

University of Pardubice  
Faculty of Arts and Philosophy

Towards learner-centeredness: Motivational strategies in Lower-secondary  
English classes

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Diploma thesis

2019

Univerzita Pardubice  
Fakulta filozofická  
Akademický rok: 2017/2018

## ZADÁNÍ DIPLOMOVÉ PRÁCE (PROJEKTU, UMĚLECKÉHO DÍLA, UMĚLECKÉHO VÝKONU)

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Osobní číslo: **H17329**  
Studijní program: **N7503 Učitelství pro základní školy**  
Studijní obor: **Učitelství anglického jazyka**  
Název tématu: **Motivační strategie jako prostředek ke zvýšení míry learner-centeredness v hodinách angličtiny na druhém stupni základní školy**  
Zadávatel katedra: **Katedra anglistiky a amerikanistiky**

### Zásady pro vypracování:

Studentka se ve své práci bude zabývat afektivními faktory v kontextu vyučování zaměřeného na žáka (tzv. learner-centeredness); konkrétně se zaměří na motivační strategie ve výuce anglického jazyka na druhém stupni základní školy. V teoretické části nejprve zasadí zkoumanou problematiku do širšího kontextu, tedy stručně představí koncept learner-centeredness. Dále se zaměří na afektivní faktory, stěžejní pozornost bude věnována motivaci. Tento konstrukt bude diplomandka nejprve uvést na rovině obecné, následně bude diskutovat specifika motivace v procesech učení se cizímu jazyku. Se zohledněním požadavků na realizaci výuky angličtiny vystavěné na principech tzv. learner-centeredness diplomandka v závěru teoretické části definuje motivační strategie využitelné pro žáky 2. stupně základní školy. V praktické části práce studentka realizuje vlastní výzkumné řešení formou kvalitativně orientované případové studie, jehož cílem bude zjistit, jaké motivační strategie učitelé ve výuce angličtiny využívají a proč a jak tyto strategie vnímají žáci. Diplomandka využije různé výzkumné techniky, zejména pozorování, rozhovor a ohniskové skupiny.

Rozsah grafických prací:

Rozsah pracovní zprávy:

Forma zpracování diplomové práce: **tištěná**

Jazyk zpracování diplomové práce: **Angličtina**

Seznam odborné literatury: **viz příloha**


Vedoucí diplomové práce:

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Katedra anglistiky a amerikanistiky

Datum zadání diplomové práce: **30. dubna 2018**

Termín odevzdání diplomové práce: **31. března 2019**

  
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V Pardubicích dne 30. listopadu 2018

## Příloha zadání diplomové práce

Seznam odborné literatury:

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## **ACKNOWLEDGEMENT**

I would like to express my great gratitude to my supervisor doc. PaedDr. Monika Černá, Ph.D. for her valuable advice, guidance, help and encouragement not only throughout the process of writing this thesis. I would also like to express my appreciation to the teacher who allowed me to conduct the research in her classes. I would like to thank to my family for their support throughout my years at university. Finally, I would like to express my thanks to my husband Martin for his support, patience and for believing in me.

## **ANNOTATION**

The diploma thesis deals with motivational strategies in lower-secondary English classes in the learner-centred context. The paper is divided into two parts, theoretical and practical. Within the theoretical part, learner-centeredness and its factors are outlined, motivational theories in psychology and education are provided and subsequently, models of motivation within second language acquisition are discussed. Lastly, the theoretical part discusses motivational strategies within the process model of motivation and defines motivational strategies which are in accordance with learner-centeredness and which are suitable for lower-secondary English learners. The research in the practical part is conducted in the form of a case study. The aim of the research is to find out whether the teacher uses the defined motivational strategies, what strategies she uses and how she uses them. Moreover, the aim is to find out how the teacher and the learners perceive these strategies. Three research methods are used in the study: observation, interview and focus groups. The collected data are summarized, analysed and compared.

## **KEYWORDS**

Learner-centeredness, motivation, motivational strategies, process model of motivation, case study, English language teaching

## **NÁZEV**

Motivační strategie jako prostředek ke zvýšení míry learner-centeredness v hodinách angličtiny na druhém stupni základní školy a v nižších třídách víceletých gymnázií

## **ANOTACE**

Tato diplomová práce se zabývá motivačními strategiemi pro výuku anglického jazyka na druhém stupni základní školy a v nižších třídách víceletých gymnázií v kontextu tzv. learner-centeredness (výuky zaměřené na žáka). Práce je rozdělena na dvě části, teoretickou a praktickou. V teoretické části je nejprve shrnut koncept výuky zaměřené na žáka a její faktory, dále se práce zaměřuje na motivační teorie v psychologii a vzdělávání. Následně jsou diskutovány modely motivace v procesech učení se cizímu jazyku. V závěru teoretické části jsou diskutovány motivační strategie rámci modelu, který pohlíží na motivaci jako na proces a jsou definovány ty motivační strategie, které jsou v souladu s výukou zaměřenou na žáka a jsou vhodné pro žáky staršího školního věku. Výzkum v praktické části je realizován jako případová studie, která má za cíl zjistit, zda zkoumaný učitel využívá definované motivační strategie ve výuce angličtiny, jaké strategie využívá a jakým způsobem. Mimoto, cílem studie je také zjistit, jak tyto strategie vnímá učitel a jak je vnímají žáci. V případové studii jsou využity tři výzkumné techniky: pozorování, rozhovor a ohniskové skupiny. Sesbíraná data jsou nakonec shrnuta, analyzována a navzájem porovnána.

## **KLÍČOVÁ SLOVA**

Výuka zaměřená na žáka, motivace, motivační strategie, model motivace, případová studie, výuka anglického jazyka



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## INTRODUCTION

The diploma thesis deals with motivational strategies in lower-secondary English classes in connection to learner-centeredness. As I proposed in the bachelor thesis, learner-centeredness deserves much more attention since there are many positive effects of this approach concerning language learning. In addition, the research in the bachelor thesis revealed that motivation was one of the most overlooked areas by the observed teachers. (Krádlová 2017, 38–45) Therefore, the diploma thesis elaborates on the topic of learner-centeredness and motivation. With that being said, the diploma thesis attempts to provide a deeper understanding of motivation in the context of learner-centeredness and argue that it is possible to increase learner-centeredness in lower-secondary English classes by incorporating motivational strategies.

The diploma thesis is divided into two main parts, theoretical and practical. The theoretical part includes five chapters. The first chapter introduces a concept of learner-centeredness and focuses on its factors and principles within the factors. It is emphasised that these factors should be viewed holistically, nevertheless, their implementation should be gradual. The main focus is put on motivational and affective factors since they provide a framework for the thesis.

The following chapter discussed some of the dominating motivational theories in psychology and education, mainly those which are relevant for the thesis. This chapter provides several views on the definition of motivation and discusses its complexity. Attention is brought to the theories within a cognitive approach which attempt to identify central motives which influence motivation. However, it is highlighted that there is a lack of synthesis among the theories and an eclectic approach is suggested.

The third chapter offers theories of motivation in second language acquisition and discussed their advantages and shortcomings. Attention is brought to the similarities with the theories discussed in the previous chapter and it is reasoned that Dörnyei and Otto's Process Model of Motivation is chosen for the purpose of the thesis since it synthesizes the previously discussed theories to a certain extent. Moreover, what is important for the thesis, it acknowledges the dynamic nature of motivation and it was designed specifically for classroom interventions.

The fourth chapter follows on from the previous chapter and examines motivational strategies within the process model of motivation. These strategies are discussed with regard to learner-

centred principles as those which are in accordance are used for the research within the practical part of the thesis.

The last chapter of the theoretical part takes into account the target group of the research and defines the strategies which are most suitable for lower-secondary English learners. As a result, eighteen motivational strategies are defined which meet all of the criteria of the diploma thesis.

The practical part is devoted to the research which was conducted as a case study. The study was conducted within one educational institution in the lessons of one English teacher. Firstly, the research is introduced and reasons for the chosen methodology are provided. In addition, limitations of the research are described.

Next chapter introduces the aim of the research which is to find out whether the teacher uses motivational strategies defined for the purpose of the thesis, what motivational strategies she uses and how. In addition, the aim is to find out whether the teacher used the observed strategies intentionally, what the teachers' perception is on the motivational strategies and how the learners perceive the motivational strategies. Subsequently, the aims of the research are formulated into the research questions.

The following chapter is devoted to the description of the data collection process. To answer the research questions, three methods are used within the case study: observation, interview and focus groups. Moreover, their relevance is discussed based on literature in this chapter.

Lastly, the collected data from the observation sheets are analysed, compared with the theoretical base and subsequently, compared with the data collected from the interview and focus groups. In the conclusion of the practical part, the data are summarised, and the research questions are answered.

# THEORETICAL PART

## 1 Learner-centeredness

Learner-centeredness is not considered a new concept since its roots may be found in ideas of many philosophers and psychologists. The idea of learner-centeredness may be traced back to Plato's Socratic dialogues in Ancient Greece or the time of the Romantics revolt against the Enlightenment and Rousseau's book *Emile* (1928). The ideas were further developed and scientifically validated by several philosophers and psychologists as many prominent movements in psychology and pedagogy, such as constructivism and humanism, shaped learner-centeredness. (Horn 2009, 513–515)

However, it was not until the 20<sup>th</sup> century when learner-centred ideas started to spread with the dissatisfaction with situational methods and the emergence of a new language teaching methodology called Communicative Language Teaching (CLT). It opposed to the traditional teaching approaches and emphasised the principle that “learners must not only learn to make grammatically correct, a propositional statement about the experimental world, but must also develop the ability to use the language to get things done.” (Nunan 2012, 18) As Larsen-Freeman (2014, 46) describes, the role of the learners, teachers, and materials also changed with the emergence of this approach. It is evident that CLT contributed to the development of learner-centred teaching, as both approaches share many principles such as promoting learner autonomy and active participation and the emphasis on communicative competence as a goal of language teaching (Richards and Rodgers 2001, 155)

First attempt to create general principles that could provide a guidance for school reform and redesign was appointed on Psychology in Education by American Psychological Association (APA) in 1990 with the goal to “determine ways in which the psychological knowledge base related to learning, motivation and individual differences could contribute directly to improvement in the quality of student achievement.” (McCombs 1997, 3) This document originally consisted of twelve principles concerning learners and learning processes and was revised in 1997 when two more principles were added with attention to diversity and standards. (McCombs 2001, 184)

The principles mainly focus on factors which are “internal to and under control of the learner rather than conditioned habits of psychological factors.” (APA 1997, 2) However, the external environment and contextual factors are also addressed as they interact with these factors. According to APA (1997, 2), no principle should be viewed in isolation as they are concerned with learners in the context of real-world learning situation and best understood as an organised set of principles. Therefore, they were divided into four groups, cognitive and metacognitive factors, motivational and affective factors, developmental and social factors and individual differences factors. (APA 1997, 2) The principles within these factors will be briefly discussed in the following chapters with attention to motivational and affective factors as the diploma thesis focuses on motivational strategies which may increase learner-centeredness in the language classroom.

Even though, as it was mentioned earlier, learner-centred principles should be understood holistically, teachers should be cautious and take a gradual approach when implementing them. Campbell and Kryszewska (1992, 24) confirm and advise to implement learner-centeredness and its principles gradually and be sensitive to learners’ opinions. Weimer also advocates taking a developmental approach by stating:

This transformation from dependent to independent learner is gradual; it does not happen all at once as a consequence of a few learner-centered assignments or courses. It is a sequential process and mirrors other kinds of growth. There are moments of insight, growth spurts, and times when no changes are apparent. (Weimer 2002, 167–168)

Therefore, it is possible to state that learner-centeredness may be increased by introducing motivational strategies into a language classroom since “learner-centred methods increase the chances of active participation of learners in the teaching and learning processes, and this increases learners’ motivation for learning a foreign language.” (Amiri and Saberi 2017, 107)

## **1.1 Cognitive and Metacognitive Factors**

The first group of principles centres on factors that deal with the nature of the learning processes. These principles focus on how a learner thinks and remembers and describe that thinking and directing one’s learning is a natural and active process which occurs



all the time with all people even when it is subconscious. However, what is learned, remembered and thought about is unique to each individual. (McCombs 1997, 7) APA (1997, 2) argues that: “Successful learners are active, goal-directed, self-regulating, and assume personal responsibility for contributing to their own learning. The principles set forth in this document focus on this type of learning.”

Goal-orientation is one of the principles which is described within cognitive and metacognitive factors, but it is also highly connected to other factors, mainly motivational and affective, which supports the claim that no principle should be viewed in isolation.

Moreover, metacognitive factors such as strategic thinking or thinking about thinking are emphasised which means that learners select and use a variety of strategies to achieve complex learning goals, which may be enhanced by teachers assisting them in developing, applying and assessing their strategic learning skills. The principles underline the ability of self-reflection and importance of teachers to focus on helping learners develop these higher order strategies so that the learners are able to reassess their progress and create alternative methods to accomplish their goal. (APA 1997, 3)

## **1.2 Developmental and Social Factors**

The principles within developmental and social factors take into account differential development within and across physical, intellectual, emotional, and social domains of individual learners and recognise the interactive nature of learning processes. McCombs (1997, 7) bring attention to the importance of appropriate materials which do not generalise progression of one individual or group of individuals and also points out that materials should be enjoyable, interesting and challenging. Awareness of different developmental readiness among children is crucial since there is a risk of limiting opportunities for learning. On the other hand, understanding these differences can facilitate the creation of optimal learning context. (APA 1997, 4)

At the same time, social influences on learning are recognised. These principles reflect the social factors in learning such as social interactions, interpersonal relations, and communication with others. Emphasis is put on positive climate which is influenced by family relationships, positive interpersonal support, and instruction in self-motivation strategies. (APA 1997, 5) In addition, positive learning climates have many benefits as APA claims:

Positive learning climates can also help to establish the context for healthier levels of thinking, feeling and behaving. Such contexts help learners feel safe to share ideas, actively participate in the learning process, and create a learning community. (1997, 5)

It is possible to make a conclusion that the factors described in this chapter are also to a certain extent connected to motivation, mainly because they highlight positive atmosphere and also the principles describe some motivational strategies, which will be further discussed in the following chapters, such as presenting materials which are enjoyable, interesting and challenging.

### **1.3 Individual Differences Factors**

Individual differences factors consist of principles that take into account individuals' unique background and capabilities. Attention should be paid not only to learners' developmental differences but also to individual differences in learners' strategies, approaches, and capabilities as this factor influences learning outcomes. APA (1997, 5) argues that: "the same basic principles of learning, motivation and effective instruction apply to all learners." However, learners live in different social or cultural groups, and their heredity may have an impact on learning. Understanding and showing respect for these differences is essential to create an effective learning environment and may lead to enhanced levels of motivation and achievement. (McCombs 1997, 8)

The principles which deal with assessment are related to individual differences factors inasmuch as they provide crucial information about the learning progress. Learning may be enhanced when learners feel challenged, and their cognitive strengths and weaknesses are evaluated to create materials of optimal difficulty. What is important for the purpose of this thesis is self-assessment which is associated with motivation. (APA 1997, 5–6)

The connection between these factors and motivation is visible in the principles which encourage teachers to respect learners' individual differences, such as their needs or different background and promote creating tasks which accommodate these differences. They are also interconnected by the way they regard assessment which is crucial to maintaining learners' motivation.

## **1.4 Motivational and Affective Factors**

Motivational and affective factors consist of three principles. The principles will be discussed in this chapter as the following chapters will be discussed with regard to these principles. Attention will be drawn to the similarities between motivational and affective factors and principles within factors described in the previous chapters to provide the connections between various principles and support the claim that learner-centeredness should be dealt holistically and that learner-centred teaching has an influence on learners' motivation and vice versa.

### **1.4.1 Motivational and Emotional Influences on Learning**

APA (1997, 3) defines the first principle as motivational and emotional influences on learning. This principle centres on how motivation influences what and how much is learned and subsequently on how learners' emotional states, beliefs, interests, goals, and habits of thinking influence motivation to learn. Both positive and negative emotions have a marked influence on motivation, and therefore they facilitate learning. Certain positive and negative emotions may enhance motivation such as curiosity or mild anxiety. On the contrary, intense negative emotions have the opposite effect as they often contribute to low performance and lead to demotivation. (APA 1997, 3)

### **1.4.2 Intrinsic Motivation to Learn**

The second principle specifically focuses on intrinsic motivation to learn. Deci and Ryan (1985, 49) distinguish between two types of motivation: extrinsic and intrinsic. Extrinsic motivation is based on the need to receive some extrinsic reward or to avoid punishment. Unlike intrinsic motivation which is concerned with the behaviour for its own sake. A task that meets certain criteria stimulates such motivation. These tasks should be perceived by learners as interesting, personally relevant and meaningful, appropriate in complexity and difficulty to their abilities and learners should believe they are able to succeed. (APA 1997, 3) Moreover, the tasks enhance motivation if they are comparable to real-life situations and teachers point out the connection between the task and learners' real life. Learners' individual needs and differences should be also taken into account by teachers to maintain learners' curiosity and motivation to learn. (Dörnyei 2001, 75–80)

### **1.4.3 Effects of Motivation on Effort**

The last principle is concerned with effort and its influence on motivation. The principle points out that learning a language is a long process which requires extensive learner effort and without learners' motivation it is unlikely to sustain the effort in the face of failure. It is important that teachers accommodate strategies which enhance learner effort and commitment. (APA 1997, 3)

This part of the thesis has introduced the concept of learner-centeredness and its principles and outlined a framework for the following chapters. From the previous chapters, it is apparent that most of the learner-centred principles within various factors are interconnected and that these principles are directly related to motivation. In the chapters that follow, these principles will be further discussed and referred to from the point of view of motivation and its strategies, and attention will be drawn to connections between learner-centeredness and motivation to prove that both of these concepts influence each other.

## 2 Motivation in Psychology and Education

This chapter will firstly provide a definition of the term motivation, and then it will move on to discuss different approaches to understanding motivation, as it is the key focus of the diploma thesis. In addition, it will provide an outline of some of the current motivational theories in educational psychology.

Dörnyei (2001, 1–2) claims that the meaning of the word motivation is vague which means that people use it as a simple way to talk about a complex issue. The only distinction that is usually made is between a motivated and unmotivated learner while the former one is having a positive connotation and the latter one having a negative connotation. However, to describe what “motivated” and “unmotivated” means might be a more complicated issue.

