

MASTEROPPGAVE

Motivation in the Norwegian ESL classroom

- Seen from the student's perspective.

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Abstract

The purpose of this thesis is to find out which teaching strategies upper-secondary school students find motivating in the ESL classroom in Norway. Motivation plays a large role in language learning, however, students often lack the motivation to learn. The field of L2 motivation theory has focused on defining motivation, but little has been studied in terms of *what* motivates students and *how*. Based on previous research (Dörnyei and Csizér, “Ten commandments”; Cheng and Dörnyei, Ruesch), this study intends to discover which teaching strategies students find motivating in the hopes that teachers will find them useful in their ESL classes in Norway.

Before designing my study, I looked into what the Norwegian National Curriculum (K06) says about motivation. I also reviewed various current studies about second language motivation, and adapted some of their procedures, since the focus of my own research is on the Norwegian context of second language (L2) motivation. I focused on one research article in particular; namely the study entitled “Ten Commandments for motivating language learners: results of an empirical study”, by Zoltan Dörnyei and Kata Csizér, and used it as a point of departure for my study. In order to study what students find motivating and how L2 teachers can motivate them, I modified a survey previously used in three other studies, with questions designed to discover the answers to these issues. Four classes of first year students at three different upper secondary schools in Akershus County, Norway answered the survey.

My study involved a list of ten conceptual domains and a list of ten microstrategies, ranked according to the opinions of the 92 student participants. The findings showed that the top three domains were “rapport”, “teacher” and “task”, whereas the top three microstrategies were (that the teachers) “properly prepare for the lesson”, “show a good example by being committed and motivated to helping the student succeed” and “behave naturally and genuinely in class”. Due to the limited number of participants, the results presented in this thesis are not automatically transferable. They only show what four classes of students find motivating in the ESL classroom and can only be used as an indication of certain tendencies. Further research is needed in order to make generalizations.

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1 Introduction

1.1 Background for this study

There are many factors involved when learning a language, and researchers agree that motivation is one of the most important elements for success. According to Zoltán Dörnyei, a leading scholar in the field of motivation and second language acquisition, “motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/foreign language (L2) learning” (*Motivation in second and foreign language learning* 117). Furthermore, John Hattie found in his study *Visible learning: A synthesis of over 800 meta-analyses related to achievement* that there is a connection between motivation and how well students perform in school (qtd. in Skaalvik and Skaalvik 12).

Although I have limited teaching experience myself and therefore have not had years of practice and student encounters, I have still met a number of students who struggle to find the necessary motivation for learning a second language such as English. Discussing the topic with other teachers, in addition to reading studies, surveys and news articles made me interested in examining what ESL teachers can do in order to help motivate students to learn English. Having motivated students means having interested and engaged students. In the end, motivated students will enjoy the learning situation much more than the students that are bored and unmotivated. Lastly, although there are numerous factors in student motivation, as will be examined in this paper, having some guidelines and tools to get the students motivated will help the teacher create a better learning environment.

Even though a considerable amount of research has been conducted on motivation and second language acquisition (Dörnyei “New themes and approaches”), there has been little research on *how* to motivate learners (Dörnyei and Csizér, “Ten Commandments”). One of the few studies conducted with the goal of discovering what motivates students, was carried out by Zoltán Dörnyei and Kata Csizér, described in the article “Ten commandments for motivating language learners: results of an empirical study”. In this study Dörnyei and Csizér came up with ten motivational strategies which the teacher can make use of to increase student motivation in the ESL classroom. This paper will be based on Dörnyei and Csizér's study, focusing on the “ten commandments” as a step in finding what motivates English as a second language (ESL) learners in upper secondary school in Norway. Even though Dörnyei and Csizér's study is an excellent tool in discovering motivational strategies, the strategies are based on what several

teachers found to be motivational for their students. However, the students themselves were not asked or consulted. This paper, in contrast, wishes to discover what the *students* in the Norwegian ESL classroom find motivating, rather than what the teachers find motivating on behalf of their students.

1.2 Research question

My main research question is “What factors motivate upper-secondary school students, in their opinion, to learn in the ESL classroom in Norway?” Following the main research question are the sub-questions:

1. Which conceptual domains are most important for students?
2. Which microstrategies do students find most motivating?

The sub-questions are formed to narrow down the scope of the research, since this paper's limited length does not allow for extensive research, but rather a glimpse into second language motivation in the Norwegian context.

1.3 Definitions

In order to answer my research question it is essential to define a number of important concepts. Among these are motivation (both in general, and in connection with L2 learning), conceptual domains and microstrategies.

Over the years, it has proven difficult to agree on a definition of what the term motivation involves. As Zoltán Dörnyei and Ema Ushioda point out in *Teaching and researching motivation* (3); “While intuitively we may know what we mean by the term ‘motivation’, there seems little consensus on its conceptual range of reference”. Nevertheless, in an effort to understand the term motivation better, Dörnyei and Ushioda have come up with a set of features they claim most researchers agree on:

Perhaps the only thing about motivation most researchers would agree on is that it, by definition, concerns the direction and magnitude of human behaviour, that is: (1) the choice of a particular action, (2) the persistence with it, (3) the effort expended on it.

In other words, motivation is responsible for (1) why people decide to do something, (2) how long they are willing to sustain the activity, (3) how hard they are going to pursue it (*Teaching and researching: Motivation 4*).

Furthermore, Dörnyei and István Ottó have defined L2 motivation as follows: “In a general sense, motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritised, operationalised and (successfully or unsuccessfully) acted out” (65).

Once one knows what one means by “motivation”, one can focus more easily on *how* to motivate and *what* motivates ESL students. Even though researchers struggle in defining motivation, the lack of motivation in language acquisition remains a pressing problem, also in Norway. Findings in the 2012 publication of the yearly student survey; “Elevundersøkelsen”, indicate that students in upper secondary school in Norway lack academic motivation (Wendelborg et. al). In addition, in another study from 2012, researchers investigated, among other subjects, the reasons behind dropping out of upper secondary school. When looking at the results from an upper secondary school in Akershus County it was discovered that as many as 17% of the students who dropped out of that specific school stated that the main reason was lack of motivation and that they were “tired of school” (Markussen and Seland). Knowing the importance of motivation in second language learning, these findings suggest that a fundamental factor in successful ESL learning is absent for many students.

The second concept I would like to define is ‘conceptual domains’. Conceptual domains are “larger, more general categories made-up of related microstrategies” (Ruesch 17). For instance, the microstrategies “help the students develop realistic expectations about learning” and “set up several specific learning goals for the learners” are about the ambitions and intentions in the learning process, and therefore they both belong to the conceptual domain “goal”.

Finally, I will be using the term ‘microstrategies’, which are the “individual teaching practices that a teacher might use in the classroom to increase students’ motivation”, such as the above-mentioned microstrategies “help the students develop realistic expectations about learning” and

“set up several specific learning goals for the learners”(ibid). This study consists of 51 microstrategies.

1.4 The Norwegian National Curriculum and ESL Motivation

The Norwegian national curriculum is the foundation for teaching in Norway, and it is therefore natural to examine the curriculum first when investigating subjects related to learning. However, the term motivation is not mentioned in the Norwegian Core Curriculum or in the English subject curriculum. Perhaps the reason behind this is that although motivation is viewed as vital in language learning, it is not a concrete learning goal, but rather an integrated part of the whole process of learning a second language. Nevertheless, one can argue that motivation as a term should be dealt with in the curriculum, either in the core curriculum or in the subject curriculum. Still, motivation is mentioned in another document which is also, along with the national curriculum, the basis of education in Norway, namely The Quality Framework (Udir: Ministry of Education and Research). The Quality Framework “summarises and elaborates on the provisions in the Education Act and its regulations, including the National Curriculum, and must be considered in light of the legislation and regulations” (Udir: The Quality Framework 2)

There are a few paragraphs on motivation in The Quality Framework, under the heading “Motivation for learning and learning strategies”. In this section The Quality Framework acknowledges the position motivation has received in research over the years, and states that; “Motivated students want to learn, have stamina and curiosity and demonstrate the ability to work towards their goals” (ibid 3). Furthermore, there are a few strategies that are mentioned to increase student motivation, for instance “using varied and adapted work methods” and “providing the opportunity to actively cooperate in the learning” (ibid). The teacher’s role is also acknowledged as important; The Quality Framework claims that “teachers and instructors that are inspired, enthusiastic, confident and knowledgeable can instil in the students a desire to learn and a positive and realistic perception of their own talents and possibilities” (ibid.) Lastly, assessment and guidance are considered important in order to “contribute to strengthening [the students’] motivation for further learning” (ibid)

Although L2 motivation is not specifically mentioned anywhere in the curriculum and there are some differences between general learner motivation and L2 motivation, one can still draw

some connections and argue that motivation in general is valuable for the learner, and that motivation is essential for a *good* learner, also a language learner.

1.4 The Structure of this thesis

Following the introductory section of this thesis is the literature review. The literature review will provide an overview of early and current theories in SLA motivation, and then discuss the educational implications of the research field. Next there is a chapter on research design and methodology, which explains the procedures I have used in collecting my data. After going through how the study was conducted, the results are presented and discussed in the chapter “Results and discussion”. Next is a chapter on the implications of the study, in addition to a section reflecting on the process and data analysis. Finally, the conclusion contains a section on further research and a summary of the thesis.

2 Second Language Motivation – Literature Review

2.1 Overview

The importance of motivation in language learning can be understood by this quote from Dörnyei: “Language teachers frequently use the term ‘motivation’ when they describe successful or unsuccessful learners. This reflects our intuitive – and in my view correct – belief that during the lengthy and often tedious process of mastering a foreign/second language (L2), the learner’s enthusiasm, commitment and persistence are key determinants of success or failure” (*Teaching and researching motivation* 5). For the students to be enthusiastic, committed and persistent, they must be motivated to learn the target language. Furthermore, L2 motivation theory has been extensively researched during the past few decades, from the pioneering work of Robert Gardner and Wallace Lambert (*Motivational variables in second language Acquisition, Attitudes and motivation in second language Learning*) to the more recent theories proposed by Dörnyei. Several extensive summaries have been written in order to help readers understand the history behind L2 motivation (Clément and Gardner; Dörnyei, *Teaching and researching motivation*, “New themes and approaches in L2 motivation research”; MacIntyre; Dörnyei and Ushioda). In order to understand the present research on L2 motivation better, one should have a certain knowledge of the research in the field, and how it has evolved from Gardner and Lambert’s initial research. Therefore, the following sections give

a brief overview of the history of L2 motivation research, based on the summary in *Teaching and Researching Motivation* by Dörnyei and Ushioda.

