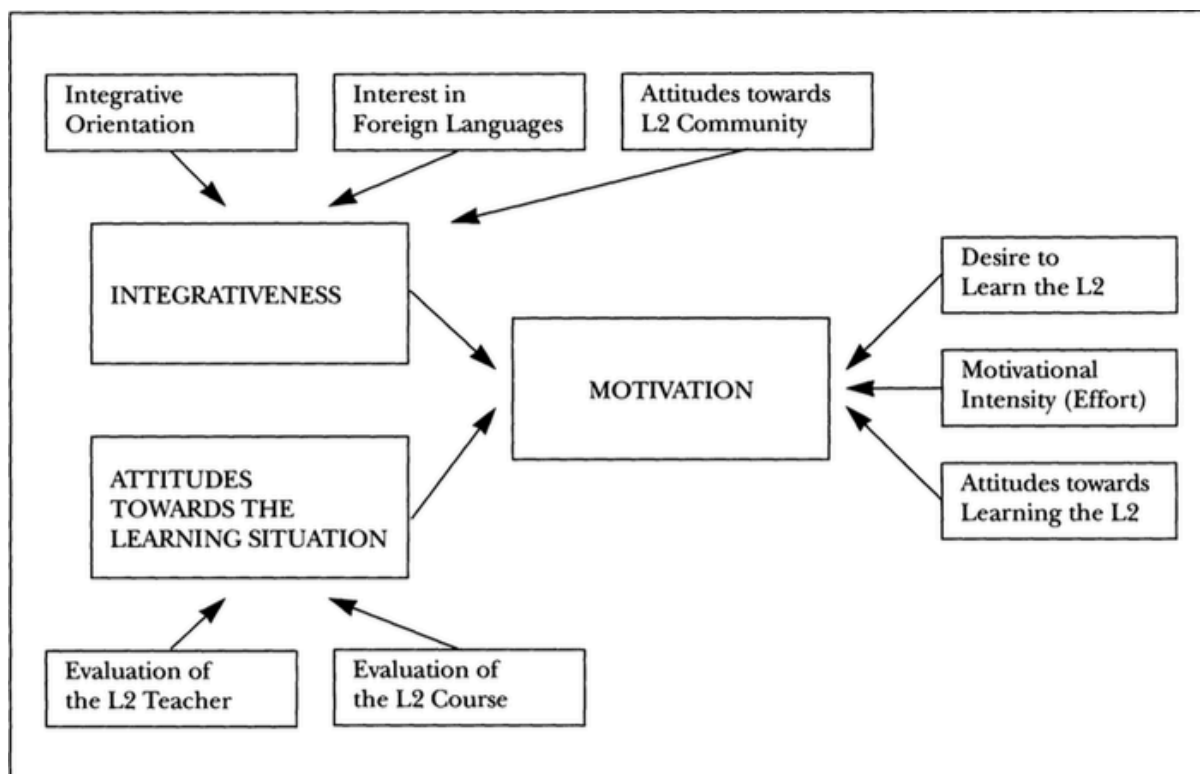
The concept of integrative motive was criticized because of its confusing terminology and lack of applicability in English as a Second Language in the globalised world. For example, Dörnyei argues that the term 'integrative' in the model might be used interchangeably, and 'motivation' as a subcomponent of integrativeness does not make sense since 'motivation' is a broader expression and therefore, integrativeness should be a part of motivation in Gardner's conceptualisation (Dörnyei 1994b: 516-517).

3.1.2 Restrictions of Gardner's theory

Although Gardner's theory dominated motivational research for a long time, it was undoubtedly subject to certain restrictions. One of the main hindrances of this theory is that it only focuses on second language learners, in this case, on French or English speakers in Canada. It means that Gardner's model would contribute to research in English as a Second Language but not in English as a Foreign Language (Dailey 2009: 6).

In sum, since this thesis' analysis is based on motivation of foreign language learners and teachers, who do not have any or less contact with the speakers of the target language, Gardner and Lambert's motivation model is not fully appropriate for an Austrian learning environment. Moreover, the main focus of Gardner's model was to analyse the social psychological aspects of L2 learning which means that it does not address factors occurring in classroom context in general.

3.2 The cognitive situated period

After the social psychological period dominated motivation research with a great amount of literature in the 1970s and 1980s, there was a need to redefine motivation at the beginning of 1990s. There were some publications such as the article "reopening the motivation research agenda" by Graham Crookes and Richard Schmidt (1991), which emphasised the change in motivational studies (quoted in Dörnyei 2005: 87).

The following two trends in the 1990s characterised the cognitive-situated period in a very clear way:

1) Since there was a "cognitive" revolution in the mainstream of motivational psychology, it was somehow necessary to bring language motivation in line with cognitive concepts.

2) There was the need to move from "the broad perspective of ethnolinguistic communities and learners' general disposition and attitudes to language learning", and focus more on "situated" analyses of motivation research in specific learning contexts (Dörnyei & Ushioda 2011: 46).

According to Dörnyei and Ushioda (2011: 46), it is essential to underline the fact that the cognitive-situated period did not fully reject the social psychological period and the new period should be regarded as the integration and extension of former theories and concepts. Since the social psychological period was helpful in terms of the motivational patterns of societies and communities, it is not quite able to analyse the motivational aspects of a language classroom.

3.2.1 Tremblay and Gardner's model

In order to expand the motivational framework in the 1990s, some variables from cognitive theories were borrowed which is shown in the example of Tremblay and Gardner's (1995) model of L2 motivation:

Figure 2 Tremblay and Gardner's (1995) model of L2 motivation (Dörnyei 1998: 127)
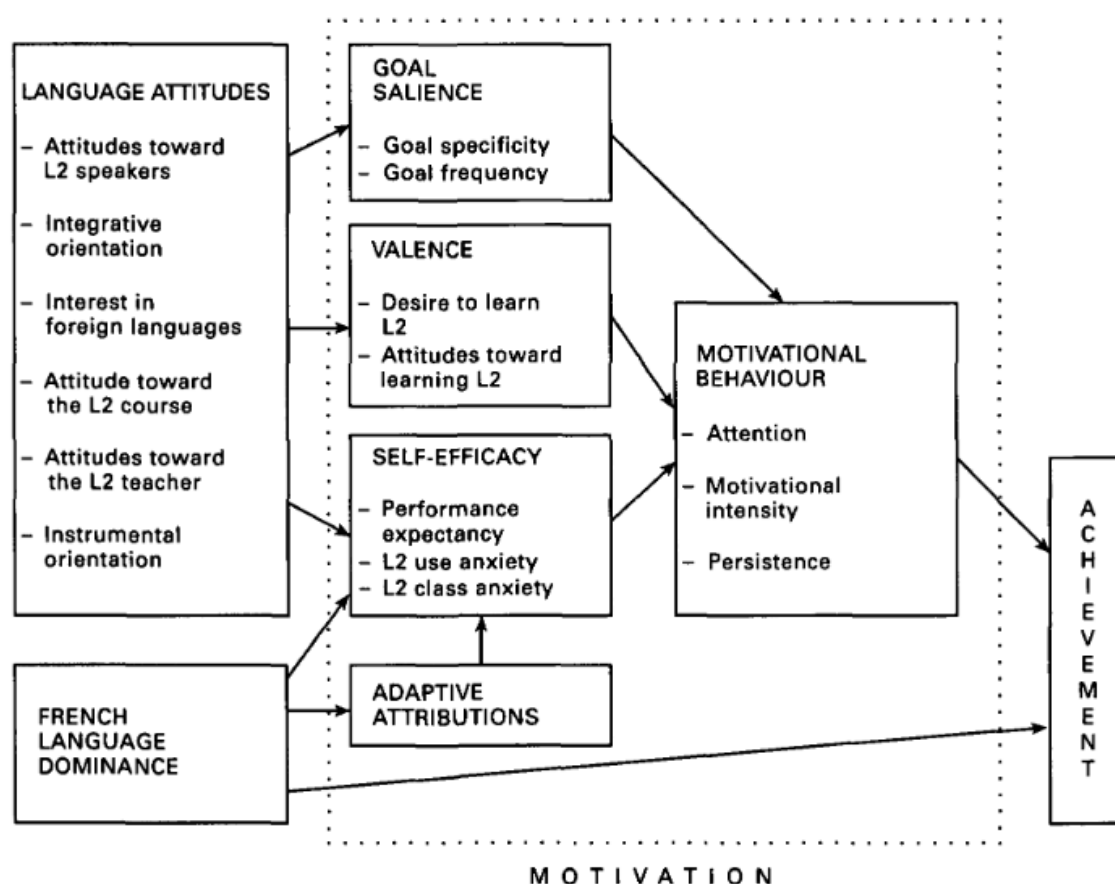
In the model above, Tremblay and Gardner incorporated three concepts from expectancy value and goal theories whose variables mediate between language attitude and motivational behaviour. The model shows that a person's foreign language motivation is not only based on social components but also on cognitive and affective elements that lead to motivated behaviour. The expectancy elements in Tremblay and Gardner's model are 'adaptive attributions' and 'self-efficacy'. The latter expectancy component is comprised

of anxiety and performance expectancy meaning that the expectancy that a person will be able to perform different language activities by the end of the course. Moreover, valence is the value component which assesses the desire to learn L2 and attitudes toward learning L2. For example, students who are aware of their progress and perceive value of the task, will highly increase their motivation. Finally, goal salience, a term derived from goal theories, refers to the level of specificity of students' goals and frequency of goal-setting strategies. One can also say that if a student does not have any specific goals, he or she will not be successful in foreign language learning (Dörnyei & Ushioda 2011: 46) Guilloteaux 2007: 69).

3.2.2 Dörnyei's three-level framework

One of the important models that was developed in the cognitive situated period was Dörnyei's (1994a: 280) three-level framework of L2 motivation. This model is a further development of Crookes and Schmidt's theory (1991) and Dörnyei's conceptualisation of L2 motivation in which he builds a framework of three different levels: language level, learner level and learning situation level (Dörnyei & Ushioda 2011: 51).

Regarding the first and second level, Dörnyei relied on Gardner and Clement's concept, and the third level, learning situation level, is heavily based on the results found in educational psychology. The language level comprises different aspects of second language such as "the culture and the community" and "the intellectual and pragmatic values and benefits" (Dörnyei & Ushioda 2011: 51). On this language level, there are two motivational subsystems which are called integrative and instrumental: The instrumental motivational subsystem deals with extrinsic motives which are in the centre of a person's future aims, whereas the integrative motivational subsystem focuses on the person's "L2-related affective predispositions, including social, cultural and ethnolinguistic components", as well as on being interested in other languages (Dörnyei 1994a: 279).

Illustration 1 Dörnyei's framework of L2 motivation based on Components of Foreign Language Learning Motivation (1994a: 280)

LANGUAGE LEVEL	Integrative Motivational Subsystem Instrumental Motivational Subsystem

- -

LEARNER LEVEL	Need for Achievement
	Self-Confidence
	    • Language Use Anxiety
	    • Perceived L2 Competence
	    • Casual Attributions
	    • Self-Efficacy

- -

LEARNING SITUATIONAL LEVEL

Course-Specific Motivational Components	Interest (in the course) Relevance (of the course to one's needs) Expectancy (of success) Satisfaction (one has in the outcome)

Teacher-Specific Motivational	Affiliative Drive (to please the teacher) *Components*
	Authority Type (controlling vs. autonomy-supporting)
	Direct Socialization of Motivation
	    • Modelling
	    • Task Presentation
	    • Feedback

Group-Specific Motivational Components	Goal-Orientedness Norm & Reward System Group Cohesiveness Classroom Goal Structure

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The second level, learner level, encompasses personal components, which are brought by the learner to the learning process. There are two main areas, which are fairly essential in the motivational process on learner level. The first component deals with the need for achievement, and the second component with self-confidence such as language anxiety, self-efficacy, perceived L2 competence and causal attributions. The need for achievement is "a relatively stable personality trait that is considered to affect a person's behaviour in every facet of life, including language learning" (Dörnyei 1994a: 277). If learners have a

high need of achievement, they will start achievement activities, do the tasks with high intensity, be more interested and persistent in language attainment. Regarding the second component 'self-confidence' on learner level, it is defined as "the belief that one has the ability to produce results, accomplish goals or perform tasks completely" (Dörnyei 1994a: 277). Originally, the concept of self-confidence was introduced in multi-ethnic societies; however, Clement, Dörnyei and Noels believe that it is also a major component in motivational settings in foreign language learning where there is hardly any contact to the members of target language. (Dörnyei 1994a: 277).

Learning Situation Level, which is the third level of Dörnyei's framework of foreign language learning motivation, is concerned with situation-specific aspects focusing on language learning in a classroom environment (Dörnyei & Ushioda 2011: 51). Learning Situation Level consists of three areas: course-specific motivational components, teacher-specific motivational components and group-specific motivational components. The first component is linked to methods and materials that a teacher uses, and also to the learning tasks and the syllabus. These aspects are clearly illustrated in the framework of four motivational conditions created by Crookes & Schmidt (1991): interest, relevance, expectancy and satisfaction (quoted in Dörnyei 1994a: 280). The teacher-specific motivational component, on the other hand, is related to the effect that a teacher can achieve using his or her personality, behaviour and teaching style. Moreover, this component encompasses "the affinitive drive to please the teacher, authority type and direct socialization of student motivation (modelling, task presentation, and feedback) "(Dörnyei 1994a: 280). The last part of the Learning Situation Level is concerned with the group dynamics of the learners. This category consists of 4 main areas: goal-orientedness, norm and reward system, group cohesion, and classroom goal structure (Dörnyei 1994a: 280).

3.2.3 Williams and Burden's framework

In the framework of L2 motivation in the classroom setting by Marrion Williams and Robert L. Burden (1997), the motivational factors are divided into two groups: internal factors vs. external factors. William and Burden created a model which they describe as "cognitive and constructivist, socially contextualised and dynamically interactive" (1997: 137). The central assumption in this model is that motivation includes choice, meaning

that people decide whether they do an action or the amount of effort they devote to it. According to their view, people's decisions will be highly dependent on their constructions of the world. Other factors that might affect the motivation are internal characteristics such as confidence and personality, and influence of others in a person's life, the culture and the society. All in all, "decision to act" is the fundamental element of Williams and Burden's model of motivation, which is influenced by internal factors (1997: 137).

Figure 3 Williams and Burden's (1997) framework of L2 motivation (Dörnyei 2001)

INTERNAL FACTORS	EXTERNAL FACTORS
Intrinsic interest of activity	Significant others
• Arousal of curiosity	• Parents
• Optimal degree of challenge	• Teachers
Perceived value of activity	• Peers
• Personal relevance	The nature of interaction with significant others
• Anticipated value of outcomes	• Mediated learning experiences
• Intrinsic value attributed to the activity	• The nature and amount of feedback
Sense of agency	• Rewards
• Locus of causality	• The nature and amount of appropriate praise
• Locus of control re: process and outcome	• Punishments, sanctions
• Ability to set appropriate goals	The learning environment
Mastery	• Comfort
• Feelings of competence	• Resources
• Awareness of developing skills	• Time of day, week, year
• Self-efficacy	• Size of class and school
Self-concept	• Class and school ethos
• Realistic awareness of personal strengths and weaknesses in skills required	The broader context
• Personal definitions an judgements of success and failure	• Wider family networks
• Self-worth concern	• The local education system
• Learned helplessness	• Conflicting interests
Attitudes	• Cultural norms
• To language learning in general	• Societal expectations and attitudes
• To the target language	
• To the target language community and culture	
Other affective states	
• Confidence	
• Anxiety, fear	
Developmental age and stage	
Gender	

The factors presented above are not only the result of Williams and Burden's research but also important points that can be identified in the motivational research literature. These factors do not act in a linear sequence and they are dynamically effective in numerous

activities. Summing up some of the factors, William and Burden (1997) emphasise that teachers should awaken students' curiosity, make activities in the classroom meaningful for the learners and a sense of agency and mastery should be built up. Moreover, students should be assisted in establishing goals and evaluating their own results, as well as fostering their attitude towards the target culture and country (137-139).

3.3 The process-oriented period

After the cognitive situated period, researchers started to move from a product-oriented approach towards a process-oriented one where the dynamic character of motivation in foreign language was in the foreground. The new era is called the process-oriented period, which will be of central importance for the coming research questions. The process-oriented approach is about temporal organisation of motivation which is even more apparent when acquiring languages since learning a foreign language might take several years. Not only students but also adults can experience lack of motivation during the process of learning and there is hardly any evidence showing motivation remains constant throughout the school year or life.

According to Dörnyei, the 'time' dimension is important for motivational studies in two areas. First, motivation that is needed to perform an activity develops gradually within a complex mental process which entails "initial planning and goal setting, intention formation and task generation, and finally action implementation and control" (2000: 524). Second, in long-term learning activities such as mastering a foreign language, motivation is no longer stable but dynamic, and is at the same time regularly appraised and balanced by different internal and external effects; which consequently, lead to a fluctuating pattern of effort. With regard to addressing the motivational sequences of pre-actional and actional stages of motivation, Dörnyei (2000: 524) defines motivation as

> the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritised, operationalized, and (successfully or unsuccessfully) acted out.

In the coming sections, the conceptualization of the changing character of motivation over time will be first shown by Williams and Burdens' and Ushioda's work, and subsequently, a detailed description of Dörnyei and Otto's motivational framework will be provided.