Motivation is described as a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behaviour. (Brophy 2004, 3) Another term connected with motivation is called motives. According to Brophy (2004, 3), motives can be defined and distinguished as follows:

Motives are hypothetical constructs used to explain why people are doing what they are doing. Motives are distinguished from related constructs such as goals (the immediate objectives of particular sequence of behaviour) and strategies (the methods used to achieve goals and thus to satisfy motives). For example, a person responds to hunger (motive) by going to a restaurant (strategy) to get food (goal).

In other words, motives are the reasons for learning (Covington 1996, 5) Motivation consists of a variety of motives which may not have anything in common except they all have an effect on behaviour and therefore motivation is best seen as an umbrella term for a variety of meanings. (Dörnyei 2001, 1) Covington (1996, 1) confirms and compares motivation to the concept of gravity by the fact that it is easier to describe it than to define.

Another question which is raised concerns the causes and origins of action, i.e. the antecedents and what these forces that contribute to certain behaviour are. According to Dörnyei (2001, 6), there are two fundamental dimensions of human behaviour – direction and magnitude (intensity) which are responsible for both, the choice of a particular action, the effort expended on it and the persistence with it. Having said that, motivation is interested in “why people decide

to do something, how hard they are going to pursue it and how long they are willing to sustain the activity.” (Dörnyei 2001, 7) So far however, there is not a theory which was successfully able to answer these questions and provide a comprehensive explanation. Given the fact that human behaviour is very complex and there are many factors which influence the driving force of motivation, it is not surprising that there is a high number of theories by different scholars which developed over time. (Chambers 2001, 1) The following chapters will discuss some of the theories which contributed to the development of motivation to provide a better understanding.

## **2.1 Psychoanalytic theory**

Psychoanalytic theory is concerned with psychological forces, drives or desires. This theory suggests that instinct is the answer to the question what motivates action. This theory was developed by Freud who proposed that two instincts motivate human behaviour: (1) the life instinct (Eros), the basis for sexual motivation; and (2) the death instinct (Thanatos), which underlay aggressive motivation. (Chambers 2001, 15) Freud considered these instincts unconscious or repressed.

Other theories later replaced this theory as it was not able to explain certain human behaviours. Nevertheless, Dörnyei (2001, 7) recognises that such unconscious motives “play a significant role in our lives and therefore they are likely to be ‘rediscovered’ before long”.

## **2.2 Humanistic theory**

In the 1960s, humanistic psychologist Abraham Maslow proposed a different view on the central motivating force in human behaviour as a counterreaction to the mechanistic views of behaviourism. (Dörnyei 2001, 8) This interpretation emphasised man’s potential for self-direction, freedom of choice, positive self-concept and self-enhancement and offered a hierarchy of fundamental motivational bases. In the hierarchy, Maslow distinguished between lower, physiologically based needs and higher-level needs with the premise that the lower needs need to be satisfied before the higher needs. (Chambers 2001, 15) Hierarchy of needs composes of five classes of needs illustrated in Figure 1 below. However, this model was later revised, and an eight-stage model was created (see Figure 2)

Although Maslow’s hierarchy of needs gained popularity in many fields and was adopted by many branches of knowledge for its simplicity and applicability, it gained a lot of criticism

for the same reason. Specifically, the theory was criticised because often people did not behave in accordance with the theory since Maslow's propositions may not have sufficient empirical grounding. (Fallatah and Syed 2018, 35–46)

Figure 1: Hierarchy of needs

(Available at: <https://www.simplypsychology.org/maslow.html>)

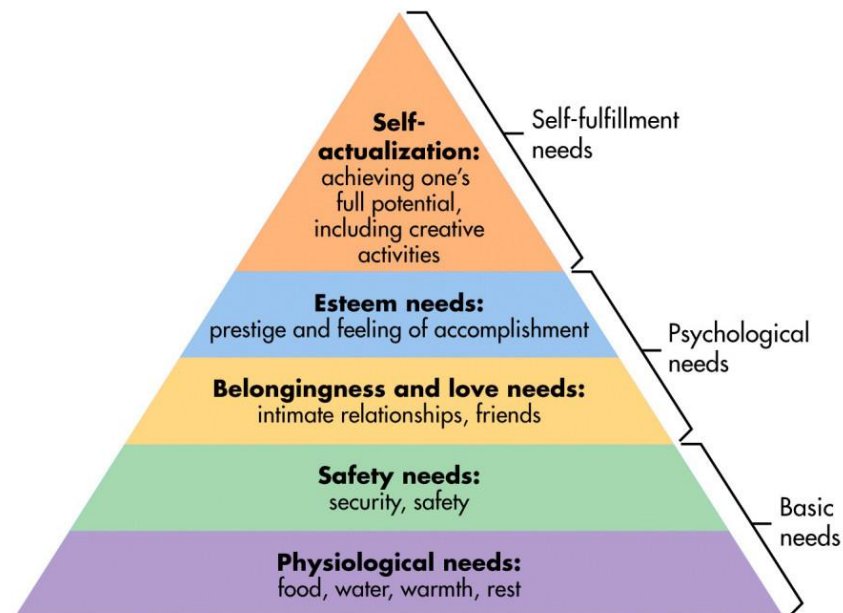
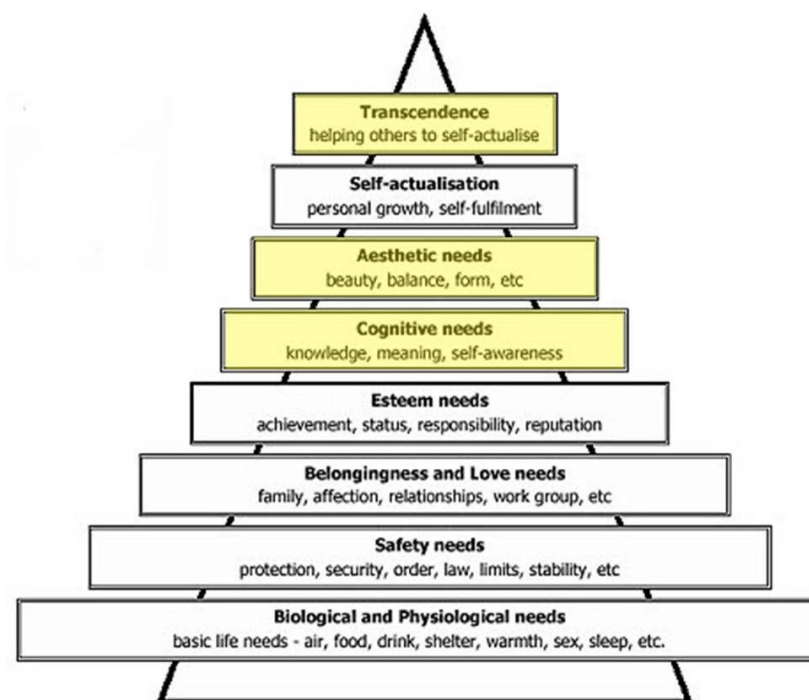


Figure 2: Revised hierarchy of needs

(Available at: <https://www.snapmunk.com/millennials-hierarchy-needs/>)



## **2.3 Cognitive approach**

Another theoretical orientation in motivational psychology is the cognitive approach. Cognitive approach “places the focus on how the individual’s conscious attitudes, thought, beliefs, and interpretation of events influence their behaviour”. (Dörnyei 2001, 8) Such approach perceives individuals as goal-oriented actors and considers whether people’s beliefs about the value of the action determine that they decide to do something first, and then they evaluate if they are up to the challenge and if they are likely to get sufficient support from the people and institutes around them. (Dörnyei 2001, 8)

Within these theories, there are several currently dominating motivational approaches which attempt to identify central motives from a wide range of different factors. The following chapters will provide brief descriptions of these approaches. Despite the fact that these theories may be considered reasonable, the primary issue is the lack of synthesis as they largely ignore each other. (Dörnyei 2001, 12) Because of this, an eclectic approach seems to be eligible since there might be different motives behind the same action for different people or for the same person on different occasions or people may have multiple motives for a specific action and in addition to that, people may be even unconscious of their reasons for a given behaviour. For that reason, identifying someone’s motivation may be somewhat problematic. (Chambers 2001, 16)

### **2.3.1 Expectancy-Value Theory**

The expectancy-value theory is based on Kurt Lewin and John Atkinson’s research and was later developed by many other theorists and researchers. Main motivational components which are identified are an expectancy of the success and the value attached to the success on task. (see Figure 3) Dörnyei (2001, 11) explains: “The greater the perceived likelihood of success and the greater the incentive value of the goal, the higher degree of the individual’s positive motivation.”

Individual’s expectancy of success is defined as “individual’s beliefs about how well they will do on upcoming task, and ability beliefs about how good one is.”, and values are considered “with respect to how important, interesting, or useful a given task or activity is to the individual.” (Eccles et al., 2002, 4) Dörnyei and Ushioda (2013, 115) exemplify that it is possible to motivate learners by increasing their expectancy of success and offer several strategies which will be discussed in the chapters devoted to motivational strategies.



By increasing learners' expectancies, the teacher is able to create a positive and optimistic atmosphere and is able to provide sufficient assistance.

It is possible to find similarities between expectancy-value theory and learner-centred teaching in the importance of positive atmosphere and tasks which are perceived by learners as important, interesting or useful.

Figure 3: Expectancy-value theory

Expectancy	Value
<b>ABILITY</b>	<b>BENEFIT</b>
CAN I do this task?	WHY should I do this task?
Learners' beliefs that they can succeed in the given task	Learners' belief that there are direct or indirect benefits in performing the task

### 2.3.2 Achievement Motivation Theory

Achievement motivation theory is interested in why individuals engage in a variety of achievement-related behaviours they do. Atkinson explains that "engagement in achievement-oriented behaviours is a function not only of the motivation for success but also of the probability of success (expectancy) and the incentive value of success" (Oxford and Shearin 1994, 8).

Similar to the theory discussed in the previous paragraph, the motivational constructs that the theory uses to explain people's choice of achievement tasks is an expectancy of success. Dörnyei and Ushioda (2013, 14) point out that according to Atkinson, expectancies of success and incentive values determine achievement behaviour. However, the theory added two further motivational components: the need for achievement and fear of failure. (Dörnyei 2001, 11)

Brophy (2004, 45) compares these two constructs and argues:

Motivation to succeed is determined by the strength of one's overall need for achievement, one's estimate of the probability of succeeding on the task at hand, and the degree to which one values the rewards that such success would bring. Counterbalancing these components of motivation to succeed are the parallel components of motivation to avoid failure: the strength of one's overall need to avoid failure, one's estimate of the probability

of failing the task, and the degree to which one fears the negative outcomes that such failure would bring (e.g., private disappointment, public embarrassment).

However, it is necessary to point out that even though the term achievement motivation is used extensively across the literature focused on motivation, there is no literature that would provide a clear definition of the term. Dörnyei and Ushioda (2013, 17) bring attention to the fact that recently there have been arguments for replacing this term with ‘competence motivation’ since the definition of achievement relies on a vague understanding of the term restricted to individual accomplishment. Nevertheless, for the purpose of the thesis, the term achievement will be used as it is one of the key terms in the prevalent literature.

There is a high number of strategies that increase learners’ need for achievement and thus their expectancy of success and ultimately motivation and vice versa. These strategies will be discussed in the following chapters.

### **2.3.3 Self-Efficacy Theory**

Albert Bandura in 1997 introduced self-efficacy theory which defined self-efficacy as “beliefs in one’s capabilities to organise and execute the courses of action required to produce given attainments” (Bandura 1997, 3). Therefore, the main motivational component of this theory is perceived self-efficacy. Accordingly, these perceptions are the major determinants of goal-setting. In other words, what kind of task people choose, the quality of task engagement and persistence. (Dörnyei and Ushioda 2013, 16)

Brophy (2004, 64) exemplifies that people with a low sense of self-efficacy are unsure whether they are able to succeed in the task or even sure they cannot. Consequently, they perceive the tasks as threats and are likely to give up easily because they lose faith in their capabilities. On the other hand, people’s achievement is enhanced when they believe they can accomplish a certain task, when their self-efficacy is high, and thus they are more self-confident. Dörnyei (2001, 87) confirms and adds that it helps people “to approach threatening situations with confidence, to maintain a task - rather than self-diagnostic focus during task-involvement, and to heighten and sustain the effort in the face of failure. “

Self-efficacy is a multidimensional construct, and there are several factors which influence its development. The complex process of acquiring self-efficacy perceptions include mastery

experiences, vicarious learning, and persuasions. (Brophy 2004, 64) Specifically, if people are successful in a task, they gain confidence to believe they can succeed again. Also, if they watch other people perform successfully in a task or if a trustworthy person convinces them that they can succeed in the task, their self-efficacy perceptions may increase.

Dörnyei (2001, 87–88) emphasises that learners' self-efficacy perception is a susceptible and crucial area, especially in primary and secondary school learning as learners are in the developmental age when their self-image continuously changes. Dörnyei (2001, 87) points out that teachers may employ their most creative motivational ideas, but if students have basic doubts about themselves, they will be unable to 'bloom' as learners. However, as Canfield and Wells (1994, 4) claim, it is important to bear in mind that: "self-concept builds the same way muscles do, slowly and often, at first, imperceptibly." (Dörnyei 2001, 88) Therefore, there are several direct and indirect strategies to increase learners' perceptions which will be elaborated on in the chapters centred on motivational strategies.

#### **2.3.4 Attribution theory**

Attribution theory developed by Weiner relates individuals' past actions, and especially the way they interpret their past successes and failures, to their current and future behaviour through causal attributions. The theory is based on the assumption that different types of causal attributions affect behaviour differently. (Dörnyei and Ushioda 2013, 15) The main motivational components of this theory are attributions about past successes and failures. Williams and Burden (1997, 115) state: "This theory is not interested in all the experiences an individual goes through, but how this individual perceives these experiences."

Weiner (1986) initially distinguished between two dimensions: locus and stability and later he added controllability as a third dimension. (see Figure 4) Locus identifies the location of a cause which may be internal or external to the individual; stability distinguished between stable and unstable cause over time, and controllability concerns the extent to which the cause is subject to individual's ability to control it. (Graham and Weiner 1996, 71)

Figure 4: Attribution theory

(available at: [https://commons.wikimedia.org/wiki/File:Weiner%27s\\_attribution\\_model.png](https://commons.wikimedia.org/wiki/File:Weiner%27s_attribution_model.png))

		Locus of Causality	
		Internal	External
Stability Dimension	Stable	Ability	Task Difficulty
	Unstable	Effort	Luck

Henry (2014, 104) offers an explanation of how attributions may influence learning behaviour:

If a student believes that his or her success in learning a foreign language is due to the amount of effort he or she has put into learning (e.g., practising speaking with a native speaker), the student will expect to do well the next time he or she approaches similar tasks assuming that effort can determine the outcome. Or, if the student fails in a language class and believes that failure is due to his or her low ability (i.e., the person believes they do not have a ‘gift’ for learning a foreign language), the student may avoid similar tasks in the future so as to avoid failing again. (Hsieh 2012, 91)

Like self-efficacy beliefs, attributions influence learners’ decisions about where to channel effort and resources; therefore, it is essential for teachers to develop an understanding of their attributions so that they can help the students to get rid of negative attitudes. As Dörnyei (2001, 119–120) highlights, attribution theory is particularly applicable to the study of language learning because failure when studying a second language is very common and people often attribute their failure to their inability, even if this is not the case at all.

It is recommended to encourage student’s effort attributions and avoid placing too much emphasis on ability in the classroom. The following quote by James Rafini (1993, 107) nicely illustrates the adverse effect of ability attributions: “Students should never be allowed to fail at tasks until they have a reasonable chance to succeed. If they do, they have no choice but to attribute their failure to lack of ability and will, therefore, stop trying.” (Dörnyei 2001, 121) The strategies focused on how to promote effort attributions will be offered in the following chapters which deal with motivational strategies.

### 2.3.5 Self-Worth Theory

Covington's self-worth theory proposes that the ability of self-perception is the primary motivational component of the theory. Covington (1992, 74) assumes that it is the highest human priority to keep a sense of personal value and worth and that in a typical classroom setting, self-worth may come to depend on one's ability to achieve competitively. There is a tendency to equate individuals' accomplishments with a human value which results in the fact that people sometimes confuse ability with worth. (Covington 1992, 74)

Dörnyei (2001, 10) states that people tend to behave in ways which increase their sense of personal value and worth. He goes on and suggests that in an environment where these perceptions are threatened, people desperately struggle to protect them and develop various face-saving behaviours. Such an environment may be a classroom, especially, the one where too much importance is put on ability and learners must struggle to avoid failure. As a result, students may develop these counterproductive reactions so that they can blame their failure on something else than lack of ability. (Brophy 2004, 89)

Covington and Teel (1996, 26–27) provide a list of possible face-saving strategies which learners may develop to preserve their sense of self-worth.

- a) Non-performance: The most obvious way is just not to participate whenever there is a possibility of failure. This means that learners rather sacrifice their chances for success and settle for failure to avoid the implications of failing.
- b) Taking on too much: Learners may start too many projects all at once that they are not able to give enough time to any of them and therefore they are able to give an excuse and attribute their failure to an external factor.
- c) Setting impossibly high goals: Learners may set unattainable goals which invite failure but 'failure with honour' because everyone else would also be expected to fail against these odds.
- d) The academic wooden leg: This self-handicapping strategy involves a kind of self-worth plea bargaining. Learners usually admit minor personal weakness (such as test anxiety) in order to avoid disclosing a greater feared weakness (for example being intellectually inadequate and hence unworthy)

This theory focuses on the concept of 'self' similarly to the previously discussed self-efficacy theory. Both of these theories acknowledge that learners' self-esteem and self-confidence are significant but also very sensitive areas. Therefore, similar motivational strategies will

be in alignment and overlap both of these theories. Regarding the motivational strategies, Dörnyei and Ushioda (2013, 27) and Brophy (2004, 89) discuss classroom and reward structures which may have contrasting effects on learners' motivation and advocate that cooperative structures, as a part of a unique motivational setup called cooperative learning, are likely to generate motivation among all members of the group. Various strategies promoting cooperative learning and hence learners' self-esteem will be provided in the chapters included in chapter 4 Motivational strategies.

There is a visible connection to learner-centred teaching since cooperative learning is one of its principles overlapping various factors and also because effects of motivations of effort (explained in chapter 1.4.3) are acknowledged as an important principle which influences motivation.