Dörnyei and Ushioda divide L2 motivation research into different periods; namely, the social psychological period, the cognitive-situated period, the process-oriented period and the present, socio-dynamic period. Gardner and Lambert speculate that motivation plays an important role in second language acquisition. Their theories, first documented in research in the late 1950s, dominated the following decades in L2 motivation theory and are the foundation for the first period; the social psychological period (Dörnyei and Ushioda 396). Inspired by the multicultural and bilingual communities in Canada, they identified the correlation of attitudes, affect and the second language acquisition (SLA) process as particularly important (ibid).

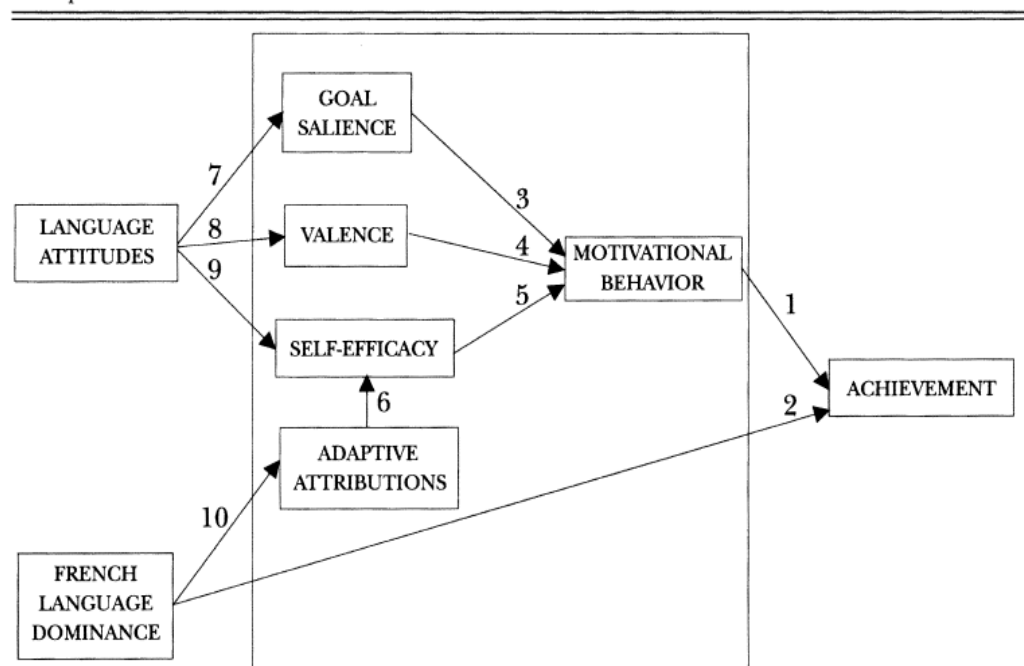
In addition, another notable distinction Gardner and Lambert made was that they divided L2 motivation into integrative motivation and instrumental motivation. Dörnyei and Ushioda explain the terms as follows: “Integrative orientation concerns a positive disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community; it was defined in Gardner and Lambert’s pioneering study as the ‘willingness to be like valued members of the language community’ (“Motivational variables” 271 qtd. in Dörnyei and Ushioda 41).” Instrumental orientation on the other hand is “the utilitarian counterpart of integrative orientation in Gardner’s theory, pertaining to the potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary” (ibid). Therefore, if a student is motivated to do well in English in order to communicate better in the target language, the student is driven by integrative motivation. In contrast, if a student is motivated to do well in English in order to receive a high grade, the student is driven by instrumental motivation. However, this theory has been challenged in the past few decades and been viewed as too limited to cover the entire scope of L2 motivation theory. As a result, new perspectives appeared in the first half of the 1990s.

Following the social psychological period was the cognitive-situated period, which involved a shift towards a more educational approach to L2 motivation, noticing the significance of the classroom environment (Dörnyei and Ushioda 47-48). Although the new research acknowledged that there were other important factors that played a large role in L2 motivation than simply the social and cultural relationships, “the significance of the broad sociocultural

orientations and language attitudes advocated by Gardner and his Canadian associates was never questioned” (ibid). Paul Tremblay and Gardner created a model in the mid-1990s, based on Gardner’s initial model from 1985, to provide an overview of what they meant were important elements in L2 motivation:

Table 1 – A proposed motivational model: (Tremblay and Gardner 510).

A Proposed Motivational Model



Since it is not the history of L2 motivation that is the main point of this thesis, this model will not be extensively explained due to its many components and details. However, the fact that it consists of so many components is the very reason it has been included; to show the development in L2 motivation theory, that researchers now found many more components involved in L2 motivation. As mentioned, the model is based on an earlier model by Gardner and has a few new features to show the development in the field. Dörnyei and Ushioda explain in *Teaching and researching motivation* that “the cognitive-situated period saw the development of more complex and extended theoretical frameworks through the 1990s, many of them explicitly grounded in the classroom setting” (49). As the research field grew larger more theories and more research were added.

The subsequent period in L2 motivation theory is called the process-oriented period and as the name implies, this period was concerned with the dynamics of L2 motivation (ibid 60). Even

motivated students experience periods of less motivation or even none at all. Moreover, motivation can change; what was motivational at the beginning may not be what motivates the student at the end, or while in the process of learning, and that is what the process-oriented period intended to explore. Ushioda and Dörnyei state that “a basic first step in analyzing motivation from a temporal perspective is to clarify the conceptual distinction between motivation to engage in L2 learning (choices, reasons, goals, decisions), and motivation during engagement (how one feels, behaves, and responds during the process of learning)” (“Motivation” 397). However, according to Ushioda and Dörnyei, there are at least two distinct shortcomings to the process-oriented period: “(a) it assumes that we can define clearly when a learning process begins and ends; (b) it assumes that the actional process occurs in relative isolation, without interference from other actional processes in which the learner may be simultaneously engaged” (“Motivation” 398). Furthermore, they argue that “these shortcomings in fact reflect limitations of most approaches to motivation in SLA to date, which, in the effort to identify explanatory linear models, have not taken adequate account of the dynamic and situated complexity of the learning process or the multiple goals and agendas shaping learner behavior” (ibid).

Because of these limitations, a change has been noticed “toward more dynamic contextual paradigms for the analysis of motivation, where the relationship between individuals and context is conceived of in terms of complex and dynamic organic systems emerging and evolving over time” (Ushioda and Dörnyei, “Motivation” 398). This increasing attention to the complexity of the L2 motivation process is typical for the present period that we call the socio-dynamic phase (ibid). In addition to the attempt to include even more factors within L2 motivation, this phase is also “characterized by a concern to theorize L2 motivation in ways that take account of the broader complexities of language learning and language use in the modern globalized world—that is, by reframing L2 motivation in the context of contemporary theories of self and identity” (Ushioda and Dörnyei “Motivation” 398). Theories on self and identity are today the focus in L2 motivation theory.

2.2 Recent theories

The current period in L2 motivation is as mentioned called the socio-dynamic period. According to Dörnyei and Ushioda, there are three conceptual approaches that “differ significantly from the kinds of models and frameworks that have characterised earlier

theoretical phases in the field; and which, we believe, centrally define the transition to a socio-dynamic period of L2 motivation research” (74). These three approaches are (ibid):

- A person-in-context relational view of motivation (Ushioda),
- The L2 Motivational Self System (Dörnyei, *The psychology of the language learner*, “The L2 Motivational Self System”)
- Motivation from a complex dynamic systems perspective (Dörnyei, “The L2 Motivational Self System”).

Ushioda’s ‘person-in-context relational view of motivation’ theory argues that one must view the learner as a real person with complex individual features, rather than imagining and centering on “abstract language learners or language learner characteristics” (Dörnyei and Ushioda 77). The theory revolves around the idea that being a language learner is simply just a part of the student’s “social identity or sense of self”, for instance, other identities such as being a family member, being Norwegian, et cetera are all other identities within the same person and they “may be relevant at various times to the motivational process and experience of L2 learning” (ibid). Lastly, Ushioda finds in this theory that one must view the person’s motivation in light of their “cultural and historical contexts”, and acknowledge that that these contexts will be of essence in determining that person’s motivation and identity (216).

As for the L2 motivational self-system, it divided motivation into two “selves” and the learning situation; the ideal L2 self, the ought-to L2 self and the L2 learning experience. These elements are considered individual for each learner (Dörnyei, *The psychology of the language learner* 29). The first self, the ideal L2 self, “represents an ideal image of the kind of L2 user one aspires to be in the future” (Papi 468). In contrast, the ought-to self “concerns the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes” (Dörnyei and Ushioda 86).

Both the ideal L2 self and the ought-to L2 self can be the sole motivator in the L2 learning process. For instance, if one wishes to use the language, one is learning to speak fluently when on holiday, one is motivated by the ideal L2 self, as opposed to when the goal is to learn the language in order to pass an exam, where the motivation is found in avoiding a negative outcome (ibid). Lastly, the L2 learning experience “concerns situated, ‘executive’ motives

related to the immediate learning environment and experience (e.g. the impact of the teacher, the curriculum, the peer group or the experience of success)” (ibid). These factors can have a very positive influence on the student’s motivation to learn a second language, for instance with students who are not motivated by aspects of either the ideal L2 self or the ought-to L2 self. In this case, experiencing a safe and inspiring learning atmosphere can generate more motivation. According to a few studies in 2009 (Csizér and Kormos; Taguchi et al.), this last mentioned dimension “of the L2 motivational self-system showed the strongest impact on motivated behavior” (Papi 469).