3.3.1 William and Burden

William and Burden (1997) are thought to be one of the first researchers to highlight the influence of time in L2 learning process. Their consideration of motivation from a temporal perspective is illustrated in figure 4 below:

Figure 4 Factors acting on Motivation, within the social context (Williams and Burden 1997: 121)
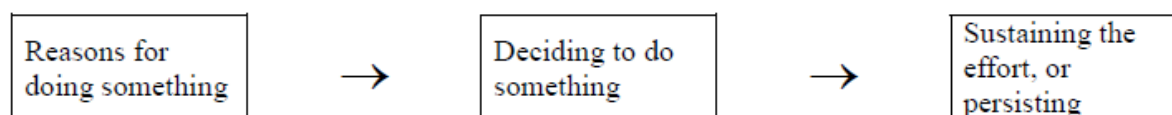
A three-stage model of motivation is proposed by Williams and Burden, who believe that this categorization is helpful in L2 motivation for three reasons. Firstly, they argue that there are reasons, which are not internally and externally influenced but also personally affected, for doing an activity. Secondly, the decision process entails the question what makes people to begin with a task, spend time and effort on it. Having strong reasons does not mean that the person will decide to do something. In the final stage, people need to sustain their effort for finishing the task. All of these processes take place in a certain culture and social context, which might have an impact on the act of choosing at each phase (Williams & Burden 1997: 121).

Regarding the separation of the generation and sustenance of motivation, Williams & Burden state that "[i]t is important to emphasise here that motivation is more than simply arousing interest. It also involves sustaining that interest and investing time and energy into putting in the necessary effort to achieve certain goals" (1997: 121).

It means that an initial interest sparked by the teacher is not enough in L2 motivation. All in all, Williams and Burden consider the first two stages of their model as initiation and the last stage as maintenance of motivation.

3.3.2 Ushioda

Ushioda is one of the researchers who strongly believes that qualitative research approaches are more appropriate to represent and measure the dynamic character of motivational experiences over time. She found in her research with Irish learners of French that the majority of the students defined their L2 motivation on the basis of their positive learning history (Dörnyei & Ushioda 2011: 62).

Figure 5 L2 development of time (Ushioda 1998: 82)
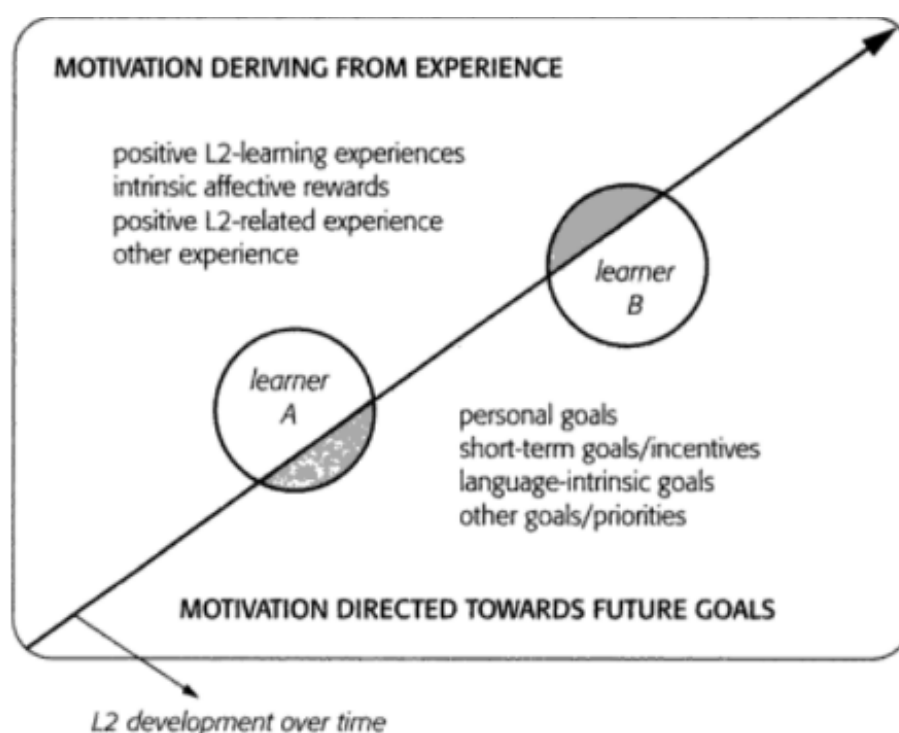
Figure 5 is an illustration of Ushioda's understanding of L2 motivation from a temporal perspective. It demonstrates motivation from two perspectives: motivation deriving from experience and motivation directed towards future goals. Learner A's main motivation can be explained by the impact of the positive learning history whereas Learner B's motivational patterns are more goal-directed. According to Ushioda's view, Learner B's position can also be expected as the future stages in the evolution of motivation in Learner A's learning process. Finally, Ushioda (1998: 82-83) concludes that "... the notion of a temporal frame of reference shaping motivational thinking integrates the phenomenon of evolution over time, which seems central to the learners' experience of and thus conception of language learning motivation" (quoted in Dörnyei & Ushioda 2011: 63).

3.3.3 Dörnyei & Otto's process model

Dörnyei and Otto (1998) developed a process model of L2 motivation that is mainly based on Heckhausen and Kuhl's Action Control Theory (e.g., Heckhausen 1991; Heckhausen & Kuhl 1985). One of the main explanations for their creation of a new model is that both of them had not found the previous models adequate for a number of reasons. First, a comprehensive and detailed review of all the important motivational influences on classroom behaviour was not given by the existing research. Second, the main focus of the previous work on motivation was on how and why the learners decide on some courses of action; consequently, the relevance of the reasons of executing goal-directed behaviour was ignored. Third, motivation was predominantly considered as static and the dynamically changing character of motivation in time was not addressed at all. Therefore, the new process model deals with the dynamics of motivational change over time and provides the relevant conceptualisation of motivation (Dörnyei and Otto 1998: 43).

Dörnyei and Otto's (1998) model of L2 motivation is illustrated in figure 6 below, and the first thing that attracts attention is that their model is divided into two dimensions: motivational influences and action sequence. The first dimension, motivational influences, includes all the forces and energy sources of motivation that affect and determine the behavioural processes. The second dimension stands for the behavioural process by which initial desires, wishes and hopes are first converted into goals and then into intentions. This subsequently leads to action, and if successful, to achievement of goals before it is submitted to the evaluation of the process (Dörnyei & Otto 1998: 47).

Figure 6 Schematic representation of the Process Model of L2 Motivation (Dörnyei and Otto 1998:48)
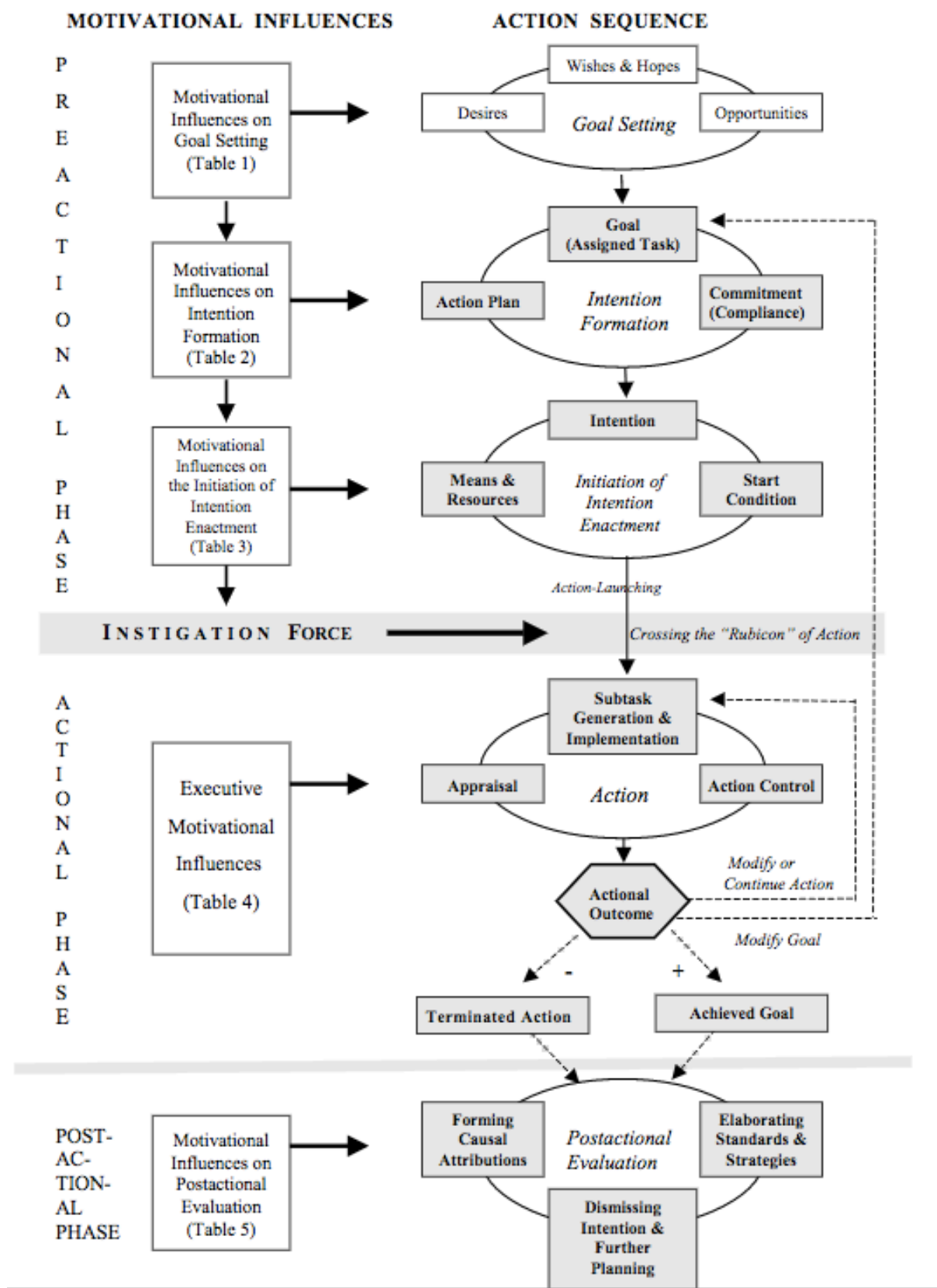
Moreover, the process model of L2 motivation includes three main phases: preactional phase, actional phase and postactional phase. The subcategories of the preactional phase, which are already mentioned in the previous paragraph, are goal setting, intention formation and the initiation of intention enactment. The process of the subphases in the goal setting, desires, wishes & hopes and opportunities, are not yet in a stage of concrete reality. The result of this goal setting process is the actual goal, and the motivated behavioural process is sincerely going to start at this stage. Otto and Dörnyei (1998) stress that there is an underlying distinction between the meanings of 'intention' and 'goal' in their model. Intention includes commitment, as only believing in desirable goals does not mean that they will be transformed into action. Furthermore, commitment to a goal is still not enough to stimulate action, and a development of an action plan, including concrete details such as the actual timing and strategies of the action, is considered absolutely necessary. Finally, in the preactional phase, according to the model, there are two requirements for the issue of the action-launching impulse: start condition, and means and resources. Since a person might have more than one intention, it is necessary to organize and order them efficiently, and after intention enactment, a certain intention should be visible. (Dörnyei & Otto 1998: 49)

The second main stage in Dörnyei and Otto's L2 motivation model is the actional phase. There are three processes that come into force in the course of the actional phase: subtask generation and implementation, the operation of action control and an appraisal process. Energising action begins with the application of subtasks that were planned in the actional plan; however, it is worthwhile to mention that action plans are not complete plans especially in a foreign language process, and therefore, one can always generate subtasks and subgoals. The second process of the actional phase is appraisal in which the progress of the action is evaluated. There is one point here that Dörnyei and Otto (1998) draws attention to the evaluation of the progress. They state that

> ... [a] person's appraisal of one level can easily be transferred to a broader or narrower level; for example, negative attitudes evoked by failure in doing a particular task can easily be generalised to the whole language course or to the whole of language learning ". Examples here given are "I'm just not good at languages... " or the attitude about the school can strongly influence a person's L2 learning which is illustrated in the following sentence: "I dislike everything that's going on in this building (Dörnyei & Otto 1998: 50).

The third phase of the actional stage in L2 process model is action control. Here it is about the protection of concentration and effort from various distractions, and also protecting the intention being changed. If the progress is slowed down or halted, one can 'save' the action, by using the self-regulatory strategies like action maintenance, language learning, and goal setting (Dörnyei & Otto 1998: 50).

After the interplay of action control and appraisal, the ongoing process will proceed to actional outcome. There are two options: either the individual has achieved his or her goal or the action is terminated before the goal is reached. In the case of termination, it does not mean that the person has to abandon the action. If the initial planning of motivation was successful enough, the person may go back to preactional stage and revise the goal and state a new intention. The alternative scenario would be that the person could maintain the original intention and modify the strategies and subtasks that are used in order to achieve the goal in the actional phase. (Dörnyei & Otto 1998: 51)

The third and the final phase of the process model of L2 motivation is the postactional phase. At the very beginning of the postactional phase, it can be seen whether the goal has been reached or the action has been cancelled. A third scenario would be that there is a long interruption of the process, which could be caused by some reasons such as a holiday. However, the most important points happening in postactional stage is that the accomplished action outcome will be assessed, and inferences about future action are made. Concerning the difference between the appraisal process and postactional evaluation, the person is not any more in actual action in postactional phase, which means that he or she does not have to implement strategies. This means they can have a critical look at the whole motivational behavioural procedure starting from the beginning and find out whether there has been an impact on his or her self-esteem (Heckhausen 1991 quoted in Dörnyei & Otto 1998: 51). While thinking and comparing the past steps such as the expectations in the beginning and the action plans, one can find how they were put into practice, and then one can form causal attributions with regard to the level of goal accomplishment. This critical contemplation of the past will not only help the learner to gain experience but also to describe his or her internal standards and the range of action-specific strategies. After the initial intention is dismissed, one can form new and better

intentions, wishes and goals, and subsequently, all of these steps will help to pave the way to the future and further action (Dörnyei & Otto 1998: 51).

3.3.3.1 Theoretical advantages and disadvantages

Looking from a theoretical perspective, one of the main positive aspects about the process-oriented model is that it provides a very effective method to interpret and integrate many motivational factors which influence the learners' learning behaviour in a classroom. In order to organise important motivational influences into different phases of a motivational sequence, 'time' is considered as a useful and helpful tool to do it. The second advantage of adopting a process-oriented approach is that it provides a clear illustration of task motivation. The previous research on learners' task behaviour analyzed only general tendencies and did not consider specific factors which were essential in the completion of the tasks. In Winne and Marx' (1989: 227) study on task motivation, it is stressed that "task researchers have traditionally viewed the key factor in task performance to be the 'students' capability to exercise cognition rather than selection, temperament, or persistence of cognition". In a process-oriented model of motivation, one can find a "micro-analysis" of the specific motives, restrictions, processes that explain students' progress on learning tasks. (Dörnyei 2000: 530)

Regarding the weaknesses of a process-oriented approach, Dörnyei thinks that "it implies that the actional process in question is well-definable and occurs in relative isolation, without any interference from other ongoing activities the learner is engaged in" (Dörnyei 2000: 530). He furthermore adds that this implication is not true and the following scenario helps to understand the concept of action since it is not easy to tell when 'action' starts in an institutional context. Dörnyei gives the example of a first-year college student for whom the beginning of 'action' is not quite clear. It might start after enrolling at the university, choosing courses or within an activity in class. This might imply that the 'choice' stage of action takes place at the same time with the executive phase, meaning that once a student is enrolled to his or her studies, he or she has to perform and execute certain tasks. However, the student is in predecisional phase as well, as he or she thinks about the choices for and against the courses. (Dörnyei 2000: 530).

With regard to the previous research on cognitive studies, Dörnyei concludes that the process model of L2 motivation should be extended in the future in terms of cognitive concepts, and it should also include motivational influences which are not controlled fully by the learner (2000: 531-532).

3.3.3.2 Elaboration of Dörnyei and Otto's model

As mentioned in the previous subchapters, Dörnyei and Otto drew up a detailed and comprehensive process model of L2 motivation in 1998. In the next few years, Dörnyei (2000, 2001) further elaborated this model which can be seen in figure 7., taken from Dörnyei's (2005) book *The Psychology of the Language Learner*.