### **2.3.6 Goal-Setting Theory**

Goal setting theory developed by Locke and Lathan implies that human action and goals trigger purpose, which plays an important role in the process of learning. Therefore, they need to be set and intentionally pursued. (Dörnyei 2001, 10) The main motivational component of the theory is goal properties, mainly three areas where goals may differ: specificity, difficulty, and commitment. O'Neil and Drillings (1994, 14) point out that "the goal setting theory was based on the premise that much human action is purposeful, in that it is directed by conscious goals".

The theory is in alignment with expectancy-value theory in that when people believe that achieving the goal is possible (expectancy) and important (task value) their commitment seems to increase. Dörnyei (2001, 10) summarises the findings within the research of this theory and states: "Goals that are both specific and difficult (within reason) lead to the highest performance provided the individual shows goal commitment."

Locke and Latham's theory was developed in organisational and work setting, however, it was applied to educational context, and the role of proximal goals was highlighted as they promote self-efficacy, intrinsic motivation and self-regulation of learning (Dörnyei and Ushioda 2013, 20) Another benefit of goal-setting is that goals create immediate purpose that is valid in learners' eyes and therefore may be used effectively with learners who are demotivated and reluctant. (Dörnyei 2001, 84)

As it was emphasised in the previous chapters, learner-centeredness highlights goals as one of its crucial principles as they play an essential role in the teaching-learning processes. Oxford and Shearin (1994, 19) confirm and state: “Goal-setting can have exceptional importance in stimulating L2 learning motivation, and it is therefore shocking that so little time and energy are spent in the L2 classroom on goal-setting.”

Motivational strategies regarding this theory and goal-setting techniques together with the characteristic of goals that work best will be provided in the following chapters.

### **2.3.7 Goal Orientation Theory**

Ames introduced goal-orientation theory and highlighted two contrasting achievement goal constructs or orientations that students can adopt towards their academic work within his theory. These two constructs or in other words main motivational components are mastery (or learning) goals and performance goals. (Dörnyei and Ushioda 2001, 21; Ames 1992, 261–262) Dweck (1985) states that “with performance goals, an individual aims to look smart, whereas with the learning goals, the individual aims to become smarter”. (Williams and Burden 1997, 131) In other words, learners with performance orientation are interested in looking competent whereas learners with learning orientation are interested in increasing their knowledge and being competent.

Dörnyei (2001, 10) proposes that mastery goals are generally connected with a preference for challenging work, intrinsic interest in learning activities and positive attitudes towards learning. Therefore, it is important to use strategies which increase learners’ mastery orientations. In addition, it is important to consider the relationship between students’ personal goal orientations and pedagogical context and its goals (whether mastery or performance focused). Dörnyei and Ushioda 2013, 22) Because of the potential diversity, Hadfield (1992, 134) claims: “It is fundamental to the successful working of a group to have a sense of direction and a common purpose. Defining and agreeing on aims is one of the hardest tasks that the group has to undertake together.”

Unlike a goal-setting theory, goal-orientation theory was developed in a classroom setting to explain children’s learning and performance in school settings. (Dörnyei and Ushioda 2013, 21) Furthermore, as Brophy (2004, 90) explains, all of the previously discussed theories focused rather on individual concepts (such as attributions, efficacy perceptions, theories of ability, etc.) than on the complexity of motivation. (Dörnyei 2001, 12) confirms by stating:

“In sum, all the different theories make a lot of sense; the only problem with them is that they largely ignore each other and very often do not even try to achieve a synthesis.”

Thus, there was a need for a synthesis of the theories which eventually developed around the goal orientations emphasised in theory called goal theory. Within the theory, goal orientations refer to students’ beliefs about the purposes of engaging in achievement-related behaviour hence, learners who approach the same lesson or activity with different goal orientations may engage in it quite differently and emerge with different outcomes. (Brophy 2004, 90)

Particular motivational strategies which increase learners’ goal-orientedness will be specified in the following chapters as goals are relevant from the point of view of motivational strategies, as well as from the point of view of learner-centeredness which was previously pointed out in the chapter devoted to cognitive and metacognitive factors of learner-centred teaching.

### **2.3.8 Self-Determination Theory**

Self-determination theory developed by Deci and Ryan has become one of the most influential constructs in motivational psychology. (Dörnyei and Ryan 2015, 81) According to the theory, “to be self-determining means to experience a sense of choice in initiating and regulating one’s own actions”. (Deci, Connell, and Ryan 1989, 580). The theory introduces intrinsic motivation and its counterpart, extrinsic motivation, as the primary motivational components. Besides, as Brophy (2004, 10) proposes:

Self-determination theory specifies that social settings promote intrinsic motivation when they satisfy three innate psychological needs: autonomy (self-determination in deciding what to do and how to do it), competence (developing and exercising skills for manipulating and controlling the environment), and relatedness (affiliation with others through prosocial relationships).

Consequently, learners are likely to be intrinsically motivated in a classroom where these needs are supported, and on the other hand, if such support is lacking, learners may feel controlled and accordingly, their motivation will be primarily extrinsic rather than intrinsic. (Brophy 2004, 10)



Moreover, the model consists of three subtypes of intrinsic motivation. Firstly, to learn, which means that learners engage in an activity for the pleasure of understanding something new. Secondly, towards achievement, meaning that the satisfaction of surpassing oneself motivates learners to take part in the activity. The last subtype is called to experience stimulation, and it suggests that learners engage in an activity to experience pleasant sensations. (Dörnyei and Ushioda 2013, 23–24)

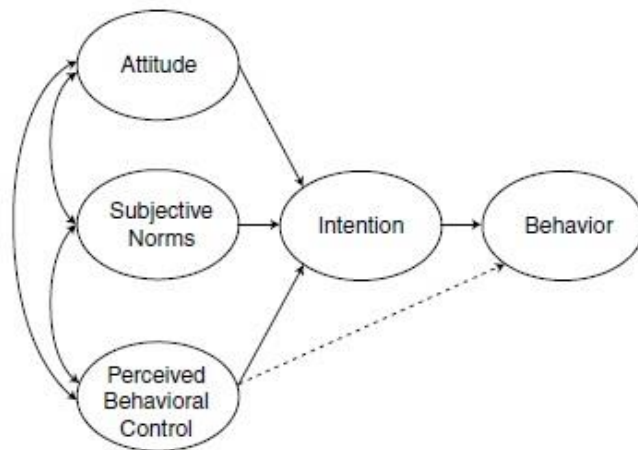
Deci and Ryan (1985, 256) point out that “being intrinsically motivated to learn improves the quality of learning and that those conditions that are autonomy supporting and informational will promote more effective learning as well as enhanced intrinsic motivation and self-esteem.” The quote shows the relevance of autonomy within this theory as the freedom of choice is a prerequisite to motivation. Dörnyei (2001, 104) provides several autonomy-supporting teaching techniques which a teacher who decides to adopt a more autonomy-supporting role may adopt to realise this goal. They will be discussed in detail in the chapter focused on motivational strategies.

The theory highly emphasises the importance of intrinsic motivation and learner autonomy as it is highlighted in motivational and affective factors of previously discussed learner-centred teaching.

### 2.3.9 Theory of Planned Behaviour

The theory of planned behaviour, which was introduced by Ajzen (1988), states that someone's intention to act is connected to their attitude towards behaviour. Ajzen's model consists of three motivational components: behaviour, subjective norms and perceived behavioural control. Ajzen (1991, 182–184) suggests that these three components directly influence behavioural intention. (see figure 5)

*Figure 5: Theory of planned behaviour (Ajzen 1991, 182)*



Dörnyei, Muir and Ibrahim (2014, 14) explain that subjective norm refers to the social pressures which are put on a person to perform a certain behaviour. However, perceived behavioural control is viewed as the most important component of the theory as it is concerned with the perceived ease or difficulty of performing the behaviour. Therefore, in order to be motivated, people need to believe that they are able to do the job but also that there are no impending factors which they cannot control. (Ajzen 1991, 188)

In other words, as Dörnyei (2001, 12) suggests, the theory of planned behaviour deals with attitudes since our personal likes and dislikes play an important role in deciding what we will do and what we will not. Attitudes have already been discussed in some of the previous theories of motivation (2.3.4 Attribution theory, 2.3.7 Goal-orientation theory) and it has been pointed out that they are relevant for the classroom environment for several reasons. In the following chapters, attitudes will be viewed from the perspective of models of L2 motivation as they are a crucial part of some of these models and motivational strategies concerning learners' attitudes will be offered.

### **3 Motivation in Second Language Acquisition**

The previous chapter has so far provided a summary of the currently dominating motivational approaches in psychology and education. To summarise, there is no theory which could be considered entirely wrong. However, they only represent one theoretical perspective and focus on selected motivational components, and for that reason, it is not possible to fully apply either of them to a classroom setting because of its complexity. The following quote by David Scheidecker and William Freeman (1999, 117) supports this argument:

The real problem with motivation, of course, is that everyone is looking for a single and simple answer. Teachers search for that one pedagogy that, when exercised, will make all students want to do their homework, come in for after-school help, and score well on their tests and report cards. Unfortunately, and realistically, motivating students yesterday, today, and tomorrow will never be a singular or simplistic process.

The following chapters will offer several theories of motivation in second language acquisition, their similarities with previously discussed theories will be provided, and finally, it will be reasoned whether the theory will be or will not be chosen as a framework for following chapters.

#### **3.1 Gardner's Motivation Theory**

Robert Gardner (1985) established an influential model of motivation. The theory is based on the premise that attitudes influence the success with which another language is acquired (Gardner 1985, 4) The theory states that motivation to learn a foreign language consists of elements which include effort, desire and a positive attitude toward the language. (Gardner 1985, 10)

According to Gardner (1979), a foreign language is not only an educational phenomenon but also a representative of the cultural heritage of the people who speak that language. (Dörnyei, 2001, 14) Williams (1994, 77) acknowledges the social influence by stating:

There is no question that learning a foreign language is different from learning other subjects. This is mainly because of the social nature of such a venture. Language, after all, belongs to a person's whole social

being: it is part of one's identity and is used to convey this identity to other people.

Gardner (1985, 53–54) also proposes that motivation requires goal-oriented behaviour. Therefore, differences in motivation might be reflected by different reasons for learning a language (orientations) which might be related to learners' achievement in the language. (Gardner 1985, 60) According to Gardner's model, learners' goals are into two categories: integrative motivation and instrumental motivation. Ushioda (2014, 34) explains that integrative motivation reflects cultural and social goals, such as the learners might want to find friends in the L2 culture. While instrumental orientation considers pragmatic goals. In other words, the reason for learning the language might be a career enhancement.

This dual classification was later replaced by a more elaborate and broader concept of integrative motive. (Dörnyei 2001, 16) As Gardner and MacIntyre (1991, 4) admit: "The important point is that motivation itself is dynamic. The old characterisation of motivation in terms of integrative vs instrumental orientation is too static and restricted". The construct of integrative motive consists of three components: integrativeness, attitudes toward the learning situation and motivation. Gardner (1985, 82-83) defines integrative motive as "a motivation to learn a second language because of positive feelings toward the community that speaks that language."

Nonetheless, the model was criticised for several reasons. Firstly, the research that supported the model has been conducted in the second language context, and it is not possible to deny the connection between the context and integrative motivation. It is evident that integrative reasons will appear in a second language rather than in a foreign language context. (Ushioda 2014, 14) Subsequently, Dörnyei and Ushioda (2013, 43) questioned the applicability of the model to the learning of English in a globalised world. Secondly, as Dörnyei (2001, 16) proposes that while the socio-cultural dimension is significant, motivation is a more complex construct. That being the case, there was a need to close the gap between motivational theories in educational psychology and in the L2 field and focus on motivation from a classroom perspective.

Having said that, Gardner's motivation theory will not be used as a framework for motivational strategies in the thesis.

### **3.2 Williams and Burden's Framework of L2 Motivation**

Williams and Burden (1997, 138-140) proposed a framework of L2 motivation. Within the framework, they divided the factors which affect L2 learner into two broad categories: internal and external factors based on the motivational influence. Between these two categories, they distinguished between a number of subcomponents such as interest of the activity, perceived value of the activity, etc. within the internal factors and on the other hand, external factors included significant others, the learning environment, etc. (See appendix 1)

The model viewed motivation as a complex construct and therefore, included many motivational components from various motivational theories discussed above, such as attitudes (theory of planned behaviour), self-worth concern (Self-worth theory), locus of causality (Attribution theory), etc. Nevertheless, the model will not be used for the purpose of the thesis, as there are more elaborate models of L2 motivation.

### **3.3 Process Model of L2 Motivation**

One of the significant changes in thinking about motivation of a foreign language learner is that motivation is no longer considered an individual trait and there is no distinction between motivated and unmotivated learners, but learners are considered to be motivated in a specific time or place to do a specific thing. (Williams, Mercer and Ryan 2014, 63) Ellis and Larsen-Freeman (2006, 563) confirm by stating: "Motivation is less a trait than a fluid play, an ever changing one that emerges from the processes of many agents, internal and external, in the ever-changing complex world of the learner." The following models of L2 motivation represent such way of thinking.

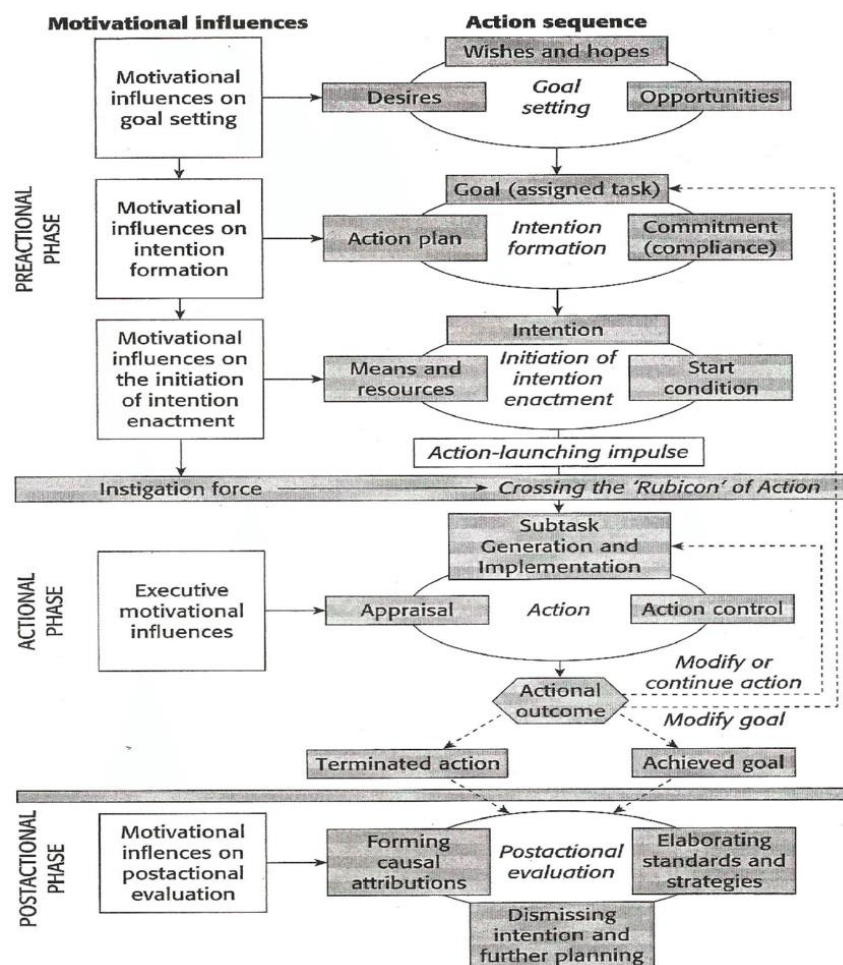
Zoltán Dörnyei and István Otto used motivational models, which were described above, as a theoretical basis for the methodological application. However, they found that there were several limitations to the existing models. Firstly, the models did not consider all the relevant influences on classroom behaviour. Secondly, they paid attention to how and why people choose certain courses and did not pay enough attention to motivational sources of executing goal-directed behaviour. Lastly, they did not acknowledge that motivation might be evolving and changing in time. (Dörnyei and Otto 1998, 43)

For these reasons, Dörnyei and Otto (1998, 43) developed a new 'Process Model of L2 Motivation' which is supposed to provide a synthesis of the most important conceptualisations to date and take into account the dynamics of motivational change. The model aims to "design

motivational strategies for the purpose of classroom interventions in second language (L2) education.” (Dörnyei and Otto 1998, 43) The fact that motivation involves not only arousing interest but also sustaining it was earlier proposed by Williams and Burden (1997, 121) Process model of motivation was also inspired by Heckhausen who distinguished between intention formation and intention implementation in motivation. (Dörnyei and Ushioda 2013, 61)

Dörnyei and Otto’s model considers two dimensions: Action sequence and Motivational influence. The former dimension “represents the behavioural process whereby initial wishes, hopes, and desires are first transformed into goals, then into intentions, leading eventually to action and, hopefully, to the accomplishment of the goals, after which the process is submitted to final evaluation.” (Dörnyei and Otto 1998, 47) The latter dimension consists of energy sources and motivational forces which are the foundation of the behavioural processes. (Dörnyei and Otto 1998, 47) (See Figure 6) Winke (2005, 44) adds that both stages can be influenced by learners themselves and learners’ external environment, such as classroom peers, parents, teachers, textbooks, etc.