The final recent theory I will describe here is the complex dynamic systems perspective. This perspective is based on “complexity theory”, “and especially one key strand within this theory, dynamic systems theory” (Dörnyei and Ushioda 88). Dörnyei and Ushioda go on to explain that “These approaches have been specifically developed to describe development in complex, dynamic systems (see Concept 4.3) that consist of interconnected parts and in which the multiple interferences between the components’ own trajectories result in non-linear, emergent changes in the overall system behavior” (ibid, 88-89). To gain a better understanding of this theory the whole concept is included as a quote below, found in Dörnyei and Ushioda’s *Teaching and Researching: Motivation* (89):

Concept 4.3 **Complex dynamic systems and the double pendulum**

A system can be considered dynamic if it has two or more elements that are (a) interlinked with each other and (b) which also change in time. These two simple conditions can result in highly complex system behaviour – this is well illustrated by the bizarre movement of the ‘double pendulum’, which can be seen as the simplest dynamic system, consisting of only two components (the two arms of the pendulum): as we move the upper arm of the pendulum, the lower arm will soon go ‘wild’, moving all over the place, which in turn upsets the initially regular movement of the upper arm, which causes further havoc in the whole system. Thus, in dynamic systems the ongoing interferences between the multiple system components’ developmental trajectories make the system’s behaviour highly complex and unpredictable.

In an effort to explain the complex dynamic systems perspective, Dörnyei and Ushioda compare the perspective to the process they went through in the writing of their book *Teaching and Researching: Motivation* (ibid, 98-99). They claim that writing the book

may have been energised by a number of diverse factors such as our interest in the topic, our expectation of success, our perceived competence in writing and enjoying it, the dynamics of our collaboration, the academic pressure to maintain our reputation, a sabbatical leave on offer that needed to be meaningfully filled, our personal needs to produce neatly bound final products, the desire to help our students, financial considerations, an invitation from the publisher, and so on. (ibid)

Since there are so many diverse factors, they argue that the only way of fully understanding the reasoning behind their motivation would be a “carefully executed deep interview study” (ibid). Similarly, understanding what motivates students, and which strategies teachers should use to motivate them is a complicated equation.

Even though many of the current perspectives in SLA motivation theory have common denominators, there is still not one “single theoretical approach” researchers agree on. Dörnyei and Ushioda refer to Volet (2001) and agree that “most researchers working in the area recognise the need instead to adopt multiple levels of analysis and multidimensional theoretical perspectives” (32). Knowing the basic history and current directions of the research field is an important and helpful foundation for every language teacher. Although most of the available research does not offer specific teaching suggestions, it still provides a deeper understanding of how SLA motivation works for students learning English. The challenge is to find actual teaching instructions based on research findings. Even though there is little research available on *how* to motivate students, there are a few studies that have provided more insight into what motivates students. Moreover, the previously mentioned article “Ten Commandments for motivating language learners: results of an empirical study” by Dörnyei and Csizér is a pioneer study in this area. Other researchers have followed in their footsteps and tried to learn more about how to motivate students.

2.3 Educational implications

Dörnyei and Csizér’s groundbreaking study “Ten Commandments for motivating language learners: results of an empirical study” investigated a field few had studied before them; namely *how* to motivate students. The study was initiated with the purpose of expanding the field of L2 motivation, since previous research had shown more of what SLA motivation was and *why*

motivation is important in learning a second language, rather than showing *how*. So in an effort to fill the gap in the research field Dörnyei and Csizér gathered 51 microstrategies and conducted a survey among 200 ESL teachers in Hungary, where the teachers were asked to rate the different strategies according to importance and the frequency in which they used them in the classroom. Based on this survey Dörnyei and Csizér compiled a list of ten strategies they suggested teachers should use in the classroom to motivate their students.

Dörnyei and Csizér based their study on a previous study carried out by Dörnyei (“Motivation and motivating”) which offered “an extensive list of motivational components categorized into three main dimensions, the *Language Level*, the *Learner Level* and the *Learning Situation Level*” (“Ten Commandments” 205).

Table 2: Components of foreign language learning motivation (found in Dörnyei, “Motivation and motivating” 280)

Level	Motivational components
<i>Language Level</i>	Integrative motivational subsystem Instrumental motivational subsystem
<i>Learner Level</i>	Need for achievement Self-confidence <ul style="list-style-type: none"> • language use anxiety • perceived L2 competence • causal attributions • self-efficacy
<i>Learning Situation Level</i>	
Course-specific motivational components	Interest Relevance Expectancy Satisfaction
Teacher-specific motivational components	Affiliative motive Authority type Direct socialization of student motivation <ul style="list-style-type: none"> • modelling • task presentation • feedback
Group-specific motivational components	Goal-orientedness Norm and reward system Group cohesion Classroom goal structure

This table shows the different components of each of the three categories. To explain briefly; the first category, “the *Language Level* of motivation concerns ethnolinguistic, cultural-affective, intellectual, and pragmatic values and attitudes attached to the target language; these values and attitudes are, to a large extent, determined by the social milieu in which learning takes place” (Dörnyei and Csizér, “Ten Commandments” 205). The second category has to do with “personal traits that the learner has developed in the past” (ibid, 206), and lastly, the third category is “associated with the situation-specific motives rooted in various aspects of language learning in a classroom setting” (ibid). Dörnyei and Csizér further developed three main types of “motivational sources”; “course-specific motivational components”, “teacher-specific motivational components” and “group-specific motivational components” (ibid 207).

Course-specific motivational components are the teaching material being used to learn the target language, for instance textbooks, films, novels et cetera. They also include the curriculum, teaching methods and working methods. According to Dörnyei and Csizér, these components “are best described within the framework of four motivational conditions” (“Ten Commandments” 207), which were first specified by Keller, and then further developed by Crookes and Schmidt in 1991. These are: “interest”, “relevance”, “expectancy” and “satisfaction” (ibid). “Interest” is straightforward; that which the student finds interesting, “relevance” is also quite understandable; what the student finds relevant according to “personal needs, values and goals”; “expectancy” which can be explained as what the students understand as “perceived likelihood of success” and “satisfaction” which is “the outcome of an activity”, for instance “praise or good marks”, but also “enjoyment and pride” (ibid).

Next is the “teacher specific motivational components”, which according to Dörnyei and Csizér (“Ten Commandments” 207) are “related to the teacher’s behavior, personality and teaching style, and include *affiliate motive* to please the teacher, *authority type* (authoritarian or democratic teaching style) and *direct socialization of student motivation* (modelling, task presentation and feedback)”. The last main motivational type is “course-specific components”. *Group-specific motivational components* “are related to the group dynamics of the learner group (...) and include *goal-orientedness*, the *norm and reward system*, *group cohesion* and *classroom goal structure* (competitive, cooperative or individualistic)” (ibid).

These categories are the basis for the motivational strategies Dörnyei and Csizér formulated in their study. Although there are some studies that have been completed following the pioneer work of Dörnyei and Csizér, their study is still, after 17 years, a groundbreaking and central piece of work in the research on how to motivate students. One of the studies that followed in Dörnyei and Csizér's footsteps was done by Cheng and Dörnyei. They conducted a similar study in Taiwan, although in a different cultural setting and with a modified survey. They found that the Hungarian results and their own results were quite alike, with only a few variations in the answers. Still, the differences might be culturally dependent (Ruesch et.al 3), and I would like to see if there are any differences in the Norwegian cultural context when it comes to ESL motivation among students.

Furthermore, a more recent study by Ashley Ruesch , Jennifer Bown and Dan P. Dewey, "Student and teacher perceptions of motivational strategies in the foreign language classroom", built on both Dörnyei and Csizér's study and Cheng and Dörnyei's, but the cultural context was different from both the previous studies. Their study is based on a previous study that Ruesch carried out for her M.A. in 2009. To clarify for referencing purposes; I will refer to both studies, both the Master thesis by Ashely Ruesch, and the research article by Ruesch et.al. The study was conducted in North America, and thus the motivational strategies were tested in a new cultural context. They did not find significant differences from the previous results from other cultural contexts. However, there were some variances, indicating that what is found to be motivational might differ according to the context (Ruesch et.al 10).

With the results from the previous research, it is of interest to investigate the microstrategies in the Norwegian context. However, where the other studies have been concerned with both teachers and students, my research will only refer to what the students find motivational.

2.4 The Norwegian context

The main goal of this study was to learn more about what motivates Norwegian students in upper secondary school to learn English, and as has been previously established in this paper, Norwegian students often struggle with their motivation to learn. This can be due to previous experiences with schoolwork (Brophy), but according to Gunn Imsen, a scholar in education in Norway, there are often a number of aspects that play a role in this (Imsen). Furthermore, in the analysis of the annual student survey "Elevundersøkelsen" we learn that there are parallels that

can be drawn between some factors (Wendelborg et. al). For instance, students who experience academic challenges are more motivated than those who experience fewer challenges. Similarly, those who experience a sense of accomplishment are equally motivated (ibid). These findings relate well to Albert Bandura's theory of self-efficacy, namely the "belief in one's capabilities to organise and execute the courses of action required to produce given attainments" (3). Being given challenging tasks and then being able to master them is motivating since it creates the belief that one is capable of successfully completing demanding assignments. In the following section I will describe my research design and methodology, showing how I adapted the findings of international research on L2 motivation in order to examine motivation among L2 learners in Norwegian upper-secondary school.

3 Research design and methodology

3.1 Introduction

There are two main methods when conducting academic research; the qualitative and the quantitative method. One can also choose what is called a mixed study, which as the name implies is a combination of the two methods. In this study, a mixed-method has been used in the form of a questionnaire. However, there is only one question at the end, which is open-ended and qualifies as belonging to the qualitative method; therefore, the majority of the research is to be considered as quantitative. The reasoning behind my choice of using the quantitative method is that I wanted data from a large number of students, and having interviews or too many open-ended questions would not be realistic in the time scope I had available. According to Dörnyei and Csizér ("How to design and analyze surveys" 74) "The basic idea behind survey research is the recognition that the characteristics, opinions, attitudes, and intended behaviors of a large population (e.g., second language (L2) learners in a country) can be described and analyzed on the basis of questioning only a fraction of the particular population." This section will provide an overview of this study's research design and methodology.

3.2 Participants

I was able to have four classes participate, with 92 students, where 91 completed the whole survey. The students were all first year students in upper secondary school, aged 16-17, and

they were all attending the Education Programme for Specialization in General Studies. This program has five teaching lessons every week with obligatory English. The study involved 49 boys and 42 girls. The students attended three different schools and were all explicitly told that the study was anonymous and voluntary. Although I initially intended to include schools from various geographical areas, time constraints only allowed me to follow up on the schools close to where I lived during the semester that I was completing my thesis. Therefore, even though the students mostly attended different schools, they are all from the same geographical area in Norway, namely the South Eastern part, in Akershus County. An information letter (See Appendix A) was sent to the principals of the schools by e-mail, explaining my project and asking for permission to carry out the survey. All the principals gave their consent.