Figure 7 A Process Model of L2 Motivation (Dörnyei 2005: 85)
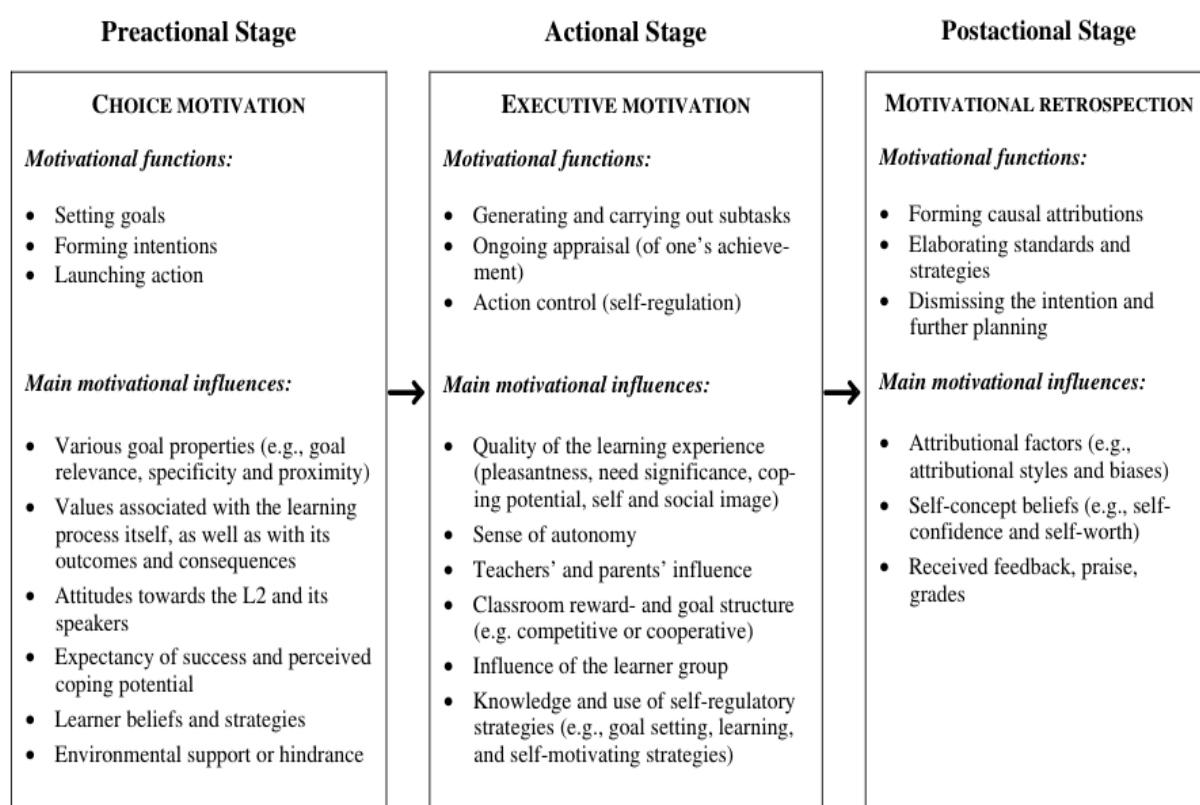
In comparison to the first model, the developed process model by Dörnyei (2000, 2001) did not undergo drastic changes. The new model looks better organised and more clearly structured. The whole motivational process is divided into three temporal stages as in the first model and the names of phases remained the same. However, by defining each stage

as Choice Motivation, Executive Motivation and Motivation Retrospection, it seems to be that Dörnyei made further use of Heckhausen (1991) whose work 'Action Control Theory' was the basis also for Dörnyei and Otto's process model. The first stage is called Choice Motivation because the learner can select his or her goal or task to be achieved; the second phase Executive Motivation refers to active maintenance and protection from distraction while the action continues; finally, Motivational Retrospection implies the retrospective assessment of learners' progress. Dörnyei renamed the action sequence as motivational functions; however, he further elaborated the motivational influences and added more motives than in the original model. (Dörnyei 2005: 84)

With reference to the social psychological period and Gardner's work, Dörnyei concludes that "…[the] Canadian social psychological construct is effective in explaining variance in choice motivation but to explain executive motivation, more situated factors need to be taken into account." (Dörnyei 2005: 86)

This process-oriented model by Dörnyei (2005: 85) will be mentioned again in the next chapters since it forms the basis for the motivational strategies that can be used in language courses.

3.3.4 The L2 motivational Self System

There is a last example in the process-oriented period after the model by Dörnyei and Otto, and its further elaboration. Dörnyei (2005) created the motivational self-system of L2 learning, which was based largely on the motivation concepts by Ushioda (2001) and Noels (2003). To put it plainly, Dörnyei's new L2 Motivational Self System is a synthesis of the research findings of these two researchers with his own research results, and the model shows how individual variations play a role in foreign language learning.

The newly proposed model of L2 Motivational Self System by Dörnyei (2005) consists of three dimensions:

1) Ideal L2 Self: an individual's ideal and imagined self with regard to the second language abilities and skills in the future. "If the person we would like to become speaks an L2, the Ideal L2 Self is a powerful motivator to learn the L2 because of

the desire to reduce the discrepancy between our actual and ideal selves". (Dörnyei 2005: 105)

2) Ought-to L2 Self, refers to the attributions that an individual thinks he or she ought to have such as different responsibilities and duties in order to fulfil expectations and avoid possible negative results.

3) L2 Learning Experience, which entails situation-specific motives concerning immediate learning environment and a person's subjective learning experience.

In terms of the accordance of the L2 Motivational Self System with the temporal aspects discussed on the previous pages, Dörnyei admits that further research is necessary in order to find correlations with the process-oriented approach. However, the dimensions of this model are believed to evolve all the time; for example, the L2 Learning Experience refers to executive motives that can be found in the actional stage of the process-oriented model. Regarding the dimensions 'The Ideal L2 Self' and 'Ought-to L2 Self', these are thought to play a crucial role in the pre-actional phases of motivation. Ushioda (2001) believes that "motivational change entails the evolving nature of goal orientation, that is, achieving a clearer definition of L2-related personal goals" (quoted in Dörnyei 2005: 107). This view would match with the "elaboration of the Ideal L2 Self" and "internalization of the Ought-to L2 Self (Dörnyei 2005: 107).

Finally, two years later, Dörnyei concludes by referring to Zentner and Renaud (2007) that a balanced ideal-self representation does not appear before adolescence, and younger children can hardly have much perspective on the self, especially the Ought-to self; and therefore, the self-approach is considered as inappropriate for learners who are in primary school (quoted in Dörnyei 2009a: 38).

3.4 From Process-oriented to Socio-dynamic perspectives

Although the focus of this thesis is rather on process-oriented approach, the new phase labelled 'socio-dynamic period' will be shortly described in order to hint where the research on L2 motivation is moving.

As already mentioned, the new period is called socio-dynamic and has evolved from the process-oriented model. The reason for an appearance of a new phase can be explained by the two shortcomings of the previous period. According to Dörnyei (2005), the first deficiency of this was the assumption that the actional process can be easily defined in terms of starting and ending point; however, this may be possible in a research laboratory setting but not in a realistic classroom environment where the beginning and the end of a learning process may not be fully observable. The second deficiency in the process-oriented model was that the actional process took place in isolation, meaning that other actional process happening at the same time did not interfere. All in all, the process model cannot deal with numerous goals, and dynamic and situated complexity of the motivational process. (Dörnyei & Ushioda 2011: 69-70). The final critical point about the process model was mentioned by Dörnyei (2009b: 197) who concluded that

> "It was really a matter of time before I realised that such a patchwork of interwoven cause-effect relationships would not do the complexity of the motivation system justice and therefore a more radical reformulation was needed."

Moreover, researchers such as Lafford (2007), Seidlhofer (2003), Zuengler and Miller (2006) were all talking about 'social turn' by which they mean that language learning should be viewed as a "sociocultural and sociohistorically situated process, rather than as primarily a cognitive psycholinguistic process" (quoted in Dörnyei & Ushioda 2011: 71).

Another interesting point was raised up by Dörnyei, Csizer and Nemeth (2006) based on their research findings that students in Hungary considered learning English as a 'must'; namely that this fact diminished their interest in other languages, in their case German. Furthermore, the status of English as a Lingua Franca influences how the theory on language learning motivation is formed. Regarding the research on L2 motivation It is suggested that there should be a two-tier approach, one for English and one for other

languages since learning English is perceived as a basic skill in modern education systems which tends not to be the case with other languages. Moreover, the impact of Global English on language learning motivation is that since English is used more used between speakers of other languages than natives and non-natives, research on the attitude towards the target language becomes less relevant as it cannot be easily linked to a particular culture; and as a result, as already mentioned, English is simply perceived as a basic skill in school education like numeracy and literacy. (Dörnyei & Ushioda 2011: 72).

To summarise, the transition taking place from the process-oriented period to socio-dynamic phase is characterised by the following reasons: the analysis of L2 motivation has been influenced by dynamic, contextual and more importantly, socially grounded factors, meaning that foreign language motivation should take into consideration far-reaching complexities of L2 use in a global world. (Dörnyei & Ushioda 2011: 72).

4 Motivational strategies in teaching English

4.1 Defining motivational strategies

Regarding the definition of motivational strategies, Dörnyei (2001) characterizes them as techniques which improve a person's goal-related behaviour. He thinks that since human behaviour is particularly complicated, it can therefore be promoted and influenced in a great number of ways. The term 'motivational strategies' is understood by Dörnyei (2001: 28) to mean "motivational influences that are consciously exerted to achieve some systematic and enduring positive effect".

Guilloteaux and Dörnyei (2008: 57) provide two variations of motivational strategies in their work:

a) [I]nstructional interventions applied by the teacher to elicit and stimulate student motivation

b) [S]elf-regulating strategies that are used purposefully by individual students to manage the level of their own motivation

Like in Guilloteaux and Dörnyei' s research, the main focus of this diploma thesis will be on the first definition, namely teacher's use of motivational techniques in English foreign language classrooms to promote the motivational character of the classroom. This view is supported by Dörnyei (2007: 726) who believes that classroom motivation is heavily dependent on motivational teaching practice and can be explicitly controlled by conscious and proactive teaching techniques.

4.2 Three significant motivational principles

Dörnyei (2014) highlights three fundamental motivational principles in his article published in the book "Teaching English as a second or foreign language".

Principle 1: "There is much more to motivational strategies than offering rewards and punishment" (2014: 523).

It is often believed that rewards and punishments are the only tools in the motivational repertoire of teachers; however, looking closely at other broad spectrums of motivational techniques, one will find a considerable number of ways to promote the motivation of L2 learners. As reported by many educational psychologists, rewards and punishments are too simple and also not welcomed in educational settings. Dörnyei argues that a 'carrot and stick' approach may bring some benefits in the short-term but they will not be helpful on a long-term basis. Grades, for example, are not only seen as important forms of punishment and reward but also as potentially damaging in L2 learning. This might lead students to be grade-driven, and learning itself might be thrown out of focus. Finally, Dörnyei underlines the importance for teachers to equip themselves with other motivational strategies that improve students' language-related goals and visions.

Principle 2: "Generating student motivation is not enough in itself- it also has to be maintained and protected"(2014: 523).

In an educational context, motivating learners initially is an important part of teaching but it is not enough, since learning a foreign language is a long-lasting process. After generating motivation, teachers should make sure that motivation is also maintained and protected, since human beings tend to forget goals, get bored and tired with an exercise, or other distractions might cause the initial motivation to disappear. This means that nurturing motivation continuously is an essential component of motivational teaching practice.

Principle 3: "It is the quality (not the quantity) of the motivational strategies that we use that counts" (2014: 523).

Since there are a great number of motivational techniques, strategies and ideas in the literature of motivational research, it is important to effectively use them. It does not mean that teachers must apply all of these strategies and try to be a super-motivator. In doing so, one can end up being burned out and therefore, as Dörnyei states "what we need is quality rather than quantity". Even if there are only a few techniques that are suitable for teachers and learners, they will successfully create a positive motivational atmosphere in the classroom.

4.3 Different frameworks of motivational strategies

4.3.1 Brophy's summary of motivational strategies

A considerable amount of literature on motivational strategies was summarized by Jere Brophy (1987), an American educational psychologist, who published about 33 strategies with the title 'Highlights of Research on Strategies for Motivating Students to Learn'.

Before going into the motivational techniques themselves, Brophy (1987: 41) provides a distinction between learning and performance in classroom settings: learning means understanding and the achievement of progress that occur while acquiring the skills and knowledge, as well as information processing, whereas performance refers to the presentation of the acquired skills and knowledge. Building on these terms, he emphasizes first that techniques to motivate students to learn are not only relevant for their performance on assignments, but also "to information-processing activities (paying attention to lessons, reading for understanding, paraphrasing ideas) initially involved in learning the content or skills."

As can be seen in table 2 below, the strategies are organized and developed, based on a certain theory: expectancy x value. This theory implies that if teachers want to motivate their students, then they should support their students to acknowledge the value of academic activities and make certain that students can have success on condition that they put in appropriate effort. In terms of the organization of motivational strategies in the box, as it is illustrated in table 2, the first heading 'essential preconditions' refers to a list of aspects which must happen in the beginning of the motivational process; otherwise, motivational strategies will not be successful. The second stage is about strategies for establishment and maintenance of students' success expectations. The next phase includes strategies that improve the subjective value students put on school tasks. These strategies are subdivided into the following categories: Motivation by supplying extrinsic incentives, motivating by capitalizing on students' intrinsic motivation, and stimulating student motivation to learn (Brophy 1987: 41)

Table 2 Summary of Strategies for Motivating Students to Learn (Brophy 1987: 45)

Essential Preconditions 1. Supportive environment 2. Appropriate level of challenge/difficulty 3. Meaningful learning objectives 4. Moderation/optimal use **Motivating by Maintaining Success Expectations** 5. Program for success 6. Teach goal setting, performance appraisal, and self-reinforcement 7. Help students to recognize linkages between effort and outcome 8. Provide remedial socialization **Motivating by Supplying Extrinsic Incentives** 9. Offer rewards for good (or improved) performance 10. Structure appropriate competition 11. Call attention to the instrumental value of academic activities **Motivating by Capitalizing on Students' Intrinsic Motivation** 12. Adapt tasks to students' interests 13. Include novelty/variety elements 14. Allow opportunities to make choices or autonomous decisions	15. Provide opportunities for students to respond actively 16. Provide immediate feedback to student responses 17. Allow students to create finished products 18. Include fantasy or simulation elements 19. Incorporate game-like features 20. Include higher-level objectives and divergent questions 21. Provide opportunities to interact with peers **Stimulating Student Motivation to Learn** 22. Model interest in learning and motivation to learn 23. Communicate desirable expectations and attributions about students' motivation to learn 24. Minimize students' performance anxiety during learning activities 25. Project intensity 26. Project enthusiasm 27. Induce task interest or appreciation 28. Induce curiosity or suspense 29. Induce dissonance or cognitive conflict 30. Make abstract content more personal, concrete, or familiar 31. Induce students to generate their own motivation to learn 32. State learning objectives and provide advance organizers 33. Model task-related thinking and problem solving

Brophy's list of motivational strategies illustrates a considerable number of important techniques that can be used in a foreign language classroom. However, since Brophy's concept is strongly based on expectancy x value theory, only some of the strategies will be used in the survey because this theory will not be relevant in the survey. The reason for this is that the expectancy x value presupposes the effort people put in on a task is a

product of the level of students' expectation of success and the degree of how much they value participation or rewards. If both of the factors are not existent, no effort will be expended (Brophy 1987: 41).

In the questionnaire, only the 11th, 12th, and 14th strategies will be asked; however, there are other strategies in Brophy's list which seem to be quite similar to the ones in the questionnaire. Strategies such as 24, 26 and 30 are some examples of this; furthermore, taking a closer look at these techniques, one could discover that researchers such as Brophy and Dörnyei tend to talk about similar strategies without using the same wording.

4.3.2 Ten Commandments for motivating language learners

The following empirical survey is theoretically based on Dörnyei's work (1994a), namely on the framework of L2 motivation which was described in detail chapter 3.2 on the "cognitive situated period". This study shares a similarity with this thesis in terms of the methodology, namely asking participants for importance and frequency of motivational strategies.

Ten Commandments for motivating language learners is the result of an empirical study undertaken by Dörnyei and Csizer in 1998. In this survey, two hundred Hungarian teachers of English, ranging from elementary schools to universities were asked the level of perceived importance and frequency of 51 strategies. The findings of this study were based on the responses of the teachers and, using these responses Dörnyei and Csizer organised a set of ten motivational macrostrategies.

Table 3 below shows the most important macrostrategies that language teachers could apply to promote learners' motivation in the classroom. According the Dörnyei and Csizer's ranking (1998: 215-218), the number one in the list is about setting a personal example with the teachers' behaviour, meaning that role models are very influential and therefore, Dörnyei stresses that sufficient attention should be paid to teacher motivation in motivating learners. The 10th strategy out of 51 'Familiarize learners with the target language culture' refers back to Gardner's (1985: 6) concept saying that "…students'

attitudes toward the specific language group are bound to influence how successful they will be in incorporating aspects of that language".

Table 3 Ten Commandments for Motivating Language Learners (Dörnyei and Csizer 1998: 215)

Ten Commandments for Motivating Language Learners

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

Dörnyei and Csizer also analysed whether the result of this empirical survey with motivational components in the theory: Language Level, Learner Level and Learning Situation Level. It was found out that 8th and 10th commandments belong to the Language Level, and on the Learner Level, the concept 'need for achievement was not covered' but commandments 2 and 5 can be ascribed to the concept of self-confidence. Moreover, commandments 4, 6, 7, 8 and 9 can be assigned to the 'course-specific motivational components' and 'teacher-specific motivational components' on Learning Situation Level. Finally, Dörnyei and Csizer (1998: 215) discover that there are no strategies related to consciously forming a cohesive learner group, and teachers' awareness should be raised about group dynamics in the process of learning.

In the conclusion of the article, it is stressed that none of the strategies have an absolute value since they are used in dynamically changing learning environments where personal characteristics of teachers and learners as well as the composition of the learner group interact differently. Moreover, since the motivational strategies were gathered in Hungary, they do not have to be the same in every culture and institution.