Figure 6: Schematic presentation of the Process Model of L2 Motivation (Dörnyei and Otto 1998, 48)

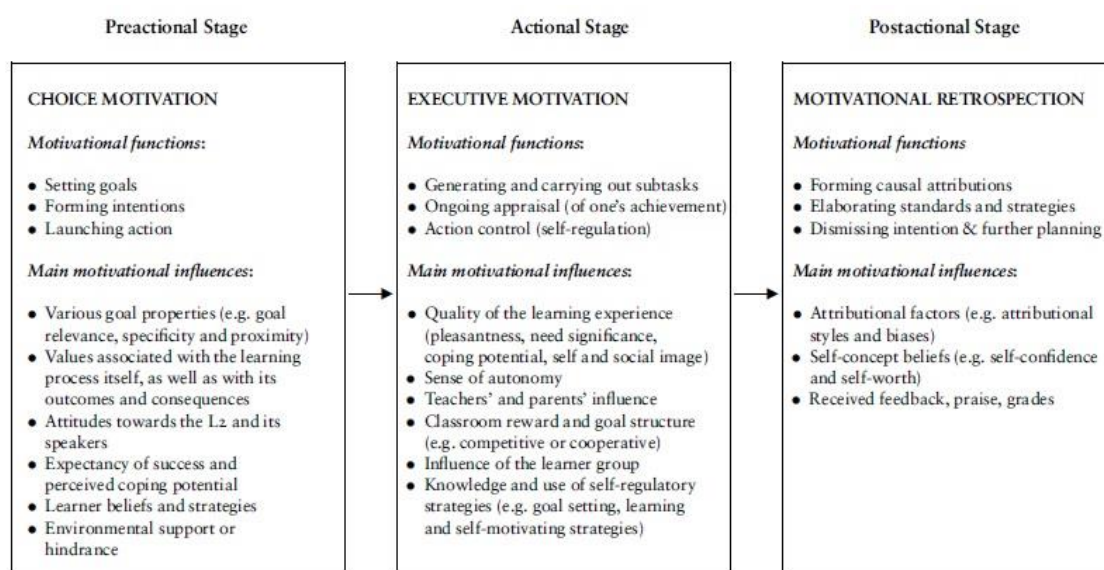


Dörnyei and Otto (1989, 47) divided the action sequence into three main parts: preactional stage, actional stage, and postactional stage. The preactional stage correlates with initiating motivated behaviour and is related to individuals' choices when setting particular goals (Williams, Mercer and Ryan 2014, 73) In other words; motivation needs to be generated at first as it leads learners to choose the goal and task to follow. That being the case, this initial phase may be referred to as choice motivation. (Dörnyei 2001, 21)

There are three motivational functions of choice motivation: setting goals, forming intentions, launching action. Goal setting consists of three antecedents: wishes/hopes, desires and opportunities. Dörnyei and Otto (1989, 47–48) explain that opportunities are included because “on occasions the starting point of the motivated behavioural process into the individual’s fantasy land but rather an emerging opportunity.” Intention formation differs from a goal as it involves commitment. Locke and Latham confirm (1990, 127) that it is not believing that a goal is desirable and reachable that force an individual to act but an individual has to make a choice to put his or her judgement in action. This is a crucial step, but it is not sufficient. The important part is for the learner to put the goal into specific steps and to create an action plan.

Dörnyei (2001, 22) described the main motivational influences which have an effect on the learner’s behaviour and thinking during all of the phases of the process model of motivation. (see Figure 7) It is visible that many of the motivational influences include well-known concepts described in the chapter focused on motivation in psychology and education.

Figure 7: A process model of learning motivation in the L2 classroom (Dörnyei, 2001, 22)



Concerning the preactional stage of motivation, the components which coincide are goal proximity discussed in the goal-setting, attitudes included in the theory of planned behaviour, the expectancy of success in the expectancy-value theory, etc. The fact that it is possible to trace the original theories in the model supports Dörnyei's claim that it attempts to synthesise all of the previous theories.

Actional stage focuses on the fact that motivation needs to be maintained and protected. This motivational dimension is also called executive motivation. (Dörnyei 2001, 21) "During the actional phase, there are three processes that are subtask generation and implementation, a complex ongoing appraisal process, and the application of a variety of action control mechanisms." (Dörnyei 2000, 8)

Action initiation starts when subtasks which were specified in the action plan are implemented. Having said that, the action plan may not be complete, which is common especially in L2 learning, and subtasks are also continuously generated during the course of action. This process is the principal indicator of effective learning (Dörnyei and Otto 1989, 50)

The second essential process which comes into effect is an appraisal. The appraisal process evaluates the multitude of stimuli from the learning environment and monitors progress towards the goal. (Dörnyei and Ushioda 2013, 66) Dörnyei (2000, 9) emphasises that a person's appraisal of one level may be extended to a more general level. Consequently, failure in a task may be generalised even into learning a language.

The last process within executive motivation is action control which characterises processes that protect a current intention from replacing. Corno (1993, 16) defines this process as "a dynamic system of psychological control process that protects concentration and directed effort in the face of personal and/or environmental distractions, as do aid learning and performance." Dörnyei and Otto (1989, 50) explain that these processes are referred to in educational psychology as self-regulatory processes.

All of the processes which are included in executive motivation lead to the actional outcome. Ideally, the individual accomplishes the goal, and on the other hand, there may be an extreme scenario when the learner completely terminates the actions. However, if the desire in the preactional stage is sufficient enough, the learner may go back and revise his/her goal. (Dörnyei and Otto 1989, 51)



Regarding the motivational influences described by Dörnyei in figure 7, there are several similarities between influences in the process model of motivation and influences in previously discussed motivational theories. The most visible connection may be the importance of self-regulation which was already mentioned in self-determination theory. Moreover, self-regulation is one of the important learner-centred principles.

Postactional stage involves critical retrospection after the action has been completed or possibly interrupted. (Dörnyei and Ushioda 2013, 66) Dörnyei (2001, 21) suggests that activities which learners will pursue in the future are determined by the way they process their past experiences. During this phase learners form causal attributions, elaborate their internal standards and the repertoire of action-specific strategies. (Dörnyei and Otto 1989, 51)

The motivational influences in the postactional stage correlate with several motivational theories. To exemplify, the attributional factors included in the attribution theory and both, self-worth and self-efficacy theory, identify learners' confidence as their motivational component. The importance of self-reflection has been also identified in learner-centred teaching.

So far, this chapter has provided the theory which underlines the process model of motivation. Motivational functions and influences have been examined, and the areas in which this model is in alignment with previous motivational theories and learner-centeredness have been provided. That being the case, the process model of motivation will be used for the purpose of the thesis, and it will be examined from the point of view of motivational strategies in the following chapters.

### **3.4 The framework of L2 Self-System**

The most recent model of motivation developed by Dörnyei in 2005 is called the framework of L2 self-system. The theory is based on previous research in L2 field, but it focuses on the psychological theories of the self. (Dörnyei and Ushioda 2013, 78–79) The model defines motivation as, “a continuous, dynamic process of identity construction and reinforcement.” (Csillagh, 2016, 187 eds. Gkonou, Tatzl, Mercer)

The Framework of L2 Self-System consists of three dimensions: Ideal L2 self, Ought-to self, and L2 learning experience. The ideal self “refers to the representation of the attributes that someone would ideally like to possess (i.e. a representation of personal hopes, aspirations or wishes). It is the L2-specific facet of one's “ideal self”: 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. Traditional integrative and internalised instrumental motives would typically belong to this component.” (Dörnyei and Ushioda 2013, 27)

Ought-to Self refers to the attributes that learners believe they should acquire to avoid possible negative outcomes. Therefore, this motivational dimension reflects learners’ desires and wishes. (Ortega 2009, 186)

Finally, the L2 learning experience is the last motivational dimension within L2 motivational self-system. According to Csizér and Dörnyei (2005, 17), it consists of executive motives which are directly related to the learning environment and experience.

Based on this model, integrativeness is the most important antecedent of motivation. (Ortega 2009, 186) The concept of integrative motivation was explained above in chapter 3.1 Gardner’s Motivational theory. It is visible that Dörnyei’s ideal L2 self highly correlates with Gardner’s integrative motivation. Ortega (2009, 186) suggests that ideal L2 self is further influenced by the antecedents of instrumentality and attitudes toward L2 speakers. Accordingly, it is possible to distinguish four motivational profiles. (see Figure 8)

*Figure 8: Schematic presentation of the L2 Motivational Self System (Ortega 2009, 187)*

<b>Antecedents</b>	<b>Motivation Profiles</b>			
	<b>Most motivated</b>	<b>Less motivated</b>	<b>Not very motivated</b>	<b>Demotivated/A motivated</b>
Self-reference (reconceptualised integrativeness)	Ideal L2 self	Ought- to self	neither	neither
Perceived instrumentality	high	high	low	low
Attitudes toward L2 and FLs in general	high	low	high	low

However, there are several shortcomings to this model. Firstly, even though Dörnyei pointed out the importance of the fact that motivation is dynamic, the dynamic state of the self is left out. According to Ndhlovu (2017), another limitation may be the inappropriateness of polarising integrativeness and instrumentality. (Ozcan, eds. 2017, 66)

## 4 Motivational Strategies

This chapter follows on from the previous chapters, which examined motivational theories and models of motivation. As it was already mentioned, it is clear that motivation is a complex construct which is difficult to define using one motivational theory. Nevertheless, for the reasons stated above, process-model of motivation will be used for the purpose of the thesis to further elaborate on the concept of motivation from the point of view of motivational strategies.

As the practical part of the thesis focuses on motivational strategies, this chapter will outline motivational strategies based on Dörnyei's book (2001): *Motivational strategies in the language classroom*. There are many strategies which are understandable and easily applicable in the language classroom. (see Appendix B) In addition, these strategies will be compared with principles of learner-centred teaching. Subsequently, motivational strategies which are in accordance with learner-centeredness will be used in the practical part of the thesis.

Dörnyei (2001, 28) defines strategies as, “techniques that promote the individual’s goal-related behaviour.” However, there are many factors which affect learners’ behaviour. Therefore, Dörnyei (2001, 28) specifies that motivational strategies refer to “motivational influences that are consciously exerted to achieve some systematic and enduring positive effect.”

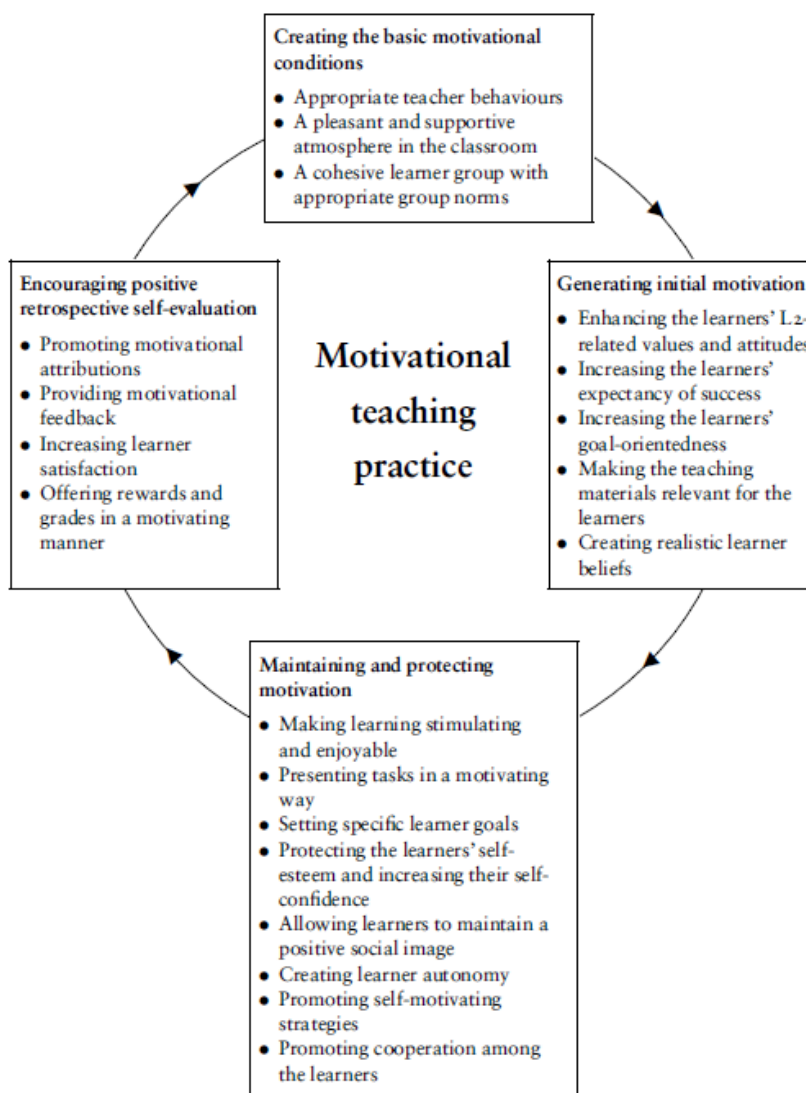
The motivational strategies are organised based on the main types of teacher behaviour that have a motivating effect. This approach centres around the process-oriented model described in chapter 3.3 since it was developed for educational applications and is viewed as the most comprehensive. (Dörnyei, 2001, 28) The strategies are organised based on the motivational process from initial arousal of motivation to the competition and evaluation of the action. (see Figure 9)

In addition, Dörnyei (2001, 31) and Brophy (2004, 26) emphasise that there are certain preconditions which need to be fulfilled before any attempts to generate motivation can be effective. These preconditions are:

- Appropriate teacher behaviours and a good relationship with the students;
- a pleasant and supportive classroom atmosphere;
- a cohesive learner group with appropriate group norms.

These preconditions correlate with Brophy's (2004, 28–33) preconditions which are: make yourself and your classroom attractive to students, focus students' attention on individual and collaborative learning goals and teach things that are worth learning, in ways that help students appreciate their value.

Figure 9: The components of motivational teaching practice in the L2 classroom (Dörnyei 2001, 29)



#### 4.1 Creating the basic motivational conditions

The preconditions mentioned above are referred to as strategies which create basic motivational conditions. This chapter will focus on this type of strategies, as they are relevant for the thesis inasmuch as they reflect the learner-centred principles described in motivational and affective factors.

Learner-centred teaching emphasises the importance of a positive atmosphere in the classroom as described in chapter 1.2. There are several ways to establish a positive climate in the classroom. Dörnyei (2001, 41) proposes using humour as a motivational strategy. Surprisingly, this strategy is very often overlooked, however, Dörnyei (2001, 41) proposes that it is not about cracking jokes, but the main point is to establish a relaxed attitude about how seriously we take ourselves. Brophy (2004, 384) also lists humour as one of the strategies which promote positive student attitudes toward learning situations.

Moreover, to promote a positive atmosphere, Dörnyei (2001, 38) suggests that teachers should pay attention and listen to each pupil. The notion of care significantly influences the development of a positive student-teacher relationship. Consequently, Hullena and Hullena (2013) claim that learners' perception that their teacher cares has been associated with improved learning outcomes. (Green and Cherrington, eds. 2013, 10) Brophy (2009, 28) suggest several ways that teacher may use to show learners that he/she care such as: learn learners' preferred names, greet them every day and spend some time getting to know them. Dörnyei (2001, 38) offers some other simple strategies such as smile, show interest in their hobbies, notice interesting features of their appearance, etc.)

Dörnyei (2001, 40) recognises that learning a language is one of the most face-threatening school subjects; therefore, language anxiety is a powerful factor. As Ortega (2009, 213) suggests, foreign language anxiety is associated with many symptoms; nevertheless, the consequences are difficult to predict because it can have facilitative as well as debilitating effects for different learners. Anxiety is one of the principles described in motivational and emotional influences in learner-centredness. As it was pointed out, mild anxiety may facilitate performance whereas strong anxiety may have the opposite effect. Dörnyei (2001, 100) advises avoiding face-threatening acts such as humiliating criticism or putting students in the spotlight unexpectedly. Brophy (2004, 82) acknowledges the anxiety-provoking nature of a classroom by stating.”

Most children begin school with enthusiasm, but many begin to find it anxiety provoking and psychologically threatening. They are accountable for responding to their teachers' questions, completing assignments, and taking tests. Their performances are monitored, graded, and reported to their parents. These accountability pressures might be tolerable under conditions of privacy and consistent success, but they become

threatening in classrooms where failure carries the danger of public humiliation.”

In order to incorporate this strategy, teachers should only offer criticism in private; they should accept mistakes as a natural part of the learning process and be careful with corrections. (Dörnyei 2001, 99)

This strategy raises the question of discipline in the classroom. Dörnyei (2001, 47–48) argues that it is necessary to establish the rules with the learners and consequently, the power of the class group may cope with people who break the rules. Nevertheless, it is necessary that if disciplining is necessary, it should be fair, well-understood and consistently applied.

## **4.2 Generating initial motivation**

Dörnyei (2001, 51) argues that even if the necessary motivational conditions are in place, learners will not be automatically motivated. Thus, teachers need to actively generate positive student attitudes toward learning.

One of the strategies that generate learners’ motivation is to raise learners’ intrinsic value of language learning. Brophy (2004, 220) suggests that interest may be treated as a form of intrinsic motivation. Therefore, activities which are perceived as interesting should be incorporated by the teachers. Covington (1992, 90–91) characterises tasks which permit intrinsic engagement as novel, intriguing, related to personal interests and relevant. The intrinsic value of language learning is in accordance with learner-centeredness as it is also one of its principles. Moreover, tasks which take into account learners’ individual differences are also in alignment with learner-centred teaching.

Another strategy offered by Dörnyei (2001, 54) centres on learners’ integrative values. The term integrativeness was already discussed in the previous chapters; therefore, in this chapter, some strategies which increase learners’ integrative values will be offered. The teacher may mediate another culture through bringing various cultural products (such as magazines, videos, music, etc.) to class, supplementing the coursebook by authentic materials or by promoting contact with native speakers. (Dörnyei 2001, 55)

Expectancy of success is another notion which was discussed in detail in the previous chapters. Expectancy of success goes hand in hand with values and therefore, to be able to generate motivation, the teacher needs to incorporate strategies which increase learners’ expectancy

of success. As Brophy (2004, 60) claims: “The simplest way to ensure that students expect success is to make sure that they achieve it constantly.” Dörnyei (2001, 59) suggest that the learners need to receive sufficient preparation and assistance so that their expectancy of success may increase. Assistance may be provided by the teacher or by learner’s peers; nevertheless, in both ways, it creates positive and optimistic conditions for the learner.

Next strategy focuses on goals. As it was already mentioned, goals play a crucial role in the teaching-learning processes. Therefore, they should not be overlooked. Covington (1992, 65) proposes that “goal-setting promotes an interpretation of success as being the result of hard work, not of ability.” Dörnyei (2001, 84) provides principles which should be followed when setting goals. Goals should be clear, specific, measurable, challenging, difficult, and realistic. There should also be a completion date, and learners should receive feedback.

Dörnyei (2001, 84) also suggests that learners should get an opportunity to negotiate their own goals. Specifically, with short-term goals, learners might be encouraged to set weekly or monthly goals. Covington (1992, 60) advocates that for learners it is difficult to set realistic goals, therefore, teachers should provide some assistance in the goal-setting process. Goals, in general, are also discussed within cognitive and metacognitive factors of learner-centred teaching in the previous chapters.

### **4.3 Maintaining and protecting motivation**

Previous chapters provided strategies which correspond with the preactional stage of Dörnyei’s process model of motivation. However, when motivation is generated, it needs to be actively maintained. This process would correlate with the actional stage of the process model of motivation. Dörnyei (2001, 73) offers three types of strategies which have been found to be effective in livening up the classroom learning.