When gathering data in a research project in Norway one must often notify the NSD, the Data Protection Official for Research in Norway, and sometimes even apply for permission to carry out a study from the Data Protection Authority. However, there are some exceptions to this practice, for instance, if all of the participating students are over the age of 15, they can consent to participate in a research project without their parents' approval (NSD). Since all the students in this survey were either 16 or 17 years old and I was not asking sensitive personal questions, I did not have to notify the NSD, apply for permission from the Data Protection Authority or ask for permission from the students' parents. The students were informed in written form at the beginning of the questionnaire that the study was anonymous and voluntary, explicitly stating that they could quit at any given time.

3.2 The questionnaire

The questionnaire used in this study was based on the motivational strategies found in Dörnyei and Csizér's study from 1998. The main difference is that in their study, they asked teachers about what they found to motivate their students, as opposed to in this study, where the students were asked directly about their motivation in L2 classes. Also, some strategies were eliminated since they are not relevant to Norwegian upper secondary school, for instance "encourage the learners to decorate the classroom and make it cozy in any way they can" (Dörnyei and Csizér "Ten Commandments" 213). Another modified question concerns the teacher organizing activities outside class. In the previous studies this question has been related to extracurricular activities. However, schools do not organize extracurricular activities in Norway, and therefore

this question has been modified to “activities” outside of class, which means that the teacher organizes teaching so that it takes place outside the classroom.

In addition, another study was used as an inspiration, “Student and teacher perceptions of motivational strategies in the foreign language classroom” by Ruesch. However, in that study the author asked both teachers and students, in contrast to this study where the students are the only group of interest. Also, she added a few strategies that were found to be relevant for college level, and I adapted them because I found them to be suitable for upper secondary school in Norway as well. Lastly, one more strategy was added just for the purpose of this study; “the teacher explains and discusses the curriculum with the students in order for everyone to have a common understanding of the goals”. In Table 3 we see the conceptual domains (left-hand column) and microstrategies (right-hand column) used in my study, adapted from Ruesch.

Table 3*Conceptual Domains and Microstrategies (adapted from Ruesch, 2009)*

Teacher	<p>Properly prepare for the lesson.</p> <p>Show a good example by being committed and motivated to helping the student succeed.</p> <p>Behave naturally and genuinely in class.</p> <p>Be sensitive and accepting.</p>
Climate	<p>Create a pleasant atmosphere in class.</p> <p>Bring in humor, laughter and smile.</p> <p>Have activities and fun in class.</p> <p>Have game-like competitions in class.</p>
Task	<p>Give clear instructions.</p> <p>Provide guidance about how to do the task.</p> <p>Clearly state the purpose and utility of every task.</p>
Rapport	<p>Develop a good relationship with the students.</p>
Self-confidence	<p>Give positive feedback and appraisal.</p> <p>Make sure that students experience success regularly.</p> <p>Encourage students.</p> <p>Explain that mistakes are a natural part of learning.</p> <p>Select tasks that do not exceed the learners' competence.</p> <p>Teach various learning strategies.</p>
Interest	<p>Select interesting tasks.</p> <p>Choose interesting topics.</p> <p>Offer a variety of materials.</p> <p>Vary the activities.</p> <p>Make tasks challenging to involve the students.</p> <p>Build on the learners' interest rather than tests or grades as the main energizer for learning.</p> <p>Raise learners' curiosity by introducing unexpected or exotic elements.</p>
Autonomy	<p>Encourage creative and imaginative ideas.</p> <p>Encourage questions and other contributions from students.</p> <p>Share as much responsibility for organizing the learning process with the students as possible.</p> <p>Allow students real choices about as many aspects of learning as possible.</p> <p>Act as a facilitator.</p>
Personal relevance	<p>Fill the task with personal content that is relevant to the students.</p>
Goal	<p>Help the students develop realistic expectations about learning.</p> <p>Set up several specific learning goals for the learners.</p> <p>Increase the group's goal-orientedness.</p> <p>Tailor instructions to meet the specific language goals and</p>

	needs of the students. Help students design their individual study plans.
Culture	Familiarize the learners with the culture of the language they are learning. Use authentic materials (i.e. printed or recorded materials that were produced for native speakers rather than students). Invite native speakers to class. Find penpals or “keypals” (Internet correspondents) for the students.
Group	Include group work in class. Help students to get to know one another. Participate as an ordinary member of the group as much as possible.
Effort	Help students realize it’s mainly effort that is needed for success.
Language usefulness	Emphasize the usefulness of the language.
Reward	Give the learners other rewards besides grades
Finished product	Allow students to create products that they can display or perform.
Comparison	Avoid any comparison of students to one another
Peer-modeling	Invite experienced students to talk about their positive learning experiences.
Curriculum	The teacher explains and discusses the curriculum with the students in order for everyone to have a common understanding of the goals

There are several alternatives when it comes to designing questionnaires, and as mentioned, my questionnaire consisted mainly of close-ended questions, with only one open-ended question at the end. According to Sandra McKay, “one of the most popular types of close-ended questions is the *Likert-scale* question in which students and teachers are asked to select one of several categories by circling or checking their response” (38). This is also what I chose for my questionnaire. When using the *Likert-scale* one must be careful to analyze with the knowledge that students are likely to check off the middle answer for every question. Many therefore suggest using an even numbered scale (ibid). Still, for this questionnaire there were an uneven number of answers; namely five. At the very beginning of the designing of the survey I had another option: “my teacher does not use this practice”, but due to the fear that all the students would check off that answer I removed it and hoped the students would be able to relate to all the questions even though their teacher might not use a certain practice.

The questionnaire (See Appendix 3) was made online using the website www.onlineundersokelse.com. This website was very easy to use and made the process much easier since all the students could simply click on a link and then participate in the survey. In addition, when everyone had completed the questionnaire, I could find the results very easily and open them in Excel where they would be ready for analysis. Having closed-ended questions helped the analyzing process, but I still had to code and analyze the open-ended question at the very end of the questionnaire.

I chose to divide the teaching strategies into ten “pages” on the questionnaire instead of having all the teaching strategies on one long page. This I hoped would keep the students from feeling overwhelmed when answering the survey. The opening page simply explained the purpose of the questionnaire to the students and specified that it was the English language and the specific teaching of the English language that was the heart of the matter. An important point to make is that the language used in the questionnaire was Norwegian. The simple reason for this is that I was interested in what teaching practices the students found to be motivational when learning English, not in their language abilities or levels. In addition, I wanted to avoid misunderstandings and questions and answers that were “lost in translation” (McKay 39).

Following the opening page were the questions about gender and age. Although this is not of importance in this study, these factors could be useful in future research if there are some distinct differences found in the collected data. Then there were ten pages with the 51 microstrategies. The students had five answering options, ranging from “this practice has no effect on my motivation” to “this practice plays a very large role in my motivation”.

3.3 Validity and reliability

In terms of validity, the chosen method worked well. This was expected since it has been used for the same purposes in previous research, and this questionnaire is just a modified version, adapted in order to be used in the Norwegian context. The main goal was to discover what motivates students in Norway to learn English as a second language, based on previous research, and the results gave comparable answers. Due to the limited number of participants, the results presented in this thesis are not automatically transferable. They only show what four classes of students find motivating in the ESL classroom. Large-scale follow-up surveys and implementation of the teaching strategies over time would be necessary to ensure

transferability. Also, in addition to the limited number of participants, there is another large group of students in the Norwegian upper secondary school system that also must partake in obligatory English lessons; namely students in the vocational education program. In fact they must follow the very same English curriculum as students following the program for General Studies. This group has not been included in this study due to the limited time available for the study and scope of this paper.

Although surveys are very helpful in gathering information effectively, they also have certain disadvantages (McKay 36). For instance, although I asked students in Norwegian, the questions were quite similar and there were many of them. This could result in students rushing through the questionnaire and not bothering to read the questions thoroughly due to the length and number of questions. Also, according to McKay, students can “provide unreliable information”, as in this case students might believe I wanted them to answer in a particular way, and then they would answer what they assumed I wanted to hear instead of their own, personal opinion (ibid). In addition, surveys often only scratch the surface when it comes to information. To illustrate; I asked my participants to rate 51 microstrategies, however, I have not taken into account any other factors, like their different learning style preferences and any experience they might have. In other words, I have not asked any of the participants “why” they have answered as they did, and therefore I cannot ascertain the reasoning behind the answers with any certainty. Yet, one can argue that their answers are based on experience.

McKay suggests that one should use a “random sample” in order for the results to become representative for a larger population. A random sample is when “every individual in a particular population has an equal chance of being included in the survey” (McKay 36). Unfortunately, this is not the case in this study, which is one of the limitations of the results. Although I was able to ask four different classes at three schools, the geographical variety is small, as is the number of participants. Thus, I have used what is called a “sample of convenience”, namely asking the participants to whom I was able to gain access (ibid 37). McKay stresses the importance of selecting participants from a variety of areas and of having both genders participate (ibid). To have students from various geographical locations was my initial intention, however, when the surveys were to be sent out, two of the schools I had contacted did not respond, and I was happy that four teachers were able to have their students

participate on very short notice. As for the gender balance, the classes that answered my questionnaire were nearly equally split between boys and girls.

3.4 Data analysis

Since the sample of students was not large enough to be representative for the entire student population, the analysis will be by using descriptive statistics instead of inductive statistics, since the latter is to be used only when the results can be used on behalf of everyone in the same sample. Descriptive statistics is simply presenting the results of a study by finding the mean and standard deviation of the answers. The mean is important in order to know what most students agree on. However, without knowing the standard deviation one cannot say much about the results of the mean.

Standard deviation is the number that will tell the range within which the students answered. For instance, when talking about what is the average height of a man, one could perhaps say that 180 centimeters is the mean, although variations within 15 centimeters both taller and shorter are accepted as standard. Anything taller than 195 centimeters or shorter than 165 centimeters is thus outside the standard and therefore less likely. With a low standard deviation one can say with more certainty what range in height is most common for men. If one, on the other hand wanted to include a wider range of heights, it would be difficult to say what is perceived as a “common” height for a man. In the case of this study, with a scale consisting of five choices, if the mean of a question is four, but the standard deviation is high, this means a group of students answered on the other side of the scale, and although one knows the mean, one cannot say that the answers represent the average choice. In contrast, when the standard deviation is low this means that more or less everyone answered very close to the mean and therefore the answers are more representative for the whole group.