4.3.2 Motivational strategies summarized by Guilloteaux

A summary of teaching interventions and motivational strategies was provided by Guilloteaux' PhD thesis about 'Motivating language learners: a classroom-orientated investigation of teachers' motivational practices and students' motivation'.

Guilloteaux (2007: 113) provides some motivational strategies derived from various constructs such as 'interest', 'future time perspective' and 'teacher autonomy'. Interest, in particular situational interest, which is the current engagements and the processes during an activity, contains the following factors. In order to improve situational interest, for example, group work, puzzles, and the use of computers are believed to be able to catch learners' interest in the beginning; however, they are not quite useful in maintaining motivation (Mitchell 1993 quoted in Guilloteaux 2007: 113). On the contrary, the use of meaningful activities and the provision of learning which requires behavioural engagement, problem solving and conceptual thinking appear to succeed in maintaining interest (Guilloteaux 2007: 113).

Second, motivational strategies derived from a 'future time perspective' deal with the level of importance of the future for students' abilities. Guilloteaux (2007: 113-114) analyses research questions such as whether telling students that their present schoolwork will most likely affect their future life increases their motivation. She reports research findings in which it is suggested not to emphasise future extrinsic merits of students' present performance like receiving an attractive job, because it can damage learners' conceptual learning, persistence and performance. Instead, teachers' focus should be on the future intrinsic advantages in the current activities, which also underlines the importance of understanding the value of the present behaviour. Another motivational strategy is that teachers should help learners to cultivate an optimistic attitude towards the future since a pessimistic outlook on the future would have a demotivating effect on their school performance.

Finally, Guilloteaux (2007: 115-116) discusses the findings of different researchers on teacher autonomy and teachers' communication style. She comes to the conclusion that students perceiving foreign language teachers as controlling, use threats, impose deadlines and do activities without giving rewards or feedback, will not feel intrinsically

motivated. However, students pursuing learning only for extrinsic purposes, and therefore consider the foreign language as a requirement, were barely affected by the teachers' communication style.

4.4 Dörnyei's motivational teaching practice

Since there were so many ideas and theories on motivational strategies, Dörnyei decided to organise them in a way which is very practical and helpful for teachers to integrate in their teaching. Dörnyei's (2001) framework is one of the most systematic theory-based motivational frameworks in which he categorized the conception of motivational strategies into four dimensions.

Dörnyei's approach is based on the different stages of the process-oriented model, which was described in Chapter 3.3 in detail, and was produced for educational applications. One of the outstanding merits of this model, in comparison to the models that have been discussed, is its comprehensiveness. It seemed to him more logical to create a structure in a "process starting from the initial arousal of motivation to the completion and evaluation of the motivated action" (Dörnyei 2001: 28).

As can be seen in figure 7, Dörnyei divided his model into 4 categories with 20 facets or components of motivational L2 teaching practice. There are about 35 motivational strategies that he described and explained for classroom purposes. Moreover, these sections are not ordered randomly but they represent the process-oriented organisation, which is based on the process model of L2 motivation by Dörnyei and Otto (1998): preactional phase, actional phase and postactional phase.

1. Creating the basic motivational conditions.
2. Generating initial student motivation
3. Maintaining and protecting motivation
4. Encouraging positive retrospective self-evaluation

Creating the basic motivational conditions

- Appropriate teacher behaviours
- A pleasant and supportive classroom atmosphere
- A cohesive learner group with appropriate group norms

Encouraging positive retrospective self-evaluation

- Promoting motivational attributions
- Providing motivational feedback
- Increasing learner satisfaction
- Offering rewards and grades in a motivating manner

Motivational teaching practice

Generating initial motivation

- Enhancing the learners' L2-related values and attitudes
- Increasing the learners' expectancy of success
- Increasing the learners' goal-orientedness
- Making the teaching materials relevant for the learners
- Creating realistic learner beliefs

Maintaining and protecting motivation

- Making learning stimulating
- Presenting tasks in a motivating way
- Setting specific learner goals
- Protecting the learners' self-esteem and increasing their self-confidence
- Allowing learners to maintain a positive social image
- Promoting cooperation among the learners
- Creating learner autonomy
- Promoting self-motivating learner strategies

In the following section, an extensive list of 35 strategies by Dörnyei (2001: 31-134) will be shortly described and explained, and because of its repetitiveness and lengthiness, some of the strategies are put together:

4.4.1 Creating the basic motivational conditions

Before generating motivation, this section focuses on certain motivational preconditions that are quite essential in the beginning phase.

- Appropriate teacher behaviours and a good relationship with the students
- A pleasant and supportive classroom atmosphere
- A cohesive learner group with appropriate group norms (Dörnyei 2001: 31).

According to Dörnyei (2001: 31), these three preconditions of motivation are strongly linked to each other; for example, a pleasant classroom atmosphere cannot be achieved if there is not a healthy relationship between the teacher and the students.

Strategy 1: *Demonstrate and talk about your own enthusiasm for the course material, and how it affects you personally.*

Dörnyei (2001: 33) underlines the importance of projecting enthusiasm but he also stresses that being enthusiastic does not necessarily require "pep talks, theatrical performance or tears in our eyes when we utter the words 'Shakespeare' or 'past conditional'". Instead, it means that teachers should share their personal interest with their students, and show them that they consider L2 learning is important and makes life meaningful.

Strategy 2&3&4: *Take the students' learning very seriously and* develop a personal relationship with your students; *develop a collaborative relationship with the students' parents.*

A teacher takes his or her students seriously if he or she shows themselves to be concerned about their learners' progress and holding high expectations about their achievement. Moreover, teachers should stress their physical and mental availability for their students; however, Dörnyei is aware that most teachers are under time pressure, therefore, he suggests that they to join their students for lunch or in the playground (2001: 36).

As Gardner (1985) pointed out the 'passive role' parents have in school life (e.g. checking student's homework), Dörnyei (2001: 40) recommends teachers inform parents about

their children's development on a regular basis, and also to ask them for help when it comes to certain tasks at home.

Strategy 5: *Create a pleasant and supportive atmosphere in the classroom*

A pleasant and a supportive classroom atmosphere can be defined as a place where students' mistakes are tolerated and risk-taking is encouraged, and also humour is brought in, so that the general attitude in class is relaxed. Furthermore, the physical environment of the classroom also plays a role in creating a relaxed atmosphere which should be rather personalised by the learners since they are the owners of this room. (Dörnyei 2001: 42)

Strategy 6&7&8: *Promote the development of group cohesiveness; Formulate group norms explicitly, and have them discussed and accepted by the learners; Have the group norms consistently observed*

Teachers can promote the development of group cohesiveness and produce strong 'we' feelings among the students, by using ice-breakers in the beginning of a course, organising extracurricular activities, and making regular activities in which students can mix. Moreover, including norms and rules are efficient in the classroom; however, they should be discussed explicitly and accepted by the students, and learners should have an opportunity to suggest additional rules. Finally, teachers should consistently observe the group norms, which were put on display, and take any kind of violation into consideration (Dörnyei 2001: 45-49).

4.4.2 Generating initial student motivation

Since for most of the students school education is compulsory and they cannot make any changes in the curriculum, they may describe classroom experience as boring and unenjoyable. As student motivation is not automatically created, the teachers' responsibility is to actively generate and encourage positive attitudes towards learning the foreign language regardless of any kind of general motivational and educational conditions. (Dörnyei 2001: 50-51)

In the 'Generating initial motivation' section, the motivational strategies can be assigned to the following five main areas:

- Enhancing the learners' language-related values and attitudes
- Increasing the learners' expectancy of success
- Increasing the learners' goal orientedness
- Making the teaching materials relevant for the learners
- Creating realistic learner beliefs

Strategy 9: *Promoting the learners' language-related values by presenting peer role models.*

Students' language-related values and attitudes can be promoted by inviting senior students to share their positive experience with the others and by making the students meet with their peers in a group project. This means that the focus should be on peer role models, who are nearly at the same age and have the same social level and the students feel considerable respect and admiration towards them. As Tim Murphey (1998a) also argued, teachers may not be the ideal role models for their students because of the differences in age and social level (quoted in Dörnyei 2001: 52-53).

Strategy 10: *Raise the learners' intrinsic interest in the L2 learning process*

In order to raise the students' intrinsic interest, teachers should "whet the students' appetite" which means to awaken their curiosity and attention; moreover, "selling" the task works when the enjoyable aspects of foreign language learning are highlighted and demonstrated. Finally, first impressions with the L2 should undoubtedly be positive and should not be underestimated (Dörnyei 2001: 53).

Strategy 11: *Promote 'integrative' values by encouraging a positive and open-minded disposition towards the L2 and its speakers, and towards foreignness in general*

The term 'integrativeness' was first used by Robert Gardner, whose work was described in the beginning of this thesis, and it means "reflecting the individual's willingness and interest in social interaction with members of other groups" (Gardner and MacIntyre 1993: 159). It is suggested that teachers should establish contact with target language speakers and cultural products, and a sociocultural component should be included in language curriculum (Dörnyei 2001: 54-55).

Strategy 12: *Promote the students' awareness of the instrumental values associated with the knowledge of an L2*

Students can be encouraged to use their L2 knowledge in real-life situations and teachers can reemphasize the importance and usefulness of the L2 in the modern world. Teachers should also remind students that mastering of the target language is is instrumental in the fulfilment of their goals (Dörnyei 2001: 57).

Strategy 13 & 14: *Increase the students´ expectancy of success in particular tasks and in learning in general; Increase your students´ goal-orientedness by formulating explicit class goals accepted by them.*

With regard to students' expectancy of success, Dörnyei advises teachers to make certain that students are sufficiently prepared for learning and tasks, and check students' understanding of success in a task. When it comes to students' goal orientedness, there should be an opportunity for negotiating students' individual goals. Teachers should make sure that the goals in the classroom are achievable and they can call their attention to the class goals on a regular basis (Dörnyei 2001: 59-62).

Strategy 15 & 16: *Make the curriculum and the teaching materials relevant to the students; Help to create realistic learner beliefs.*

Assuming that teachers are not tied up by institutional and curricular constraints, they can make use of needs analysis techniques in order to find out learners' needs, goals and interest and create the curriculum according to the findings. Moreover, the subjects and materials taught in the classroom can be linked to the everyday experiences and backgrounds of the learners. Concerning the creation of learner beliefs, teachers should positively warn students from false beliefs and unrealistic expectations and assumptions that they may have. Students should be provided with different approaches on learning a foreign language and their attention should be drawn to certain factors that can lead to success (Dörnyei 2001: 66-70).

4.4.3 Maintaining and protecting motivation

After having generated initial learners motivation, students' motivation should be nurtured and protected during the actional phase. There is a tendency that students may "lose sight of the goal, to get tired or bored of the activity and to give way to attractive distractions …" (Dörnyei and Ushioda 2011: 118). For this reason, teachers should possess a repertoire of motivation maintenance strategies in this executive motivational phase. Dörnyei's strategies are derived from the following important areas:

- Making learning stimulating and enjoyable
- Presenting tasks in a motivating way
- Setting specific learner goals
- Protecting the learners' self-esteem and increasing their self-confidence
- Allowing learners to maintain a positive social image
- Promoting cooperation among the learners
- Creating learner autonomy
- Promoting self-motivating learner strategies (Dörnyei and Ushioda 2011: 118)

Strategy 17 & 18 & 19:　*Make learning more stimulating and enjoyable by breaking the monotony of classroom events; Make the learning stimulating and enjoyable for the learner by increasing the attractiveness of the tasks; Make the learning stimulating and enjoyable for the learners by enlisting them as active task participants.*

In order to break the monotony of classroom events, Dörnyei's suggestion is to introduce variation in learning and teaching activities, and to concentrate more on motivational flow than informational flow in the classroom. Sometimes unexpected events or tasks can make teaching more attractive, or as Dörnyei states "don't serve exactly the same meal every day". Moreover, by making tasks challenging, and adapting them to the students' interests, teachers can have a stimulating and enjoyable learning environment. Finally, to enlist students in taking actively part in an activity, teachers can prepare assignments that necessitate mental and bodily involvement. If possible, creating personalised tasks with specific roles can also persuade learners to join in the activity (Dörnyei 2001: 75-78).

Strategy 20: *Present and administer tasks in a motivating way.*

It is highly important how to present and administer tasks, especially less interesting topics such as grammar. It is recommended to explain the purpose and the utility of an

assignment and then "whet the students' appetite about the content of the task" (Dörnyei 2001: 81).

Strategy 21 & 22:   *Use goal-setting methods in your classroom; Use contracting methods with your students to formalise their goal commitment.*

Students should be reassured to choose specific, short-term goals for themselves since they help learners to structure the learning process, and teachers should continuously provide feedback and draw attention to goal achievement deadlines. To formalise students' goal commitment, teachers create a written agreement with the learners in which it is specified what and how they should learn (Dörnyei 2001: 85-86)

Strategy 23 & 24 & 25 & 26:   *Provide learners with regular experiences of success; Build your learners´ confidence by providing regular encouragement; Help diminish language anxiety by removing or reducing the anxiety-provoking elements in the learning environment; Build your learners´ confidence in their learning abilities by teaching them various learner strategies.*

As far as experiences of success are concerned, Dörnyei suggests that opportunities for success should be created; the difficulty level of tasks should be adjusted to the abilities of the learners. In order to increase students' confidence, teachers can make their students focus on their abilities and strengths, and teachers can emphasise their beliefs in their students' capability in learning. Language anxiety can be lessened by the avoidance of any kind of social comparisons, by stressing cooperation instead of competition and by the fact that students' mistakes are fully tolerated in the classroom. Finally, an increase in learners' confidence can also be achieved by teaching them learning strategies to cope with new materials and communication strategies to surmount problems in speaking. (Dörnyei 2001: 90-97)

Strategy 27:   *Allow learners to maintain a positive social image while engaged in the learning tasks.*

In order to maintain a positive social image, teachers should choose activities that include 'good' roles for the participation. However, what teachers should not do is utter humiliating criticism or direct attention on students unexpectedly when they do not want to speak in the L2 in front of others. (Dörnyei 2001: 99-100)

Strategy 28 & 29:   *Increase student motivation by promoting cooperation among the learners. Increase student motivation by actively promoting learner autonomy.*

By organising tasks where students can work together and consider not only individual products but also team products, teachers can promote motivation in the classroom (Dörnyei 2001: 102). Another way of increasing motivation is by promoting learner autonomy. The teachers' role should be as facilitator in the classroom where learners should be able to make as many decisions as possible. (Dörnyei 2001: 108)

Strategy 30*: Increase the students´ self-motivating capacity.*

The final strategy in maintaining motivation is increasing the students' self-motivating capacity. Accordingly, teachers should heighten learners' awareness regarding the significance and use of self-motivation. (Dörnyei 2001: 116)

4.4.4 Encouraging positive retrospective self-evaluation.

Once the creation, generation and maintenance of motivation are successfully achieved, the appraisal and the evaluation of past performance take place. Looking over how well it went, students will be able to tie the past to the future, and consequently, they will efficiently deal with subsequent learning tasks. In this last section of Dörnyei's motivational practice, strategies used by the teacher will be presented in order to help understand how they can evaluate their progress in a more positive light. In the following section, postactional strategies belonging to the 3 areas will be presented:

- Promoting effort attributions in your students
- Providing motivational feedback
- Increasing learner satisfaction and the question of rewards and grades (Dörnyei and Ushioda 2011: 126)

Strategy 31*: Promote effort attributions in your students.*

Students should be encouraged not to ascribe their past failures to uncontrollable factors, by holding beliefs such as "low ability hinders future achievement behaviour (I'm not good enough for this sort of thing ...)" rather they should attribute to stable and

controllable factors "such as effort … (I didn't work hard enough but next time …)" (Dörnyei and Ushioda 2011: 127).

Strategy 32*: Promote students with positive information feedback.*

Brophy and Good (1986) believed that teachers should give informational feedback, which only comments on progress and competence, and not controlling feedback, which judges their competence (quoted in Dörnyei and Ushioda 2011: 127). The following example by Dörnyei serves as an illustration to understand the two types of feedback easily. Controlling feedback would be a comparison of the low score of a student to the average result of the whole class whereas information feedback would compare a learner's score to his or her previous achievement and point out to the areas that need improving. Moreover, teachers must not ignore any type of student contributions and provide feedback on the areas that they should focus on (Dörnyei 2001: 125)

Strategy 33 & 34 & 35:   *Increase learner satisfaction; Offer rewards in a motivating manner; Use grades in a motivating manner, reducing as much as possible their demotivating impact.*

Feelings of satisfaction are an important part of motivation; therefore, teachers should observe students' learning and celebrate their achievements. When it comes to offering grades, teachers should make sure that their students are not too much grade-driven. Moreover, grades should be offered in complex activities where active engagement and activity is required. In order to diminish the demotivating impact of grades, teachers should create transparent assessment criteria, incorporate students' effort and improvement into grading and encourage learners to evaluate themselves (Dörnyei 2001: 127-134).

5 The field study

Shrum and Glisan (2016: 35) present some of their motivation research in their book and draw attention to a relevant issue: motivational strategies may have positive implications on learning; however, their effectiveness can only be measured by the extent that the students perceive and are aware of the teachers' strategies in the classroom. Bernaus and Gardner (2008) expressed a quite similar view and concluded that, "for the strategies to be effective in influencing students' attitudes and motivation, they must be perceived as such" (quoted in Shrum & Glisan 2016: 35).