- Breaking the monotony of learning
- Making tasks more interesting
- Increasing the involvement of the students

Alison (1993, 12) advises that it is important to ensure success to maintain learners’ motivation: “We can bend over backwards explaining the advantages of speaking a foreign language, but the pupils’ outlook is often more immediate than that. They like what they are good at.”

There are many ways to break the monotony of learning. Dörnyei (2001, 74) suggests that it is vital to vary as many aspects of the learning process as possible. Brophy (2004, 38) lists several criteria teachers might want to consider when planning activities and assignments. Firstly, it is necessary to bear in mind the difficulty level; thus activities should be challenging enough but not too difficult. Also, teachers might want to think about what activities are learners likely to enjoy. Considering the relevance of tasks based on learners needs and interests is in accordance with learner-centred principles as it was pointed out in the chapters devoted to learner-centeredness.

Dörnyei (2001, 74) adds that it is necessary to vary not only tasks but also other aspects of teaching-learning processes, such as the classroom's spatial organisation. Scrivener (2005, 87) recommends considering what grouping, seating, standing arrangement is the most suitable for the particular activity. Teachers may allow learners to move around from time to time to preclude the emergence of rigid seating patterns. There are many benefits which arise from this strategy, as it allows learners to come in contact and interact with each other (Dörnyei 2001, 44)

Regarding variety, it is necessary to change organisational forms in the classroom, as pair work and group work promote cooperation among learners. Dörnyei (2001, 44) proposes that using small-group tasks where students can mix, promotes the development of good relationships among learners. Brophy (2004, 44) confirms by stating: "In this kind of collaborative classroom climate, students will be able to please both you and their classmates."

On the subject of group work, another strategy to maintain and protect motivation is to involve small-group competition games. Dörnyei (2001, 77) explains that the opportunity to compete may make learners excited about a task. However, Brophy (2004, 386) emphasises that it is important to make sure that learners do not take losing very seriously. Covington and Teel (1996, 108) recommend using competition only in game-like activities which are not taken too seriously.

Covington and Teel (1996, 108) propose cooperation instead of competition. They argue: "There is a little reason to accept the basic premise of the argument that the world is fundamentally competitive. Quite the contrary, the essential enabling characteristics of our society is cooperation, not competition." Dörnyei (2001, 101) acknowledges the importance of cooperation and suggests setting up tasks in which learners work together towards the same goal.



Another aspect which should not be ignored is that learners should be involved in the teaching-learning process as much as possible. Learners' involvement was already discussed in the previous chapter from the perspective of goal-setting. However, there are many ways to increase learners' involvement, such as project work. This is also connected to another strategy proposed by Dörnyei (2001, 77) which suggests introducing tasks which involve tangible and finished products.

#### **4.4 Encouraging positive self-evaluation**

Previous chapters have provided some motivational strategies which focus on different parts of the process of motivating learners. This chapter will offer some motivational strategies regarding feedback as it is an integral part of teaching-learning processes.

The strategies within this part of the process ensure that the learner that learners make positive attributions to their own achievement. According to Ushioda (1996, 13) „the ideal motivational scenario is one in which students attribute positive outcomes to personal ability, and negative outcomes to temporary shortcomings that can be remedied.“ As it was already mentioned in the chapter devoted to learner-centeredness, it is possible to increase learners' involvement in the teaching-learning process by sharing the responsibility for evaluation with them (APA 1996, 7)

Therefore, it is necessary that teachers incorporate self-evaluation as a motivational strategy as it involves learners by raising their awareness “of the mistakes and successes of their own learning and gives them a concrete sense of participation in the learning process”. (Dörnyei 2001, 105) This strategy is closely connected to the strategies which regard goal-orientedness of the class since it is necessary that the goal is explicitly stated to make self-evaluation accessible for the learners. (Nunan 2012, 74) Dörnyei (2001, 133) offers several ideas for self-evaluation tool which teachers may use, such as portfolios, self-evaluation sheets or two-way negotiation.

Another strategy which encourage positive attributions is not very demanding for the teacher, however, it is very effective. Dörnyei (2001, 126) recommends taking time to celebrate success. However, it is important to bear in mind that the celebration needs to focus on learners' effort, not whether the learner succeeded in pleasing the teacher. Having said that, praise may be a great strategy if the teacher uses it correctly. Otherwise, there is a possibility that it will send a message about a behaviour which gains approval and learners might start to depend more

on appreciation by significant others than on the value of the activity itself. (Williams and Burden 1997, 133) Also, applause may be a great strategy as long as it does not embarrass the learners (Dörnyei 2001, 126)

Generally speaking, rewards and punishments are viewed as strategies which may undermine learners' intrinsic motivation. (Raffini 1996, 1) However, it is possible to use them in a motivating way as long as it is done cautiously. As Dörnyei suggests grades are not usually viewed in a very positive light and they create an area where learner-centeredness and achievement-based society clash. (Dörnyei 2001, 131) Nevertheless, in the context of Czech educational system, teachers prevalently have to mark learners. Ushioda (2014, 36) proposes that marks may be motivational if they give learners information about their progress.

## **5 Motivational Strategies for Lower-secondary English learners**

The thesis has so far outlined learner-centeredness as its framework, it continued to discuss several motivational theories in psychology and education to provide a theoretical background of motivation, and subsequently, models of motivation in language acquisition have been offered. It was reasoned that the process model of motivation had been chosen for the purpose of the thesis. A process model of motivation was further used to discuss motivational strategies in the language classroom. The thesis discussed motivational strategies which are in alignment with learner-centeredness. In this chapter, it will move on to define strategies which are suitable for lower-secondary learners and these strategies will be used in the practical part of the thesis.

According to International Standard Classification of Education (ISCED), lower-secondary learners are learners who attend lower-secondary schools. Students usually enter lower-secondary schools from the age of 10 to 13. (ISCED 2011, 6–33) However, in the context of education in the Czech Republic, the age 12 is the most common. Therefore, lower-secondary learners in the Czech Republic may be defined as learners from the age of 12 to the age of 15. In the literature, these learners are referred to as teenagers.

Scrivener (2005, 329) suggests that it might be exciting to teach teenage classes, as teenagers are often motivated, especially if they consider the class relevant, however, they are often viewed as the most demanding by the teachers. It is necessary for teachers to take into consideration several issues which are specific for teenagers. Harmer (2001, 88) point out to the fact that self-esteem is very important for learners. Therefore, learners' low self-esteem may result in low participation. For that reason, the motivational strategies chosen for the practical part of the thesis will regard learners' self-esteem.

Moreover, Scrivener (2005, 328–331) suggest that teenagers' interests change quite quickly, and so does their motivation; therefore, it is important to consider this when using motivational strategies, otherwise, they might get bored. Lastly, teenagers tend to be outspoken and hence, it is recommended that teachers involve them in the process and as Wlodkowski (1986, 161) point out using humour is highly relevant since: "Humour is many things and one of them is interesting." (Dörnyei 2001, 77) The strategies selected for the practical part take into consideration all of the issues discussed in this chapter.

Here is the list of eighteen chosen motivational strategies proposed by Dörnyei (2001) organised into five broader categories based on their similarities and for practical reasons, as

most of the strategies are interconnected and therefore, the following analysis in the practical part might be incomprehensible. The strategies were chosen based on several criteria. Firstly, the principles of learner-centeredness were considered. Then, the age of the learners was taken into account, and lastly, the strategies which were best observable in the classroom were chosen.

#### 1. POSITIVE ATMOSPHERE

- a) "Pay attention and listen to each of the pupils."
- b) "Bring in and encourage humour."
- c) "Avoid face-threatening acts such as humiliating criticism or putting students in the spotlight unexpectedly."

#### 2. GOAL-ORIENTEDNESS

- a) "Set goals which are clear, specific, measurable, challenging, difficult and realistic."
- b) "Explain the purpose and utility of the task."
- c) "Whet the students' appetite about the content of the task."
- d) "Encourage learners to select specific, short-term goals for themselves."
- e) "Promote integrative values - contact with L2 speakers and L2 cultural products."

#### 3. TASKS

- a) "Make sure pupils receive sufficient preparation and assistance."
- b) "Make tasks content attractive by adapting it to the student's natural interests or by including novel, intriguing, exotic, humorous, competitive or fantasy element."
- c) "Select tasks which require mental or bodily involvement from each participant."
- d) "Adjust the difficulty level of task to the students' abilities and counterbalance demanding tasks with manageable ones."
- e) "Relate the subject matter to the everyday experiences and backgrounds of the pupils."

#### 4. ORGANISATIONAL FORM

- a) "Regularly use small-group tasks where students can mix."
- b) "Try and prevent the emergence of rigid seating patterns."
- c) "Involve small-group competition games."

#### 5. EVALUATION

- a) "Encourage accurate student self-assessment by providing various self-evaluation tools."
- b) "Monitor student accomplishment and progress, and take time to celebrate any victory."

## **PRACTICAL PART**

In the theoretical part, a framework for the practical part was provided. Learner-centeredness and its principles were outlined to create a theoretical base for the thesis. Subsequently, motivational theories and models of motivation with detailed views of different authors were provided. These chapters were discussed with regard to the outlined learner-centred principles and motivational strategies introduced in the subsequent chapters. Lastly, the theoretical part focused on motivational strategies within Dörnyei's process model of motivation and defined motivational strategies for lower-secondary English learners which are in alignment with learner-centeredness to create a base for the research.

### **6 Introduction to the research**

The research was conducted in March 2018 within ten English lessons of one teacher and her American assistant in lower-secondary English classes. A qualitative research method was chosen for the research since motivational strategies in the classroom were researched, and as it was indicated in the theoretical part, motivation is a complex construct, therefore, for a deeper understanding of the researched case, qualitative research seemed more convenient.

The research was conducted as a case study. Robert K. Yin (2013, 1–2) proposes that the case study enables researchers to understand a complex social phenomenon as it provides the holistic and meaningful characteristics of real-life events. Schramm (1971, 12) defines that case study “tries to illuminate a decision or set of decisions: why they were taken, how they were implemented, and with what result.” According to Robert K. Yin (2013, 5) case study is highly relevant when the form of the research question is how or why. Having said that, a case study is the most appropriate strategy and offers some distinct advantages for the purpose of the research within the practical part of the thesis because the research questions focus on a contemporary set of events, over which the researcher has no control. (Yin 2013, 9)

Case study relies on multiple sources of evidence; usually in a triangulating fashion (Yin 2003, 14); therefore, three methods were used in the research: observations, interview, and focus groups.

## **6.1 Aim of the research**

The research focuses on motivational strategies in lower-secondary English classes. The aim of the research is to find out whether the teacher uses motivational strategies, what motivational strategies the teacher uses in her English classes and how. Subsequently, the second aim of the practical part of the thesis is to find out why the teacher uses the strategies and how the learners perceive the motivational strategies. The aims of the practical part of the thesis were formulated into five research questions:

- 1) Does the teacher use motivational strategies in the class?
- 2) What motivational strategies does the teacher use?
- 3) How does the teacher use the strategies?
- 4) What is the teacher's perspective on the strategies?
- 5) How do learners perceive the strategies?

## **6.2 Limits of the research**

However, it is important to note that there are several limitations to the research. Firstly, the research was conducted only within the lessons of one teacher. Therefore, no general conclusion about what motivational strategies lower-secondary English teachers use and how they use them cannot be drawn from the research. Secondly, the research was carried out over a one-week period. For that reason, there is a possibility of misrepresentation of the lessons during the whole school year as many external factors influence the teacher and the learners, such as the weather, the season, the time of the day, etc.

## **7 Data collection**

The research was carried out at one lower-secondary school with the cooperation of one English teacher. In respect of research ethics, the name of the teacher, of the learners and the educational institution are left out. Ten English lessons were observed in total across three different grades. There were about 15 pupils in each class at the age ranging from 12 to 14. Data were collected using three methods. Firstly, observations were used which were followed by an interview with the teacher and focus groups. I did not participate in any of the lessons.

### **7.1 Observations**

Observations as a research methodology were used to determine whether the teacher uses motivational strategies defined in the theoretical part of the thesis in her lessons, what strategies she uses and how she uses them. The strategies which were defined in chapter 5 were used for the purpose of observations. These strategies were numbered as it would be more convenient for identification in the observation sheet.

Based on these strategies, observation sheet was created. The observation sheet consists of an introductory part and a part where strategies were recorded and described. Firstly, the number of the observation sheet according to the order of observed lessons is provided. Then the date, time of the day, grade and observed teacher were noted. Lastly, the part dedicated to motivational strategies was provided. In this section, motivational strategies were divided into five broader categories. Within each category, there are two sections. The first section was used to describe the activity or teacher's behaviour and the second section was used to note down the strategy which was used. During the observations, the observation sheet was used as well as the list of motivational strategies. An example of an observation sheet is provided in Appendix B.

The observation sheet was carefully piloted in one lesson to test its convenience and to avoid possible complications. I tested the observation sheet in one of the lower-secondary English classes where the observations took place. I decided to make notes in English. There were no problems during piloting the observation sheet as it provided sufficient data concerning motivational strategies in the lesson.

For the analysis, the frequency of motivational strategies which were used in the lessons was summarised. Subsequently, the data were compared with the theoretical base provided in the theoretical part of the lesson.

## 7.2 Interview with the teacher

As it was suggested in the introduction to the research, interview with the teacher as a research method was employed to answer the research question of why the teacher uses the observed strategies. And whether she uses them intentionally or unintentionally. Having said that, the interview took place after the observations, as the questions created for the interview were based on data collected from the observation sheets and adapted to the teacher. It is important to mention that in some of the classes, American assistant Cassie was present, and she did some activities with the pupils. However, the interview was realised only with the teacher, as she planned the lessons and taught most of them herself. Also, even when Cassie did some activities with the pupils, the teacher assisted her and helped the pupils.

Here is the list of questions which were used in the interview:

1. What do you do to create a positive atmosphere in the classroom?
2. How do you set goals in your classes?
  - a) Do you use short-term and long-term goals?
  - b) Do Ls have an opportunity to formulate/negotiate their own goals?
3. Do you promote contact with L2 speakers and cultural products in your classes?
4. What do you consider when you plan an activity/task for your class? (interests, real-life connection, etc.)
5. What do you do to make Ls interested in the class/task?
6. Does it ever happen that the task is too difficult/easy for the class?
  - a) What do you do when this happens?
7. What are the most common organisational forms you use in your classes?
8. How often do you change seating patterns in your classes? Organisational forms?
9. Why do you use group-work competitive games?
10. Do you evaluate Ls progress?
11. What tools do you use for evaluation?
12. Do Ls have an opportunity to evaluate themselves?
13. How do Ls evaluate themselves?

The interview was conducted in English to avoid interpretation of the teacher's answers during the translation from Czech to the English language. The order of the questions was not kept during the interview, as sometimes the teacher answered some questions



within another question. The interview was recorded and afterwards analysed and compared with the observations.

### 7.3 Focus groups

Focus groups were used as the last method of the case study. David L. Morgan (1996, 1) defines focus groups as “group interviews where a moderator guides the interview while a small group discusses the topic that the interviewer raises.” Usually, the focus group consists of six to eight participants who come from similar backgrounds. What distinguishes focus groups from other interview procedures is the possibility of group discussion. As Sharon Vaughn, Jeanne Shay Schumm and Jane M. Sinagub (1996, 5) explain, the goal of focus groups is to “elicit perceptions, feelings, attitudes, and ideas of participants about a selected topic.”

Having said that, focus groups seemed to be the most appropriate method for the purpose of the thesis as focus groups were used to answer the research question of how the learners perceive the motivational strategies. The group interviews with the learners took place after the observations as, similar to the interview with the teacher; questions were created based on the data collected from the observations.

Semi-structured type of focus groups was used since they are conversational and informal in tone which would be appropriate for the particular group of learners who participated in the focus groups. (Clifford, Cope, Gillespie, French 2016, 145) Semi-structured focus groups are supposed to have “some degree of predetermined order but still ensure flexibility.”

Here is the list of questions used for the focus groups:

1. Kdo se rád učí angličtinu?
2. Proč ano? Proč ne? (Jaké aktivity Vás baví? Ostatní souhlasí?)
3. Jak se cítíte při hodině angličtiny? Je něco, co vám na hodinách angličtiny vadí?  
Je nepříjemné?
4. S paní učitelkou si vždy na začátku hodiny říkáte, co se naučíte. Myslíte si, že jste vždy na konci hodiny schopni říct, co jste se naučili?
5. Jsou pro vás aktivity v hodině angličtiny moc těžké/lehké/tak akorát?
6. Baví vás pracovat se skupině? (Proč ano? Proč ne?)
7. Poradí Vám někdo, když si nevíte rady? (paní učitelka, asistentka, kamarád)
8. Je pro Vás důležité abyste měli dobrou známku z angličtiny?

Focus groups were conducted in the class where most observations took place. The learners were randomly divided into three groups, and each group consisted of five learners. The group interview was conducted in the Czech language since the learners are 12 years old and it would not be possible to conduct it in the English language. The group interviews were recorded with the written agreement of learners' parents and subsequently, analysed and compared with other research methods.

## 8 Data analysis

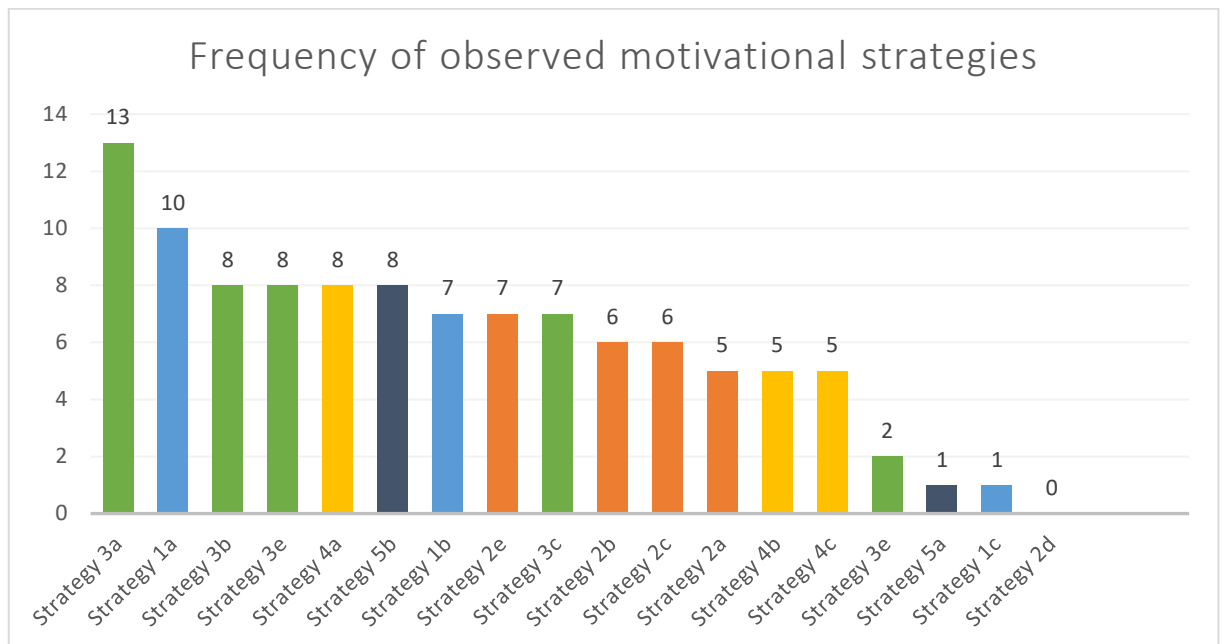
The data collected from the observation sheets, interview, and focus groups were summarised and compared. As it was already mentioned, the strategies in the observation sheets were divided into five more general categories based on their similarities, and therefore, in the following chapters, these categories will be used for the analysis. Firstly, observation sheets provided data about whether the teacher uses motivational strategies. Secondly, the frequency of motivational strategies used in the classes was determined to answer the research question of what motivational strategies she uses. Thirdly, the part where the strategy was described and commented provided data about how the teacher uses the observed strategies. All of the data collected from observation sheets were compared with the theoretical base provided in the theoretical part of the thesis.

Subsequently, the interview with the teacher was analysed from the point of view of motivational strategies to obtain more data about how the teacher uses the motivational strategies and to answer the research question why she uses them. In the interview, motivational strategies were determined and after that compared with the data collected from the observation sheets.

Lastly, the focus groups were analysed to answer the research question about learners' perspective on motivational strategies. The recorded data collected from the focus groups were, similarly to the interview with the teacher, analysed and learners' perspective on motivational strategies was determined and compared with observation sheets and interview with the teacher.

Before the analysis, it is essential to answer the first research question: Does the teacher use motivational strategies in the class? It is necessary to point out, that it is not possible to observe all of the motivational strategies. Therefore, the analysis concerns only strategies defined in chapter 5. Graph 1 below illustrates the occurrence of the observed motivational strategies according to the frequency from the most used to the least used. It is visible that all of the strategies were used in the observed classes with the exception of strategy 2d which was not observed. Hence, it is possible to conclude that in the observed classes, the teacher used motivational strategies. In graph 1, it is also possible to determine what motivational strategies the teacher used in the observed classes. Strategies 3a and 1a were the most utilised strategies by the teacher and strategies 5a and 2d were the least employed strategies in the observed classes. The strategies will be discussed in detail in the following chapters.

Graph 1: Frequency of observed motivational strategies



## 8.1 Positive atmosphere

In the previous chapter, the research has revealed that motivational strategies were used in the observed classes. In the following chapters, the observed strategies will be discussed in the categories into which they were divided. The data from the observations will be compared to the interview with the teacher and focus groups with the learners.

As it was discussed in the theoretical part of the thesis, a positive atmosphere is essential for both learner-centredness and learners' motivation. Therefore, it is necessary to employ strategies which encourage a positive atmosphere in the class. When observing the lessons, I examined three strategies that influence a positive atmosphere, and these strategies are defined in chapter 5.

In the observed lessons, the teacher utilised all three strategies to some extent. The most used strategy was 1a. To create a positive atmosphere by paying attention to the learners and listening to them, the teacher used an activity called "circle time" at the beginning of the first lesson of the week. In this activity, the learners moved their chairs in front of the board and made a circle. The teacher and the assistant asked them about their weekend and also shared something about their weekend. Learners visibly enjoyed talking together in a relaxed manner. The teacher carefully listened to each of them and asked additional questions. In other lessons,

the teacher warmly greeted the learners and asked them some questions such as how they are. Doing this visibly established a positive atmosphere at the beginning of each lesson.

In the interview, the teacher specifically named the “circle time” activity as something she uses to create a positive atmosphere. She said: “We talk about the weekend and I ask them about their life. This is a sort of team building activity.” She also added that she talks to her learners a lot; she tries to be there for them and listens to their problems. In the focus group, all three groups mentioned “circle time” as an activity they enjoy. They perceive it as a relaxing activity, and they appreciate this activity especially on Monday. Moreover, learners’ comments such as: “I enjoy English classes because our teacher is nice.” and “I feel good during English classes because they are enjoyable.” show that the teacher is successful in creating a positive atmosphere in the class and that the “circle time” activity positively influences the relationship between the teacher and the learners. It is necessary to emphasise that all of the answers were consistent among all three groups. Therefore, from the interview and focus groups, it can be concluded that the teacher uses the strategy intentionally and that it is positively perceived by the learners, and thus it can be viewed as successful in motivating learners.

To create a positive atmosphere, it is also suggested to use humour in the class. This strategy was used quite often in the observed classes, as it can be seen in graph 1. Using humour was discussed in the theoretical part where it was pointed out that humour improves the atmosphere in the classroom and increases learners’ intrinsic motivation. Even though it may be considered an easy strategy, it plays quite an important role. To exemplify the strategy in the observed lessons, the teacher included funny pictures in the presentation about rules in American schools. The learners laughed and seemed much more interested in the activity.

Using humour was also addressed by the teacher in the interview. She mentioned that she tries not to take herself too seriously and that she encourages humour in the classes as it makes them more relaxed and fun for the learners. In the focus groups, the learners did not specifically mention humour. However, they commented that they perceive the activities as entertaining which could be a result of the teacher using humour. To conclude the strategy, the teacher is aware of the positive influence of humour on learners’ motivation. As it was mentioned in the theoretical part, using humour may foster learners’ positive attitudes towards a particular subject. Learners’ positive attitude towards English may be deduced from their answers in focus groups as all of the learners consistently answered that they like learning English.

The last strategy examined in the study takes into consideration learners' age. Regarding lower-secondary learners, it is important to avoid face-threatening acts as it was highlighted in the theoretical part. In the observed lesson, only once the learners' face may have been threatened when the teacher asked them when they would like to write a test. The teacher solved the situation by asking learners to put their head on the desk and raise a hand for the day they want to write the test. The teacher called this a secret vote and learners seemed familiar with the procedure. However, in the interview with the teacher and in the focus groups with the learners, this situation was not addressed. Nevertheless, according to learners' responses in the focus groups, they do not perceive the lessons as face-threatening as they said that they never feel uncomfortable in the lessons.

## **8.2 Goal-orientedness**

Goals and their important role in the teaching-learning processes have already been discussed in the theoretical part in the chapters devoted to learner-centeredness and motivational strategies. It has been established that goals promote learners' intrinsic motivation, and therefore they increase learner-centeredness. For these reasons, five strategies regarding goals have been examined in the study. (see chapter 5) In the observed lessons, four strategies were employed by the teacher. Only strategy 2d was not used by the teacher in the observed lessons.

The first important step to increase goal-orientedness in the class is to set clear, specific, measurable, challenging, difficult and realistic goals as it was discussed in the chapters devoted to motivational strategies. The teacher set a goal at the beginning of the observed lessons five times. In other lessons, the topic of the lesson was introduced; however, the goal was not explicitly stated. The teacher stated the goal of the lesson in Czech and afterwards checked whether the learners understood.

In the interview, the teacher discussed how she sets the goals, and she stated. "The goal always has to be connected to the topic we are talking about. Also, I consider how relevant it is in their life and also, I try to formulate it with the student in the centre of the goal." She exemplified that instead of saying that the learners will be able to use present simple, she says that the learners will be able to describe their typical day. The teacher also added that she uses the SMART (specific, measurable, achievable, relatable, time-bound) strategy to set the goals. The teacher admitted that the goals do not always work, but she tries her best. In the focus groups with the learners, I addressed that I noticed that their teacher sets the goal of the lessons

at the beginning and I asked the learners whether they are able to say what they learned at the end of the lesson. The most common answer was sometimes. Also, the learners suggested that the teacher does not always set the goal at the beginning of the lesson. The fact that learners are not always able to say what they learned that day might be caused by a mistake in the process of setting the goal. The teacher herself admitted that it does not always work which was confirmed by the learners' answers in the focus group as they were not sure what to answer and then they just said "sometimes". Nevertheless, it might be concluded that the teacher intentionally uses this motivational strategy, but some improvement might be necessary.

The following strategy is connected to the previous strategy as it suggests to explain the purpose and utility of the task. This strategy was observed multiple times in different activities. For example, when learners practised new vocabulary, the teacher explained the importance of accurate pronunciation by comparing words sweet and sweat. She carefully explained to learners that in some cases it is important to be accurate as they might say a different word. This strategy was also used when the teacher explained the utility of question tags in English by comparing it to the Czech language and showing the learners that in Czech, people also use some sort of questions tags.

The teacher revealed in the interview that in the process of planning activity, she always thinks about the way how she is going to give instructions to her learners. She added that she always considers whether the outcome of an activity is relevant to the learners and that she tries to explain to them why it is relevant. She comments: "I do not like just killing time in my classes." The learners in the focus groups agreed that they think learning English is important for them. This might be connected to the fact that their teacher chooses tasks which are relevant and explains why they are useful for them.

Another important aspect of a goal-oriented class is that learners are not only aware of the goal of the class or task and that they perceive it as useful but also that they are interested in the activities. Therefore, it is necessary for the teacher to arouse learners' interest. In the observed lessons, the teacher introduced a topic by playing a video or learners guessed the topic of the lesson from some clues, or they played hangman. In addition, the teacher often introduced an activity just by saying: "We are going to do a fun activity." This strategy is mainly important because it increases learners' intrinsic motivation as it was argued in chapter 4.2.

It is apparent that the teacher is highly aware of the importance of this strategy as she provided several examples of what she does to make learners interested in the task or in the lesson

in general. She says that she often plays a video, play a game, show pictures or bring an object which should stimulate learners' interest. The teacher highlights: "Mostly, I would say I try to connect with my students on some kind of personal level because I know they are going to respond to it." This strategy probably works very well for the teacher as learners in the focus groups consistently said that they perceive English lessons as interesting because they play a lot of games; they can watch videos or series. Some of the learners even added that they always look forward to English classes.

Regarding goal-orientedness, it is also important to promote learners' integrative values. As it was explained in the theoretical part, if learners have an integrative motivation, their goal is to learn English because they have positive attitude towards it. In other words, if learners have integrative values, they are intrinsically motivated to learn English. Provided that intrinsic motivation is an important principle of learner-centeredness, this strategy is relevant for the thesis. In chapter 4.2, strategies which promote integrative values have been discussed. Also, this strategy is relevant as there was an American assistant present in most of the observed classes which was already stated in the previous chapters. This presence of an American assistant itself is a motivational strategy as promoting contact with L2 speakers is advised. In the observed classes, the American assistant either helped the teacher or prepared some activities for the learners herself. Moreover, during the activities, the assistant promoted contact with L2 culture for example when she prepared a presentation about rules in American schools. Learners seem interested during this activity as they guessed whether the rules are true or false. In the end, Cassie asked them if they would like to go to an American school and some learners answered that they would. This activity may be considered as one which promotes integrative values. What is more, in the observed classes, the teacher or the assistant often mediated contact with L2 cultural products by using English or American films, videos or music in the lessons.

The teacher in the interview commented on the importance of this strategy a how she uses it in the class by saying. "We want our students to realise that unfortunately our mother tongue is not very useful in the world and to be able to communicate with other people, they really need English." She said that instead of explaining learners that they need English, she promotes contact with English speakers which makes her learners understand that they need to study English because they might need it in real life. She adds: "We want to show them real life." Therefore, she tries to give students opportunities to meet native speakers such as the American assistant who is at school through Fulbright ETA student programme or they organise Edison weeks when students from different countries come and communicate with their students.



This strategy seems to be highly appreciated by the learners as in the focus groups they talked about the American assistant and Edison week. They said that they like that they can only communicate in English with the assistant. The learners also enjoyed the Edison week, as they said that they appreciate that they learned something new, they could taste different food and that they used English to talk to the students who came. Furthermore, the learners admitted that they continue to communicate with the Edison students through Instagram or Messenger. Learners' integrative values were apparent as when I asked them about the reasons they learn English. They answered that they would like to travel or maybe get a job in an international company and therefore, they need to speak English. In the focus groups, learners even shared stories about their holidays when they needed English. Given the data collected from the interview and focus groups, I would conclude that the teacher intentionally uses the strategy and it is positively perceived by the learners to such extent that they might study English because of their integrative motivation.

Unfortunately, the last strategy which concerns goal-orientedness was not observed in the observed lessons. This strategy proposes to encourage learners to select specific, short-term goals for themselves. As it was argued in the theoretical part to maintain learners' motivation, it is necessary to involve them in the teaching-learning process. The teacher in the interview recognised that her learners do not have an opportunity to set or negotiate their own goals. However, she added that the reason is not that she does not want to but because she has never thought about it. She said: "It is a great idea actually." She added that she would try to involve learners in the goal-setting process. Also, the learners in the focus groups said that they do not set their goals. As it was already stated in this chapter, some improvement in the goal-setting process might be necessary to make the goals motivational for the learners. Involving learners in the process might help them understand better what they learned that day, see some progress and therefore, maintain their motivation.

### **8.3 Tasks**

Tasks which are used in a motivating way is another set of strategies which were defined for the purpose of the thesis. The data collected from the observations, interview, and focus groups will be analysed in this chapter. As it was already discussed in the theoretical part, learners' motivation needs to be protected as the process of learning a language is very long. In total, five strategies were defined for this section. These strategies may be considered

the most employed by the teacher in the observed lessons. As it is visible in graph 1, strategy 3a was even the most utilised strategy out of all observed strategies.

As it was mentioned above, the teacher used strategy 3a the most in the observed lessons. This strategy advises teachers to make sure that learners receive sufficient preparation and assistance. The reason why it was the most utilised may be rather self-explanatory as helping and assisting learners is considered as one of the fundamental teacher's roles in the classroom. This strategy was observed numerous times. Usually, when learners worked individually, the teacher walked around the classroom and made sure everyone knew what to do or helped those who needed it. The teacher carefully watched if someone needed help and made sure that everyone got sufficient assistance. This might have been influenced by the fact that there was the assistant present in most classes; therefore, the teacher had enough time to pay attention to every learner. However, as it was discussed in chapter 4.2, this strategy is mainly important since it influences learners' expectancy of success. As it was proposed in chapter 2.3.1, when learners' expectancy of success increases, they believe they are able to succeed in a given task which is crucial for their motivation.

In the interview, the teacher addressed this strategy by saying: "I think that you have to be successful in what you are doing to be motivated." She mentioned that there are students who are not good at English because they might be good at other subjects, but she tries to ensure that every student feels successful. Subsequently, she exemplified that for a listening test she provides four listening tasks (slightly different in difficulty) and learners can choose the two they think they will be good at. This strategy differentiates learners which is not only motivational but also in accordance with learner-centred principles provided in chapter 1.3. The teacher recognises that "if you fail constantly, then you are not going to be motivated, so I try to make my students feel successful even if it is just a little thing." In the focus groups, a majority of learners said that they perceive English as an easy subject. However, teacher's effort was visible in answers of one learner who said that he is not good at English. The learner admitted that even though learning English is difficult for him, he tries to learn it and sometimes he is successful. This is a clear case when this strategy may help with learners who would otherwise fail and therefore, would not be motivated to learn English.

The following strategy, which was observed in the classes, suggests making task content attractive by adapting it to the students' natural interests, as discussed in chapters 4.2 and 4.3. This strategy was already analysed as a part of the previous chapters as it is connected

to positive atmosphere in the classroom and goal-orientedness. It was concluded that the teacher creates positive atmosphere in the classroom by preparing tasks which learners perceive as interesting and that the teacher takes into consideration learners' interests in the goal-setting process. Moreover, this strategy proposes including a humorous element in the classroom which was also discussed above and summarised that in the observed classes the teacher used humour and that learners highly appreciate that the teacher accepts humour in her classes.

As it was proposed in chapter 2.3.8, self-determined learners are likely to be intrinsically motivated. Therefore, an environment which supports learners' autonomy is considered motivational and thus learner-centred. One of the strategies which teacher may adopt to support learners' autonomy is to involve learners in the tasks as much as possible. In the majority of the observed lessons, learners were active and involved in the lesson. It can be exemplified in the lesson dedicated to clothes where learners got post-it notes with clothes vocabulary, and they were supposed to stick them on the projected picture which involved their bodily involvement as well as their mental involvement. In another lesson, learners were supposed to create a quiz about Czech schools for the American assistant which also involved them in the teaching-learning process.

On the other hand, in the lessons where new grammar was explained, the learners were quite passive for the most part of the lesson, as they only listened to the teacher and made notes or completed an exercise. Understandably, it is necessary to teach learners for example grammar rules. However, a more inductive approach might be more suitable. As it was visible in the following lesson with the second half of the class, the teacher changed some activities, she switched the order of the video and presentation of new grammar and let learners work out the rules from the video. Consequently, learners were more involved which might lead to increased motivation.

In the interview, the teacher addressed this situation and described that she realised that it did not work in the first group, it was visible that learners did not understand new grammar; therefore she changed it. This situation is also connected to the following strategy which is concerned with the level of difficulty of the task. The reason why learners were not so active (even if the teacher asked them a question, they did not answer) might have been that some activities were too difficult for them. The teacher said: "It happens all the time because you are not a robot and you make mistakes." However, in most of the lessons, learners were involved. Having said that, it is visible that they appreciate this strategy, as in the focus

groups when they described what they like about English lessons, they said: “We do not just sit and write something in the textbook.”

In connection with this strategy, the following strategy suggests adjusting the difficulty level of tasks. To create tasks of optimal difficulty is necessary to maintain learners’ motivation, as it was proposed in chapter 4.3 and also, such tasks increase learner-centeredness, as it was suggested in chapter 1.3. As it is not entirely possible to observe whether the task is too easy or too difficult for the learners, this strategy will be summarised based on data collected from the interview and focus groups. Despite that fact this it is not observable, there was one lesson in which some of the activities were visibly too difficult for the learner which resulted in the fact that they did not want to engage in it. As it was described above, the teacher quickly reacted to the situation and changed the lesson for the next group (the order of the activities was switched, and also, a video was replaced by an easier video).