The term ‘median’ is also commonly used in descriptive statistics. The median is the average value of all the answers. To illustrate; if most of the respondents answered very low on the scale, but a few answered very high, the mean would be in the middle, and the standard deviation would be high. However, this would give a wrong impression of the answers, since only a few respondents raised the mean by answering far from the others, and even though one would know that there was a large disparity due to the high standard deviation, one would still not know, in some cases, what most students actually answered. The median would be a low number since the median is measured as the average of all answers; and in this case, the median

would be a low number. Thus, the median can provide valuable information together with the mean. Nevertheless, due to the short range of possible answers, the data showed that the median was very similar to the mean, and therefore I have not found it necessary to include the median in the analysis of the domains, but I have used it for the ranking of the individual strategies.

In order to find the mean of each conceptual domain, the mean of every individual strategy within each domain was calculated and ranked. For instance, the mean of every strategy in the domain “teacher” was summarized to discover the mean of the domain. After calculating every conceptual domain, they were ranked in an order from highest to lowest according to the overall mean in that domain. On the right side of the table, the standard deviation has been calculated. The standard deviation indicates how much the strategies in each domain vary from each other in terms of the mean. If the standard deviation is high, the strategies in that domain were ranked quite differently from each other in order of importance, and thus the mean will vary. However, if the standard deviation is low this indicates that the whole domain was found to be important for the students’ motivation.

Another factor of importance is that some of the conceptual domains only consist of one question. This will be more specific when giving a high ranking, since there is only one strategy that leads to that high ranking. In addition, the standard deviation for each strategy was found to be higher than the standard deviation for the domains, since the standard deviation is calculated differently for the strategies and the domains. When calculating the standard deviation for each strategy one looks into how many students checked a particular number on the scale. In contrast, when calculating the standard deviation for the whole domain one simply compares the mean of each strategy in that domain and calculates the standard deviation between the means. For instance, if the standard deviation is high on several questions in a domain, this will not matter when comparing the means of the questions, since a new standard deviation will be calculated by comparing the mean of each strategy.

To conclude, in this data analysis I am looking for the highest possible mean with the lowest standard variation. A high mean will show that students found that strategy motivating, since the scale ranges from not motivational at all (1) to having a major role in their motivation (5). A low standard deviation will indicate that there were few variations from the mean, and the answers were close to the mean.

4 Results and discussion

In this section, I will present the results, starting with which conceptual domains the students found most motivating before analyzing the individual strategies. I will then continue by presenting the results of the ranking of the individual teaching strategies.

4.1 Conceptual domains

Below is a short explanation of the different conceptual domains used in the study, the conceptual domains are listed on the left hand column and the explanations are given in the right hand column:

Table 4. Microstrategies explanation. (adapted from: Ruesch)

Microstrategy	Explanation
Teacher	Set a personal example with your own behavior.
Climate	Create a pleasant, relaxed atmosphere in the classroom.
Task	Present the tasks properly.
Self-confidence	Increase the learners' linguistic self-confidence.
Interest	Make the language classes interesting.
Autonomy	Promote learner autonomy and allow students choices about learning.
Personal relevance	Personalize the learning process.
Goals	Increase the learners' goal-orientedness.
Culture	Familiarize the learners with the target culture.
Group	Include group work and activities inside and outside of class.
Effort	Help students realize that it is mainly effort that is needed for success.
Language usefulness	Emphasize the usefulness of the language.
Reward	Give the learners other rewards, besides grades.
Finished product	Allow students to create products that they can display or perform.
Comparison	Avoid any comparison of students to one another.
Peer-modeling	Invite experienced students to talk about their positive learning experiences.
Rapport	Develop a good relationship with the students.
Curriculum	Explain and discuss the curriculum with the students in order for everyone to have a common understanding of the goals

The domains are important in terms of knowing which factors students consider most motivational, for instance, the teacher is often mentioned as a crucial point of the learning process in previous studies that have been reported. Here I want to find out whether the Norwegian students agree. Also, having knowledge about the culture from which the language originates and where it is spoken is also often mentioned as essential. However, how motivational do Norwegian students find learning about the culture of the language they are learning? On the next page is a table showing the ranking of the different conceptual domains according to the mean of the strategies calculated together.

Table number 5, 6 and 7 are created in the Microsoft program Excel. The numbers were exported from the website that distributed the survey, and then placed into tables. Even though this was a time consuming process, the result came out overall satisfying.

Table 5 Ranking of the conceptual domains according to mean.

Rank	Number	Domain	Mean	SD
1	4	Rapport	4,27	0,89
2	1	Teacher	4,12	0,13
3	3	Task	4,08	0,28
4	2	Climate	4	0,26
5	5	Self-confidence	3,83	0,4
6	6	Interest	3,79	0,22
7	16	Comparison	3,78	1,29
8	12	Effort	3,55	1,01
9	7	Autonomy	3,53	0,24
10	18	Curriculum	3,47	1,06
11	13	Language usefulness	3,46	1,03
12	9	Goal	3,4	0,18
13	11	Group	3,35	0,15
14	14	Reward	3,33	1,39
15	8	Personal relevance	3,18	1,19
16	15	Finished product	3,08	1,32
17	10	Culture	3,03	0,51
18	17	Peer-modeling	2,71	1,25

The top domain “rapport” was found to be the most important domain for the students. This domain is about developing a good relationship with the students. However, there is only one strategy in “rapport”. This shows that the students perceive this one strategy as essential for

their motivation to learn English. Furthermore, as has been mentioned, the standard deviation in the far right column in the table is not comparable since some of the domains only include one strategy, as in the domain “rapport”. Therefore, the standard domain for “rapport” only indicates which range the students answered within when answering the questionnaire. Still, there is no doubt that their teacher developing a good relationship with the students is fundamental for their language learning motivation.

Following “rapport” in rank was the domain “teacher”, which is in many ways closely related to “rapport”, since both concern the teacher’s role. There are four strategies in the domain “teacher”, which include that the teacher is prepared for class, is a good example to the students by being motivated and committed to help them, behaves naturally and genuinely in class, in addition to being sensitive and accepting. The standard deviation is the lowest of all of the domains, which indicates that the strategies were all ranked very high.

Next on the list is “task”. This domain regards the strategies “giving clear instructions”, “provide guidance about how to do the task”, and “clearly state the purpose and utility of every task”. The standard deviation was also quite low for this domain, meaning that most of the students agreed on the importance of knowing how and why to conduct a task in terms of motivation.

“Climate”, which concerns the atmosphere and enjoyment in the classroom, was placed fourth on the domain ranking. There are four strategies in this domain. They are: (1) “create a pleasant atmosphere in class”, (2) “bring in humor, laughter and smile”, (3) “have activities and fun in class” and finally, (4) “have game-like competitions in class”.

The next domain is “self-confidence” which consists of six strategies. These strategies are about the individual learning process of each student, for instance “select tasks that do not exceed the learner’s competence”. The standard deviation for “climate” and “self-confidence” are both low, which again shows that most of the students agree on the importance of the two domains.

Another domain that was found to be in the top ten was “interest”. “Interest” comprises as many as seven strategies, all related to sparking the students’ interest in learning English. The standard deviation was low for this domain, in contrast to the two next domains, “comparison”

and “effort”. The reason for this may be that these two domains only consist of one strategy each, so the standard deviation is not several strategies compared together, but only the standard deviation for that specific strategy. “Comparison” is simply whether or not the students find it motivating to be compared to other students, whereas “effort” relates to whether the teacher “helps the students realize that it is mainly effort that is needed for success”.

Domain number ten, “curriculum”, and number eleven, “language usefulness”, have, like the previous two domains on the ranking, only one strategy in their category. Therefore, they also have a higher standard deviation. The next two domains however, “goal” and “group”, consist of five and four strategies respectively, and thus they have lower standard deviations. “Curriculum” involves how well the teacher explains and discusses the curriculum with the students. “Language usefulness” has to do with the teacher emphasizing the usefulness of the language. The domain “goal” concerns the students’ ambition in learning the language and “group” is, as the name implies, about group work.

Neither of the three following domains has more than one strategy each, and therefore the standard deviation is quite high. These three domains are; “reward”, which is about the teacher giving other rewards than grades; “personal relevance” which means that the teacher includes personal content that the students can relate to, and “finished product” which is simply when the teachers allow “students to create products that they can display or perform”.

The next to last domain, “culture”, concerns the use of authentic material and more knowledge about the target language’s culture. Although still low, the standard deviation in this domain is the highest of the domains that consist of more than one strategy, which implies that the strategies in this domain were more differentiated than those in the other domains. When analyzing the statistics one can see that two strategies stand out as factors students do not find that motivating, namely “invite native speakers to class” and “find penpals for the students”.

The very last domain on the ranking is “peer-modeling”, which includes only one strategy; “invite experienced students to talk about their positive learning experiences”. According to the means of all the other domains, this strategy is the one that is placed last. However, in the next section, where each individual strategy is ranked regardless of its domain, we can see that this strategy is not placed last, but rather third to last.

Ranking the domains offers an overview of which overall factors students find motivating, but the results must not be interpreted as indicating that higher ranked domains eliminate the lower ones. Although some domains were not ranked very high, the individual strategies within such a domain might be ranked higher on their own.

4.2 Microstrategies

The ranking of the conceptual domains does not equal the ranking of each strategy, for instance with the last ranked domain, “peer-modeling”. This domain consisted of one strategy, but this strategy is not the lowest ranking strategy in the ranking of individual strategies.