Therefore, having described various models of motivation and some motivational strategies in EFL, the field study will attempt to find out students' and teachers' perceptions of motivational techniques in the classroom. The following chapter will shortly discuss the research questions, research design, participants, the questionnaires used and the research procedures that were conducted in an Austrian lower and upper school (AHS).

5.1 Research questions

Since the concept of this thesis relies on the belief that teacher behaviour significantly affects learners' motivation, the main objectives are therefore defined as the following:

Teachers:

- Which of the motivational strategies teachers believe are important to promote learners' motivation in their EFL lesson?
- How often have teachers perceived the motivational strategies in their classrooms?

Students:

- Which motivational strategies do students think are important in order to improve their motivation?

- How often have students perceived their teacher's motivational techniques in EFL lesson?

As the title of this thesis points to a comparative analysis of these four main questions, the final question would be as to whether teachers and students' responses of motivational strategies are similar or not.

5.2 Development of the questionnaires

Regarding the development of the questionnaires, I was inspired by Dörnyei's process-oriented model and therefore, selected most of the variables from his list and adapted them for my thesis. The reason for my choice is that I believe that motivation in EFL classroom has a dynamic character, which was thoroughly discussed by Dörnyei (Dörnyei & Otto 1998, Dörnyei 2001). For the analysis of motivational strategies in EFL classroom, 14 strategies were chosen from Dörnyei's framework (2001: 31-134) and adapted to this study.

Since this study is a comparative analysis of motivational strategies, two questionnaires were developed for both groups. The teachers' questionnaire contains the original research questions, and the students' questionnaire is adapted and presented in German (cf. section 10.2) because the items would be easier to understand in the language of the educational system the participants are part of.. Dörnyei and Taguchi (2010: 49) hold the view that even the data quality increases when the questionnaires are created in the language of learners' first language. Not every student's mother tongue is German but their proficiency in German is assumed to be better than English.

As the questionnaires are self-reported, it is necessary to assure students that the information provided will be anonymous and confidential. Students will be rating the importance and occurrence of motivational techniques; therefore, "anonymity may be desirable from the respondent' point of view because they may feel safer this way in providing less self-protective and presumably more accurate answers" (Dörnyei & Taguchi 2010: 81).

Table 4 Structure of the questionnaire

		adapted from Dörnyei 2001	Motivational strategies by Dörnyei 2001
Creating the basic motivational conditions	1	The teacher shares his/her own personal interest and enthusiasm for English language/materials in class.	**Strategy 1:** Demonstrate and talk about your own enthusiasm for the course material, and how it affects you personally.
	2	The teacher establishes a good relationship with his/her students.	**Strategy 3:** Develop a personal relationship with your students;
	3	The teacher develops a collaborative relationship with the students' parents.	**Strategy 4:** Develop a collaborative relationship with the students' parents
	4	The teacher formulates 'class rules' (e.g. let's not make fun of each other's mistakes) and asks for students' agreement.	**Strategy 7:** Formulate group norms explicitly, and have them discussed and accepted by the learners;
Generating initial motivation	5	The teacher adapts tasks to students' interest and provides enjoyable tasks	**Strategy 10:** Raise the learners' intrinsic interest in the L2 learning process
	6	The teacher invites native speakers of English to the classroom, and brings cultural products related to Great Britain / America (e.g. music, videos etc.)	**Strategy 11:** Promote 'integrative' values by encouraging a positive and open-minded disposition towards the L2 and its speakers, and towards foreignness in general
	7	The teacher draws his/her students' attention to practical benefits of learning English (e.g. getting a good job, beneficial for university etc.)	**Strategy 12:** Promote the students' awareness of the instrumental values associated with the knowledge of an L2
	8	The teacher formulates individual and class goals together with his/her students and help them to achieve their goals.	**Strategy 14**: Increase your students´ goal-orientedness by formulating explicit class goals accepted by them.
Maintaining and protecting motivation	9	The teacher varies the learning tasks/aspects of teaching as much as he/she can (e.g. doing sometimes unexpected	**Strategy 17**: Make learning more stimulating and enjoyable by breaking the monotony of classroom events

		activities, breaking the routine of the lesson)	
	10	The teacher builds his/her learners' confidence by stressing their strengths and abilities, and state that he/she believes in their capability in tasks	**Strategy 24:** Build your learners' confidence by providing regular encouragement
	11	The teacher involves students as much as possible in designing and running the English course (e.g. selecting activities and topics or deadlines etc.)	**Strategy 29:** Increase student motivation by actively promoting learner autonomy.
	12	The teacher minimize students' anxiety during learning activities by tolerating mistakes	**Strategy 25:** Help diminish language anxiety by removing or reducing the anxiety-provoking elements in the learning environment
Encouraging positive retrospective self-evaluation	13	The teacher uses a transparent assessment system and allows students to negotiate their final mark.	**Strategy 35:** Use grades in a motivating manner, reducing as much as possible their demotivating impact
	14	The teacher provides positive information feedback which involves positive, descriptive feedback regarding students strength, progress and attitude.	**Strategy 32:** Promote students with positive information feedback

Regarding the construction of the questionnaire, I believe that Dörnyei's framework of motivational strategies is clearly organized and contains a considerable number of theorems on motivation in the EFL classroom. This framework also seems to be very systematic because the strategies are categorized into four dimensions and one can follow the motivation of language learners on a temporal axis. As can be seen from table 4 above, there are 14 motivational strategies that are chosen for this study and they were adapted from Dörnyei's (2001, cf. section 4.4) list of 35 strategies for language classrooms. Moreover, the process-oriented organization of this framework is based on the process-oriented model created by Dörnyei and Otto (1998, cf. section 3.3.3).

In the design of this questionnaire, 4 motivational strategies were chosen for each of the phases 'Creating the basic motivational conditions,' 'Generating initial motivation', 'Maintaining and protecting motivation.' Only 2 motivational strategies were taken from the category 'Encouraging positive retrospective self-evaluation.' In teacher and student questionnaires, the four categories of motivation are not mentioned because this might cause significant confusion in the participants as they do not know the process-oriented model of motivation.

Concerning the choice of motivational strategies, I had to select techniques that can also be measured and rated by teachers and students. In the first category, creating the basic motivational conditions, strategies are about teachers' enthusiasm, teachers' relationship to students and their parents, and group norms in the classroom. In terms of generating initial motivation, students and teachers were asked to rate whether teachers raise students' interest, promote integrative values, draw attention to some instrumental benefits of language learning and increase students' goal-orientedness. In the next phase, maintaining and protecting motivation, techniques such as making learning more enjoyable, building leaners' confidence, promoting learners' autonomy and diminishing language anxiety were examined. In the final section, the participants were asked to evaluate whether grades are used in a motivating manner and whether positive information feedback is provided. The reason why these 14 strategies from Dörnyei's list were selected is that other 21 strategies are quite similar to the ones in the questionnaire and some of techniques from Dörnyei's list (2001: 36) such as "Take the students' learning very seriously" might not be appropriate to ask, especially for students as they might react to these questions emotionally.

Even though the motivational strategies of this questionnaire mainly rely on the process-oriented models, one can find parallels to other concepts. For instance, there are some strategies from Brophy's (1987, cf. section 4.3.1) 'Highlights of Research on Strategies for Motivating Students to Learn' which are identical to the ones in this questionnaire. Brophy's 35th strategy 'Adapt tasks to students' interests' is identical to the 5th strategy in the questionnaire and his 37th strategy 'Allow opportunities to make choices or autonomous decisions' is very similar the 11th strategy in the questionnaire.

After the 14 motivational strategies, students and teachers are asked to answer an open-ended question in which they should write additional strategies that can be applied in the classroom. The reason for this question is to discover other strategies that can promote learners' motivation to learn English and perform well in their English lessons.

Finally, in the students' questionnaire, there are some questions about students' general attitude towards the English language and motivation in the classroom. Before going into the questions, students need to select the class they attend and their gender so that an analysis can be carried out about age and gender. Regarding the remaining questions, respondents are restricted to select the given answers and therefore, they are not open-ended questions. The reason for this choice is that closed-ended questions are easier to calculate and assess in the analysis. Students are asked to answer whether they would attend the English language classes if the participation was not obligatory. The next question explores whether students' motivation remains stable over the course period or changes from time to time. This question goes back to the concept of 'time dimension' in the motivational concepts (William and Burden 1997, Ushioda 1998, Dörnyei & Otto 1998, cf. section 3.3). The final question asks students whether the grade or the learning itself is more important in English lesson. The theoretical background of this question refers to Dörnyei's principles (2014, cf. section 4.2), where he describes that if teachers rely heavily on rewards and punishments, students might be grade-driven as a consequence.

5.3 Participants

This study is conducted in a specific environment, namely in an Austrian school in Vienna. The school type is an AHS and it is a private school located in 10th district in Vienna. Participants of this survey are EFL learners and three English teachers. The majority of students do not have German as a mother tongue and English is in most cases their 3rd language; in upper classes it may even be their 4th language since they also learn Spanish. More precisely, the following three classes were chosen for this study: 2a from the lower grades and 5a and 8a from the upper classes. According to the international K-12 grade system, these classes would correspond to grades 6 (2a), 9 (5a) and 12 (8a). The reason for this choice is that they all have different English teachers and one can look at whether the age also plays a role in the rating of motivational strategies or not. With regard to the

first language of the teachers, only the teacher of the class 5a is a native speaker of German, and teacher of 2a is a native speaker of X, while the third teacher is a native speaker of English.

In total, 40 students participated in the questionnaire: 16 students (10 male and 6 female) from 2a, 18 students from 5a (9 male and 9 female) and 6 students from 8a (3 male and 3 female).

5.4 Research procedure and data analysis

The first step of the research procedure is piloting the questionnaire. After finalizing the questionnaire items, two classes were chosen (6th & 7th grades) at the same school where the study was conducted. The survey was piloted because there might be some misunderstanding for students regarding the language and format of the items, and for this reason, it is helpful know whether it needs improving before launching the project. According to Dörnyei (2007: 75), the piloting phase is "more important in quantitative studies than in qualitative ones, because quantitative studies rely on the psychometric properties of the research instruments". Moreover, some of the strategies had to be simplified language wise and the time-frame was extended since participants needed more time than expected.

A week prior to the questioning of students, letters to the parents were handed out in the classroom, asking for permission from students' parents. This did not apply to 12th grade students, as they are all 18 years old.

Having collected quantitative and qualitative data, the program SPSS was used in order to quantify teacher and students' evaluation sheets regarding motivational strategies in EFL classroom. Since SPSS can only be used for closed questions, for the analysis of open questions at the end of students and teachers' questionnaire, qualitative methods had to be applied. After categorizing the data in open questions, they were put in Microsoft Excel and the results are illustrated in tables. This procedure is broadly similar to what Mayring (2014: 40) calls Qualitative Content Analysis which is based on three techniques: summarizing, explication and structuring.

6 Findings

In the following chapter, the findings of the study at an Austrian school will be presented. First, the results of the general questions that were only answered by the students will be presented. Second, various diagrams will illustrate the findings about the importance and frequency of 14 strategies for each class. Third, parallels between classes (age) and genders were analysed through the illustration of statistical tables. In addition to importance and frequency analysis, the diagrams will be analysed to evaluate if any of the four phases of the process-oriented model stands out. The names of the stages (Creating the basic motivational conditions, Generating initial motivation, Maintaining and protecting motivation, and Encouraging positive retrospective self-evaluation) are not given since it may cause some confusion because the 14 strategies are chosen. If the reader is interested in discovering which motivational strategy belongs to which stage, an illustration of all categories can be found in chapter 5.2.

6.1 General Findings

After rating motivational strategies, students had to decide whether their motivation in the EFL classroom changes constantly or remains stable throughout the whole year. Figure 5 below sums up the time perception of all classes with regard to motivation in English class, and does not include the opinion of the teachers.

Figure 8 Time aspect in EFL classroom

Does your motivation change from time to time or remain stable the whole year?

20%

80%

■ Remains stable all the time
■ Changes constantly
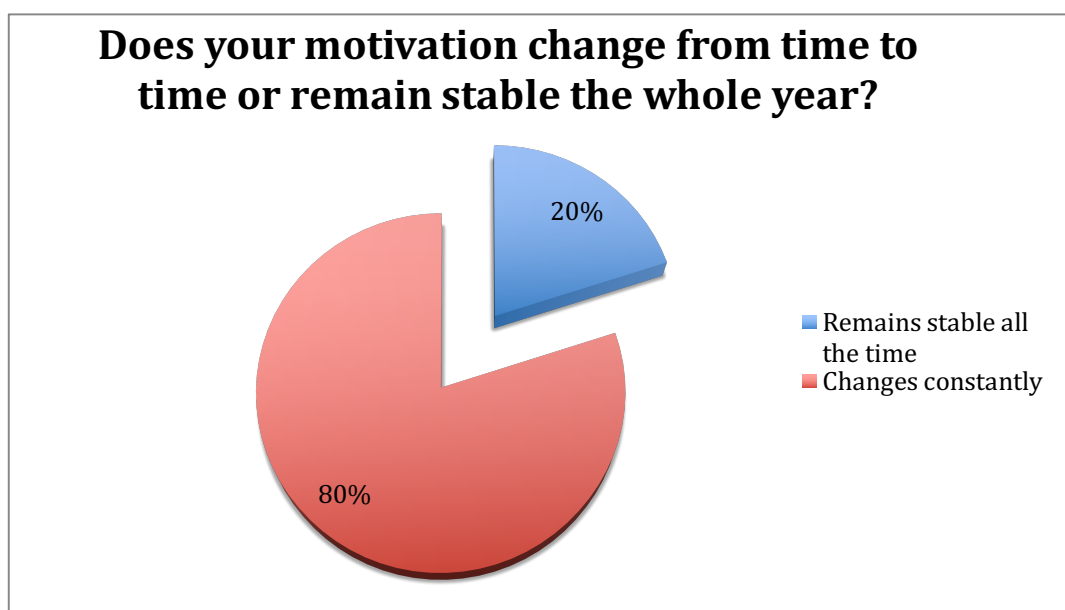
The bar chart illustrates that 80 per cent of students think that their motivation is dynamic meaning that it changes from time to time. Only 20 per cent of pupils believe that their motivation is constant and remains stable all the time.

Having introduced the time aspect of motivation, the next general question in students' questionnaire was whether they would participate in English class if the course was not obligatory. All of the 40 students from 2a, 5a and 8a answered 'yes' to this question, and their justifications are presented in pie chart below. All of the students' answers could be categorized into four groups.

Figure 9 Reasons for students to learn English
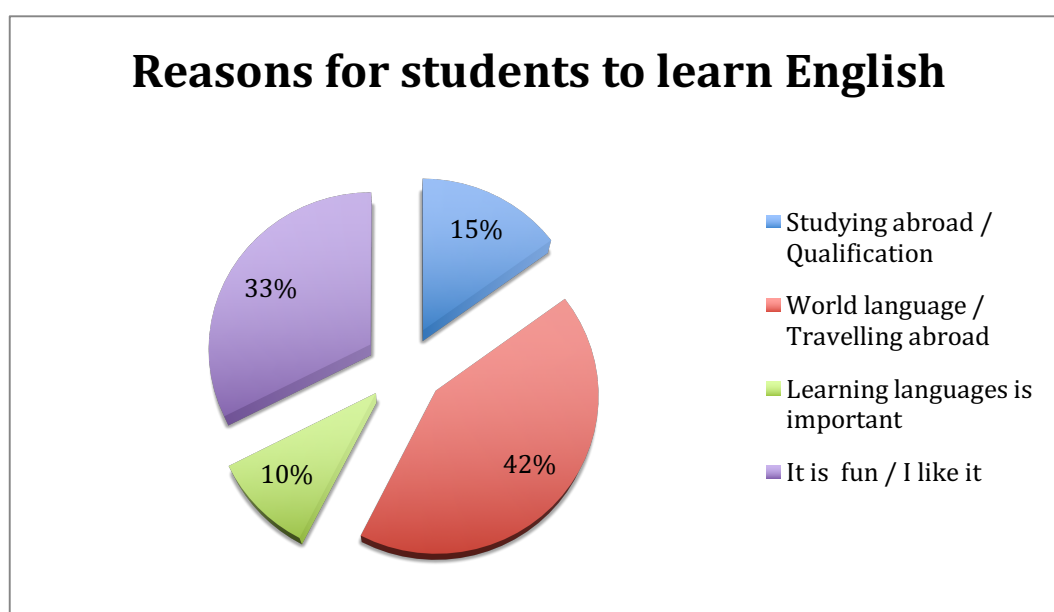
As can be clearly seen in figure 9, 42 % of the pupils participate in the English course because they believe English is a world language, spoken internationally, and therefore, it is also essential when travelling abroad. More than a third of students learn English because it is fun and they like English language. The remaining answers for visiting obligatory English lessons are about studying abroad and learning a specific qualification, and also because language learning in general is important for them.

Finally, the last question that student had to answer was which of the following aspects of their English lesson are more important to them: Grade or Learning, or both. 82 percent of the students reported that both (grades and learning) aspects are essential for them. 15% of the participants marked 'learning', indicating that the grade is less important to

them, and only 3 per cent of pupils think that grades are the most important part of their English lesson.

6.2 Results in class 2a

6.2.1 Importance of motivational strategies

The first main question of this thesis was to find out the level of importance of motivational strategies in the EFL classroom. With regard to promoting learners' motivation in English lesson, students and their teacher had to rate motivational strategies from 1 to 4, which is illustrated in table 5 below.