In the interview, the teacher listed the level of the task as one of the criteria she considers when she plans a lesson. Moreover, she described what she does when the task is either too difficult or too easy. “When I see that they are struggling, I am there to help. When I see it is too easy, I am trying to have some kind of bonus activities for them, or sometimes, if the activity was not working at all, which has happened before, we just stop doing the activity.” In the focus groups, learners said that they consider English lessons rather easy for them. Some learners even shared that some activities might have been more difficult. There might be several reasons why they consider English easy. Firstly, most of the learners said that generally, they are good at learning languages. Secondly, it is understandable that the teacher needs to adjust the level to all of the learners which might cause that it is too easy for some of them. It might be beneficial to differentiate the level of the tasks for learners more. Lastly, it is possible that the learners in the focus groups wanted to say what they felt was right and therefore, their answers may not have been completely sincere.

The last strategy regarding tasks, which was observed, focuses on the need to relate the content of the lessons to learners’ everyday experiences. The strategy (3e) was already discussed in connection with other strategies (2b, 2c, and 3b). It was summarized that the teacher intentionally chooses activities which are relatable and that the learners perceive this very positively.

## 8.4 Organisational forms

This chapter will focus on motivational strategies connected to organisational forms which were observed in the lessons. Three strategies concerning organisational forms were defined in chapter 5 for the purpose of the thesis. The strategies which will be analysed in this chapter are essential for learners' motivation as it was indicated in the theoretical part. These strategies allow the teacher to develop cooperation among learners which is an important aspect of learner-centred teaching.

Firstly, it is advised to use small-group tasks. The advantages of using small-groups in the lessons were already described in chapters 2.3.5 and 4.3. In the observed lessons, the teacher used group work as an organisational form quite often. Usually, the group work involved some competition game; therefore, strategies 4a and 4c will be discussed together. The teacher either let learners choose who they want to work with, or she randomly divided them which also promotes cooperation among learners as they often mix. To exemplify, in one of the observed lessons, the teacher randomly divided the learners, and they played grammar auction game. This small-group competition game involved learners to first agree on which sentences from the provided list are correct, and subsequently, they had a certain amount of money, and they had to agree on which sentence they want to buy and for how much. Hence, this activity involved both cooperation and competition.

The teacher in the interview proposed that group-work and pair-work and the most used organisational forms in her lessons. She expressed that "for them, it is more interesting to work with someone of their age." She continued to explain that she is aware that the kids need to sit at their desks all day and for that reason, she tries to make her lessons different. The teacher summarized that usually, the organisational form depends on the activity and that she plans what organisational forms she will use in advance. From the interview, it is clear that the teacher uses motivational strategies regarding organisational forms intentionally, as she is aware of the benefits. It was also clear from the focus groups that learners enjoy working in groups. The learners listed the grammar auction game and other games as something they enjoy. Among all groups, they shared that the most important thing for them is that in the group they can help each other. It is apparent that especially for learners of this age, using group-work is very convenient and that learners view these strategies very positively.

With regard to organisational forms, it is also necessary to consider seating patterns. As it was indicated above, the kids sit all day at their desks; therefore, for learners to maintain

their motivation, activities which include some change of seating patterns should be utilised by the teacher. In the observed lessons, learners moved around quite often. Inevitably, whenever the teacher changed the organisational form, the learners changed their seating pattern. For group work, learners usually sat around one table or for ‘circle time’, learners moved their chairs and sat in the circle.

Similar to the previous strategy, the teacher said in the interview that the learners’ seating pattern depends on the activity and the organisational form. The learners shared in the focus groups that they appreciate it, and moreover, they particularly enjoy that when they copy the new vocabulary, they can sit on the floor, on the desk or they can even lie. It is evident that this strategy may help even with activities which might have been viewed by learners as dull.

## **8.5 Evaluation**

The last group of strategies which will be analysed is focused on evaluation. Two motivational strategies were examined within this group in the study. All of the previous motivational strategies focused on creating motivational conditions, generating initial motivation and protecting motivation. However, as it was described in chapter 4.4, evaluation is an important part of the teaching-learning process which should not be overlooked. As it was indicated in chapters devoted to learner-centeredness, self-evaluation is probably the most important regarding learners’ motivation. Therefore, the following strategies which will be analysed focus on evaluation which is considered motivational and learner-centred.

Self-evaluation was only observed once in the observed lessons. After reading activity, learners voted whether the text was easy or difficult for them. Besides this, it was always the teacher who evaluated the learners. The reason why more self-evaluation was not observed might be connected to the fact that learners do not have an opportunity to set their own goals as it was discussed above. As it was indicated, if learners set or negotiate their own goals, self-evaluation might be a natural consequence. Given its importance and positive influence on learners’ motivation, there is a high chance that learners’ motivation would increase if these strategies were incorporated in the lessons.

Provided that there were only ten observations, I asked the teacher about the self-evaluation in the interview. The teacher elucidated that the learners have their own portfolios which include both self-evaluation and teacher-evaluation. She explained that learners evaluate

themselves three times a year and also, every half a year they have a mini-interview where she discusses their progress with them. However, when I asked the learners in the focus groups about self-evaluation, they did not confirm the teacher's answers. They said that they do not evaluate themselves. The reason might be that they only did not remember it or that they may not perceive it as important. Unfortunately, regarding this study, this strategy seems not to be motivational in the classes, however, as I mentioned, there are many factors which influence learners' answers, and the observations took place over a short period time, so it is not possible to make a clear conclusion.

The last strategy, which was examined in the study, centres on the necessity to not only evaluate learners' ability but also their progress. It also suggests that teachers take time to celebrate any victory in the class. Unlike the previous strategy, this strategy was observed quite a lot. The teacher often praised the learners by saying: "good job" or encouraged learners by saying: "do your best". Moreover, after each game which involved competition, the learners and the teacher clapped for all groups not only for the winners, which also supported the positive atmosphere in the classroom. The last tool which was observed was emoji evaluation at the end of the lesson. The teacher showed the learners the emoji and usually said: "good job today".

In the interview, the teacher referred to the portfolios where the teacher evaluates learners' progress in several areas like listening, participating in the lesson, cooperating with others, etc. The teacher said: "They have scales where I always put smiles with a date so that they can see whether they are climbing up the stairs, stagnating or going down." The teacher also mentioned marks as a tool which she uses for evaluation. She added: "We have to do it." The interviews with the learners in the focus groups revealed that they perceive marks as important. The learners commented, "If I get a good mark, I know I can use what we learned." or "I know I have to study more if I get a bad mark." According to learners' answers, they do not view marks negatively; on the contrary; they view marks as some kind of information about their progress. As it was mentioned in chapter 4.4, such use of marks may be motivational for learners.

## **9 Conclusion of the practical part**

The research within the practical part of the thesis was conducted in the form of a case study. The case study examined eighteen motivation strategies for lower-secondary English learners which were defined in chapter 5. These strategies were observed in ten lessons, and subsequently, the interview with the teacher and focus groups with the learners took place. The data collected from the observations, interview, and focus groups were analysed and compared with the theoretical base and with each other. Every strategy was discussed in the analysis part and summarised. The research questions how the teacher uses the motivational strategies, what is the teacher's perception and what is the learners' perception were answered.

To summarise, out of eighteen motivational strategies which were observed, sixteen were proved to be used by the teacher intentionally in a motivating way, and the study revealed that the learners perceive them positively. The two strategies which seemed to be ineffective are strategy 2d and strategy 5a. The former strategy was discussed with the teacher, who admitted that she does not use it, which was consistent with the learners' answers. However, the teacher indicated that she positively perceives this strategy and that she will try to incorporate it in her lessons. Regarding the latter strategy, there was a slight discrepancy between the teacher's and learners' answers, and as it was observed only once, no conclusion cannot be made.

In conclusion, the majority of the motivational strategies which were defined for the purpose of the thesis were observed, and the study revealed that they are positively viewed by the learners. The study examined motivational strategies which are suitable for lower-secondary English learners and which are also in alignment with learner-centred teaching. Nevertheless, it is important to remind that motivation is a very complex issue and for that reasons, there is a possibility that some of the teacher used strategies were not observed or might have been overlooked. Despite this, based on the data collected in the case study, it can be concluded that the study revealed that the teacher uses a majority of the defined motivational strategies and therefore, may increase learner-centeredness in her classes.



## **10 Conclusion of the thesis**

The underlying idea of the thesis was that it is possible to increase learner-centeredness in lower-secondary English classes through motivational strategies. Therefore, the aim of the diploma thesis was to find out whether the teacher uses the defined motivational strategies in lower-secondary English classes, what strategies she uses and how. Moreover, the aim was to find out whether the strategies are used intentionally and what is the teachers' and learners' perception regarding the strategies.

The diploma thesis elaborated on the topic introduced in my bachelor thesis as it was concluded that it deserves more attention and also, the research revealed that motivational and affective factors of learner-centred teaching are among the most overlooked ones. (Krádlová 2017, 45) As it was suggested in the bachelor thesis, the current conviction is that the learner should be in the middle of teaching-learning processes, followingly the diploma thesis examined motivational strategies within the learner-centred approach. The notion that it is possible to increase learner-centeredness through motivational strategies was supported by the theory provided in the theoretical part of the thesis. Therefore, the theoretical and practical part of the thesis offered a deeper understanding of motivation in the context of learner-centeredness.

The motivational strategies were examined using a case study in the practical part of the thesis which revealed that a majority of defined motivational strategies were intentionally used by the teacher and that these strategies are positively perceived by the learners, therefore there is a possibility that by incorporating motivational strategies, the teacher increases learner-centeredness in her classes.

Nevertheless, it is important to note that there are several limitations to the research and hence, it is not possible to make a certain and generally valid conclusion. What is more, as there is no general agreement about the wrong or right approaches to teaching English language, it is necessary to note that the findings do not indicate that the teacher's approach is the only one which is right.

To summarize, as it was indicated in the theoretical part, motivation is a very complex construct. There are many authors who attempted to identify what motivates people and consequently many theories and models of motivation emerged. However, so far there is no model which would fully grasp its complexity a therefore which would be generally applicable.

Moreover, there are only a few theories of motivation dedicated to language learning and designed for classroom application. Given the fact that language acquisition is a very long and demanding process, as it was argued in the theoretical part, it is especially important to intentionally incorporate motivational strategies into language lessons. Also, given its positive influence on this process, it is apparent that motivation as well as learner-centeredness deserve more attention and more research, especially in the language acquisition field, needs to be conducted.

## 11 Resumé

Tato diplomová práce se zabývá motivačními strategiemi jako prostředek ke zvýšení tzv. learner-centeredness (výuka zaměřená na žáka) v hodinách angličtiny na druhém stupni základní školy a v nižších třídách víceletých gymnázií.

Práce obsahuje dvě základní části, teoretickou a praktickou. Teoretická část je rozdělena do pěti kapitol a slouží jako referenční základ pro část praktickou.

První kapitola objasňuje pojem "learner-centeredness", a následně se zaměřuje na její základní faktory. Stručně představuje základní myšlenky a nabízí přehled vybraných směrů ve filosofii a psychologii, které přispěly k jejímu rozvoji. Vyzdvížen je pak zejména způsob fungování těchto principů, jež nejlépe fungují jako holistický celek, tudíž není možné je zcela oddělit (právě z důvodu jejich vzájemné propojenosti). Nicméně, do výuky by měly být zařazovány postupně, a vždy s ohledem na potřeby žáků. Následuje charakteristika jednotlivých faktorů a principů výuky zaměřené na žáka. Důraz je kladen na motivační a afektivní faktory a jejich souvislost s faktory ostatními. Následující kapitoly jsou pak diskutovány s ohledem na principy motivačních a afektivních faktorů. V neposlední řadě pak tato kapitola rozvíjí myšlenku, že prostřednictvím motivace lze zvýšit míru "learner-centeredness" v hodinách angličtiny.

Následující druhá kapitola je věnována motivaci v psychologii a vzdělávání. Tato kapitola nejprve nabízí několik pohledů na samotnou definici motivace a vysvětluje její komplexitu.

Poté představuje mj. kognitivní přístup, který klade důraz na to, jak vědomé postoje jednotlivce, jeho myšlenky, domněnky a interpretace událostí ovlivňují jeho chování. V rámci této kapitoly jsou diskutovány některé z významných či převládajících teorií motivace, které se pokouší z širokého spektra faktorů identifikovat ty centrální motivy, které ovlivňují právě motivaci. Tyto teorie mají logický základ, a lze je považovat za smysluplné, zároveň je ovšem třeba diskutovat i jejich významný problém, a to, že se ve velké míře navzájem ignorují, proto je v této kapitole představena myšlenka potřeby syntézy těchto teorií a navržen eklektický přístup. Tyto teorie jsou také diskutovány s ohledem na "learner-centeredness", a jsou vyzdvíženy motivační komponenty jednotlivých teorií, které budou následně diskutovány v dalších kapitolách.

Vzhledem k tomu, že je tato práce zaměřená na motivaci při výuce anglického jazyka, třetí kapitola se již věnuje motivaci při osvojování si cizího jazyka. Jsou představeny modely motivace, které byly vytvořeny přímo pro prostředí osvojování si cizího jazyka a pozornost

je přivedena k motivačním komponentům, které se shodují s výše popsanými v přechozí kapitole věnované teoriím motivace. Diskutována je pak vhodnost každého uvedeného modelu pro účely této práce a následně, je argumentováno proč model bude či nebude použit v diplomové práci. Tato kapitola se věnuje především modelu, který vnímá motivaci jako proces. Tento model navrhli Zoltán Dörnyei a István Otto. Hlavním rozdílem oproti ostatním modelům, resp. jeho hlavním přínosem je, že tento model nevnímá motivaci jako individuální vlastnost, ale dívá se na žáka, který je motivován v určitém čase, na určitém místě, dělat určitou věc. Dörnyei a Otto použili modely motivace, popisované v předchozích kapitolách, jako teoretický základ pro následnou metodologickou aplikaci. Zároveň také objevili několik nedostatků stávajících modelů, jako například fakt, že motivace se může vyvíjet a změnit v průběhu času. Následně tedy navrhli model, který nabízí syntézu předchozích teorií a zároveň bere v potaz dynamický charakter motivace. Dle Dörnyeiho a Otta je hlavním cílem tohoto modelu navrhnout motivační strategie pro účely intervence ve třídě při výuce cizího jazyka. Zejména fakt, že tento model byl navržen přímo pro účely použití ve třídě, je důvodem, proč byl vybrán pro účel této práce.

Čtvrtá kapitola teoretické části navazuje na kapitolu předchozí a podává bližší vysvětlení konceptu motivace, především z hlediska motivačních strategií. Tato kapitola tedy nabízí určitý souhrn motivačních strategií, které jsou diskutovány v rámci Dörnyeiho a Ottova modelu motivace. Hlavním východiskem pro tuto kapitolu je pak Dörnyeiho kniha (2001): "Motivational strategies in the language classroom". V této kapitole je zdůrazněno, že i když je motivace generována, musí být aktivně udržována po celou dobu procesu učení. Tato kapitola tedy představuje strategie, které vytváří základní motivační podmínky, které generují počáteční motivaci, udržují a chrání motivaci, a strategie, které se zabývají hodnocením, zejména pak sebehodnocením. Strategie, které navrhl Dörnyei jsou diskutovány i z pohledu dalších autorů a jsou porovnány s principy learner-centeredness. Následně, v praktické části, jsou pak použité ty, které se s těmito principy shodují, a to vzhledem k tomu, že se tato práce zabývá myšlenkou, že je možné využít motivační strategie jako prostředek ke zvýšení míry learner-centeredness v hodinách anglického jazyka.

Poslední kapitola teoretické části je věnována motivačním strategiím, které jsou vhodné pro žáka staršího školního věku. Tato kapitola je zařazena proto, že výzkum v rámci praktické části diplomové práce zkoumá motivační strategie právě u této skupiny žáků. Tato kapitola nastiňuje, co je nutné zvážit, a jaké motivační strategie jsou vhodné pro žáka staršího školního věku. Na základě všech těchto kritérií pak definuje osmnáct motivačních strategií, které jsou

rozděleny do pěti skupin, dle jejich podobnosti, a také pro jednodušší pochopení při jejich analýze v praktické části této práce. Tyto vybrané strategie splňují všechna kritéria diplomové práce: jsou v souladu s výukou zaměřenou na žáka, jsou vhodné pro vybranou skupinu žáků, a jsou pro účel výzkumu observovatelné.

Praktická část diplomové práce nejprve v úvodu vysvětluje metodologický postup výzkumu, dále se pak zaměřuje na vymezení cíle výzkumu a na limity zvolené metody výzkumu. Následně je v praktické části popsán proces sbírání dat a tato data jsou dále analyzována. V závěru této části jsou analyzovaná data shrnuta a jsou zodpovězeny výzkumné otázky.

Metoda kvalitativního výzkumu byla vybrána pro účel této práce, zejména z toho důvodu, že motivace, jak už bylo řečeno, je velmi komplexní konstrukt, a tudíž pro hlubší porozumění je kvalitativní výzkum vhodnější. Výzkum byl realizován jako případová studie, která dovoluje výzkumníkovi porozumět komplexnímu fenoménu a nabízí holistický, a tudíž smysluplný, obraz skutečné události. Případová studie se zaměřuje na porozumění jednoho nebo více rozhodnutí, hlavně tedy na jejich důvod, jak byla tato rozhodnutí implementována a s jakým výsledkem. Tato studie využívá několika zdrojů dat, obvykle v triangulační podobě. Pro účely této práce to jsou tyto zdroje: observace, rozhovor a ohniskové skupiny. Mimoto, případová studie nabízí odpověď na výzkumnou otázku „jak a proč“, a tudíž poskytuje výrazné výhody pro účel výzkumu realizovaného v praktické části diplomové práce.

První kapitola praktické části uvádí cíl výzkumu: zjistit, zda učitel používá definované motivační strategie, následně, které z těchto strategií skutečně používá a jak. Dalším cílem je zjistit, jaký je pohled učitele na motivační strategie, a jak tyto strategie vnímají žáci. Cíl výzkumu byl tedy formulován do pěti výzkumných otázek:

- Využívá učitel motivační strategie?
- Které motivační strategie využívá?
- Jak tyto strategie učitel používá?
- Jaký je pohled učitele na motivační strategie?
- Jak tyto strategie vnímají žáci?

Další kapitola se věnuje limitům výzkumu. Jak již bylo řečeno, samotný fakt, že motivace je velmi komplexní, do určité míry limituje vytvoření všeobecně platného závěru. Dalším limitem je také omezená doba výzkumu, a tedy omezený počet pozorovaných hodin. Vzhledem

k tomu, že na žáka i na učitele působí velký počet vlivů, je tak třeba počítat také s možností zkreslení výzkumu, právě vzhledem k omezené době jeho trvání.

V následující kapitole je pak popsán průběh sbírání dat. Jak již bylo zmíněno, data byla sbírána za použití tří výzkumných metod: observace, rozhovoru a ohniskové skupiny. Výzkum byl realizován v nižších třídách víceletého gymnázia ve spolupráci s vybranou učitelkou. Jména zvolené vzdělávací instituce, učitele a jména žáků jsou v práci vynechány z důvodu respektování etiky výzkumu. V součtu bylo pozorováno deset vyučovacích hodin anglického jazyka. V každé třídě bylo okolo patnácti žáků ve věku od dvanácti do čtrnácti let.

První použitou metodou byly observace, které byly následně použity k určení, zda učitel používá definované motivační strategie v pozorovaných hodinách, jaké strategie používá a jakým způsobem. Observační list byl vytvořen na základě strategií definovaných v kapitole 5, které byly řádně očíslovány pro jejich snadnější identifikaci v observačním listu. Příklad vyplněného observačního listu je součástí přílohy této práce. Během observací byl použit jak observační list, tak seznam definovaných motivačních strategií. Jedna vyučovací hodina byla věnována pilotáži observačního listu, k omezení následných možných komplikací. Během pilotáže se nevyskytly žádné problémy a observační list poskytl dostatečná data o použitých motivačních strategiích v hodině.

Další použitou metodou byl rozhovor, který měl za cíl zodpovědět výzkumnou otázku: jak motivační strategie používá a vnímá učitel. Zároveň bylo cílem zjistit, zda pozorované strategie byly použity úmyslně či neúmyslně. Rozhovor se uskutečnil po observacích a otázky byly vytvořeny na základě dat sesbíraných za pomoci observačních listů. Je také nutné uvést, že u většiny pozorovaných hodin angličtiny byla přítomna americká asistentka z Fulbright ETA programu pro studenty, která s žáky také občas pracovala. Nicméně, rozhovor byl uskutečněn pouze s učitelkou, která hodiny plánovala, připravovala a z větší, resp. převážné, části učila. Otázky použité k rozhovoru je možné nalézt v kapitole 7.2.

Poslední použitou metodou výzkumu byly ohniskové skupiny, které lze definovat, jako skupinové rozhovory, kde moderátor řídí diskuzi, zatímco malá skupina diskutuje na dané téma. Dle literatury se ohniskové skupiny obvykle skládají z šesti až osmi účastníků. Rozdíl mezi rozhovorem a ohniskovou skupinou je pak v tom, že ohniskové skupiny umožňují diskuzi, jejímž cílem je zjistit postoje, pocity, percepce a myšlenky účastníků o daném tématu. Hlavně z tohoto důvodu jsou tedy ohniskové skupiny vhodnou metodou pro účely diplomové práce, jejich účelem totiž bylo zjistit, jak žáci vnímají pozorované motivační strategie.

Ohniskové skupiny byly uskutečněny po observacích a, podobně jako pro rozhovor s učitelem, otázky byly vytvořeny na základě dat z observačních listů. Otázky lze najít v kapitole 7.3. Pro účel výzkumu byly použity polo-strukturované skupiny, které mají předurčené pořadí otázek, ale dovolují určitou flexibilitu.

Další kapitola praktické části se již věnuje analýze získaných dat z observací, rozhovoru a ohniskových skupin. Motivační strategie jsou analyzovány v pěti kategoriích, vytvořených pro rozdělení motivačních strategií. Každá strategie je diskutována na základě dat získaných z observací a následně jsou tato data porovnána s daty získanými z rozhovoru a ohniskových skupin. Díky této triangulaci je následně možné zodpovědět výzkumné otázky.

Poslední kapitola je věnována závěru výzkumu praktické části diplomové práce. Případová studie zkoumala celkem osmnáct motivačních strategií pro žáky v nižších třídách víceletých gymnázií, definovaných pro účel práce v kapitole 5. Výzkum ukázal, že z těchto osmnácti strategií, jich bylo sedmnáct identifikováno v pozorovaných hodinách a tyto strategie byly použity učitelem vědomě. Dále výzkum ukázal, že šestnáct motivačních strategií žáci vnímají pozitivně, a tudíž lze usoudit, že jsou používány motivačním způsobem, a proto jsou efektivní. Vzhledem k tomu, že všechny pozorované motivační strategie jsou v souladu s principy learner-centeredness a většina strategií byla použita učitelem vědomě a pozitivně vnímána žáky, je možné usoudit, že případová studie ukázala, že použité motivační strategie by mohly zvyšovat míru learner-centeredness v hodinách anglického jazyka zkoumaného učitele.

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## **13 Appendices**

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Appendix A - *Williams and Burden's framework of L2 motivation* (Williams and Burden, 1997, 138-140)

<b>Internal factors</b>	
<b>Intrinsic interest of activity</b>	<b>Perceived value of activity</b>
<ul style="list-style-type: none"> <li>• Arousal of curiosity</li> <li>• Optimal degree of challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Personal relevance</li> <li>• Anticipated value of outcomes</li> <li>• Intrinsic value attributed to the activity</li> </ul>
<b>Sense of agency</b>	<b>Mastery</b>
<ul style="list-style-type: none"> <li>• Locus of causality (origin versus pawn)</li> <li>• Locus of control re process and outcomes</li> <li>• Ability to set appropriate goals</li> </ul>	<ul style="list-style-type: none"> <li>• Feelings of competence</li> <li>• Awareness of developing skills and mastery in a chosen area</li> <li>• Self-efficacy</li> </ul>
<b>Self-concept</b>	<b>Attitudes</b>
<ul style="list-style-type: none"> <li>• Realistic awareness of personal strengths and weaknesses in skills required</li> <li>• Personal definitions and judgements of success and failure</li> <li>• Self-worth concern</li> <li>• Learned helplessness</li> </ul>	<ul style="list-style-type: none"> <li>• To language learning in general</li> <li>• To the target language</li> <li>• To the target language community and culture</li> </ul>
<b>Other affective states</b>	<b>Developmental age and stage</b>
<ul style="list-style-type: none"> <li>• Confidence</li> <li>• Anxiety, fear</li> </ul>	
<b>Gender</b>	
<b>External factors</b>	
<b>Significant others</b>	<b>The nature of interaction with significant others</b>
<ul style="list-style-type: none"> <li>• Parents</li> <li>• Teachers</li> <li>• Peers</li> </ul>	<ul style="list-style-type: none"> <li>• Mediated learning experience</li> <li>• The nature and amount of feedback</li> <li>• Rewards</li> <li>• The nature and amount of appropriate praise</li> <li>• Punishments, sanctions</li> </ul>
<b>The learning environment</b>	<b>The broader context</b>
<ul style="list-style-type: none"> <li>• Time of day, week, year</li> <li>• Size of class and school</li> <li>• Class and school ethos</li> <li>• Comfort</li> <li>• Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Wider family networks</li> <li>• The local education system</li> <li>• Conflicting interests</li> <li>• Cultural norms</li> <li>• Societal expectations and attitudes</li> </ul>

Appendix B - Completed observation sheet

OBSERVATION SHEET

DATE: 11. 3. 2019

TIME: 8:55 – 9:40

GRADE: II.

TEACHER OBSERVED: [REDACTED] + Assistant [REDACTED]

POSITIVE ATMOSPHERE	
Description of the activity	Strategy used
“circle time” – teacher and assistant talk with the Ls about their weekend every first class of the week	1a
funny pictures in the ppt about rules in American schools	1b
GOAL-ORIENTEDNESS	
Description of the activity	Strategy used
Teacher introduces the aim of the lesson + reminds them of grammar they will need	2a + 2b
Assistant introduces the topic of the lesson (rules in American schools) – asks Ls about their favourite subject at school	2c
Assistant is American + ppt is about American schools	2e
Ls learn the oath (from American schools)	2c
TASKS	
Description of the activity	Strategy used
Ppt presentation “School rules in the USA” – pictures of films about American schools	3b
In ppt – rules in American schools – Ls decide whether the rule is True-False, compare with Czech schools	3f + 3d
Ls watch a video on Youtube of American Ls make an oath at school – then they learn it	3b
Ls make quiz T-F about Czech schools for Cassie	3d + 3f
ORGANISATIONAL FORMS	
Description of the activity	Strategy used
“circle time” – Ls move their chairs and make a circle	4b
T-F quiz – Ls work in small groups – compete which group guesses the most rules	4a + 4c
Ls make quiz about Czech schools in groups	4a + 4d
EVALUATION	
Description of the activity	Strategy used
Ls clap for every group after the T-F quiz	5b
Emoji evaluation at the end of the lesson	5a
Teacher asks Ls what they learned today – if they would like to go to an American school	5a

Appendix C: *Dörnyei's motivational strategies* (Dörnyei 2001, 137–144)

MOTIVATIONAL STRATEGIES: CREATING THE BASIC MOTIVATIONAL CONDITIONS
<b>1 Demonstrate and talk about your own enthusiasm for the course material, and how it affects you personally.</b>
Share your own personal interest in the L2 with your students.
Show students that you value L2 learning as a meaningful experience that produces satisfaction and enriches your life.
<b>2 Take the students' learning very seriously.</b>
Show students that you care about their progress.
Indicate your mental and physical availability for all things academic.
Have sufficiently high expectations for what your students can achieve.
<b>3 Develop a personal relationship with your students.</b>
Show students that you accept and care about them.
Pay attention and listen to each of them.
Indicate your mental and physical availability.
<b>4 Develop a collaborative relationship with the students' parents.</b>
Keep parent regularly informed about their children's progress
Ask for their assistance in performing certain supportive tasks at home.
<b>5 Create a pleasant and supportive atmosphere in the classroom.</b>
Establish a norm of tolerance.
Encourage risk-taking and have mistakes accepted as a natural part of learning.
Bring in and encourage humour.
Encourage learners to personalise the classroom environment according to their taste.
<b>6 Promote the development of group cohesiveness.</b>
Try and promote interaction, cooperation and sharing of genuine personal information among the learners.
Use ice-breakers at the beginning of a course.
Regularly use small-group tasks where students can mix.
Encourage and if possible organise extracurricular activities and outings.
Try and prevent the emergence of rigid seating patterns.
Include activities that lead to the successful completion of whole-group tasks or involve small-group competition games.
Promote the building of a group legend.
<b>7 Formulate group norms explicitly and have them discussed and accepted by the learners.</b>
Include a specific 'group rules' activity at the beginning of a group's life to establish the norms explicitly.
Explain the importance of the norms you mandate and how they enhance learning, and ask for the students' agreement
Elicit suggestions for additional rules from the learners and discuss these in the same way as the rules you have proposed.



Put the group rules (and the consequences for violating them) on display.
<b>8 Have the group norms consistently observed.</b>
Make sure that you yourself observe the established norms consistently.
Never let any violations go unnoticed.

MOTIVATIONAL STRATEGIES: GENERATING INITIAL MOTIVATION
<b>9 Promote the learners' language-related values by presenting peer role models.</b>
Invite senior students to talk to your class about their positive experience.
Feedback to the students the views of their peers, e.g. in the form of a class newsletter.
Associate your learners with peers (e.g. in group or project work) who are enthusiastic about the subject.
<b>10 Raise the learners' intrinsic interest in the L2 learning process.</b>
Highlight and demonstrate aspects of L2 learning that your students are likely to enjoy.
Make the first encounters with the L2 a positive experience.
<b>11 Promote 'integrative' values by encouraging a positive and open-minded disposition towards the L2 and its speakers, and towards foreignness in general.</b>
Include a sociocultural component in your language curriculum.
Quote positive views about language learning by influential public figures.
Encourage learners to conduct their own exploration of the L2 community (e.g. on the internet).
Promote contact with L2 speakers and L2 cultural products.
<b>12 Promote the students' awareness of the instrumental values associated with the knowledge of an L2.</b>
Regularly remind students that the successful mastery of the L2 is instrumental to the accomplishment of their valued goals.
Reiterate the role the L2 plays in the world, highlighting its potential usefulness both for themselves and their community.
Encourage the learners to apply their L2 proficiency in real-life situations.
<b>13 Increase the students' expectancy of success in particular tasks and in learning in general.</b>
Make sure that they receive sufficient preparation and assistance.
Make sure they know exactly what success in the task involves.
Make sure that there are no serious obstacles to success.
<b>14 Increase your students' goal-orientedness by formulating explicit class goals accepted by them.</b>
Have the students negotiate their individual goals and outline a common purpose, and display the final outcome in public.
Draw attention from time to time to the class goals and how particular activities help to attain them.
Keep class goals achievable by re-negotiating if necessary.
<b>15 Make the curriculum and the teaching materials relevant to the students.</b>

Use needs analysis techniques to find out about your students' needs, goals and interests, and then build these into your curriculum as much as possible.
Relate the subject matter to the everyday experiences and backgrounds of the students.
Enlist the students in designing and running the course.
<b>16 Help to create realistic learner beliefs.</b>
Positively confront the possible erroneous beliefs, expectations, and assumptions that learners may have.
Raise the learners' general awareness about the different ways languages are learnt and the number of factors that can contribute to success.

MOTIVATIONAL STRATEGIES: MAINTAINING AND PROTECTING MOTIVATION
<b>17 Make learning more stimulating and enjoyable by breaking the monotony of classroom events.</b>
Vary the learning tasks and other aspects of your teaching as much as you can.
Focus on the motivational flow and not just the information flow in your class.
Occasionally do the unexpected.
<b>18 Make learning stimulating and enjoyable for the learner by increasing the attractiveness of the tasks.</b>
Make tasks challenging.
Make task content attractive by adapting it to the students' natural interests or by including novel, intriguing, exotic, humorous, competitive or fantasy elements.
Personalise learning tasks.
Select tasks that yield tangible, finished products.
<b>19 Make learning stimulating and enjoyable for the learners by enlisting them as active task participants.</b>
Select tasks which require mental and/or bodily involvement from each participant.
Create specific roles and personalised assignments for everybody
<b>20 Present and administer tasks in a motivating way.</b>
Explain the purpose and utility of a task.
Whet the students' appetite about the content of the task.
Provide appropriate strategies to carry out the task.
<b>21 Use goal-setting methods in your classroom.</b>
Encourage learners to select specific, short-term goals for themselves.
Emphasise goal completion deadlines and offer ongoing feedback.
<b>22 Use contracting methods with your students to formalise their goal commitment.</b>
Draw up a detailed written agreement with individual students, or whole groups, that specifies what they will learn and how, and the ways by which you will help and reward them
Monitor student progress and make sure that the details of the contract are observed by both parties
<b>23 Provide learners with regular experiences of success.</b>

Provide multiple opportunities for success in the language class.
Adjust the difficulty level of tasks to the students' abilities and counterbalance demanding tasks with manageable ones.
Design tests that focus on what learners can rather than cannot do, and also include improvement options.
<b>24 Build your learners' confidence by providing regular encouragement.</b>
Draw your learners' attention to their strengths and abilities.
Indicate to your students that you believe in their effort to learn and their capability to complete the tasks.
<b>25 Help diminish language anxiety by removing or reducing the anxiety-provoking elements in the learning environment.</b>
Avoid social comparison, even in its subtle forms.
Promote cooperation instead of competition.
Help learners accept the fact that they will make mistakes as part of the learning process.
Make tests and assessment completely 'transparent' and involve students in the negotiation of the final mark.
<b>26 Build your learners' confidence in their learning abilities by teaching them various learner strategies.</b>
Teach students learning strategies to facilitate the intake of new material.
Teach students communication strategies to help them overcome communication difficulties.
<b>27 Allow learners to maintain a positive social image while engaged in the learning tasks.</b>
Select activities that contain 'good' roles for the participants.
Avoid face-threatening acts such as humiliating criticism or putting student in the spotlight unexpectedly.
<b>28 Increase student motivation by promoting cooperation among the learners.</b>
Set up tasks in which teams of learners are asked to work together towards the same goal.
Take into account team products and not just individual products in your assessment.
Provide students with some 'social training' to learn how best to work in team.
<b>29 Increase student motivation by actively promoting learner autonomy.</b>
Allow learners real choices about as many aspects of the learning process as possible.
Hand over as much as you can of the various leadership/teaching roles and functions to the learners.
Adopt the role of facilitator.
<b>30 Increase students' self-motivating capacity.</b>
Raise your students' awareness of the importance of self-motivation.
Share with each other strategies that you have found useful in the past.
Encourage students to adopt, develop and apply self-motivating strategies.

<b>MOTIVATIONAL STRATEGIES: ENCOURAGING POSITIVE SELF-EVALUATION</b>
<b>31 Promote effort attributions in your students.</b>
Encourage learners to explain their failures by the lack of effort and appropriate strategies applied rather than by their insufficient ability.
Refuse to accept ability attributions and emphasise that the curriculum is within the learners' ability range.
<b>32 Provide students with positive information feedback.</b>
Notice and react to any positive contributions from your students.
Provide regular feedback about the progress your students are making and about the areas which they should particularly concentrate on.
<b>33 Increase learner satisfaction.</b>
Monitor student accomplishments and progress, and take time to celebrate any victory.
Make student progress tangible by encouraging the production of visual records and arranging regular events.
Regularly include tasks that involve the public display of the students' skills.
<b>34 Offer rewards in a motivational manner.</b>
Make sure that students do not get too preoccupied with the rewards.
Make sure that even non-material rewards have some kind of lasting visual representation.
Offer rewards for participating in activities that students may get drawn into because they require creative goal-oriented behaviour and offer novel experiences and consistent success.
<b>35 Use grades in a motivating manner, reducing as much as possible their demotivating impact.</b>
Make the assessment system completely transparent, and incorporate mechanisms by which the students and their peers can also express their views.
Make sure that grades also reflect effort and improvement and not just objective levels of achievement.
Apply continuous assessment that also relies on measurement tools other than pencil-and-paper tests.
Encourage accurate student self-assessment by providing various self-evaluation tools.