Table 6. Microstrategies

Rank	Nr.	Individual teaching strategy	X	SD	Median
1	9	Give clear instructions.	4,28	0,87	4
2	12	Develop a good relationship with the students.	4,27	0,89	4
3	2	Show a good example by being committed and motivated to helping the student succeed.	4,27	0,9	4,5
4	5	Create a pleasant atmosphere in class.	4,25	1,02	5
5	10	Provide guidance about how to do the task.	4,2	0,96	4
6	14	Make sure that students experience success regularly.	4,2	0,97	4
7	13	Give positive feedback and appraisal.	4,17	0,99	4
8	4	Be sensitive and accepting.	4,16	0,99	4
9	15	Encourage students.	4,15	0,96	4
10	6	Bring in humor, laughter and smile.	4,13	1,15	5
11	19	Choose interesting topics.	4,12	0,94	4
12	18	Select interesting tasks.	4,1	0,94	4
13	3	Behave naturally and genuinely in class.	4,09	0,99	4
14	7	Have activities and fun in class.	3,98	1,04	4
15	1	Properly prepare for the lesson	3,95	1,01	4
16	46	Avoid any comparison of students to one another.	3,78	1,29	4
17	11	Clearly state the purpose and utility of every task.	3,76	0,98	4

18	21	Vary the activities.	3,76	0,96	4
19	50	Act as a facilitator.	3,71	0,98	4
20	25	Encourage creative and imaginative ideas.	3,7	0,99	4
21	17	Select tasks that do not exceed the learners' competence.	3,68	1,04	4
22	20	Offer a variety of materials.	3,67	1,01	4
23	23	Build on the learners' interest rather than tests or grades as the main energizer for learning.	3,67	1,2	4
24	22	Make tasks challenging to involve the students.	3,66	0,87	4
25	26	Encourage questions and other contributions from students.	3,66	0,99	4
26	8	Have game-like competitions in class.	3,65	1,2	4
27	24	Raise learners' curiosity by introducing unexpected or exotic elements.	3,58	1,07	4
28	29	Help the students develop realistic expectations about learning.	3,55	0,98	4
29	42	Help students realize it's mainly effort that is needed for success.	3,55	1,01	4
30	16	Explain that mistakes are a natural part of learning.	3,53	1,16	4
31	34	Familiarize the learners with the culture of the language they are learning	3,53	1,02	4
32	31	Increase the group's goal-orientedness.	3,51	1,02	3
33	38	Include group work in class.	3,51	1,09	4
34	32	Tailor instructions to meet the specific language goals and needs of the students.	3,5	1,05	4
35	51	The teacher explains and discusses the curriculum with the students in order for everyone to have a common understanding of the goals	3,47	1,06	4
36	43	Emphasize the usefulness of the language.	3,46	1,03	4
37	39	Help students to get to know one another.	3,43	1,31	4
38	49	Allow students real choices about as many aspects of learning as possible.	3,4	1	3

39	30	Set up several specific learning goals for the learners.	3,38	1,07	3
40	35	Use authentic materials (i.e. printed or recorded materials that were produced for native speakers rather than students).	3,37	1,06	3
41	44	Give the learners other rewards besides grades	3,33	1,39	4
42	40	Participate as an ordinary member of the group as much as possible.	3,27	1,26	3
43	48	Teach various learning strategies.	3,24	1,14	3
44	28	Fill the task with personal content that is relevant to the students.	3,18	1,19	3
45	41	Organize activities outside of class.	3,18	1,29	3
46	27	Share as much responsibility to organize the learning process with the students as possible.	3,17	1,07	3
47	45	Allow students to create products that they can display or perform.	3,08	1,32	3
48	33	Help students design their individual study plans.	3,05	1,2	3
49	36	Invite native speakers to class.	2,79	1,37	3
50	47	Invite experienced students to talk about their positive learning experiences.	2,71	1,25	3
51	37	Find penpals or “keypals” (Internet correspondents) for the students.	2,42	1,42	2

The top ranking motivational teaching strategy was found to be that the teacher gives clear instructions. Although it is quite obvious that this is necessary in order to create a good learning situation, it is, as the table shows, very important to remember this strategy when planning and conducting the lesson. If the students are unsure of what is expected of them, the whole learning process is jeopardized. The standard deviation is quite low compared to many of the other strategies therefore one can say with some certainty that most students agree that this strategy is the most motivational. However, when looking at the median, which is four, one can see that there are other strategies that have a higher median. Since the median shows the average value of all the answers, one then knows that other strategies have been given even higher rankings, but also that some students checked off a lower ranking on the scale, resulting in a lower mean.

Next on the list was that the teacher develops a good relationship with the students, which can be difficult at times simply because both teachers and students are individuals, and unfortunately, sometimes personalities clash. However, it is the teacher's responsibility to strive for and maintain a good relationship with mutual respect and an interest in each student. The standard deviation for this strategy is also low, and the median is equal to the previous strategy, namely four.

Number three on the list is that the teacher shows "a good example by being committed and motivated to helping the student succeed". Everyone needs a good role model, and especially young students who perhaps lack motivation. As the ranking shows; if the teacher enjoys his subject and likes to teach, the students feel more motivated to learn. The standard deviation is still low, and the median is slightly higher for this strategy. Also, the next strategy, which ranked fourth, is about how the teacher makes the student feel, namely that the teacher "creates a pleasant atmosphere in class". Again, the students agree on the importance of learning in a safe and welcoming classroom. What is interesting about this strategy is that although the standard deviation is marginally higher, the median is five, meaning that most of the students have checked the highest possible score.

The next strategy on the list is that the teacher provides guidance on how to do a given task. This strategy belongs to the domain "task", as does number one on the ranking. With two out of three strategies in this domain placed in the top five strategies that students find motivating, one can say that being clear about what is expected in each task, and guiding the students through each task are viewed as fundamentals for their motivation. The next two strategies on the list are about the positive aspects of learning; "make sure that students experience success regularly", followed by "give positive feedback and appraisal". Both of these strategies are found in the domain "self-confidence". Learning is about positive experiences, and these answers show the importance of enjoying the process and feeling a sense of mastery. Neither has any significant differences compared to other strategies in either standard deviation or median.

Number eight once again concerns the teacher's behavior; that the teacher is "sensitive and accepting" towards the students. Similarly, the ninth strategy is that the teacher encourages her students. The latter strategy is found in the domain "self-confidence", making this domain the

only domain with three strategies in the top ten. The last strategy ranked among the top ten is also very dependent on the teacher's behavior; "bring in humor, laughter and smiles" in the classroom. What is fascinating about this strategy is that as many as six students answered that this strategy has no effect on their motivation at all, compared to the other top ten in which only one or two students (three for fourth place) answered the same in addition to having the highest standard deviation of the top ten; the difference, however, is not significant.

I will not discuss the other 31 strategies, apart from noting that the strategy ranked as 38th in importance, only has three students answering that it has no effect on their motivation at all, compared to the last three on the list which have respectively 22, 19 and 35 answering the same. In addition, the strategy that has been ranked at the very bottom of the scale also has the highest standard variation, meaning that there are several students that disagree with the bottom placement. Still, the median is two, which in turn says that most of the students find this strategy to be either not at all motivational or that it has a very little effect on their motivation.

Table 7 - Ranking of the Microstrategies

Rank	Nr.	Individual teaching strategy	X	SD	Median
1	9	Give clear instructions.	4,28	0,87	4
2	12	Develop a good relationship with the students.	4,27	0,89	4
3	2	Show a good example by being committed and motivated to helping the student succeed.	4,27	0,9	4,5
4	5	Create a pleasant atmosphere in class.	4,25	1,02	5
5	10	Provide guidance about how to do the task.	4,2	0,96	4
6	14	Make sure that students experience success regularly.	4,2	0,97	4
7	13	Give positive feedback and appraisal.	4,17	0,99	4
8	4	Be sensitive and accepting.	4,16	0,99	4
9	15	Encourage students.	4,15	0,96	4
10	6	Bring in humor, laughter and smile.	4,13	1,15	5

4.3 Open-ended question

At the very end of the questionnaire, I included an open-ended question in case the students had some additional information they wanted to share. I went through the answers and noted which domain the answers could belong to, for instance, if a student answered that interesting topics motivated her I would note down “interest”. After going through the 92 answers, I came up with these numbers, ranking highest to lowest:

Table 8 – Open-ended answers

Conceptual domain	Number of respondents
Interest	43
Culture	22
Language usefulness	20
Group	17
Teacher	8
Goal	7
Personal relevance	6
Climate	5
Autonomy	4
Self-confidence	4
Reward	1

The most noteworthy discovery from these answers is the mentioning of the domain “culture”, which came second to last in the questionnaire. It is very interesting to find that as many as 22 students find this important enough to mention in the open-ended answers. The reason for this difference is found when looking at how many students checked for the first option on the scale “no effect on my motivation”. For two of the strategies in the domain “culture”, only three and six students answered that option, however, for the next two strategies the numbers are significantly higher; namely 22 and 35. In addition, there are low means on the two latter strategies. Therefore, the mean of that domain is quite low. Another fascinating finding is the multiple comments referring to the domain “interest”. Almost half the respondents gave an answer related to “interest”, while this domain was only placed sixth on the ranking of domains.

The main point from these results is that the individual strategies sometimes weigh more than the whole domain, since many students mentioned specific factors such as “interesting topics” and “various working methods” in the open-ended question, indicating a preference for some of the strategies in a domain over others.

4.4 Comparison

Comparing the Norwegian results to previous results in similar studies (e.g., Dörnyei and Csizér “Ten Commandments”; Cheng and Dörnyei) has not been the main aim of this study, since the intention was to discover what motivates Norwegian students rather than comparing the results to previous studies. Nevertheless, it is of interest to investigate whether there are any differences in the Norwegian context. As has been previously mentioned, there are a few studies (Dörnyei and Csizér “Ten Commandments”; Cheng and Dörnyei) that have been conducted before, similar to this study. However, only the one study by carried out by Ruesch is comparable. This is because this is the only study that has actually included the students in the process, and asked them about what motivates them rather than asking teachers about what they think motivates their students.

Although Ruesch also asked teachers, I will only compare the results from the students, since the teachers’ opinions have not been included in this study. In her study, students in North America were asked about what motivates them according to a survey based on the prior studies by Dörnyei and Csizér (“Ten Commandments”), Cheng, and Dörnyei.

Table 9. Results from Ruesch

1	Teacher
2	Rapport
3	Climate
4	Task
5	Self-confidence
6	Personal relevance
7	Interest
8	Language usefulness
9	Autonomy
10	Effort

Table 10. Results from this study

1	Rapport
2	Teacher
3	Task
4	Climate
5	Self-confidence
6	Interest
7	Comparison
8	Effort
9	Autonomy
10	Curriculum*

*An added domain for this study only

Comparing these two tables one sees that although they are ranked differently, almost all of the same conceptual domains are present in each table. However, there are four domains that only one group of students found important enough to rank in the top ten. Exclusive for Table 9 are “personal relevance” and “language usefulness”, for Table 10 the two domains are “comparison” and “curriculum”. The latter domain was specifically chosen for this study and can therefore not be a part of the comparison of the two tables since the other students did not have this option. Nevertheless, it is interesting to compare the other three common domains.