Table 5 Rating scale for importance

1. Unimportant
2. Of little importance
3. Important
4. Very important

After the data from the students and their teacher's questionnaire was calculated in 2a, the opinions of both groups on the importance of motivational strategies are compared and illustrated in bar chart below. One can conclude from figure 10 that students as well as their teacher did not mark any strategy in the category of 'unimportant' and 'of little importance'. Although the data shows that strategy 6 "The teacher invites native speakers of English to the classroom, and brings cultural products related to Great Britain / America (e.g. music, videos etc.)" and strategy 3 "The teacher develops a collaborative relationship with the students' parents" are below 3 (important) in bar chart, they still can be classified as important. The teacher in 2a is also of the opinion that inviting native speakers is important; however, she rates the relationship with students' parents as very important, which could mean that teachers of younger students or lower classes might require considerable support from the parents.

Finally, the first four items (1-4) are regarded by the teacher as very important and these strategies are at the same time from the first stage of process-oriented model: creating the basic motivational conditions. Another strategy that was rated as very important is

item 10 " The teacher builds his/her learners' confidence by stressing their strengths and abilities, and state that he/she believes in their capability in tasks" which belongs to the category of maintenance and protection in the process-oriented model.

Figure 10 Results of Motivational strategies in terms of importance in 2a
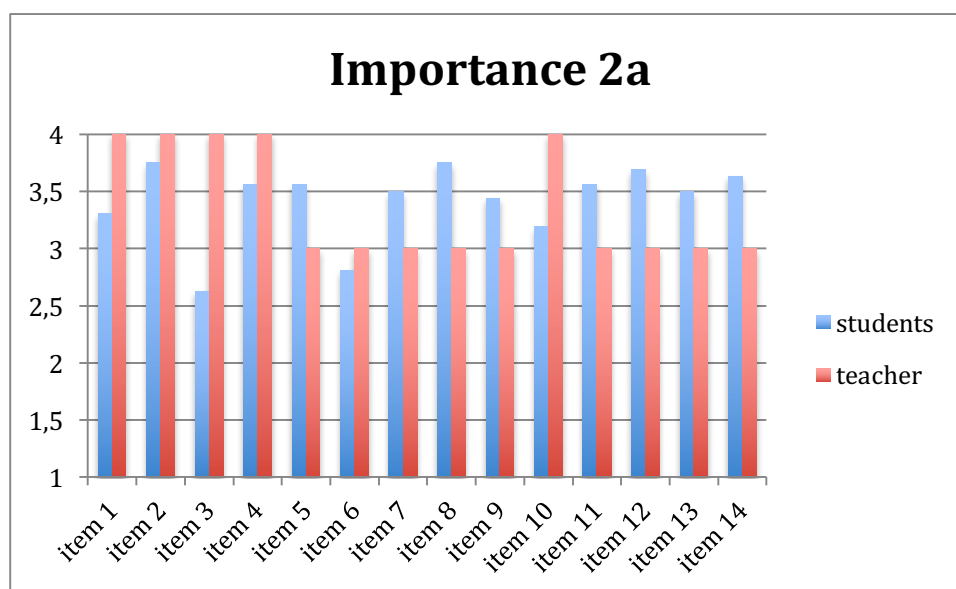
6.2.2 Frequency of motivational strategies

The second main question of this thesis was to compare how frequently motivational strategies occurred in the classroom and how often students perceive these strategies. The participants were provided 5-point Likert scale which is illustrated in table 6.

Table 6 Rating scale for frequency

1. never
2. rarely
3. occasionally
4. often
5. very often

Figure 11 below shows the level of frequency perceived in 2a. Similarities in the students' and the teacher's questionnaire are to be found in item 2, 6, 10, 12 and 13. Strategy 6 "The teacher invites native speakers of English to the classroom, and brings cultural products related to Great Britain / America (e.g. music, videos etc." was selected as the least frequently perceived motivational strategy in 2a. On the other hand, there are some

mismatches in the bar chart which can be particularly seen in the items 4, 5, 9 and 14. In particular, a vast difference can be recognized in the strategy 5. Students believe this strategy "The teacher adapts tasks to students' interest and provides enjoyable tasks" occurred nearly very often in the classroom; however, the teacher thinks that she occasionally applied this motivational technique in the classroom. Moreover, the 4th strategy "The teacher formulates 'class rules' (e.g. let's not make fun of each other's mistakes) and asks for students' agreement" was perceived by the students occasionally whereas the teacher believes that she applied it often in the classroom. The other two mismatches in the perception of students and teacher are strategy 9 "The teacher varies the learning tasks/aspects of teaching as much as he/she can (e.g. doing sometimes unexpected activities, breaking the routine of the lesson)" and strategy 14 "The teacher provides positive information feedback which involves positive, descriptive feedback regarding students strength, progress and attitude".

The occurrence of the motivational techniques in 2a is not representative of a certain stage in the process-oriented model since the perception of the strategies varies in every stage of the model.

Figure 11 Results of Motivational strategies in terms of frequency in 2a
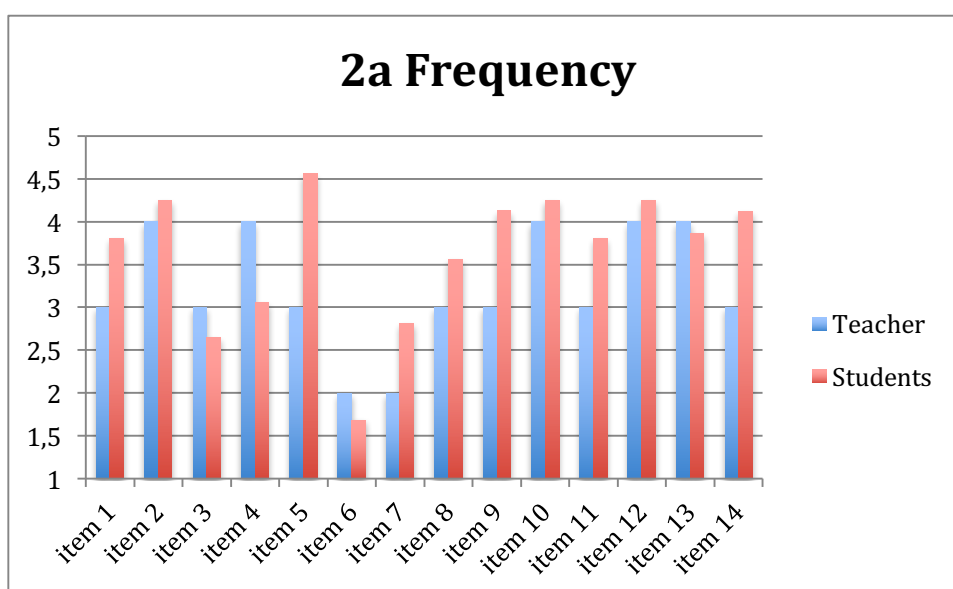
6.2.3 Motivational strategies provided by students and their teacher

After marking the importance and frequency of motivational strategies, students and teachers are asked to write three motivational strategies that might help students to

improve their motivation in English lessons. Table 7 illustrates the ideas that students wrote on the questionnaire; however, not every student managed to write three strategies or answers that could be categorized as a strategy (Invalid or no answers= 25). The most frequently indicated motivational strategy by the students is playing games in the lesson. After that, they believe that singing songs together and going on excursions will enhance their motivation in learning English. Other strategies that were mentioned by the students were making posters and films, working in groups and stickers and stamps as rewards etc. There is unfortunately no data from the teacher of 2a because she was of the opinion that motivational strategies mentioned in the questionnaire was quite effective and she could not think of any other techniques.

Table 7 Students' ideas on motivational strategies in 2a

Class: 2a (Number of students: 16) Motivational Strategies		Times mentioned by the students
1	Playing games	6
2	Singing songs together	3
3	Excursions	3
4	Making posters	2
5	Making films and watching funny videos	1
6	Working in groups	1
7	Stickers and stamps as rewards	1
8	Providing positive feedback	1
9	Talking to students and helping them	1
10	Pronunciation exercises	1
11	Things about England	1
12	Varied lessons	1
12	Writing texts on the computer	1
13	Invalid or no answers	25

6.3 Results from class 5a

6.3.1 Importance of motivational strategies

Looking at the graphical display of data below, one cannot find enormous differences with regard to the importance of motivational strategies indicated by the students and their teacher. None of the motivational techniques are unimportant for both groups. Very important strategies for the English teacher are 1, 2, 5, 9, 10, 12 and 14, whereas the ratings of the students overall do not indicate that any of the strategies are very important for them. However, looking closely at that data, one can recognize that some techniques rated by the students such as item 2 and 12 are indeed close to 'very important'. Generally speaking, most of the motivational strategies are marked as 'important' by the learners with the exception of item 3 and 6. As already mentioned in the previous class, the 3rd strategy in the questionnaire is about developing a collaborative relationship with the parents and the 6th strategy is about inviting native speakers and bringing cultural products to the classroom. In comparision to the teacher of 2a, having a collaborative relationship with students' parents was perceived less important by the teacher of 5a, which might be related to the age of students. Regarding the four phases of the motivational framework, it seems to be that the strategies from the 'creating the basic motivational conditions' and 'maintaining and protecting motivation' are more important than other strategies.

Figure 12 Results of Motivational strategies in terms of importance in 5a
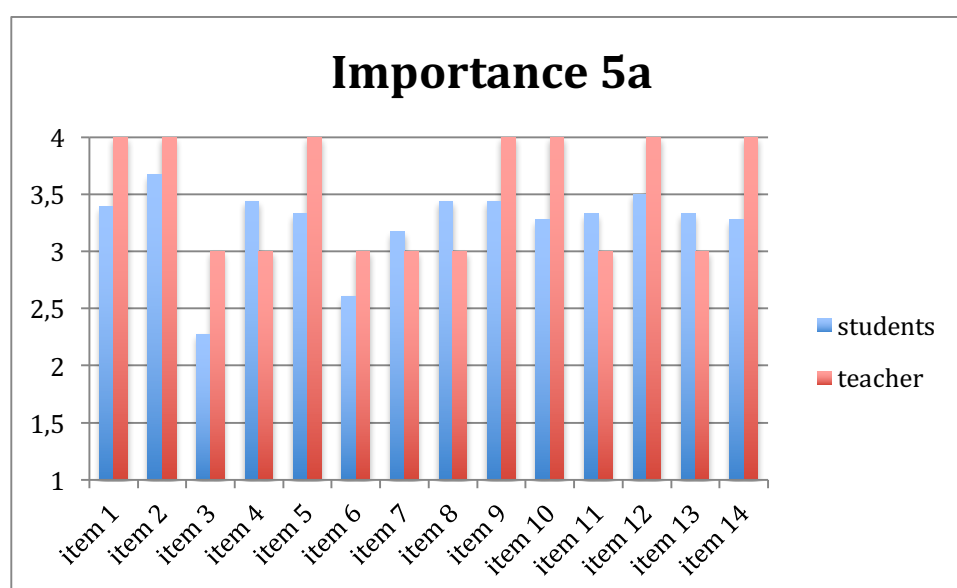
6.3.2 Frequency of motivational strategies

The level of frequency of motivational strategies in class 5a is illustrated in figure 13 below. Students perceived all the motivational strategies to some extent, and the lowest rate of perception was in item 6; similarly, the teacher believes that she has never invited native speakers or has brought cultural products to class. In particular, the frequency of the 4th strategy "The teacher formulates 'class rules' (e.g. let's not make fun of each other's mistakes) and asks for students' agreement" was perceived to be between occasionally and often by the students but the teacher believes that it rarely occurred in the classroom. Teachers and students agree on the frequency of the following strategies in class 5a: 1, 2, 5, 7, 8, 10, 11 and especially 14th strategy " The teacher provides positive information feedback which involves positive, descriptive feedback regarding students strength, progress and attitude." On the other hand, the teacher and students in 5a do not fully agree on the 'variance of the learning tasks/aspects of teaching' (strategy 9) and 'minimization of students' anxiety during learning activities by tolerating mistakes' (strategy 12). A pattern of the process-oriented model might be partly noticeable that strategies from 'creating the basic motivational conditions' and 'generating initial motivation' were less frequent than the other two stages in the perception of students and teachers.

Figure 13 Results of Motivational strategies in terms of frequency in 5a
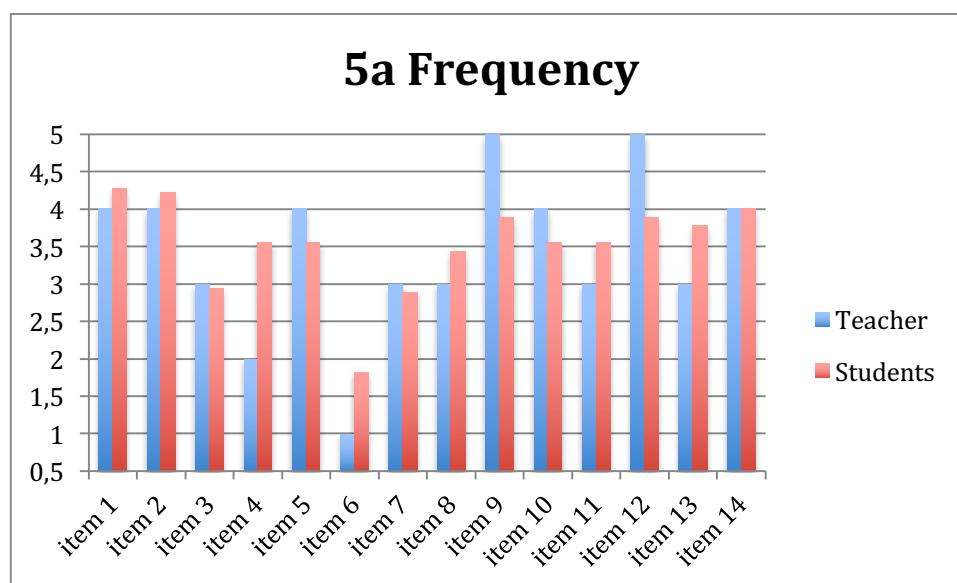
6.3.3 Motivational strategies provided by students and their teacher

Answers to the question whether students think of any other motivational strategies that might be useful in learning English are compiled in table 8 below. Like in 2a, the most frequent motivational strategy mentioned in 5a is 'playing games'. Other fairly frequent motivational ideas written by the students are 'fewer home exercises', 'more varied lessons', 'excursions (e.g. theatre, cinema)', 'singing songs' and 'watching more videos and films'.

Table 8 Students' ideas on motivational strategies in 5a

Class: 5a (Number of students: 18) Motivational Strategies		Times mentioned by the students
1	Playing games	6
2	Fewer home exercises	5
3	Varied lessons (more creative)	4
4	Excursions (e.g. theatre, cinema)	3
5	Singing songs	3
6	More videos / films	3
7	Presentations	2
8	More learner autonomy	1
9	Interesting topics	1
10	Producing theatre play	1
11	Exercises on the Internet	1
12	Things about England	1
12	More rewards	1
13	Invalid or no answers	19

Furthermore, in table 9, the teacher's responses of 5a are illustrated, and one can find some parallel strategies. For example, the teacher's idea of integrating students into classroom management seem to correspond the 8th strategy ('More learner autonomy') in

the students' list, and speaking English in a country of origin seem to match with the strategy 'excursions' in table 4. The teacher's 2ⁿᵈ strategy deals with practice-oriented creative ideas, namely producing a video or a short drama sequence. This idea would most likely be welcomed by the students since they expect more varied lessons (Number 3), and videos and films (Number 6). The most frequently mentioned strategy by the students was 'playing games' which was not mentioned by the teacher of 5a.

Table 9 Teacher's ideas on motivational strategies in 5a

Motivational strategies by the teacher of 5a
1. Integrating students into classroom (management) routines e.g. checking colleagues' work, peer feedback)   2. Ask students to put their language skills into practice= creating a product like video, short drama sequence   3. Providing students with the possibility of speaking English in a country of origin (Sprachreisen)

6.4 Results in class 8a

6.4.1 Importance of motivational strategies

The students in 8a are the oldest participants in the study and also represent the smallest group. Similarly, the learners and their teacher did not mark any strategy as 'unimportant' and the answers range from 'of little importance' to 'very important'. While the items 3, 7, and 11 have different results, all the remaining motivational strategies show identical ratings between students and their teacher. In terms of strategy 7, students believe that drawing their attention to practical benefits of learning English by the teacher as very important; however, their teacher sees this strategy as of little importance. In terms of developing a collaborative relationship with the students' parents, the teacher believes that this strategy is 'of little importance' to him which does not seem to be surprising as all the learners in this class are 18, and support from the parents might not be necessary.

The students however perceive that this technique to be more important than their teacher does.

Another contrast can be found in strategy 11, "The teacher involves students as much as possible in designing and running the English course (e.g. selecting activities and topics or deadlines etc.)". The teacher in 8a holds the view that more learner autonomy is not very important in the classroom even though his students marked it as important.

Figure 14 Results of Motivational strategies in terms of importance in 8a
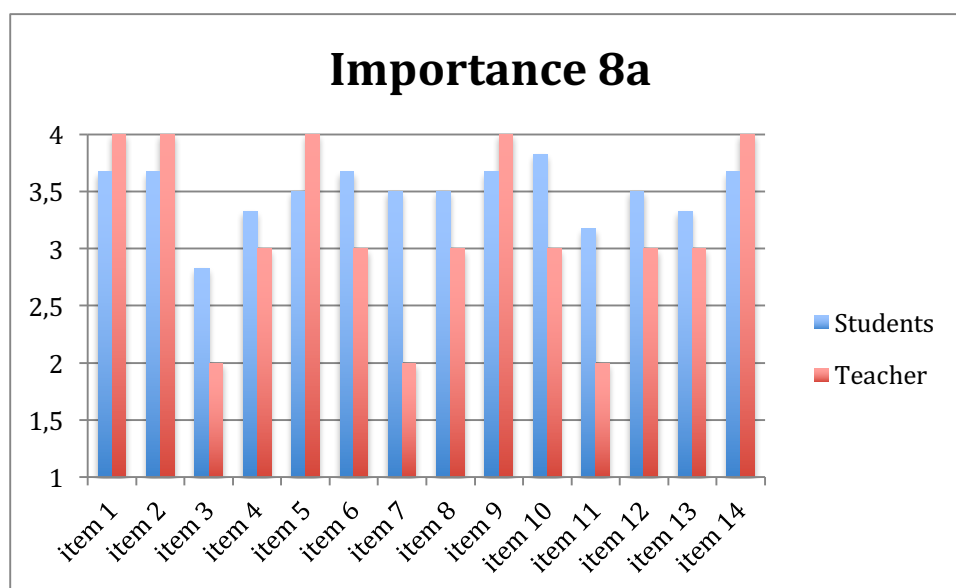
6.4.2 Motivational strategies provided by students and their teacher

In terms of the frequency of motivational techniques in 8a, one can see inconsistencies in students and teacher's opinions. Especially items 1, 2, 5, 7, 9, 10 and 14 point to different views on how often motivational strategies in English lesson were perceived. For example, item 5, adapting tasks to students' interest, was perceived occasionally even though the teacher believes he applied this technique very often. Similarly, the 9th strategy "The teacher varies the learning tasks/aspects of teaching as much as he/she can (e.g. doing sometimes unexpected activities, breaking the routine of the lesson)" was only rarely or occasionally perceived by the learners; however, the teacher claims that he very frequently perceived it. It is also visible that none of the strategy was perceived very often by the students although their teacher reports to have applied many strategies very often.

Figure 15 Results of Motivational strategies in terms of frequency in 8a
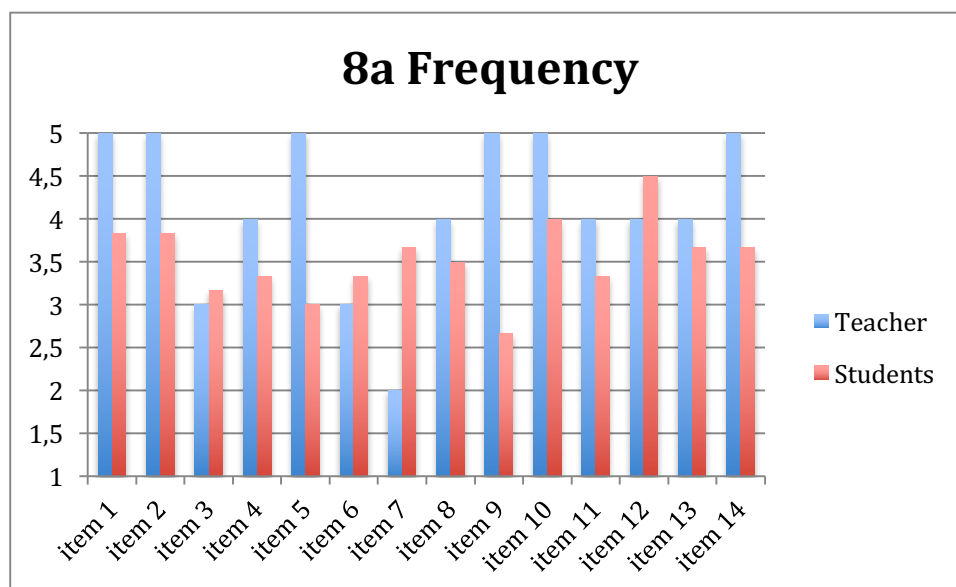
6.4.3 Motivational strategies provided by students and their teacher

When it comes to providing additional motivational strategies, students are of the opinion that 'being well prepared for the lesson', 'varied lessons' and 'balancing discipline and fun' are the most essential techniques that can be used to increase their motivation in English lessons. Unlike the 2nd and 5th graders, students in 8a do not think that games, singing songs and excursions are vital for promoting their motivation for learning English. The reason why there are not many valid and invalid answers is that only six students from this class participated in the survey.

Table 10 Students' ideas on motivational strategies in 8a

Class: 8a (Number of students: 6) Motivational Strategies		Times mentioned by the students
1	Being well prepared for the lesson	2
2	Varied lesson	2
3	Balancing discipline and fun	2
4	Being always supportive	1
5	Taking responsibility	1
6	Language trips	1
7	Explaining tasks well	1
8	Games	1
9	More learner-centred lessons	1
10	More enthusiastic about the material	1
11	Relevant topics	1
13	Invalid or no answers	4

Table 11 Teacher's ideas on motivational strategies in 8a

Motivational strategies by the teacher of 8a
1. Reading English books together to develop interest in the language
2. Watching English films, not as homework but out of student' interest
3. Class projects that stress pupil involvement

Comparing students and teacher's motivational ideas (table 10 vs 11), one can quickly see that strategies provided by the students are related to the performance, personality and actions of the language teacher such as being supportive or prepared. On the other hand, the teacher suggests specific techniques that can improve his students' motivation. For example, reading books together and watching films to develop interest in the English

language. In sum, students and their teachers offered different strategies; however, this difference does not necessarily mean that their ideas are meaningless or ineffective.

6.5 Comparison of all participants

In the previous chapters, students and teachers' opinions of the 2nd, 5th and 8th grades were analyzed and the results on the importance and frequency of motivational strategies were provided. In the following section, a comparative analysis of all classes was conducted by SPSS and the findings are presented in tables 12 and 13 below.

More precisely, by conducting chi-square tests, correlations of importance and frequency with class and gender were analysed. A very important note here is that in order to calculate chi-square tests, a median split had to be formed so that frequency and importance is divided. In tables below, ".00" stands for low importance or low frequency, and "1.00" high importance or high frequency. The original likert scales from 1-4 (importance) or 1-5 (frequency) would not be helpful for performing chi-square tests.

6.5.1 Correlation of importance with class

Table 12 illustrates that the class 5a has the hightest value (13) of low importance which means that they did not perceive motivational strategies to be as important as other classes. When it comes to high importance rates, motivational strategies were most importantly perceived by the class 2a. The chi-square test shows in table 13 that there is no significant correlation between the importance of motivational strategies and the class that students visit (Chi² = 5.153, p= 0.77).

Table 12 Correlation of importance with class

<table>
<tr><td colspan="6" align="center">Crosstab</td></tr>
<tr><td></td><td></td><td colspan="3" align="center">Class</td><td align="center">Total</td></tr>
<tr><td></td><td></td><td align="center">8a</td><td align="center">5a</td><td align="center">2a</td><td></td></tr>
<tr><td rowspan="2">importance_new</td><td>,00</td><td align="right">2</td><td align="right">13</td><td align="right">6</td><td align="right">21</td></tr>
<tr><td>1,00</td><td align="right">4</td><td align="right">5</td><td align="right">10</td><td align="right">19</td></tr>
<tr><td>Total</td><td></td><td align="right">6</td><td align="right">18</td><td align="right">16</td><td align="right">40</td></tr>
</table>

Table 13 Chi-Square Test results

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5,135	2	,077
Likelihood Ratio	5,273	2	,072
Linear-by-Linear Association	,313	1	,576
N of Valid Cases	40		

6.5.2 Correlation of frequency with class

In terms of the frequency values of motivational strategies, 25 out of 40 students perceived motivational techniques less frequently. As can be seen in table 15, the chi-square test does not indicate any correlation between the class and frequency values of the students (Chi^2 = .681, p= .711). To conclude, one cannot assume that these two variables are connected to each other.

Table 14 Correlation of frequency with class

Crosstab

Count

		Class			Total
		8a	5a	2a	
frequency_new	,00	3	11	11	25
	1,00	3	7	5	15
Total		6	18	16	40

Table 15 Chi-Square Test results

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	,681	2	,711
Likelihood Ratio	,676	2	,713
Linear-by-Linear Association	,653	1	,419
N of Valid Cases	40		

6.5.3 Correlation of importance with gender

Moreover, an analysis was conducted to ascertain whether there are any correlations between importance of motivational strategies and gender-specific differences. The crosstab statistics illustrated in table 16 shows that lower values in the importance of motivation are related to gender in all three classes. When it comes to the high importance of strategies, there is not much difference between female and male students. The Chi^2-Test results in table 17 indicate that there is no significant correlation between gender and the evaluation of the importance of motivational techniques (Chi^2 = .852, p = .356.)

Table 16 Correlation of importance with gender

<table>
<tr><td colspan="5" align="center">Crosstab</td></tr>
<tr><td></td><td></td><td colspan="2" align="center">Gender</td><td align="center">Total</td></tr>
<tr><td></td><td></td><td align="center">male</td><td align="center">female</td><td></td></tr>
<tr><td rowspan="2">importance_new</td><td>,00</td><td align="right">13</td><td align="right">8</td><td align="right">21</td></tr>
<tr><td>1,00</td><td align="right">9</td><td align="right">10</td><td align="right">19</td></tr>
<tr><td>Total</td><td></td><td align="right">22</td><td align="right">18</td><td align="right">40</td></tr>
</table>

Table 17 Chi-Square Test results

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	,852	1	,356		
Continuity Correction	,366	1	,545		
Likelihood Ratio	,854	1	,355		
Fisher's Exact Test				,525	,273
Linear-by-Linear Association	,830	1	,362		
N of Valid Cases	40				

Table title: **Chi-Square Tests**

6.5.4 Correlation of frequency with gender

According to the figure 18, male learners perceived motivational strategies less frequently than female students. On the other hand, high frequency data indicate that there is not a considerable difference between female and male students. Overall the level of perception of the frequency of motivational strategies in EFL classroom is low in both groups. The results in table 19 point out that chi-squate test was not able to show a connection between gender and the perception of frequency of motivation strategies (Chi^2 = .027, p = .870).

Table 18 Correlation of frequency with gender

Crosstab

Count

		Gender		Total
		male	female	
frequency_new	,00	14	11	25
	1,00	8	7	15
Total		22	18	40

Table 19 Chi-Square Test results

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	,027	1	,870		
Continuity Correction	,000	1	1,000		
Likelihood Ratio	,027	1	,870		
Fisher's Exact Test				1,000	,564
Linear-by-Linear Association	,026	1	,871		
N of Valid Cases	40				

7 Discussion of findings

As far as the general findings of this study are concerned, it can be said that 80 percent of students believe that their motivation does not remain stable over the school year but instead changes from time to time. This finding of the time aspect of motivation seems to be closely related to Dörnyei's (2000) understanding of motivation, which was described in chapter 3.3, in which he strongly advocates that motivation is dynamic, meaning that it has a fluctuating pattern. While choosing and applying motivational strategies in English lessons, teachers should bear in mind that learners' motivation might change over time.

Furthermore, the students were asked whether grades or learning itself was a high priority for them in English lessons. The results reveal that 82 per cent of students see both of them (grades and learning) equally important. The reason why this question was asked in the questionnaire is that teachers who heavily rely on punishment and rewards strategies indirectly force students to be grade-driven learners. This concept was discussed in chapter 4.2, in which Dörnyei (2014) recommends teachers to not exaggerate rewards and punishments in their lesson because this might throw learning out of focus. Since most of the students (82%) believe that grades are not the most important aspect of teaching, it can be assumed that their teachers apply a variety of strategies and not rely too much on punishments and rewards.

Moreover, it was attempted in the analysis of motivational strategies to draw some parallels between the ratings of both groups and four phases of process-oriented framework. It turned out that apart from some similar patterns of the importance analysis in 2a and 5a, strategies were marked differently within a stage and therefore, individual phases of the process-oriented model rarely stood out in the diagrams.

As far as the individual strategies are concerned, item 3 "The teacher develops a collaborative relationship with the students' parents" does not have overall high importance in the results. However, there appears to be some factors that influence the level of importance in the questionnaire. The teacher of 2a considers item 3 to be very important whereas her students see it as having little importance. This implies that developing relationship with students' parents might be important for the teachers of

lower classes; but learners might not view it to be essential as their teachers do. Similar evaluation of the 3rd strategy i(add short description in brakes to remind reader) in the questionnaire can be found in 5a where the teacher views it as more necessary than her students. In the last class, the teacher of 8a did not select item 3 to be as important as the previous teachers because all the students in this class are above 18 years old, and therefore, he may not have seen it as very necessary.

Another item that is overall shown to be rarely or sometimes never perceived is the 6th strategy in the questionnaire: "The teacher invites native speakers of English to the classroom, and brings cultural products related to Great Britain / America (e.g. music, videos etc". This item was never or rarely perceived by the teachers of 2a and 5a, and the learners in these classes rated similarly to their teachers. One critical point that arises in this question is whether students evaluated having native speakers in class or the number of cultural products that their teachers brings, since those are two rather different teaching strategies. Thus, it would have been clearer if the item 6 had been divided into 2 strategies. Since the teacher of 8a is a native speaker, his learners' evaluation seems to rely on the second part of the item 6, namely bringing cultural products to the class. Therefore, the level of frequency of this strategy in this class resulted in 'occasionally'.

The findings of open-ended questions showed that younger students desire motivational strategies such as playing games, singing songs and organizing excursions. These were the most frequently mentioned strategies by 2a and 5a; however, there were other ideas for example, creating posters, making short films or plays. Taking the motivational strategies mentioned in the theoretical part into account, one could not encounter there the techniques that learners provided. Only in Brophy's list of motivational strategies, the 19th strategy "Incorporate game-like features" appears to be similar to the students' ideas (Brophy 1987: 45).

In terms of correlations of variables (gender and class) with importance and frequency values, one could not find any connections between these groups. Furthermore, there are no significant differences between the teachers and students' evaluation of motivational strategies. Not being able to find a great number of mismatches between the groups may not sound exciting at first; however, thinking deeply about the results, especially about

frequency, one concludes that parallel opinions and evaluations between the students and their teachers show that their level of perception does not sharply vary from each other. This parallel between the two groups appears to be positive concerning the occurence of motivational strategies in English lessons. Finally, as already mentioned in the theory chapters, motivational techniques may have positive influences in the classroom; however, their effectiveness depends on the extent to which students are aware of the strategies (Shrum and Glisan 2016: 35).

With regard to the limitations of this study, quantitative methods were not always effective in providing in-depth analysis of motivational strategies. Instead of SPSS, more open-ended questions and qualitative methods such as classroom observation schemes would have offered more meaningful and valuable contributions. It seems to be more effective to focus on individual motivational strategies and analyze them in depth. On the other hand, providing a Top Ten List for best motivational techniques in the classroom does not appear to be logical. Such a list was compiled by Dörnyei and Csizer in 1998, a detailed discussion can be found in chapter 4.3.2, in which the results of a study *Ten Commandments for Motivating Language Learners* way published. Dörnyei and Csizer (1998: 224) himself admits that none of the strategies in the list has an absolute value because

> such strategies are to be implemented in dynamically changing and very diverse
> learning contexts, in which the personality of the individual learners and the
> teacher, as well as the composition and structure of the learner group, will always
> interplay with the effectiveness of the strategy.

In addition to research methods, the number of participants seems also to be important for analysis. Since there were only six students in the 12th 8th grade, the statistical analysis in SPSS did not greatly contribute to the comparison and explanation of motivational strategies. With a higher number of students, the results in 8a would probably have been different.

8 Conclusion

The aim of this study has been to investigate different types of motivation models, and motivational strategies that can be used by the teacher. More precisely, this diploma thesis attempted to provide an analysis of teachers' and students' beliefs on and perceptions of motivational strategies in EFL classrooms at an Austrian school.

The in-depth review of literature has shown that motivational theories have undergone a considerable number of changes since the 1960s. New models, from 1990 onwards, in the process-oriented phase emphasize the dynamically changing character of motivation. This conceptualization was proven true in this survey as 80 percent of students believe that their motivation is constantly changing over the course of time.

With regards to the first main research question of the study, 40 students and three teachers were asked which of the motivational strategies teachers and students think are important in language teaching to promote learners' motivation in EFL lessons. The second question was how frequently motivational strategies perceived by the teachers, and the level of frequency of students' perception of these techniques.

The findings of the survey suggest first that all students would take part in English classes even if it was not obligatory because they are of the opinion that English is a world language, is useful in travelling and is fun to learn. Concerning the importance of 14 motivation strategies in the questionnaire, students and teachers consider them from important to very important. Teachers rated more strategies as 'very important' than students; however, from a statistical perspective, one cannot claim to have found enormous differences. In terms of the frequency of motivational strategies, one could discover more differences in the perception of occurrence of these techniques in the classroom. Variations in the ratings were for example in strategies such as developing collaborative relationships with parents, formulating class rules with students' agreement, adapting tasks to students' interests, and inviting native speakers and bringing cultural products to the classroom.

Even though this study does not provide radically new insights into motivation research, its contribution is providing a comparative analysis of what teacher and students believe about motivation strategies. Up until now, the majority of studies have focused on only one group namely on teachers or students, and there has been a lack of comparison of beliefs of the two groups. One should also bear in mind in mind that the classroom seems to be complex and it may be hard to capture this complexity with a research project. With regards to future research, as already mentioned already, more qualitative methods may help to find more results in motivation theories.

Since the study was conducted within a limited context, in an Austrian private school, the results of the survey may not be generalizable to all educational contexts. The teaching context in various schools or countries may depend on classroom setting, group dynamics and sociocultural context, and therefore, it is hard to find one recipe for different types of schools.

It is not quite straightforward to say what the best motivational strategies to motivate language learners are in the classroom. However, all of the 14 strategies mentioned in the questionnaire seem to be proven effective by researchers such as Dörnyei and therefore, they can undoubtedly be used in the classroom. It is vital to be aware of vast repertoire of techniques because in this way teachers can choose techniques that meet students' expectations and needs. However, as Dörnyei (2007: 651) warns, one should not try to apply all the strategies at the same time because this might be "perfect recipe for teacher burnout;" therefore, the solution would be as follows: It is quality rather than quantity that matters.

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10 Appendices

10.1 Letter to the parents

<div align="right">Wien, 14.03.2017</div>

Liebe Eltern!

Mit diesem Schreiben bitte ich Sie um Einwilligung zur Teilnahme Ihres Sohnes/Ihrer Tochter an einer Studie.

Mein Name ist Samet Gedik, ich studiere Englisch und Geographie und Wirtschaftskunde an der Universität Wien, und bin gleichzeitig Englischlehrer im Phönixrealgymnasium. Ich schreibe derzeit meine Diplomarbeit über das Thema „An analysis of teachers' and students' beliefs on motivational strategies in EFL classroom" (Eine vergleichende Analyse der Motivationsstrategien aus Lehrer- und Schülersicht im fremdsprachlichen Englischunterricht).

In Form eines anonymen Fragebogens werden die SchülerInnen gebeten ihre Meinung bezüglich der Motivationsstrategien im Englischunterricht zu äußern. Die Durchführung der Umfrage dauert ca. 10-15 Minuten.

Die Umfrage wird am 20/21. März 2017 durchgeführt.

Vielen Dank für Ihr Einverständnis!

Mit freundlichen Grüßen

Samet Gedik

Einwilligung zur Durchführung der Umfrage

Ich bin damit einverstanden, dass mein Sohn/meine Tochter bei der Befragung im Phönix Realgymnasium über Motivationsstrategien im Englischunterricht teilnimmt.

Name des Schülers/der Schülerin:..

Name des/der Erziehungsberechtigten: ....

Unterschrift:..

10.2 Questionnaires

TEACHERS

This study is part of my diploma thesis at the University of Vienna and aims to find out the most important motivational strategies that teachers think improve the engagement of their students in their EFL lessons. In the second part of this questionnaire, you are asked to rate the same motivational techniques in terms of frequency meaning that how often you have used them in your lesson.

Please only circle one space and answer all questions. Your participation is totally anonymous!

Part 1: Which of the following motivational strategies you believe are important to promote leaners' motivation in your EFL lesson? Even if you do not use these techniques, express your opinion on their potential importance.

1. Unimportant
2. Of little importance
3. Important
4. Very important

		Unimportant	of little	Important	Very important
1	The teacher shares his/her own personal interest and enthusiasm for English language/materials in class.	1	2	3	4
2	The teacher establishes a good relationship with his/her students.	1	2	3	4
3	The teacher develops a collaborative relationship with the students' parents.	1	2	3	4
4	The teacher formulates 'class rules' (e.g. let's not make fun of each other's mistakes) and asks for students' agreement.	1	2	3	4
5	The teacher adapts tasks to students' interest and provides enjoyable tasks	1	2	3	4
6	The teacher invites native speakers of English to the classroom, and brings cultural products related to Great Britain / America (e.g. music, videos etc.)	1	2	3	4
7	The teacher draws his/her students' attention to practical benefits of learning English (e.g. getting a good job, beneficial for university etc.)	1	2	3	4
8	The teacher formulates individual and class goals together with his/her students and help them to achieve their goals	1	2	3	4
9	The teacher varies the learning tasks/aspects of teaching as much as he/she can (e.g. doing sometimes unexpected activities, breaking the routine of the lesson)	1	2	3	4
10	The teacher builds his/her learners' confidence by stressing their strengths and abilities, and state that he/she believes in their capability in tasks	1	2	3	4

11	The teacher involves students as much as possible in designing and running the English course (e.g. selecting activities and topics or deadlines etc.)	1	2	3	4
12	The teacher minimize students' anxiety during learning activities by tolerating mistakes	1	2	3	4
13	The teacher uses a transparent assessment system and allows students to negotiate their final mark.	1	2	3	4
14	The teacher provides positive information feedback which involves positive, descriptive feedback regarding students strength, progress and attitude.	1	2	3	4

Part 2: How often have you used the following motivational strategies in your classroom?

1. never

2. rarely

3. occasionally

4. often

5. very often

	never	rarely	occasionally	often	Very often

1	The teacher shares his/her own personal interest and enthusiasm for English language/materials in class.	1	2	3	4	5
2	The teacher establishes a good relationship with his/her students.	1	2	3	4	5
3	The teacher develops a collaborative relationship with the students' parents.	1	2	3	4	5
4	The teacher formulates 'class rules' (e.g. let's not make fun of each other's mistakes) and asks for students' agreement.	1	2	3	4	5
5	The teacher adapts tasks to students' interest and provides enjoyable tasks	1	2	3	4	5
6	The teacher invites native speakers of English to the classroom, and brings cultural products related to Great Britain / America (e.g. music, videos etc.)	1	2	3	4	5
7	The teacher draws his/her students' attention to practical benefits of learning English (e.g. getting a good job, beneficial for university etc.)	1	2	3	4	5
8	The teacher formulates individual and class goals together with his/her students and help them to achieve their goals	1	2	3	4	5
9	The teacher varies the learning tasks/aspects of teaching as much as he/she can (e.g. doing sometimes unexpected activities, breaking the routine of the lesson)	1	2	3	4	5
10	The teacher builds his/her learners' confidence by stressing their strengths and abilities, and state that he/she believes in their capability in tasks	1	2	3	4	5
11	The teacher involves students as much as possible in designing and running the English course (e.g. selecting activities and topics or deadlines etc.)	1	2	3	4	5

12	The teacher minimize students' anxiety during learning activities by tolerating mistakes	1	2	3	4	5
13	The teacher uses a transparent assessment system and allows students to negotiate their final mark.	1	2	3	4	5
14	The teacher provides positive information feedback which involves positive, descriptive feedback regarding students strength, progress and attitude.	1	2	3	4	5

OPEN QUESTION:

Write down 3 motivational strategies which have not been covered by this questionnaire and whose use you believe can promote learners' motivation to learn English and do well in their English lessons.

1.

2.

3.

THANK YOU FOR YOUR PARTICIPATION!

Motivationsstrategien im Englischunterricht

SchülerInnen

Diese Befragung ist ein Teil meiner Diplomarbeit für mein Englisch-Studium auf der Universität Wien. Der Fragebogen ist kein Test und es gibt keine richtigen oder falschen Antworten. Ich brauche deine eigene Meinung!

Im ersten Teil dieser Befragung möchte ich wissen welche Motivationsstrategien des Englischlehrers/der Englischlehrerin eurer Meinung nach wichtig sind. Im zweiten Teil möchte ich erfahren, wie oft ihr folgende Motivationsstrategien in eurem Englischunterricht wahrnehmen konntet.

Die Befragung ist **anonym** und daher bitte ich dich die Fragen **ehrlich** zu beantworten. Bevor du mit dem Fragebogen anfängst, beachte bitte die Bewertungsskala. Kreuze nur EINE Antwort an!

Teil 1: Wichtigkeit: Welche von den folgenden Motivationsstrategien des Englischlehrers/der Englischlehrerin sind deiner Meinung nach wichtig?

> 1. Unwichtig
>
> 2. Weniger wichtig
>
> 3. Wichtig
>
> 4. Sehr wichtig

		Unwichtig	Weniger wichtig	Wichtig	Sehr wichtig
1	Die Lehrperson zeigt ihr persönliches Interesse und ihre Begeisterung für die englische Sprache im Unterricht.	1	2	3	4
2	Die Lehrperson baut eine gute Beziehung mit ihren Schüler/innen auf.	1	2	3	4
3	Die Lehrperson entwickelt eine gemeinschaftliche Beziehung mit den Eltern ihrer Schüler/innen.	1	2	3	4
4	Die Lehrperson vereinbart Klassenregeln gemeinsam mit ihren Schüler/innen (z.b. macht euch nicht über die Fehler eurer Mitschüler/innen lustig).	1	2	3	4
5	Die Lehrperson passt die Aufgaben den Interessen ihrer Schüler/innen an und gibt Aufgaben, die den Schüler/innen auch Spaß machen.	1	2	3	4
6	Die Lehrperson lädt Muttersprachler der englischen Sprache in die Klasse ein und bringt Materialien in den Unterricht, die bekannt für Großbritannien oder Amerika sind (z.B. Musik, Videos usw.)	1	2	3	4

7	Die Lehrperson macht auf die Vorteile guter Englischkenntnisse aufmerksam (z.B.: einen guten Job bekommen, nützlich für ein Universitätsstudium).	1	2	3	4
8	Die Lehrperson setzt gemeinsam mit ihren Schüler/innen individuelle Ziele sowie Klassenziele und hilft ihnen diese Ziele zu erreichen.	1	2	3	4
9	Die Lehrperson versucht den Unterricht möglichst abwechslungsreich zu gestalten (z.B.: überraschende Aktivitäten um die Routine des Unterrichts durchzubrechen).	1	2	3	4
10	Die Lehrperson stärkt das Selbstbewusstsein ihrer Schüler/innen, indem sie ihre Stärken und Fähigkeiten betont.	1	2	3	4
11	Die Lehrperson bezieht ihre Schüler/innen möglichst in den Unterricht ein (z.B.: Auswahl der Themen und Aufgaben, Abgabetermine).	1	2	3	4
12	Die Lehrperson reduziert die Angst ihrer Schüler/innen bei Lernaufgaben und toleriert ihre Fehler.	1	2	3	4
13	Die Lehrperson benutzt ein klares Benotungssystem und gibt den Schüler/innen ein Mitspracherecht bezüglich ihrer Endnote.	1	2	3	4
14	Die Lehrperson gibt den Schüler/innen ein positives und informatives Feedback, welches die Stärken und Fortschritte der Schüler/innen beschreibt.	1	2	3	4

Teil 2: Häufigkeit: Wie oft hast du die folgenden Motivationsstrategien in deinem Englischunterricht wahrgenommen?

1. sehr oft	
2. oft	
3. manchmal	
4. selten	
5. nie	

	Sehr oft	Oft	Manchmal	Selten	Nie

1	Die Lehrperson zeigt ihr persönliches Interesse und ihre Begeisterung für die englische Sprache im Unterricht.	1	2	3	4	5
2	Die Lehrperson baut eine gute Beziehung mit ihren Schüler/innen auf.	1	2	3	4	5
3	Die Lehrperson entwickelt eine gemeinschaftliche Beziehung mit den Eltern ihrer Schüler/innen.	1	2	3	4	5
4	Die Lehrperson vereinbart Klassenregeln gemeinsam mit ihren Schüler/innen (z.b. macht euch nicht über die Fehler eurer Mitschüler/innen lustig).	1	2	3	4	5
5	Die Lehrperson passt die Aufgaben den Interessen ihrer Schüler/innen an und gibt Aufgaben, die den Schüler/innen auch Spaß machen.	1	2	3	4	5
6	Die Lehrperson lädt Muttersprachler der englischen Sprache in die Klasse ein und bringt Materialien in den Unterricht, die bekannt für Großbritannien oder Amerika sind (z.B. Musik, Videos usw.)	1	2	3	4	5
7	Die Lehrperson macht auf die Vorteile guter Englischkenntnisse aufmerksam (z.B.: einen guten Job bekommen, nützlich für ein Universitätsstudium).	1	2	3	4	5
8	Die Lehrperson setzt gemeinsam mit ihren Schüler/innen individuelle Ziele sowie Klassenziele und hilft ihnen diese Ziele zu erreichen.	1	2	3	4	5
9	Die Lehrperson versucht den Unterricht möglichst abwechslungsreich zu gestalten (z.B.: überraschende Aktivitäten um die Routine des Unterrichts zu brechen).	1	2	3	4	5
10	Die Lehrperson stärkt das Selbstbewusstsein ihrer Schüler/innen, indem sie ihre Stärken und Fähigkeiten betont.	1	2	3	4	5
11	Die Lehrperson bezieht ihre Schüler/innen möglichst in den Unterricht ein (z.B.: Auswahl der Themen und Aufgaben, Abgabetermine).	1	2	3	4	5

12	Die Lehrperson reduziert die Angst ihrer Schüler/innen bei Lernaufgaben und toleriert ihre Fehler.	1	2	3	4	5
13	Die Lehrperson benutzt ein klares Benotungssystem und gibt den Schüler/innen ein Mitspracherecht bezüglich ihrer Endnote.	1	2	3	4	5
14	Die Lehrperson gibt den Schüler/innen ein positives und informatives Feedback, welches die Stärken und Fortschritte der Schüler/innen beschreibt.	1	2	3	4	5

Offene Frage:

Wie kann dein Lehrer/deine Lehrerin den Englischunterricht noch verbessern? Welche Motivationstechniken soll er oder sie im Unterricht anwenden? Schreibe 3 Strategien!

1.

2.

3.

Generelle Information:

Klasse: □ 2a □ 5a □ 8a

Geschlecht □ männlich □ weiblich

Würdest du im Englischunterricht auch teilnehmen, wenn es nicht Pflicht ist?

□ Ja Warum?:

□ Nein Warum?:

Gibt es auch Zeiten wo du sagst, dass du keine Motivation hast oder bleibt deine Motivation über das ganze Jahr hinweg gleich:

□ Ändert sich immer
□ Bleibt immer gleich

Was steht für dich im Englischunterricht im Vordergrund: Die Note oder das Lernen ?

□ Note
□ Lernen
□ Beides

Vielen Dank für deine Teilnahme!

10.3 Abstract

This diploma thesis deals with an issue that apparently never gets out-dated: motivation in language classrooms. As the title points out, the purpose of this study is to compare teachers' and students' beliefs on motivational strategies in EFL classrooms in an Austrian secondary school. Recent research on this topic has mostly dealt with one side of this concept and comparing teachers' and students' opinions on motivational strategies was neglected. The target group of this study is teachers and students at an Austrian school. A quantitative method is applied in this thesis in order to gain findings on motivational strategies in EFL classroom, and teachers and students are given evaluation sheets to fill in. The results of this study will show students' and teachers' perceptions of the importance of motivational strategies and how frequently they occurred in EFL classrooms. This diploma thesis aims to inform and equip teachers and also student teachers with various motivational techniques in order to foster student motivation in EFL classroom.

10.4 Abstract (German)

Diese Diplomarbeit beschäftigt sich mit einem Thema, das nie an Aktualität verliert. Wie der Titel schon verdeutlicht, ist der Zweck dieser Arbeit, der Vergleich von LehrerInnen- und SchülerInnenperspektive im Hinblick auf Motivationsstrategien im fremdsprachlichen Englischunterricht. Bisher veröffentlichte Studien befassten sich nur mit einer dieser Perspektiven und gingen nicht auf einen Vergleich zwischen LehrerInnen- und SchülerInnenperspektive ein. Die Zielgruppe dieser Studie sind SchülerInnen und EnglischlehrerInnen von drei Klassen einer österreichischen Allgemeinbildenden Höheren Schule. Die herangezogene Methode dieser Studie ist die quantitative Analyse von Fragebögen, die von den SchülerInnen und LehrerInnen ausgefüllt wurden. Die Ergebnisse der Befragung zeigten, wie wichtig diese Strategien für beide Gruppen sind und wie oft diese Techniken von ihnen im Englischunterricht wahrgenommen werden. Das Ziel dieser Diplomarbeit ist es LehrerInnen und angehenden Lehrpersonen über Motivationsstrategien zu informieren und sie mit verschiedenen Techniken, die für die Steigerung der SchülerInnenmotivation im Englischunterricht geeignet sind, auszurüsten.

10.6 Curriculum Vitae

Persönliche Daten:

Name:	Samet Gedik
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Ausbildung:

Oktober 2010 – Mai 2017	Lehramtsstudium Englisch und Geographie an der Universität Wien
September 2007 – Juli 2009	International Business School Hetzendorf
September 2004 – Juli 2007	HTL Wien 5
September 2000 – Juli 2004	Hauptschule in Neusiedl am See und in Wien
September 1995 – Juli 2000	Volksschule in der Türkei

Bisherige Unterrichtstätigkeiten:

Seit September 2016	Englischlehrer im Phönix Realgymnasium, 1100 Wien
Seit September 2016	Englischlehrer in der NMS Bendagasse, 1230 Wien
September 2010 – Juni 2014	Nachhilfe-Lehrkraft Englisch, Lernpoint, Wien

Sprachen:

Türkisch	Muttersprache
Deutsch	fließend in Wort und Schrift
Englisch	fließend in Wort und Schrift
Spanisch	Grundkenntnisse