However, if one extends the tables to include number eleven on the ranking one finds two of the domains. For the North American students “comparison” is ranked at eleventh, and for the Norwegian students “language usefulness” is ranked as eleventh in importance. Therefore, even though these two domains did not reach the top ten and one therefore sees some differences when comparing the top ten, the fact that two of the domains are just outside the top ten shows that the rankings are not so very different at all. Nonetheless, a noteworthy point is that the North American students found “personal relevance” essential enough to rank it as fourth on the ranking scale, whereas the Norwegian students did not even rank it in the top ten. Actually, the Norwegian students found “personal relevance” so trivial in relation to their motivation that it was placed as number 15 out of the 18 domains in the ranking. Explaining the reason behind this variation would only result in speculation, and one would need further exploration of the

subject before coming to any conclusions. Still, finding these discrepancies shows the need for further research on the aspects of culture, and how culturally dependent the answers in fact are.

5 Implications and Reflections

In an effort to discover how to motivate Norwegian students in upper secondary school to learn English, I conducted a survey asking students to rate 51 teaching strategies according to how motivating they found each strategy. The main goal was to determine which factors played a role in the students' motivation to learn English, in order for teachers to know what they can focus on and accommodate in the classroom. Although the sample of participants was not large enough for generalizations, one can still interpret the results as indications of what students find motivating. Almost a hundred students answered the questionnaire, and the standard deviations were relatively low, signifying that most of the students agreed on the ranking of the strategies.

However, it is tremendously important to remember that there are always variations within the results. For instance, the strategy "Find penpals or "keypals" (Internet correspondents) for the students" was ranked as the least important of all the microstrategies, but one of the respondents even mentioned this strategy in the open-ended answers at the end as a very motivational strategy. This shows that even though one can analyze the numbers according to mean, standard deviation and median one will still have some answers outside the norm, but these answers are still students, individuals, who deserve to be taken into account when planning and conducting lessons. Therefore, these lists of strategies are only suggestions of what might be motivational, not facts or rules. Still, using these results as guidelines will help the teacher to see which motivational strategies the students in fact value highly.

In retrospect, there are a few things I could have done differently to improve my study. Ironically, I struggled with my own motivation to begin writing my thesis after choosing my topic, and therefore I have spent many days and nights feeling angry with myself for not having enough self-discipline to focus and write. However, during this process I learned a lot about my own motivation and the complexity of it. This helped me a great deal throughout my writing and made the importance of the topic even clearer to me.

Another challenge I faced was finding participants. I aimed to enlist upper secondary schools with different geographical locations and therefore I e-mailed a couple of schools in the

beginning of February. However, they failed to respond to my request. After a week's time I called, and was told someone would get back to me. I waited, but no one did. It dawned on me that if I did not have any participants I would not get any results and I would not be able to complete my thesis. After this realization, I drove to three schools nearby where I lived and pled my case. Luckily, four teachers were kind enough to take time out of their lessons to conduct my survey in their classes. Within a week I had all my answers. Even though it ended well, it was quite a stressful process that I could have avoided if I had been more persistent.

As for the questionnaire, I understood after reading the answers to the open-ended question that many of the students gave very general answers. This could easily have been avoided by noting in the question that they should be specific in their answers. This would have helped me in analyzing the answers. Furthermore, at the beginning of designing my survey, I included an option on the Likert scale; "my teacher does not use this strategy". I removed it since I feared many students would simply check this answer out of indifference and that would not provide me with proper material. However, if the students were not familiar with a particular strategy mentioned in the questionnaire, they had no option to indicate that this was the case. Finally, the microstrategy about activities could have been rephrased so that it was clear that it referred to activities outside the classroom, for instance going outside, to a museum etc. The wording of this microstrategy might have been confusing for the students.

6 Conclusion

6.1 Further research

A challenge in discussing motivation and teaching is often that one discusses the problem of the lack of motivation, but often struggles to find solutions. Thus one might argue that the study cannot be used for generalization, and should be modified and used in a larger scale study. Only then could one discuss more than simple indications. Another interesting opportunity for further research would be to include the teachers' opinions in the study. This has been done before, as noted, in earlier studies, but not in the Norwegian context to my knowledge. Unfortunately, the limited time available and the scope of the thesis did not allow me to include teachers in my study, even though comparing the results with results in previous studies in other cultures might have added more insight to the field.

In addition, investigating more specific classroom related aspects could help teachers and students learn more in detail about what motivates L2 learning. For instance, in this study students were asked whether they found interesting topics motivating when learning English. The next step would be to ask which topics they find motivating. One way of going about this would be to conduct interviews with students, then one could use the questionnaire but have the students elaborate on the strategies and explain what they believed each strategy meant. It would be interesting to learn how the students interpreted different strategies; e.g., what did they mean when they said that the teacher “properly prepares for the lesson”.

6.2 Summary

My intention with this thesis was to find what motivates upper secondary school students in the Norwegian ESL classroom. I wanted to learn more about what the teacher could do in order to help students feel motivated. By looking at previous research, I discovered that there were some similar studies available and I ended up modifying a previous survey for the purpose of this study. In doing this, I had the opportunity to find out not only what Norwegian students feel motivates them in the L2 classroom, but also to compare my results to previous findings in other cultural contexts.

Before the section describing the survey, I addressed the theoretical foundations of L2 motivation theory. By examining the complex background of motivation theory and how the field has progressed, one can understand the complexity of the process of L2 motivation more easily. After presenting an overview of the theoretical history I proceeded to studies with more straightforward educational implications, since as has been mentioned previously, several studies have covered what motivation is, but few have covered *how* to motivate students.

Following the literature review was a section on my research design and methodology, where I introduced the participants and the instrument; the modified questionnaire. This section explained the purpose and organization of the survey in detail. In Section Four, I presented and discussed the results. Although comparing the results to previous research was not my main intention, I included a section where I compared some of my findings with those in a study carried out by Ruesch.

The results from the survey gave me the opinions of 91 students with regard to what they find motivating when learning English. Furthermore, my findings showed that the number one ranked conceptual domain was “rapport”, which is about the teacher developing a good relationship with the students. The second highest ranked conceptual domain was “teacher” and the third “task”. The last two domains include several microstrategies describing the teacher’s behavior, and how tasks and assignments are presented and guided. Knowing about the top three ranked conceptual domains gives an indication of which strategies the teacher should focus on in planning and conducting the lesson.

However, in order to learn more details about what the students find motivating one must look to the rankings of the microstrategies. The top ranked microstrategy belongs to the domain “task” and is that the teacher “gives clear instructions”. Not knowing what is expected of one will create insecurity and confusion. The next microstrategy is also linked with the ranking of the domains, since the second highest placed micro-strategy belongs to the domain “rapport”, namely “develop a good relationship with the students”. The microstrategy that ranked as number three in importance is no exception and belongs to the domain “teacher”, it is that the teacher “shows a good example by being committed and motivated to help the students succeed”. This again emphasizes the importance of the teacher’s behavior in the classroom. If one remembers to follow these microstrategies, one may experience more motivated students.

Writing this thesis has taught me a great deal about L2 motivation, and there is no doubt that further research is needed in order to find out how to motivate students to learn English. However, Dörnyei and Ushioda claim that; “Although no one would doubt that an increasing understanding of student motivation can have significant practical implications, it is questionable whether motivation research in general has reached a level of sophistication that would allow scholars to translate research results into straightforward educational recommendations” (104). This means that one must take into consideration that any results of research in the field, this study included, must be acknowledged as suggestions and not instructions. In addition, we must understand that motivation is a complex, individual process and that in every classroom there will be a variety of students who have different preferences regarding what motivates them.

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Appendix 1: Excerpt from the quality framework

Motivation for learning and learning strategies

Motivated pupils want to learn, have stamina and curiosity and demonstrate the ability to work towards their goals. Experiencing mastering strengthens one's stamina both in times of success and adversity. Physical activity promotes good health and can give greater motivation to learn. Using varied and adapted work methods and providing the opportunity to actively cooperate in the learning, teachers and instructors that are inspired, enthusiastic, confident and knowledgeable can instil in the pupils a desire to learn and a positive and realistic perception of their own talents and possibilities.

The education shall encourage pupils by providing clear competence aims and facilitating for varied and goal-oriented activities. The pupils shall be given, but must also be allowed to choose tasks which will challenge them and give them the opportunity to explore, both alone and together with others. Assessment and guidance shall contribute to strengthening their motivation for further learning.

Learning strategies are the procedures the pupils use to structure their own learning. These are strategies for planning, carrying out and assessing their own work to satisfy nationally stipulated competence aims. This also means reflecting upon newly acquired knowledge and applying it in new situations. Good learning strategies promote the pupil's motivation to learn and the ability to solve difficult tasks in further education, work or leisure activities.

The education shall contribute to making pupils aware of what they have learned and what they need to learn to satisfy the competence aims. The learning strategies the pupils use for their individual learning and learning together with others depend on their aptitudes and the learning situation at hand. The education shall give the pupils knowledge on the significance of their own efforts and on the informed use and development of learning strategies.

(Section 1-2 of the Education Act and the Core Curriculum)

Appendix 2: Letter of consent – principal

Til: Rektor

Fra: Erika Wendt

Dato:

Vedr.: Spørreundersøkelser i forbindelse med studier.

Jeg er masterstudent ved Høgskolen i Østfold der jeg studerer engelsk fagdidaktikk. Jeg er i mitt siste halvår og jeg skriver nå masteroppgave. Min masteroppgave handler om motivasjon i engelskfaget, et tema jeg anser som viktig å ha kunnskap om. Jeg ønsker å vite hva som motiverer elever, slik at lærere vet hvilke undervisningsmetoder, temaer og oppgaver som motiverer mest. Oppgaven begrenser seg til VG1 elever på studiespesialiserende linje.

I forbindelse med min masteroppgave ønsker jeg i løpet av vår-halvåret 2015 å foreta noen enkle undersøkelser blant noen av skolens elever. Dette vil ta form av et spørreskjema. Spørreundersøkelsen vil ikke ta lenger enn en skoletime og vil bli gjort over internett ved bruk av PC. Jeg håper å få tilgang til en VG1-klasser på studiespesialiserende linje. Da elevene er over 16 år og jeg ikke kommer til spørre om sensitive personopplysninger eller bruke sensitive personopplysninger i oppgaven, trenger jeg ikke godkjenning fra NSD eller fra foreldrene til elevene. (www.nsd.no)

Spørreundersøkelsen vil i tilfelle bli gjennomført rundt påsketider, tid og nøyaktig dato kan dere avgjøre.

Jeg ber herved om tillatelse om at dette kan avstedkomme.

På forhånd takk.

Vennlig hilsen

Erika Wendt

Appendix 3: The questionnaire

Motivasjon til å lære engelsk som et andrespråk

Side 1

Hei,

Tusen takk for at du deltar i denne undersøkelsen.

Den er helt anonym og du kan når som helst trekke deg fra å delta, også underveis i undersøkelsen.

Målet med denne undersøkelsen er å finne ut hvilken undervisningspraksis som motiverer deg som elev til å lære engelsk som et andrespråk, så vennligst kryss av for det som du mener er riktig i forhold til hvor stor grad den nevnte undervisningspraksisen motiverer deg til å lære engelsk.

For å spesifisere; denne undersøkelsen gjelder kun det å lære engelsk som et andrespråk i skolesammenheng på videregående i Norge. Undersøkelsen er basert på tidligere forskning om hva engelsklærere mener er undervisningspraksis som fremmer elevmotivasjon, samt hva de selv bruker mest i språklæringsundervisningen. Nå ønsker jeg å finne ut om dere, elevene, er enige med lærerne om hva som er motiverende undervisningspraksis.

Det er ingen riktige eller gale svar, så svar etter hva du mener er riktig for deg.

Side 2

Kjønn:

- Gutt
- Jente

Hvor gammel er du?

- 15
- 16
- 17

Side 3

Undervisningspraksis i engelskfaget

Kryss av for det du mener er riktig i forhold til hvor stor grad den nevnte undervisningspraksisen motiverer deg til å lære engelsk som andrespråk. *

	Denne praksisen har ingen effekt på min motivasjon	Denne praksisen har en liten rolle i hva som motiverer meg	Denne praksisen har en middels rolle i hva som motiverer meg	Denne praksisen har en stor rolle i hva som motiverer meg	Denne praksisen har en svært stor rolle i hva som motiverer meg
Læreren forbereder seg grundig til timen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læreren er et godt eksempel ved å være dedikert og motivert til å hjelpe elevene med å lykkes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læreren forsøker å være naturlig og ekte i klasserommet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læreren er mest mulig inkluderende og aksepterende	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læreren skaper en behagelig atmosfære i klasserommet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Side 4

Undervisningspraksis i engelskfaget

Kryss av for det du mener er riktig i forhold til hvor stor grad den nevnte undervisningspraksisen motiverer deg til å lære engelsk som andrespråk.*

	Denne praksisen har ingen effekt på min motivasjon	Denne praksisen har en liten rolle i hva som motiverer meg	Denne praksisen har en middels rolle i hva som motiverer meg	Denne praksisen har en stor rolle i hva som motiverer meg	Denne praksisen har en svært stor rolle i hva som motiverer meg
Læreren bruker humor, og bringer frem latter og smil	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læreren bruker aktiviteter og sørger for at det er gøy i klasserommet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læreren holder konkurranser/spill i klasserommet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læreren gir tydelige instruksjoner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læreren tilbyr hjelp om hvordan man skal utføre oppgavene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Side 5

Undervisningspraksis i engelskfaget

Kryss av for det du mener er riktig i forhold til hvor stor grad den nevnte undervisningspraksisen motiverer deg til å lære engelsk som andrespråk.*

	Denne praksisen har ingen effekt på min motivasjon	Denne praksisen har en liten rolle i hva som motiverer meg	Denne praksisen har en middels rolle i hva som motiverer meg	Denne praksisen har en stor rolle i hva som motiverer meg	Denne praksisen har en svært stor rolle i hva som motiverer meg
Læreren er tydelig på hva som er målet og meningen med hver oppgave	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læreren utvikler et godt forhold til elevene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læreren gir positiv tilbakemelding og vurdering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læreren sørger for at elevenes jevnlig opplever suksess	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læreren oppmuntrer elevene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Side 6

Undervisningspraksis i engelskfaget

Kryss av for det du mener er riktig i forhold til hvor stor grad den nevnte undervisningspraksisen motiverer deg til å lære engelsk som andrespråk. *

	Denne praksisen har ingen effekt på min motivasjon	praksisen har en liten rolle i hva som motiverer meg	Denne praksisen har en stor rolle i hva som motiverer meg	Denne praksisen har en stor rolle i hva som motiverer meg	praksisen har en svært stor rolle i hva som motiverer meg
Læreren forklarer at det å gjøre feil er en naturlig del av å lære	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læreren velger oppgaver som ikke overgårelevenens kompetanse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læreren velger interessante oppgaver	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læreren velger interessante temaer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læreren tilbyr et utvalg av ulike ressurser	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Side 7

Undervisningspraksis i engelskfaget

Kryss av for det du mener er riktig i forhold til hvor stor grad den nevnte undervisningspraksisen motiverer deg til å lære engelsk som andrespråk. *

	Denne praksisen har ingen effekt på min motivasjon	Denne praksisen har en liten rolle i hva som motiverer meg	Denne praksisen har en middels rolle i hva som motiverer meg	Denne praksisen har en stor rolle i hva som motiverer meg	Denne praksisen har en svært stor rolle i hva som motiverer meg
Læreren er variert i bruken av aktiviteter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læreren gjør oppgavene utfordrende for å engasjere elevene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læreren bygger på elevens interesse, fremfor prøver og karakterer som hovedmålet for læringen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læreren øker elevens nysgjerrighet ved å introdusere uventede og eksotiske elementer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læreren oppmuntrer kreative og oppfinnsomme ideer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Side 8

Undervisningspraksis i engelskfaget

Kryss av for det du mener er riktig i forhold til hvor stor grad den nevnte undervisningspraksisen motiverer deg til å lære engelsk som andrespråk. *

	Denne praksisen har ingen effekt på min motivasjon	Denne praksisen har en liten rolle i hva som motiverer meg	Denne praksisen har en middels rolle i hva som motiverer meg	Denne praksisen har en stor rolle i hva som motiverer meg	Denne praksisen har en svært stor rolle i hva som motiverer meg
Læreren oppmuntrer til spørsmål og andre bidrag fra elevene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læreren deler så langt det er mulig på ansvaret om å organisere læreprosessen med elevene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læreren bruker personlig innhold som elevene kan relatere seg til fra eget liv, i oppgaver	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læreren hjelper elevene med å utvikle realistiske forventninger om læring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læreren lager flere spesifikke læringsmål for elevene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Side 9

Undervisningspraksis i engelskfaget

Kryss av for det du mener er riktig i forhold til hvor stor grad den nevnte undervisningspraksisen motiverer deg til å lære engelsk som andrespråk. *

	Denne praksisen har ingen effekt på min motivasjon	Denne praksisen har en liten rolle i hva som motiverer meg	Denne praksisen har en middels rolle i hva som motiverer meg	Denne praksisen har en stor rolle i hva som motiverer meg	Denne praksisen har en svært stor rolle i hva som motiverer meg
Læreren øker gruppens målfokus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læreren skreddersyr undervisningen til å møte de spesifikke språkmålene og behovene til elevene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læreren hjelper elevene med å lage deres individuelle studieplan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læreren gjør elevene kjent med kulturen i engelskspråklige land	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Side 10

Undervisningspraksis i engelskfaget

Kryss av for det du mener er riktig i forhold til hvor stor grad den nevnte undervisningspraksisen motiverer deg til å lære engelsk som andrespråk. *

	Denne praksisen har ingen effekt på min motivasjon	Denne praksisen har en liten rolle i hva som motiverer meg	Denne praksisen har en middels rolle i hva som motiverer meg	Denne praksisen har en stor rolle i hva som motiverer meg	Denne praksisen har en svært stor rolle i hva som motiverer meg
Læreren inviterer personer med engelsk som morsmål til klasserommet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læreren finner brevvenner til elevene (kontakt over Internett)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læreren inkluderer gruppearbeid i klasserommet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læreren hjelper elevene å bli kjent med hverandre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læreren deltar så mye som mulig som et ordinært medlem av gruppen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Side 11

Undervisningspraksis i engelskfaget

Kryss av for det du mener er riktig i forhold til hvor stor grad den nevnte undervisningspraksisen motiverer deg til å lære engelsk som andrespråk. *

	Denne praksisen har ingen effekt på min motivasjon	Denne praksisen har en liten rolle i hva som motiverer meg	Denne praksisen har en middels rolle i hva som motiverer meg	Denne praksisen har en stor rolle i hva som motiverer meg	Denne praksisen har en svært stor rolle i hva som motiverer meg
Læreren organiserer aktiviteter utenfor klasserommet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læreren hjelper elevene med å forstå at innsats er hovedgrunnen til suksess	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læreren presiserer nyttheten av språkkunnskaper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læreren gir andre belønninger enn bare karakterer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læreren tillater elevene å lage produkter som de kan vise fram eller oppvise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Side 12

Undervisningspraksis i engelskfaget

Kryss av for det du mener er riktig i forhold til hvor stor grad den nevnte undervisningspraksisen motiverer deg til å lære engelsk som andrespråk. *

	Denne praksisen har ingen effekt på min motivasjon	Denne praksisen har en liten rolle i hva som motiverer meg	Denne praksisen har en middels rolle i hva som motiverer meg	Denne praksisen har en stor rolle i hva som motiverer meg	Denne praksisen har en svært stor rolle i hva som motiverer meg
Læreren unngår sammenlikning av elever	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læreren inviterer erfarne elever til å snakke om deres positive læringsopplevelser	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læreren underviser om ulike læringsstrategier	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læreren tillater meg å ta egne valg ved så mange aspekter ved læringen som mulig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læreren gjør læringsprosessen lettere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Læreren forteller om og drøfter læreplanen i engelsk med elevene slik at vi har en felles forståelse av målene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Side 13

Kommenter kort, hva syns du er mest motiverende for å lære engelsk? Er det noen temaer, arbeidsmåter eller undervisningsmetoder du finner mer motiverende enn andre til å lære engelsk? *

Side 14

Tusen takk for at du gjennomførte denne undersøkelsen. Har du noen spørsmål om undersøkelsen kan jeg kontaktes på erikaw@hiof.no.

Ønsker du å gi en tilbakemelding om undersøkelsen kan det gjøres her:

