

**A Study of Secondary School English
Learning –
Focus on Learning Strategies and Motivation**

Pro gradu thesis

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Tämän pro gradu –työn aihe pohjautuu kokemuksiini työssäni englannin opettajana sekä aineenopettajan pedagogisissa opinnoissa saamiini uusiin virikkeisiin, jotka liittyvät opetustyöhön. Tavoitteena oli selvittää monipuolisesti sekä oppimiseen liittyviä teorioita että yläasteen oppilaiden ajatuksia mm. englannin opiskelusta ja opettajasta, heidän käytössään olevia opiskelustrategioita sekä kartoittaa heidän mielipiteensä englannin kielen oppikirjoista sekä eri tyyppisistä tehtävistä englannin tunneilla.

Pro gradu –työ koostuu kahdesta osasta. Ensimmäinen osa selvittää erilaisia teorioita ja tutkimuksia, joita on tehty oppimisesta, kielten oppimisesta, opiskelustrategioista sekä oppimiseen vaikuttavista affektiivisista (mm. kieliminä ja motivaatio) ja kognitiivisista tekijöistä ja oppimistyyleistä. Toinen osa kartoittaa kyselytutkimuksen ja sen tulokset. Teorioista tärkeimmät ovat Kolbin kokemuksellinen oppimisteoria, O'Malley'n ja Chamot'n opiskelustrategiat sekä Martin E. Fordin motivaatioteoria. Teoriaosassa olen liittännyt tekstin joukkoon omia kokemuksiani opetustyössä niiltä osin kuin ne sopivat teorioiden tueksi.

Teorian ja omien opetuskokemuksieni pohjalta olen suunnitellut kyselylomakkeen, joka jaettiin 73 yläasteen oppilaan täytettäväksi maaliskuussa 2005. Kyselytutkimuksen perusteella analysoin seuraavat osa-alueet yläasteen oppilaiden englannin opiskelussa: opiskelustrategioiden käyttö (meta-kognitiiviset, kognitiiviset ja sosiaaliset), motivaatio, integratiivisuus (amerikkalainen yhteiskunta), opettaja ja oppitunnit, vanhempien tuki, kieliminä, oppikirjat, onko tyttöjen ja poikien vastauksissa eroja sekä mielipiteitä erilaisista tehtävätyypeistä englannin tunneilla.

Kyselyvastausten analysointi tuotti tulokseksi seuraavia väittämiä:

Riittävän moni oppilas ei käytä metakognitiivisia strategioita *itsetarkkailu* ja *arviointi*.

Riittävän moni oppilas ei käytä kognitiivista strategiaa *muistiinpanojen tekeminen*.

Sosiaalisia strategioita käytetään riittävästi.

Oppilaat ovat hyvin motivoituneita opiskelemaan englantia.

Opettajan antama palaute saa oppilaat työskentelemään ahkerammin, erityisesti pojat.

Opettajien tulisi osoittaa enemmän aitoa kiinnostusta (oppilaiden mielestä) oppilaidensa oppimiseen.

Oppilaiden kieliminä englannin kielessä on hyvä.

Englannin kielen oppikirjoja voisi muokata mielenkiintoisemmiksi oppilaiden mielestä.

Tyttöjä tulisi kannustaa olemaan aktiivisempia englannin tunneilla.

Mielenkiintoisin tehtävä oppilaiden mielestä on musiikin kuuntelu ja vähiten mielenkiintoinen on esitelmä.

Tulosten perusteella lisätutkimusta voisi suunnata esimerkiksi tyttöjen aktiivisuuden lisäämiseen, metakognitiivisten ja kognitiivisten strategioiden parempaan käyttöasteeseen sekä opettajan antaman palautteen merkitykseen syvällisemmin.

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1. Introduction

The aim of this thesis is to find out where the pupils find their motivation to study English at a Finnish secondary school. Studying English is not voluntary at a secondary school, but nevertheless the pupils seem to be quite well motivated in learning the language. Linking English to pupils' own life and experiences is a good way to motivate them to learn more, because thus they come to understand that English is a tool they are actually able to use to achieve something in their life, or a tool to communicate with. Nowadays, even at primary school level, quite a few pupils approach their English teacher with questions concerning the language as a tool in their everyday life: what does a certain term in their video game mean? What does this instruction mean? How can I tell my internet pen friend about my pet and hobbies? With this thesis and the included survey I aim to explore different aspects of the present day secondary school pupil's motivation to study English. This will hopefully help me in my future work. I would like to become a more dedicated and a truly professional teacher, who can support her pupils' path to learning languages in the best possible way and make it a little easier for them to cope with the process.

At first I will take a look at learning theories, next I will study different perspectives of learning strategies, then learner-oriented factors in learning at school, and finally motivation, intelligence and learning styles. In the end I will come to learning styles and summarize the theoretical part of this thesis. My aim is to find out the most important factors that are present in a secondary school language classroom when a pupil studies English. This will hopefully be of good help to me when I continue my teaching career.

2. Background

I have worked as a teacher for seven years now, with varied success as I believe, based on my discussions with more experienced colleagues, is the case with most teachers. My teaching career began at a private language school, where I taught adults. Most of them were over 40 years old, and having no previous language skills, needed English for beginners. Later, I also started giving Finnish lessons for foreigners, mostly engineers who were dramatically younger than my previous English students. They had come to Finland to work and were both ambitious and impatient. At the same time as I was teaching, I studied translation and interpretation at the University of Vaasa and worked as an education assistant at the same language school I was teaching at. Thus I was able to get a wide picture of the private language education field, and obtained several useful tools for my future job. The versatility of students gave me, as a teacher, an important lesson in accepting all kinds of personalities in the classroom as well as adopting myself to different student needs. However, a growing dissatisfaction emerged little by little, and finally I quit my promising job, and believed that teaching was not my career after all.

In summer 2006 I am a teacher, studying at the University of Tampere to become a qualified English teacher. What made the difference? As an unemployed person for a period of six months, I had time to think back and search for different opportunities, and finally I had no other option than to commit myself to teaching again. This time I was given a teacher's position in a small elementary school in the suburbs of Tampere, and inside the walls of that school, in a very accepting and warm working society, I grew to be a teacher and really become satisfied in my work. In a short time I noticed how rewarding and enjoyable it was to work with young children, and how good and accepting colleagues could make it so easy to admit that I did not know everything and that I could learn from my mistakes. During my first year there I was so encouraged by my working society and colleagues that I applied for educational studies for teacher qualification at the University of Tampere. I was accepted, and was able to start my journey to become a teaching professional. My work experience also created the title of this thesis, and I believe this will also be of use later in my own work. Since my first teaching position I have gained experience from other schools, working as a classroom teacher as well as an English and Swedish teacher at secondary schools. Furthermore, I

have employed myself as a language course leader for Finnish pupils aged from thirteen to seventeen in Great Britain and Malta for three successive summers. These positions have given me a rare opportunity to teach English to Swedish and Norwegian teenagers. After these experiences I believe I am a quite an experienced teacher if not yet fully qualified.

As I have prepared myself for writing this thesis, I have gone through a large amount of literature. To my surprise, it was easy to come across the expression “motivation”. It is mentioned in every single book about language learning, and without a doubt it is a very significant factor when one looks at how something is learned. One can say it is in the core of learning and thus it is interesting to take a closer look at it. As a side remark, it would be interesting to study how university students could efficiently be motivated to write their theses – from my personal experience there is a great demand for practical help and tools for writing an academic thesis in a short time.

3. Aspects of learning

Chapter 3 looks into aspects of studying English in Finnish secondary schools as well as different views on learning and language learning.

3.1 English as a foreign language in Finnish secondary schools

At present, a pupil starts to study his/her first foreign language in the 3rd grade (there may be some exceptions), i.e. when the pupil is approximately nine years old. The Finnish elementary school consists of grades one to six, and it is possible to study two foreign languages during the elementary school. The second foreign language can be started in the 4th grade. Most pupils still choose English as their first foreign language. Often the reason is quite simple: English is the only foreign language offered at their school. For other languages they would have to travel to other schools, further away, or even change school permanently. After the language studying has started, it continues until the end of secondary school (9th grade or in some cases 10th grade). At elementary level there are two lessons of all foreign languages per week. That is a total of ninety minutes per week, and for learning a new language this is not a sufficient time at least from my point of view. It means that the teacher must rush, and there is not enough time for the slower learners. So the teacher must cope with a time limit pressure as well as other problems there may occur, and sometimes the whole lesson may be spent on some non-learning oriented problem instead of efficient language studying. In the midst of everything, it would be good if the teacher was able to observe his/her teaching methods and the level of the students' motivation. It is quite easy to notice the lack of motivation in the pupils, but quite often the reasons are left unrecognised. There isn't enough time. A toolbox of quick motivational tasks could be a good addition to the classroom. However, from my own experience, it is relieving to say that in general the pupils are quite well motivated to learn English. It is a universal language they hear every day on television and listen to from the radio. They encounter English on the internet, in their games, in shops and in the products of the music and film industry. They quickly understand that English is something important, because their environment is full of it. But this understanding is not a sufficient enough reason for all pupils to learn English

well. Some need special attention to find their motivation, or have not yet understood the existence of their own motivation or their learning capacity.

In secondary school the pupil's first foreign language, started in the third grade, continues with two lessons per week in 7th grade, and with three weekly lessons in the 8th and 9th grades. This is a bit more than in the elementary school, but on the other hand, the material, topics and especially grammar that must be covered are quite significantly wider in secondary school. There are also plenty of exams and usually towards the end of the 9th grade there is a nationwide English exam, which almost every pupil takes. These exams need time for preparation which is deducted from the time of regular language teaching. In addition, in a secondary school the pupil has more subjects to learn and the school days are longer than in an primary school, so the pupil naturally has much less time available to study English.

In practice, the pupil usually has two books for every language: a textbook and an exercise book as well as a notebook for writing exercises and making notes in. The grammar covered in secondary school is quite extensive: all tenses in active and passive forms, continuous verb forms, articles and prepositions as well as topic-specific vocabulary, for example professions and job applications. Thus there is often a separate grammar book with specific exercises. The pupils also learn about different cultures aside from the English one: e.g. American, Irish, African and Australian, and about different kinds of people (athletes, collectors, voluntary workers, exchange students). The methods of teaching are for the teacher to decide, but every study material offers chapters to be listened, plenty of exercises to be completed as well as listening and reading comprehension exercises, pronunciation tasks and communicative activities. Exercises can be completed alone, in pairs and in groups. In the school where I handed out my questionnaire, the teachers urge pupils to work together in small groups instead of solitary work. This is based on a so-called co-operative learning method and accordingly the desks in the classrooms are in groups of four to naturally promote and enable co-operative work. For two or three lessons per week this amount of things to be learnt is quite extensive, but according to the European PISA studies (2003), the Finnish pupils have succeeded extremely well compared to pupils in other European countries, which indicates that the teaching, methods and the amount to be learnt are somewhat appropriate.

3.2 Theories of learning

In the following I will first view the idea of learning generally, then view language learning and finally discuss the learning processes and styles that are characteristic to children in my target age group.

3.2.1 Four main theories of learning

According to Juurakko and Airola (2002, 31), there are four main theories of learning: behaviouristic, cognitive, humanistic and constructive. On the basis of their writing, the behaviouristic theory has a normative point of view to learning, in other words learning is seen as learning to behave correctly according to prevailing rules of appropriate behaviour, and rewards and punishments are important. In this theory the learner learns from a model and the teacher controls the process. The cognitive theory views learning as a situation where the teacher leads the learning and has planned the teaching carefully and is conscious of his/her teaching. The learner is active and feels that learning is meaningful to him/her. In the humanistic theory learning means personal growth, it is a data-processing situation which is supported and guided by the teacher. The learner is active, self-steering and purpose-oriented. The constructive theory views learning as constructing reality and analyzing information. The learner selects and interprets information and simultaneously connects it to his/her previous knowledge.

3.2.2 Experiential learning theory by Kolb

On the other hand, Kolb (1984, 20) presents another perspective on learning, namely the experiential learning theory. “It offers a fundamentally different view of the learning process from that of the behavioural theories of learning, which are based on an empirical epistemology. From this perspective some very different prescriptions emerge for the conduct of education, the proper relationships among learning and the creation of knowledge itself.” (Kolb 1984, 20) Furthermore Kolb states (ibid 20) that this perspective on learning “is called *experiential* for two reasons: the first is to tie it to its intellectual origins in the work of Dewey, Lewin, and Piaget (these will not be introduced in the frame of this thesis), and secondly to emphasize the central role that

experience plays in the learning process.” The experiential learning theory is summarized as a definition of learning.

“Learning is the process whereby knowledge is created through the transformation of experience. This definition emphasizes the following aspects of the learning process: the first aspect is the emphasis on the process of adaptation and learning as opposed to content or outcomes. The second aspect is that knowledge is a transformation process, being continuously created and recreated, not an independent entity to be acquired or transmitted. Third, learning transforms experience in both its objective and subjective forms. Finally, to understand learning, we must understand the nature of knowledge, and vice versa.” (Kolb 1984, 38)

This is something every teacher should bear in his/her mind: to learn does not necessarily mean an input of facts that can afterwards be measured by a standard test. From my point of view, learning is e.g. to form knowledge from the pieces of information one gets by listening, reading, watching, doing, trying and so on. It is not enough to hear the instructions on how to bake a cake. One has to know what ingredients to buy, to know how to actually bake it and finally experience the result: to taste a piece of a well done cake. After repeating this a few times, probably everyone can say that he/she can bake a cake. By testing if a pupil knows the recipe of a cake, the result is that the pupil has learnt the recipe by heart, but it gives no information about the reality: if the pupil actually is able to apply the information and bake a cake. I believe that this is one of the problems in today’s school: the pupils learn facts but are not given the opportunity to test their skills in reality. When it comes to English, the situation is somewhat better: the pupils can test their skills by e.g. watching TV, listening to music and playing games. In motivating the pupils to learn English this is clearly an advantage, there is something interesting in the reality where they can test their English skills. From my experience there is, however, a problem: just as we know how hard it is to bake the cake for the first time no matter how well we have learnt the recipe, as hard it is to actually speak English for the first time in reality no matter how well we have learnt the vocabulary, pronunciation and grammar rules. The crucial, most important moment is testing the learnt knowledge in practice: something permanently changes when we start using our hands to prepare a cake as well as we start speaking or writing the foreign language to actually communicate something. This problem has been clearly visible for me as a teacher on the language courses abroad: a pupil aged sixteen, who has studied English at school for seven years and most likely has received top grades from tests, is not independently able to go to a souvenir shop and ask for

stamps in English, but has to request the teacher for help. The roots of this problem may lie in several reasons, both characteristic and cultural and they will not be covered within this thesis. The point is to indicate one of the most significant moments of a language learner in realizing if he/she has really learnt a language. Furthermore, there remains a question: has one learnt a language if one is not able to speak it?

3.3 How do we learn languages?

According to Juurakko and Airola (2002, 35) researchers have not reached unanimity on how the learners actually learn languages. Littlewood (1984, 12) speaks about two main orientations towards language learning. The other views language learning as learning any other skill: the language is learnt when one analyzes it in small pieces which are practised one by one until the learner learns the fluent use of the pieces together. The other views language learning as a natural process: the learner learns a language when he/she uses it in natural communication, in other words in the same way a child learns his/her mother tongue without teaching. These orientations complete each other and teaching should reach a balance between them. I recognize using both of the previous orientations in my teaching, and I feel that both are very important. Arranging situations for natural communication is not so easy in a country where the language is not spoken as a mother tongue, but for example correspondence with English-speaking children is a good way to practise actual, true and meaningful communication. On the other hand, children need teaching of the small pieces separately, for example talking about using the articles *a*, *an* and *the*, as well as practicing telling the time or verb conjugation. I believe in thorough teaching of the small pieces of the language and then trying them out in own written or spoken language production.

According to Huttunen (Juurakko & Airola 2002, 35), the ability to learn a language consists of four parts: awareness of the language and communication, general phonetic awareness and phonetic skills, learning skills and heuristic skills. According to a pilot project carried out in Finland in 1998 – 1999 (Juurakko & Airola 2002, 42), it is very useful to teach the learners how to develop their learning skills already in the elementary level. Furthermore, it is pointed out that self evaluation should be learnt already in the elementary level. The learners benefit a great deal if they are made aware of these aspects of language learning as early as possible. Today, most English study

book authors have recognized the importance of self evaluation and learning skills, and thus have added exercises and questionnaires in the exercise books to raise the pupils' awareness of these aspects. It is a great help for the teacher as well, not having to prepare the exercises him/herself.

3.3.1 Language learner's competence

In the new curriculum of public schools in Tampere (Tampereen kaupungin perusopetuksen opetussuunnitelma 2004), the concept of competence has been strongly brought forward. In the near future, the evaluation of pupils' language skills will be standardized in every European country that is a member of the European Union. For this purpose there is a language skill evaluation scale in use. A significant part of studying languages and the evaluation of one's language learning is a so-called language portfolio. It is best suitable for the first foreign language studied, and thus in Finland it will be and already is a part of the English learning process in most cases.

The language portfolio consists of three parts: a language passport, a biography and a group of samples. The language passport includes official certificates, the biography displays among others the learner's experiences of learning so far, e.g. a diary of learning, and the group of samples contains authentic pieces of work from the learner, for example essays, stories, poems and projects. It is believed that using a language portfolio gives the learner an experience of success and allows him/her to use the learning styles that best suit him/her. The portfolio also displays the learner's skills in various ways, determines the strengths and quality of the learner's skills and supports the learner's self evaluation. Furthermore, the portfolio helps the learner to build on his/her trust in him/herself as a language learner as he/she can reflect on his/her experiences, problems and successes during the years of learning. It can help to strengthen one's self confidence when one can see in one piece of work (the portfolio) where the process started (learning to say hello and goodbye in the 3^d grade) and everything one has achieved since then.

3.3.2 Constructivism and learning

Constructivism sees the learning process as something that is based on the learner's previous experiences and knowledge. Thus the learning starts within the learner

him/herself. The practical advice for the teacher is to ask the pupils for example: “What do you already know about dolphins?” By first gathering the information that is already there, the teacher can make the correct setting for questions and further learning easier. In the Finnish curriculum for schools this is called ‘the new concept of learning’.

Furthermore, Yli-Luoma (2003, 21) states that Vygotsky’s social constructivism highlights the social context of learning. In this theory Vygotsky implies that with the help of other people, a person can learn something that he/she would not be able to learn by him/herself. The main point is that there is always a social component in information, which a person cannot activate without social interaction of some kind. Information can only be realized through other people. Several different studies have shown that social interaction truly is important in learning processes. Experience alone is not sufficient, but experience and learning together is an optimal method of learning.

4. Language learning strategies

Research on strategies of learning languages started from the need to understand learning from the learner's point of view. Several studies have shown that efficient learners use several kinds of strategies, and they are used often and purposefully. According to Kristiansen (Julkunen 1998, 68), weak performers had not applied as many efficient learning strategies as other learners. Learning strategies are again connected to motivation: in a study from 1996 (Julkunen 1998, 70) the researchers found out that motivated language learners, compared to less motivated learners, recognized more strategies and experienced that they were more efficient and easier to use. My thesis is focused on secondary level pupils, and according to Uljens (Julkunen 1998, 76) the pupils' strategies are quite strongly established already at the end of secondary school. This means that teaching and practising language learning strategies should be started at an early stage of school, and thus the pupils would also have the most benefit from it. As a teacher, I feel that the learning strategies should be made visible in the classroom. They should be introduced, discussed, tried and practiced, not only introduced. This area requires strong expertise and commitment from the teacher to truly bring the matter closer to pupils. At the moment, I am in the process of developing a visible teaching aid for language learning strategies for my primary school English classroom. Only in the future will I be able to see if it makes a difference and what are the actual benefits of it for the pupils.

Learning strategies are most commonly divided into three main categories: meta-cognitive, cognitive and social strategies. This is based on O'Malley and Chamot's (1990) classification, and is recognized in several other publications (e.g. Kivinen 2003, Ruohotie 1998). They are introduced in the following chapter.

4.1 Meta-cognitive strategies

According to Ruohotie (1998), the key concept in learning is meta-cognition, which means information and regulation of one's thinking and learning. The information of one's learning includes recognition of one's strengths and weaknesses and being aware of effective learning strategies. This group of meta-cognitive strategies includes

planning the learning, monitoring the learning while learning, and self-evaluation afterwards. They are divided into subcategories as follows.

Planning

Advanced organizers

Looking into the main ideas and concepts of the exercise or material in advance.

Directed attention

Decision to concentrate on the material to be studied and leave non-meaningful factors without attention

Functional planning

Planning and practicing the language components needed in the exercise or material in advance.

Selective attention

Decision to concentrate on specific aspects of the exercise or material, for example key words or key concepts.

Self-management

Understanding and arranging the circumstances that promote learning.

Monitoring

Self-monitoring

Checking if everything is understood while reading or listening, and/or checking one's oral or written production simultaneously with speaking or writing.

Evaluation

Self-evaluation

Comparing one's learning result to a standard result after the exercise has been completed.

(Juurakko & Airola 2002, 83 – 84, O'Malley & Chamot 1990, 119-120, Julkunen 1998, 25-27)

4.2 Cognitive strategies

This group of strategies includes the changing or manipulating of exercises on a cognitive level, and their purpose is to increase understanding, learning and memorizing.

Re-sourcing

Using material in target language: dictionaries, encyclopaedias or study books.

Repetition

Imitating a native model, including reading out loud.

Grouping

Classifying words, terms or concepts according to their meaning or qualities.

Deduction

Using rules to understand a foreign language, or building rules on the basis of language analysis.

Imagery

Using either actual or mental visual models to understand or learn new information.

Auditory representation

Thinking how a word, phrase or sentence would sound.

Keyword method

Remembering a new foreign language word by either connecting the word to a similar word in the mother tongue or connecting the word to a mother tongue homonym with the help of visual context.

Elaboration

Connecting new information to previous knowledge, connecting parts of the new information to each other or developing meaningful, personal associations on the basis of new information.

Transfer

Taking advantage of previous linguistic information and skills to promote understanding or production.

Inferencing

Using information that is already there to guess the meaning of words, to forecast results or to complete missing information.

Note taking

Writing down key words or concepts in shortened oral, graphic or numeral form during listening or reading.

Summarizing

Preparing a written, oral or mental summary of the heard or read new information.

Recombination

Building a new sentence or a larger piece of language by combining previous knowledge.

Translation

Using the mother tongue as a basis of understanding or producing foreign language. (Juurakko & Airola 2002, 83 – 84, O'Malley & Chamot 1990, 119-120, Julkunen 1998, 25-27)

4.3 Social strategies

This group of strategies uses social interaction to understand, learn and remember information. They may also point to controlling the mental state which can disturb learning.

Question for clarification

Asking for additional explanations, examples or reinforcement from the teacher or other learner.

Cooperation

Working together with one or several other learners to solve a problem, gather information, check an exercise, plan an exercise or to receive feedback on an oral or written presentation.

(Juurakko & Airola 2002, 83 – 84, O'Malley & Chamot 1990, 119-120, Julkunen 1998, 25-27)

According to Julkunen (1998), there is not very systematic information on the inner relations, efficiency and usability of the different strategies, but the strategies that make the difference between efficient and inefficient learners are monitoring, elaboration and inferencing. The new teaching curricula of languages that have partly already been taken into use in Finnish schools have emphasized the learning strategies quite strongly (Tampereen kaupungin perusopetuksen opetussuunnitelma 2004). The pupils should be steered towards controlling their own learning process. To be able to do this, they need meta-cognitive consciousness and through it they should be able to use their learning strategies automatically. They should be able to take responsibility of their own learning

and “learn how to learn”. After introducing the learning strategies, I will discuss the various factors that make it more difficult or sometimes easier to learn at a public school environment.

5. Learner-oriented factors in a school environment

Several factors affect learning languages at school, but two significant factors arising from the learner are the affective and cognitive factors. The affective factors can be divided into the so-called language self, motivation, attitudes and personality. The cognitive factors represent the way in which the learner handles, notices, analyzes, revises and recalls information. In other words, it is a question of how the learner processes information. (Juurakko and Airola 2002, 91) These learner-oriented factors are introduced in the following paragraphs.

As the purpose of this thesis is to study learning English at school, the situational factors should also be introduced. In secondary schools, English is usually studied in classrooms, which may be small or big, old or new, too cold or warm and anything between these. The groups may be small or big, quiet or noisy. The study material in use may have been published years ago or just recently, used or brand new, interesting and colourful or a bit boring and grey. The teacher in charge may be tired or full of enthusiasm, and the pupil him/herself may be tired, sick, worried, afraid, bored, angry, hungry or happy and satisfied. When the actual lesson takes place, there are dozens of minor factors which all influence the learning results. Naturally, learning does not take place only in the classroom, but also at home, during breaks and everywhere the pupil encounters English. The sum of all these fragments is learning. The pupil also carries the weight of history on his/her shoulders: what kind of experiences have I had before? Did I succeed and answer correctly, or did I make mistakes and the rest of the class laughed? How did I react to my mistakes or to success? What did the teacher say? However, in the following section I will discuss solely learner-oriented factors that affect learning at school, and leave the environmental factors intact due to their variation depending e.g. on specific schools and classrooms.

5.1 Affective factors

5.1.1 The language self

The language self has three components: *the conscious language self* which means the learner's subjective notions on him/herself and his/her skills and strengths and weaknesses; *the ideal language self* which means the wishes, dreams, expectations and requirements that the learner has in him/her; and *self appreciation* which is a result of harmony or conflict between the previous two components. An important requirement in efficient language learning is a positive self appreciation, in other words a harmony between the conscious and ideal language self. (Laine & Pihko 1991) As I previously mentioned, the learner carries the weight of history on his/her shoulders. Hopefully the history does not have to be repeated, but it can be changed. Creating a positive atmosphere in the language classroom promotes the learners' positive self appreciation and thus helps them to learn more efficiently. This has been one of my most important goals in my teaching from the beginning. As I was a victim of teachers giving mainly negative feedback, I have decided to ensure that I try to avoid that any of my pupils will ever experience my teaching or feedback as negative or at least as depressive and I try to ensure that there is a positive atmosphere in every lesson. According to my mentor's feedback I have succeeded in this goal quite well.

A person's self concept can be divided into academic and non-academic components, where the language self is a part of the academic self. Another possibility is to divide the self concept into actual, ideal and social selves, and each of the previous perspectives includes a physical, social, academic and emotional aspect. Furthermore, the language self can be divided into general language self, language specific language self and exercise or skill specific language self. For example Laine & Pihko (1991) and Ushioda (1996) have indicated in their studies that the language self has a key role in the motivational processes. The pupil also ponders upon the following questions: have I had time to do homework and practice, or have I been too busy with other subjects or free time activities? When a teacher walks into a classroom, he/she encounters a group of pupils and their histories together with their present condition and mood, not to mention the pupils' various learning styles. It is the teacher's duty to handle the situation and try to draw their attention to learning the things there are to be learnt. For

example Mihaljevic (1990, 155) states that “teaching is the classroom component that is the easiest to adjust”.

5.1.2 Motivation

The key to learning is motivation. “A major factor promoting motivation is ‘the need to know,’ which is likely to be stimulated if pupils are made aware of the value of the studied foreign language not just in terms of learning a new communication code but as a positive contributor to other areas of the curriculum” (Chambers & Norman 2003, 47). I have tried this in practice in my own teaching: I have co-operated with other teachers to carry out projects, for example singing in English (Music) and getting to know Great Britain (Geography). In singing in English the pupils understood that English can be a means of bringing joy to others and that by singing English songs they can also express English culture. In learning about Great Britain the pupils became aware of the reality where the language they are learning is actually used in everyday communication. Motivation is a need, and the amount of work one is prepared to do in order to fulfil the need. The more meaningful and significant the need is the more work one is willing to do. Some of our motives are conscious, some unconscious and they may conflict each other. Motivation has also a direction and power. According to Ruohotie (1998, 93–95), motivation is built of the components of value and expectation as well as of affective components. Value refers to the learner’s goal orientation and the significance of learning for him/her. Expectation signifies the learner’s beliefs of efficiency and control. Affective components are for example the learner’s emotional reactions (e.g. nervousness in exams) and self appreciation. According to Vuorinen (1997, 23–25) the teacher can influence the learners’ motivation by building his/her teaching from the learners’ interests, and by finding out their goals, amount of responsibility they take of their learning and also by pointing out attitudes that affect long-term motivation.

In psychology, motivation is considered as a central part of an individual’s personality. It is a combination of cognitive, emotional and will operations. Motivation can be described as an individual’s inner need for activity (a will to complete something), it is a mental initiator, which causes a person to target a goal and maintain this activity. Different psychologists have described motivation in different ways: for example according to Sigmund Freud, the core of motivation is in the unconscious part

of a person's psyche, in other words the unconscious instincts and lust are the original power of an individual's activity. In theories of need, motivation is a group of needs and an individual aims to achieve a state of balance by satisfying his/her needs.

Martin E. Ford has also presented a theory of human motivation (1992) which is called *Motivational Systems Theory*. It is based on Donald Ford's Living Systems Framework theory (herkules.oulu.fi/isbn951425340X/html/bihcgggd.html). In his theory there are twenty-four goals arranged within six categories (this system is called a Taxonomy of Human Goals):

1. *Affective goals*: entertainment, tranquillity, happiness, pleasurable bodily sensations, and physical well-being
2. *Cognitive goals*: exploration to satisfy one's curiosity, attaining understanding, engaging in intellectual creativity, and maintaining positive self-evaluations
3. *Subjective organization goals*: unity and transcendence
4. *Self-assertive social relationship goals*: experiencing a sense of individuality, self-determination, superiority, and resource acquisition
5. *Integrative social relationship goals*: belongingness, social responsibility, equity, and resource provision
6. *Task goals*: mastery, task creativity, management, material gain, and safety. (Brophy 2004, 8)

This taxonomy aims at describing the contents of those intentions, hopes and meanings that motivate human behaviour. The goals can be divided into two groups, goals that represent the desirable consequences in an individual and goals that represent the desirable consequences in the relationship between the individual and his/her environment. (herkules.oulu.fi/isbn951425340X/html/bihcgggd.html) According to Ford (1992, 96) "one of the important factors of the taxonomy is in helping people to discover goals that are not easy to identify or put into words. It may also help to promote self-understanding." Furthermore, one of the main principles of the Motivational Systems Theory is that "in challenging tasks motivation can be increased by *drawing the individual's attention to short-term goals which are clearly possible to obtain*" (Ford 1992, 100). Furthermore Ford remarks that "the most motivating activities and experiences are those that include the obtaining and reaching of many different goals simultaneously" (1992, 100). Thus Ford urges e.g. teachers to keep continuously asking themselves: "How can I prepare or change this context in order to offer more opportunities for reaching different kinds of goals?" For example in every day school it is possible to combine individual goals with social goals if the co-operative learning method is in use.

According to Kleinginna and Kleinginna (1981, 10) “there is no generally acceptable explanation of defining the concept and field of motivation.” However, there are three recurrent statements in psychological literature that can be used in differentiating motivational processes from those of non-motivational:

1. Motivational processes are human not contextual characteristics.
2. Motivational processes are directed towards the future rather than to the present or the past.
3. Motivational processes are more evaluative than instrumental in their nature. (Ford 1992, 72-73)

According to Ford “motivation is not primarily a single process but an organized combination of all the three previously mentioned components” (1992, 78-79).

In studying to become a sports instructor in 2001, I received guidelines in a nutshell for the motivation of students. According to these guidelines, the teacher can with his/her actions either promote or weaken the pupil’s possibilities to learn, and positive feedback is the best way to encourage a pupil. (29.8.2001)

5.1.2.1 Intrinsic and extrinsic motivation

Motivation can also be divided into intrinsic and extrinsic motivation (www.oulu.fi/opetkeh/oppimisklinikka/oppimaan_oppiminen). Intrinsic motivation in learning signifies that something is learnt because the willingness to learn originates purely in the learner and learning itself is satisfying and there is no extrinsic pressure or reward. Information and learning new things themselves are considered valuable. Mistakes are experienced useful and natural, and insecurity in learning is a challenge. On the other hand, extrinsic motivation in learning means that the learner learns something to achieve something external, e.g. a good grade in an exam, his/her parents expect him/her to bring home good grades, there is a possible reward and so on. Learning is an activity where one’s own skills are evaluated and one believes that one’s learning can be evaluated on the basis of the performance. Mistakes are a sign of failure and failure is a threat. Almost everyone is familiar with a situation where one learnt some important things by heart in order to succeed in an exam in order to receive good grades in order to be accepted in the university in order to get a good job in order to make a lot of money. Thus in reality, intrinsic and extrinsic motivations are usually

intertwined, and it is impossible to separate them in most cases. What do I think about it? There is always something for the heart and something for the hand.

According to Ojanen (2003, 1), the theories that describe human motivation regularly discuss whether an individual is steered by the intrinsic or extrinsic factors. Ojanen states that both aspects have support, an individual experiences both guilt and shame, and they are part of an individual's inner self. Furthermore, he believes that there is no need to discuss whether an individual is steered by the intrinsic or extrinsic factors: it depends on how they interact and sometimes the intrinsic steers the activity, sometimes the extrinsic. In some situations an individual must listen to his/her inner voice, in others the pressure, expectations and "hints" from the environment are so clear and natural, that an individual immediately acts according to extrinsic factors. For example: if one stays at home alone all day, having a day off, it is natural that he/she acts upon his/her own wishes: stays late in bed, does not change clothes, eats whatever comes to mind and so on. On the other hand, if one is invited to an official party, e.g. at the prime minister's estate, it is obvious that one tries to dress in an appropriate way and makes an effort to remember the correct etiquette.

Furthermore, according to Ojanen (2003, 2) drawing the line between intrinsic and extrinsic motivation is always difficult. One could state that in motivation it is always a question of reward, although it is not necessarily a visible, extrinsic reward like money. If your hobby is gardening, the reward is to see the flowers bloom, to feel that one has succeeded in growing new things. Even if none of the planted seeds grow, one is happy to have done the gardening work. If you clean up your home, your reward is to look at the shining windows and floors and the happiness arises from completing the work. If you learn something, your reward is the happiness of just knowing it. In addition, Juurakko and Airola (2002: 60) state that intrinsic and extrinsic motivation can not be considered separate but complementing each other.

Ojanen (2003, 11) also points out that although the duty of school is to promote pupils' skills, for some pupils the school only offers continuous experiences of failure. If the pupil never succeeds in anything, he/she becomes passive and starts to look for alternative ways of getting attention. This is their way of fighting against helplessness. This may have negative consequences for both them and the school. (www.uta.fi/laitokset/psyk/studies/opetmat/perspsy03/mina_sismot.htm)

Brophy introduces the self-determination theory of Edward L. Deci and Richard M. Ryan (2002).

When people are motivated, they intend to accomplish something and undertake goal-oriented action to do so. Self-determination theory specifies that social settings promote intrinsic motivation when they satisfy three innate psychological needs: autonomy (self-determination in deciding what to do and how to do it), competence (developing and exercising skills for manipulating and controlling the environment), and relatedness (affiliation with others through pro-social relationships).
(2004, 9-10)

Furthermore, Brophy states that “students are likely to experience intrinsic motivation in such classrooms that support satisfaction of autonomy, competence and relatedness needs” (2004, 10).

The Motivational Systems Theory by Martin E. Ford (see p.21) however does not consider the distinction between intrinsic and extrinsic motivation necessary: “instead there is simply ‘motivation’, or more precisely patterns of motivation which vary in their contents of goals or width” (Ford 1992, 104).

5.1.2.2 Instrumental and integrative motivation

In language learning, motivation has also an instrumental and integrative meaning. As the term instrumental reveals, it suggests that the language is seen as a tool. The language can be a tool to, e.g. achieve a better job or to succeed in studying abroad. Brophy points out that “a teacher should help their students to recognize the connections between classroom learning and life outside of school, so that they come to see academic activities as enabling opportunities to be valued rather than as unwelcome impositions” (2004, 170).

As the term integrative reveals, it means that the learner would like to be a part of something, and in this case, the learner expects to be accepted in the community where the language is spoken and to be able to communicate with people speaking the language. Gardner (2001) has introduced a term to describe this phenomenon: integrativeness. According to Gardner, integrativeness reflects:

a general interest in learning the second language in order to come closer to the other language community. At one level, this implies an openness to, and respect for other cultural groups and ways of life. In the extreme, this might involve complete identification with the community (and possibly even withdrawal from one’s original group), but more commonly it might well involve integration within both communities. Since integrativeness involves emotional identification with another cultural

group, the socio-educational model posits that it will be reflected in an integrative orientation toward learning the second language, a favourable attitude toward the language community, and an openness to other groups in general (i.e., an absence of ethnocentrism) (Gardner 2001, 5).

5.1.2.3 Classroom and exercise motivation

According to Nikolov who studied three groups of 6 to 14 year old pupils during the years 1985-1995, “the most significant factors affecting motivation in the classroom are the pupils’ positive attitude towards the study context and the teacher, together with activities, exercises and materials that inspire their intrinsic motivation” (1998, 43). According to Nikolov’s conclusions, the pupils are motivated if they think the classroom activities, exercises and materials are interesting and the teacher is supportive. According to Maehr (1984, 119) certain exercises are more interesting than others: exercises that include an optimal amount of uncertainty and unpredictability fascinate the learner. Games and play are good examples of this. From my own experience I can also confirm the above: my teaching practice included completing a teaching experiment and my choice was to design an active English lesson. I built (actually with my own hands) a track of exercises in the gym hall of my school, and thus prepared a lesson full of activities for the 3^d grade pupils. It combined speaking English with physical activities, for example throwing a bean bag and saying nouns, or jumping on one foot and saying numbers. The whole class enjoyed the lesson, and according to the feedback questionnaires most of them were willing to try a similar lesson again. This way learning can be made versatile and unpredictable, and at the same time enjoyable.

Mihaly Csikszentmihalyi (1991) has listed eight components that are typical of an appealing, intrinsically motivating exercise. Csikszentmihalyi calls this peak experience of intrinsic motivation as *flow* (see p. 30). There must be a possibility to finish the exercise, a possibility to concentrate on the exercise and there must be a clear goal and immediate feedback available. Furthermore, the exercise should enable one to enter into it deeply but effortlessly and make one forget everyday trouble. The exercise should make one feel that it is under control, and one’s own self is pushed into the background while doing the exercise. Finally, track of time disappears. In summary, “we tend to experience flow when we become absorbed in doing something challenging” (Brophy 2004, 11). I feel that my track of exercises in the gym hall had all of these components.

Because the exercises were done in pairs, one pupil gave immediate feedback to the other, and the teacher could stay in the background. These kinds of activities and exercises are not, however, possible to carry out every day or even every month at school, but of course there are other, simpler ways of offering stimulating exercises for the pupils, for example board games or interviews.

According to Keller (1994, 3945) there are four motivation determining factors that affect how the pupil chooses his/her goals and exercises, and how strongly he/she commits him/herself in his/her studies. These are: interest (attention), personal relevance, expectations of success (trust) and satisfaction (results). When the first three conditions are met, the pupil is motivated. The fourth condition, satisfaction, is needed in order to strengthen and maintain continuous motivation. For the teacher, this means that first of all the pupils' interest has to be aroused and kept during the exercise and during the lesson. This can be done for example by telling a joke, showing an interesting picture, playing music or by presenting a surprising statement or asking a provocative question. The teacher can also challenge the pupils' knowledge or skills and thus get their attention. Secondly, the pupils have to be assured that this matter is of personal relevance of some kind for them. The teacher can explain that this exercise helps them to achieve their goals (e.g. learning this helps them to write letters to their pen friends) or it helps them to learn something they will need in the future. Furthermore, there can be different alternatives at this point: the pupils can be given a choice between exercise one and exercise three depending on their own interest, or they can do the exercise alone or in pairs or groups. From my own experience, if the pupil feels he/she can make a choice or can affect the lesson and his/her own learning, it usually strengthens his/her willingness to study and accomplish exercises. While the pupil is doing the exercise, there should be some kind of expectations that he/she can actually finish it successfully. This can mean for example working together with someone else, receiving hints or help from the teacher, or receiving the correct answers later on. Expectations of success create trust in the pupil according to Keller (1994, 3944). This is clearly visible in every classroom: if the pupil feels from the beginning that the exercise is too difficult for him/her, it is usually left unfinished. This requires strong support from the teacher or occasionally from peers, too. Sometimes giving the correct beginning for the exercise helps the weak learner to get started and feel that he/she can take the control. After the exercise is accomplished, there should be a feeling of satisfaction in the pupil that makes him/her do new exercises in the future. This can

be ensured by a few encouraging words from the teacher, e.g. “Well done! I can see this was too easy for you, next time I will have to give you more challenge.”

5.1.2.4 Flow – the optimal learning experience

As I have already introduced above, an American psychologist Mihaly Csikszentmihalyi, who has studied creativity, has introduced a phenomenon called *flow* (1991). He represents flow as an experiential state characterized by intense focus and involvement that leads to improved performance on a task. He has stated that it is possible to enter the state of flow, a state of happiness and easiness, with a quite minimum challenge (www.nuorisuomi.fi/lsajankohtaista?nd=38966). “The Flow Theory involves the complex interplay of a number of variables. Furthermore, the theory suggests that as a result of the intrinsically rewarding experience associated with flow, people push themselves to higher levels of performance that encourage them to engage in exploratory behaviours and to perform an activity repeatedly” (Egbert 2003, 499).

Furthermore, it is suggested that the interplay among individual characteristics and classroom environment variables, such as task features, can lead to flow. Flow, in turn, leads to focused time on task and motivates a person to use productive behaviours during the task. In a study by Joy Egbert (2003), which combined the study of flow with language learning, the conditions that characterized flow were: a balance between challenge and skills, the participant perceives that his/her attention is focused on the task, the participant finds the task intrinsically interesting or authentic and the participant perceives a sense of control (Egbert 2003, 500-502).

The conclusion of the study states that it seems clear that flow exists in language classrooms, but it is also clear that we cannot fully explain it. The findings of this study also indicate that “teachers can theoretically facilitate the flow experience for students by developing tasks that might lead to flow” (Egbert 2003, 513). I have had the wonderful opportunity to experience flow in a few of my lessons. Only afterwards I realized that the intensive, interesting and breathtaking lessons had included flow, but it was easy to recognize the elements of flow from the lessons, e.g. losing the track of time. When I walked out of the classroom, I slowly recovered the sense of place and time and in a way cleared my thoughts which had been intensively concentrated on the matters in the lesson. From my experience I can only wish that every teacher could

experience flow because it promotes one's work satisfaction and helps to enjoy one's teaching work more.

5.2 Cognitive factors

After introducing the affective factors in the previous chapters, the following will discuss the cognitive factors that affect learning and arise from the learner him/herself.

5.2.1 Cognitive style

According to Juurakko & Airola (2002, 63) one of the important factors in successful learning is that the learner recognizes his/her own cognitive style. Cognitive factors represent the way the learner handles, notices, analyzes, revises and recalls information, in other words how he/she processes information. Schmeck suggests that "individuals move developmentally from holistic forms of information processing to analytic modes of processing and finally, if development continues, holistic processing is combined with analytic to achieve a synthesis" (R. Schmeck 1988, 8). In studies of language learning, the key factor in cognitive style is in most cases the question of analytic versus holistic learning style, which are next introduced.

5.2.2 Analytic vs. holistic learners

The left side of the brain is dominant when a learner is analytic, and the right side is dominant when the learner is holistic. The analytic learner enjoys details and seeks to remove all factors disturbing his/her thinking. Thus, the analytic learner is field independent, and it means that for this individual it is easy to separate single things from a larger entity. He/she enjoys grammatical details, but does not like free, communicative exercises. On the other hand, the holistic learner seeks for a total perception of the studied matter and needs permission for social interaction even while studying. Thus he/she is field dependent. He/she enjoys communicative exercises. A good language learner is aware of both of these aspects: he/she has both language skills (knows how to communicate) and language information (is aware of the several rules of the learnt language). (Juurakko & Airola 2002; R. Schmeck 1988)

5.2.3 Intelligence

Very shortly, also the type of one's intelligence can be used to support learning. According to Juurakko & Airola (2002, 65-66) there are at least seven types of intelligence: logical-mathematic, linguistic, visual, kinaesthetic, musical, social and intra-personal. Every teacher can use his/her imagination when applying the types of intelligence in language learning: for example music, colours, drawing, touching and moving can all be used in connection with learning. Here once again, the learner can be allowed to make a choice of the kind that best suits his/her type of intelligence. The visually talented learner can draw a picture dictionary when the musically talented can make a short song of the vocabulary to be learnt.

5.3 Learning styles

Kolb (1984) has created four learning styles following Dewey and Piaget. His theory builds on two dimensions, independent of each other, namely figuration and processing. Figuration is divided into concrete experience and abstract conceptualizing, and processing is divided into reflective observation and active experimentation (Kolb 1984, 64). Kolb describes these orientations as follows.

An orientation toward concrete experience focuses on being involved in experiences and dealing with immediate human situations in a personal way. It emphasizes feeling as opposed to thinking. People with concrete-experience orientation enjoy and are good at relating to others.

An orientation toward abstract conceptualization focuses on using logic, ideas, and concepts. It emphasizes thinking as opposed to feeling. A person with an abstract-conceptual orientation enjoys and is good at systematic planning, manipulation of abstract symbols, and quantitative analysis.

An orientation toward reflective observation focuses on understanding the meaning of ideas and situations by carefully observing and impartially describing them. It emphasizes understanding as opposed to practical application; a concern with what is true or how things happen as opposed to what will work; an emphasis on reflection as opposed to action. People with a reflective orientation enjoy intuiting the meaning of situations and ideas and are good at seeing their implications.

An orientation toward active experimentation focuses on actively influencing people and changing situations. It emphasizes practical applications as opposed to reflective understanding; a pragmatic concern with what works as opposed to observing. People with an active-

experimentation orientation enjoy and are good at getting things accomplished. (Kolb 1984, 68-69)

When these four orientations are combined, they result in four different learning styles: accommodative, divergent, assimilation and convergent which are explained next according to Kolb (1984, 77-78).

5.3.1 Accommodative learning style

This learning style emphasizes concrete experience and active experimentation. The greatest strength of this orientation lies in doing things, in carrying out plans and tasks and getting involved in new experiences. The adaptive emphasis of this orientation is on opportunity seeking, risk taking and action. People with this orientation tend to solve problems in an intuitive trial-and-error manner.

5.3.2 Divergent learning style

This learning style emphasizes concrete experience and reflective observation. The greatest strength of this orientation lies in imaginative ability and awareness of meaning and values. The primary adaptive ability of divergence is to view concrete situations from many perspectives. A person of this type performs better in situations that call for generation of alternative ideas and implications, such as brainstorming. These people are interested in people and tend to be imaginative and feeling-oriented.

5.3.3 Assimilation learning style

In this learning style, the dominant learning abilities are abstract conceptualization and reflective observation. The greatest strength of this orientation lies in inductive reasoning and the ability to create theoretical models. This orientation, as in convergence, is less focused on people and more concerned with ideas and abstract concepts.

5.3.4 Convergent learning style

This learning style relies primarily on the dominant learning abilities of abstract conceptualization and active experimentation. The greatest strength of this approach lies in problem solving, decision making, and the practical application of ideas. In this style, knowledge is organized in such a way that through hypothetical-deductive reasoning, it can be focused on specific problems. People with this orientation prefer dealing with technical tasks and problems rather than social and interpersonal issues. (Kolb 1984, 77-78)

How do the previous learning styles affect success in one's studies? Kolb explains that "a major function of education is to shape students' attitudes and orientations toward learning – to install positive attitudes towards learning and a thirst for knowledge, and to develop effective learning skills. Early educational experiences shape individual learning styles; we are taught how to learn" (Kolb 1984, 80). Kolb (1984, 85) has studied the differences in learning styles by testing the correspondence between people's LSI scores ("LSI = Learning Style Inventory, a test to assess individual orientations towards learning" Kolb 1984, 67) and their undergraduate majors. His study showed that one's undergraduate education is a major factor in the development of his/her learning style. Furthermore, Yli-Luoma (2003) has compared different learning styles and learning results, and found out that the accommodating pupils had the least success, while the assimilating pupils had the most success. The most surprising of his findings in the study was that 38% of sixth-graders are accommodating pupils, and only 16% are assimilating. However, this research was made with a quite small amount of pupils, so its scientific credibility is somewhat doubtful. For the teacher it is, in my opinion, extremely important to be aware of the different learning styles, because only then the teacher can accommodate his/her teaching according to the special needs of each student. This is not possible all the time, but the best situation would be to have one or two exercises in each lesson when every pupil could choose the type of exercise they are most keen on doing, according to their learning styles.

After learning styles, an interesting factor in learning called an attribution style, is introduced.

5.4 Attribution styles

Another interesting factor in motivation and learning languages is called attribution styles. Attribution has to do with the way a person explains his/her success and failure to him/herself and others. Failure is present in language learning because the learner has to speak and write a language he/she does not command perfectly yet. According to Julkunen (1998, 39) the significance of attribution theory in studying motivation in language learning has come up in several studies. In practice this means that the teacher should strengthen the pupils' positive explanations of their success and failure. If the pupil succeeds, it is because of his/her own skills, and if he/she fails, it is because of something that can be changed and controlled. The most important factor here must be trying: "I could have succeeded in this if I had tried harder." Not like this: "I did not succeed in this because I never do." In addition, Brophy states that "attribution theorists have focused on causal attributions for the level of performance achieved on a task ["Why did I fail that English test?"], and the implications of these attributions concerning expectations about future performance ["I must not be very smart in English, so I'm never going to do very well in English tests.]" (2004, 61-62). Furthermore, causal attributions generated during or after a performance are likely to affect subsequent motivation in that situation and others like it. Brophy continues by giving advice to the teacher: "help your students learn to attribute their successes to the combination of sufficient ability and reasonable effort and to attribute their failures to (temporary) lack of task-relevant information or response strategies (or to lack of effort, where this has been the case)" (2004, 63). Also Julkunen (1998, 39) gives advice to the teacher: try to lead the students' beliefs about their successes and failures in learning to a more positive direction, to create positive attribution styles. However, Brophy (1983, 289) has pointed out that these explanations of success and failure are not necessarily as common as the experimental research may indicate.

6. Summary of theories

The first part of this thesis introduced several important factors concerning learning. Motivation, among others, is in the core of this thesis, but in my opinion one has to understand various aspects of learning in order to understand the part of motivation in it. For the teacher it is easier to motivate each pupil if the teacher is aware of the specific pupil's learning style, the level of that pupil's learning strategies and that pupil's cognitive style. It would be useful to know the pupil's attribution style as well, because it can easily be strengthened by the teacher. While writing the thesis, my mind has continuously returned to the question if it is possible at all for a single teacher to handle all these aspects of every pupil in one classroom? For a classroom teacher this could be a possible task, because he/she only has approximately from twenty to twenty-five pupils and teaches them for most of his/her teaching time. This helps him/her to get to know the pupils better and to familiarize with them and their individual styles and problems. On the other hand, the average language teacher at a primary level and all teachers at a secondary level have approximately one hundred pupils and the teacher has the opportunity to teach them for only two to five lessons a week. Thus I believe the teacher cannot take all these introduced factors into account, and a good question is: why should he/she? The Finnish public school system has produced well-learnt products (pupils) for years without a greater emphasis on the pupils' learning styles or strategies so why should anything be changed? I have heard a saying that things should be changed when they are fine in order to achieve greater results. If one starts the change only when everything is falling apart, it is too late to make as great a progress anymore.

In my opinion, the classroom teacher who teaches children for their first six years at the primary level has a key role in adopting the awareness of the pupils' learning styles and possible problems. The classroom teacher has a major role in submitting this information further to other teachers and to secondary level. Other than classroom teachers could adopt some of this information into use in their classrooms depending on their personal interests and time available. I believe this also depends on the teacher's professional ambition: to what extent a teacher is willing to widen his/her awareness and learn new skills. Quite often a teacher naturally has one area of specific interest: music, art, literature, dance, history or equivalent, and is fully satisfied with concentrating on that area. Every public school has one or more special needs teacher

who is specialized in helping pupils with their specific needs and who shares information with the classroom and other teachers. One of the most important messages in this thesis, from my viewpoint, is from Martin E. Ford: a teacher should ensure that the goals (or the short-term goals) are possible to obtain and even better if there are several goals to be obtained at the same time. This naturally signifies that there should be different kinds of goals available according to each pupil's individual skills and abilities. Every teacher probably carries this out in his/her teaching: there are more exercises available for those who finish really quickly, and for those who finish slowly there are fewer exercises to be completed.

My special interest however lies on the area of motivation and learning strategies and styles, and on the basis of this interest I designed a questionnaire to find out about secondary level pupils' motivation and interest in studying English. Some of the questions target their learning strategies, some integrativeness, some the classroom atmosphere and some target the teacher's role, which is significant to the writer of this thesis. It will be interesting and rewarding to find out the results and to see what information is revealed by the replies. The second part of this thesis will introduce the survey and interpret the results.

7. Survey of English learning for secondary school pupils

I have now introduced several aspects of language learning and motivation, which are a crucial part of my work as a language teacher. To gather more up-to-date, concrete information, I carried out a small survey in a secondary school in the town of Tampere, Finland in March 2005. The purpose of my survey was to find out about the present-day Finnish secondary school pupils' motivation to learn English, and to find out what are the most important factors promoting or preventing their willingness to study. In addition, I designed some statements in the questionnaire solely out of my personal curiousness, always keeping in mind the profit they could give me in my work. Thus the questionnaire and its results actually had two goals: to be a part of this thesis and to be my daily tool in my work as a teacher. This way, the level of my interest and satisfaction in this thesis is significantly higher.

At the time of giving out the questionnaires, I worked as a substitute teacher in a secondary school in Tampere. I spent a part of every one of my lessons during one school day with giving out the questionnaires to the pupils and explaining the purpose and importance of the matter. In addition, I underlined my request to fill in the papers carefully and with thought. I believe that my presence in the situation and my honesty about my intentions improved the quality of the answers: the questionnaire was not just another paper given by a just another substitute teacher, but something very important to the person standing in front of them in the classroom. Having taught in that school before, I was a familiar face for most of the pupils, which probably helped me in my task. As a strategy to motivate the pupils, I explained that I would like to become a good teacher and that I needed their help to do so. I tried to make the pupils to feel themselves really important, and it was not a lie either. It is truly important what they think and especially to find out about the thoughts of today's teenagers towards school, teachers and English in general.

My purpose was to have pupils from every grade of the secondary school, 7th to 9th, and include pupils from two different English teachers, the majority from one teacher and a small minority comparison group from another teacher. This way it might be possible to see if there is a difference between teachers and their pupils' replies. The approximate time to fill in the quite extensive questionnaire was twenty-five minutes. In total, there were seventy-three respondents, out of which forty-five were from one,

specific teacher and the rest twenty-eight from several other teachers. 16 of the respondents were 7th graders, 36 were 8th graders and 21 were 9th graders. The number of participating girls was 34 and the number of boys 39. The questionnaire consisted of four background questions: the respondent's sex and grade, his/her last grade in English and the length of time of English studies in years. The time aspect had to be added, because some pupils start studying English only in the 5th grade instead of the 3rd grade. The number of the primary survey statements was 56, and the method of reply was to circle a number between one and five at every statement. The reply scale is interpreted as follows:

- 1 *not true at all,*
- 2 *mostly not true,*
- 3 *I don't know,*
- 4 *mostly true*
- 5 *definitely true*

In the end there was one additional degree of interest question where the respondent had to arrange ten different classroom activities with grades from one to ten according to his/her level of interest, one being the most interesting one and ten the least interesting one.

After collecting the questionnaires, it was very clear that due to both lack of time in designing the questionnaire and my inexperience as a researcher, the questions did not support this thesis in the best possible way. I had received a telephone call from one of the schools I had earlier worked in and they requested me to work there for two days as a substitute teacher. Thus the time I had was only two days which was too short a time to design a good questionnaire. The time pressure made me work harder, but it did not leave much time for in-depth planning. In spite of that I decided to use the questionnaire and make the best out of it. I knew that there would not be so many occasions where it would be possible to repeat the whole work, because at that time I was aware that soon I would have a permanent teaching position at elementary level. In addition, the errors in creating the questionnaire have promoted my learning from my mistakes already during the process of my thesis. As a result of this, the emphasis will be on certain statements of the questionnaire and a part of them will be left untreated as irrelevant information.

The statements that will be discussed in this thesis were chosen according to my own interest and from my experience as a teacher as well as how well they are connected to the theory presented in this thesis. The numbers of the selected statements are: 7, 9, 10, 12, 14, 15, 16, 18, 20, 21, 26, 28, 29, 30, 31, 34, 35, 45, 46, 50, 52, 53, 54 and 56. Furthermore there will be a review of the most interesting classroom activities according to the additional question in the end of the questionnaire.

The statements are divided under the following thematic headlines:

1. Learning strategies (26, 28, 29, 34, 35, 52, 53, 54)
2. Motivation (7, 10, 14, 18)
3. Integrativeness (20)
4. Teacher and lessons (15, 16, 30, 46, 56)
5. Role of parents (50)
6. Language self (12)
7. English study books (21)
8. Is there a difference between boys' and girls' replies? (9, 15, 20, 31, 45)
9. The most interesting classroom activities

7.1 Results

For every statement that is discussed, I have inserted a table to illustrate the replies. The y axis always represents *the number of replies* and x axis *the reply scale from 1 to 5*. The only exceptions are sections 4 and 8, where the tables illustrate the percentages of each of the replies 1 to 5. In addition, for the additional statistics in section 4 there are other types of tables inserted. Furthermore, the discussion of the additional question in the end also includes other types of tables. These will be separately mentioned and explained in the relevant sections.

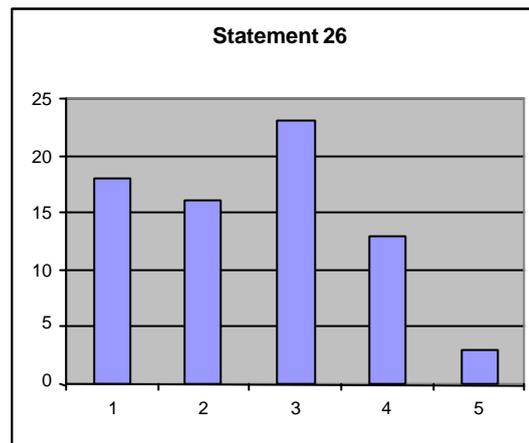
7.1.1 Learning strategies

The group of statements concerning learning strategies is further divided into three subcategories according to the type of strategy. The first three questions cover meta-

cognitive strategies, the next three questions cognitive strategies and the last two questions social strategies.

7.1.1.1 Meta-cognitive strategies

Statement 26: When I study English, I ask myself questions to make it easier to understand what I'm studying

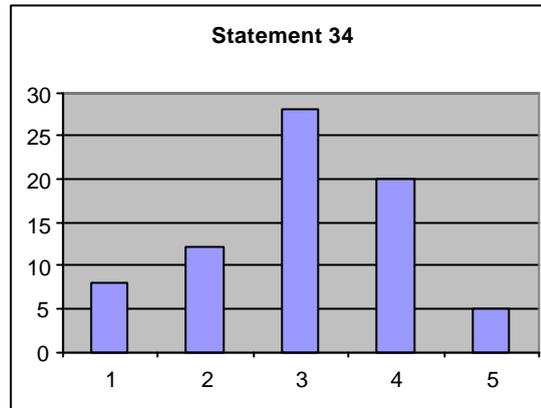


1 *not true at all*, 2 *mostly not true*, 3 *I don't know*, 4 *mostly true*, 5 *definitely true*

Asking questions during study work is one of the previously introduced learning strategies, namely self-monitoring. One should ask questions to clarify the content and to ensure everything is understood. According to the questionnaire this strategy is not familiar to secondary level pupils. Eighteen (24.7%) of the respondents never use it (*not true at all*) and sixteen (21.9%) rarely use it (*mostly not true*). Only three (4.1%) replied using the strategy often (*this is definitely true*). Twenty-three (31.5%) replied *I don't know* which indicates even greater unawareness of the strategy. In total, 78.1% of the study group do not use or recognize this rather easy strategy.

As making questions during e.g. reading a new chapter is a relatively easy learning aid, it is surprising to notice that pupils do not utilize this possibility. In my teaching work I always ask the pupils questions about a new chapter we are reading and thus try to draw their attention to the significance of questions in understanding new pieces of texts. On the basis of this result I am assured that this strategy must be discussed more seriously in my classes in the future. Asking oneself questions is similar to the work of a teacher, only this way everyone teaches him/herself.

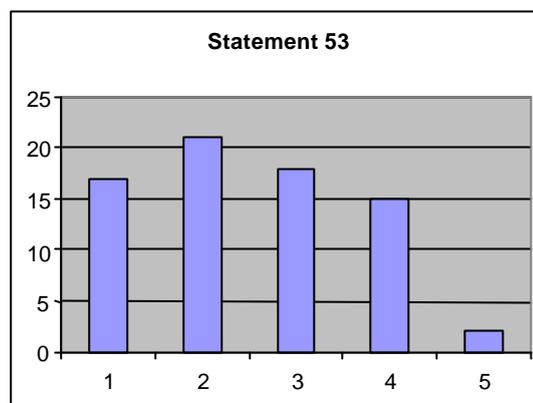
Statement 34: Prior to engaging myself into studying, I browse the material to see what it is about and how it has been outlined



1 not true at all, 2 mostly not true, 3 I don't know, 4 mostly true, 5 definitely true

Browsing the material to be studied prior to engaging in it is a meta-cognitive strategy called advanced organizers. According to the questionnaire twenty-eight pupils (38.4%) do not recognize this strategy and 20 (27.4%) never or seldom use it, but on the other hand twenty (27.4%) use it quite often and five (6.8%) very often, which in total makes 34.2% using this strategy often or very often. From my experience the pupils are somewhat familiar with this strategy in general. When I give instructions for studying for an English exam, quite often the pupils count the number of pages to be studied and think about the parts of grammar that have to be learnt. This is a very useful strategy in preparing oneself for exams and lessons as it gives guidelines e.g. on the length of time needed to study the material. It helps the pupil in away that he/she can ask for help from the teacher, too, if the pupil prepares him/herself in advance and recognizes some matters that need additional explanation or revising. However, this strategy still needs strengthening, because a third of pupils using it is not enough.

Statement 53: After finishing an exercise, I check it and evaluate how well I performed in it



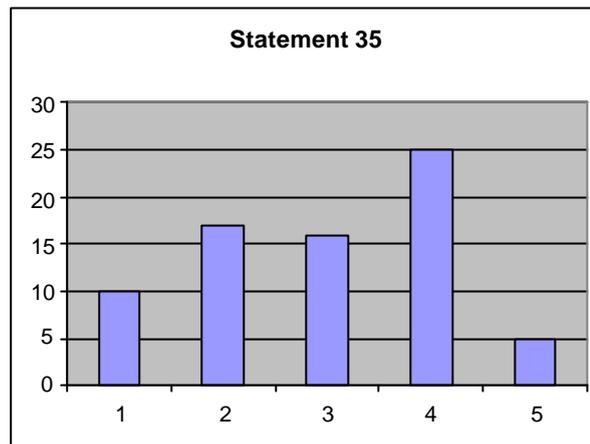
1 not true at all, 2 mostly not true, 3 I don't know, 4 mostly true, 5 definitely true

This meta-cognitive strategy is called evaluation. Seventeen (23.3%) pupils never use this strategy, twenty-one (28.8%) seldom use it and eighteen (24.7%) do not recognize it. Only fifteen (20.5%) often use it and two (2.7%) very often use it. This statement reveals some kind of laziness in the pupils: when the exercise has been done it is enough. The teacher does not necessarily expect everything to be done perfectly but just to be done. The role of the teacher is important with this strategy. The teacher should not accept exercises that have been carelessly and sloppily done. In many cases the pupils are allowed to independently check their answers from the teacher's book, but from my experience in many cases this leads to pupils not doing the exercises themselves at all, or if the answer is not correct they copy the answer and do not stop to think what was wrong. Increasing the use of this strategy would help pupils in the future, too, because they would learn to be proud of their work. If they evaluate their performance it is likely to increase the quality of the work, because if the work is evaluated the errors are most likely corrected and some improvements are made.

In summary, the most frequently recognized meta-cognitive strategy is advanced organizers. Self monitoring and evaluation are not as familiar to secondary level pupils, but nevertheless every one of these strategies should be more emphasized in language teaching environment.

7.1.1.2 Cognitive strategies

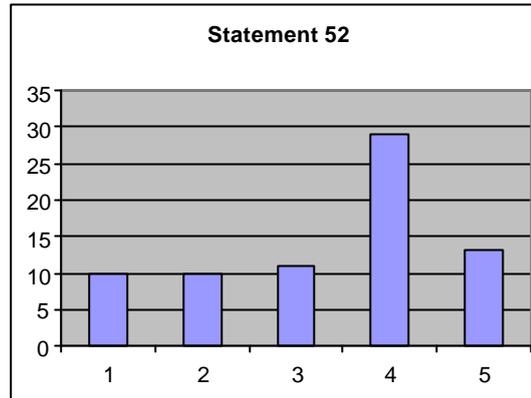
Statement 35: I learn by heart key words which remind me of important facts in the contents



1 not true at all, 2 mostly not true, 3 I don't know, 4 mostly true, 5 definitely true

This cognitive strategy is called the keyword method. Learning key words is a simple technique used in other contexts that language learning, too, for example when one has to give a speech or presentation. In language learning the keyword method is probably quite natural because language learning itself contains learning vocabulary and thus the pupils' attention is drawn to 'keywords' from the beginning of their studies. Ten (13.7%) never use this method, seventeen (23.3%) seldom use it, only 16 (21.9%) do not recognize it, and a pleasing twenty-five (34.2%) use it quite often and five (6.8%) use it very often. In total, 41% of the participating pupils use the keyword method either quite often or very often. However, it may be a result of having practised it in other subjects than English, e.g. Finnish and at school in general.

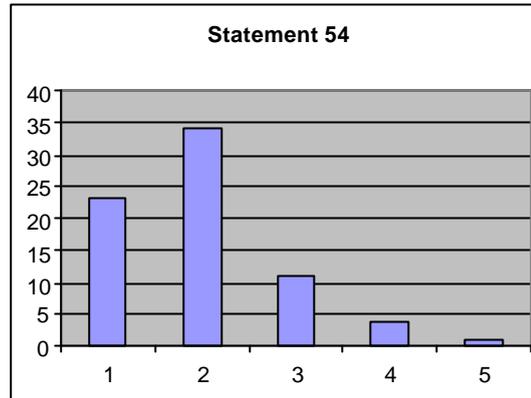
Statement 52: I use an English dictionary for help



1 not true at all, 2 mostly not true, 3 I don't know, 4 mostly true, 5 definitely true

This cognitive strategy is called re-sourcing. Usually every language teacher brings dictionaries to his/her classroom and more or less emphasizes their use. This is clearly visible in my survey as well: only ten (13.7%) pupils never use dictionaries, ten (13.7%) seldom use them and surprisingly eleven (15%) do not know if they use dictionaries. Luckily, twenty-nine (39.7%) often use dictionaries and thirteen (17.8%) very often use them. In total, 57.5% of the participating pupils use dictionaries often or very often. A dictionary is a crucial instrument in language learning and it seems that at secondary level the pupils have learnt to use them often enough. On the other hand, many primary level pupils become interested in dictionaries only in 5th and 6th grades, because the alphabet often is quite difficult for them at earlier levels. Despite of the alphabetical difficulties I encourage my pupils in every grade to take a look at dictionaries, and I start to emphasize the use of dictionaries in the 6th grade at the latest.

Statement 54: When I study I take notes



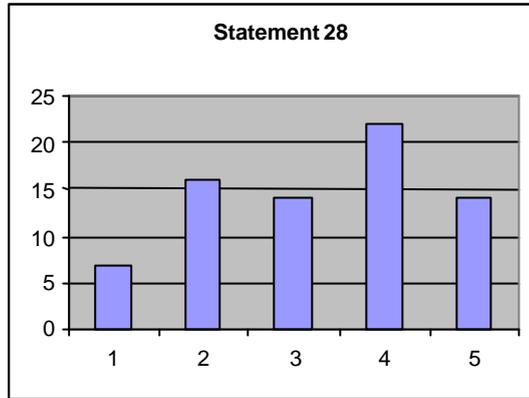
1 not true at all, 2 mostly not true, 3 I don't know, 4 mostly true, 5 definitely true

This cognitive strategy is called note-taking. As pupils have to take notes continuously at school, it may be that they are too tired to engage themselves in note-taking in their independent studies. The two previously discussed cognitive strategies, using keywords and dictionaries are significantly more popular among the pupils than note-taking. As it is clearly visible in the chart, in total of fifty-seven (78.0%) pupils never or seldom take notes while they are studying. Note-taking helps to clarify one's thoughts about the studied matter and helps to find out the main ideas, so increasing the pupils' awareness on this strategy would be in place.

In summary, the cognitive strategies surveyed here are more familiar to pupils than the meta-cognitive strategies. I believe that the reason could be the fact that meta-cognitive strategies are more difficult to identify than the cognitive ones. However, as I have previously stated, both the researchers and the new teaching curriculum in Finnish schools emphasize the importance of meta-cognition and according to my survey the pupils have adopted more cognitive than meta-cognitive strategies.

7.1.1.3 Social strategies

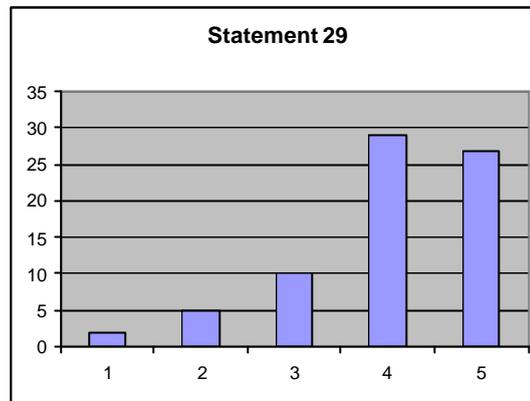
Question 28: I aim at co-operation with my classmates when I do exercises or study for an exam



1 not true at all, 2 mostly not true, 3 I don't know, 4 mostly true, 5 definitely true

This strategy is called social co-operation. As I mentioned earlier, the school where the survey was carried out, urges teachers to use the co-operative learning method, which according to Martin E. Ford (1992) helps promoting motivation as well since it enables the individuals involved to obtain several goals simultaneously (e.g. personal learning goals and social goals which emerge from co-operating with others). On the basis of the questionnaire this learning strategy is in active use and thus the school community has been successful in its goal. Thirty-six (49.3%) pupils reckon this statement as *mostly true* (22) or *definitely true* (14). Language teaching in general promotes co-operative learning because many of the exercises involve speaking with a partner or doing group work. The key of using this strategy successfully is to try to keep the social interaction positive and in the matter and make the participants realize how to support one another and how to help each other in learning. It is a question of the quality of social co-operation. To simply have plenty of cooperation is not enough and must not be the main object but increasing and maintaining the quality.

Statement 29: I always ask for help from my teacher or classmates when needed



1 not true at all, 2 mostly not true, 3 I don't know, 4 mostly true, 5 definitely true

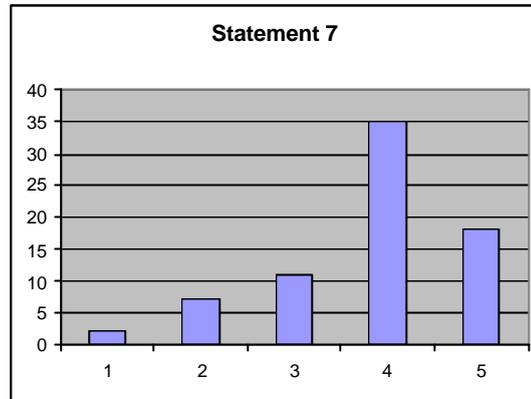
This social strategy is called question for clarification. This statement indicates even more clearly that this school environment and its teachers have succeeded in carrying out co-operative learning method and supporting the pupils to use social strategies. Fifty-six (76.7%) pupils replied this statement as *mostly* or *definitely true*. This indicates that both the co-operative learning method promotes discussion between pupils in the classroom and the teachers have succeeded in creating a such an atmosphere in the classroom that the pupils feel confident to ask the teacher for help. On the other hand, the statement did not separate the options 'classmates' and 'teacher' and thus it is impossible to indicate which source of help is more frequently used.

In summary, it is relevantly easy to state that the social strategies are the most frequently used strategies within my survey group. Social strategies promote motivation but do they promote learning as efficiently as the meta-cognitive strategies? At least the meta-cognitive strategies can be used without the support of other people so they are easier to carry out in a larger quantity of situations than social strategies. From my experience, homework is mostly done alone and that prevents using social strategies.

7.1.2 Motivation

Four statements in my questionnaire refer to motivation. These statements are introduced next.

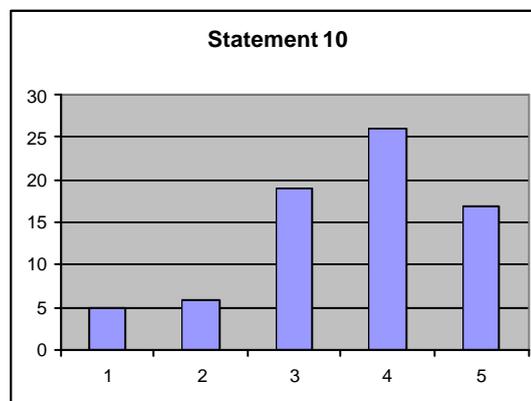
Statement 7: It is important to me to learn what is taught in the English lessons



1 not true at all, 2 mostly not true, 3 I don't know, 4 mostly true, 5 definitely true

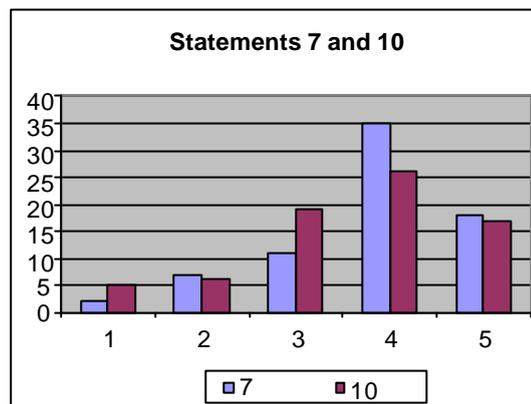
This statement represents the overall motivation of the pupils. As the table indicates, pupils are extremely motivated to learn English. Only two (2.7%) reply that it is *definitely not true*, seven (9.6%) reply that it is *mostly not true* and eleven (15%) *do not know*. On the more positive side, thirty-five (47.9%) pupils think that it is *mostly true* and eighteen (24.7%) think that it is *definitely true*. In total, 72.6% of the pupils consider learning English quite or very important. I believe this result does not require more clarification because it seems very clear that the pupils' attitude towards English is positive and motivated.

Statement 10: I'm very interested in the English language



1 not true at all, 2 mostly not true, 3 I don't know, 4 mostly true, 5 definitely true

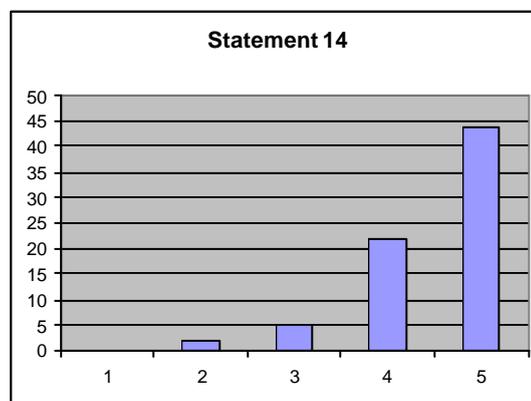
This statement was placed in the questionnaire to double-check statement 7, although the point of view is slightly different. Surprisingly the results are not identical. The pupils seem to be more confidential about their willingness to learn than about their interest. This may reflect their need to achieve good grades in their certificates: they want to learn although they are not that interested in the language. On the other hand the result may reflect that the pupils at secondary level have already understood how important English will be for them in the future (in their studies and work) and this leads to increased willingness to learn if not to increased interest.



1 not true at all, 2 mostly not true, 3 I don't know, 4 mostly true, 5 definitely true

The above table combines statements 7 and 10 and it indicates how the reply 4 (*mostly true*) has the widest difference between willingness to learn and interest in the language. This gives guidelines for further study as well: what causes the pupils to be quite willing to learn English although their level of interest in English is not as high?

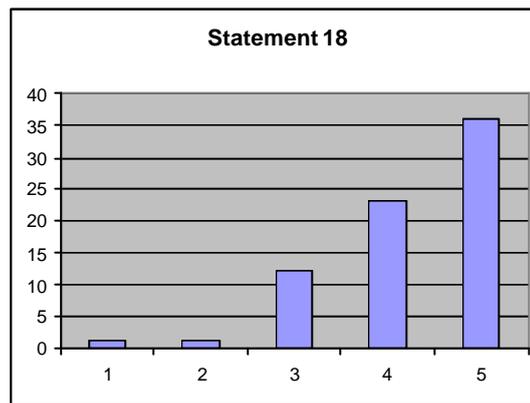
Statement 14: I believe that learning English will be of practical use to me



1 not true at all, 2 mostly not true, 3 I don't know, 4 mostly true, 5 definitely true

Statement 14 offers one explanation for the previous two statements. A clear majority of the survey group believes that English will be useful for them. Twenty-two (30.1%) replied *mostly true* and forty-four (60.3%) replied *definitely true* to this simple motivational question. As it was pointed out on page 18, it is a question of instrumental motivation when language is seen as a tool to achieve something (here to achieve practical use) and teachers should be encouraged to remind their pupils of this aspect of learning languages. Perhaps this firm belief in English being of practical use makes the pupils willing and motivated to learn it and their interest in it does not significantly matter.

Statement 18: I want to learn English because I need it to understand the language in e.g. playing games, lyrics or TV programmes



1 not true at all, 2 mostly not true, 3 I don't know, 4 mostly true, 5 definitely true

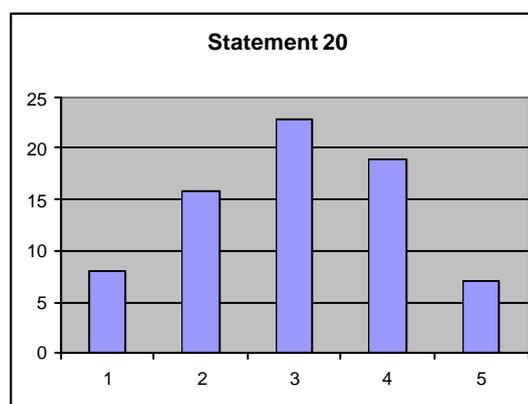
This statement was placed in the survey to further find out about the pupils' instrumental motivation in learning English. This statement has a personal meaning to me as well, because from my experience playing video games is one of the most frequent reasons for the pupils' motivation to learn English. However, from my experience as a teacher at both primary and secondary levels, this interest in games is more visible at the primary level than at the secondary, but from the basis of this survey the entertainment industry has a significant role in motivating the secondary level pupils to learn English. Thirty-six (49.3%) replied this statement is *definitely true* and twenty-three (31.5%) replied it being *mostly true*. In total this reveals that 80.8% of the pupils consider understanding the products of the entertainment industry as a strong reason for studying English. It can be considered as a positive or a negative aspect. The more

teenagers are absorbed in the world of games, music and television the more they become aware of violence and unhealthy lifestyles. On the other hand, from my experience today's teenagers are quite critical and are capable of analyzing the advantages and disadvantages of the lifestyles presented in the entertainment industry. Furthermore, not all games, lyrics and TV programmes are produced by the entertainment industry and without English skills it would be much more difficult for the pupils to explore e.g. the wide amount of information on the internet. As I watched with several groups of secondary level pupils the film called *Supersize this*, which presents the disadvantages of eating fast food, I quickly understood how well aware the pupils were about the risks of fast food. It is a totally different question if they let their knowledge affect their actions, but at least their level of awareness was extremely high. As a summary, I believe that in the end it is an advantage that games, lyrics and TV programmes increase the pupils' instrumental motivation in learning English.

7.1.3 Integrativeness

Integrativeness is one part of motivation and the survey included one statement on this matter. Integrativeness illustrates *a general interest in learning the second language in order to come closer to the other language community* (p. 44). In my opinion, the American culture has always been admired quite strongly in Finland and that is the reason why I included statement 20 in my survey. I wish to find out if that is true among today's teenagers.

Statement 20: I'm interested in the American culture and way of life

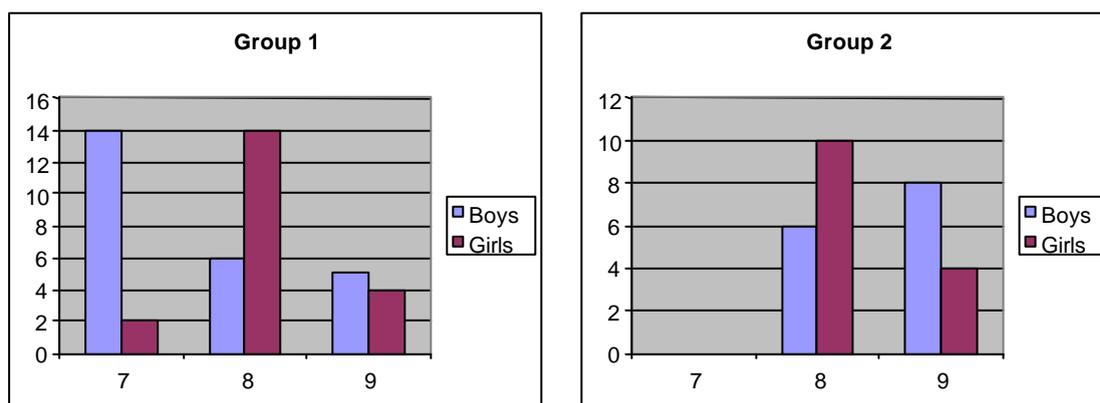


1 not true at all, 2 mostly not true, 3 I don't know, 4 mostly true, 5 definitely true

The table above indicates that slightly more pupils replied *mostly true* (26.0%) than *mostly not true* (21.9%) while the most replied *I don't know* (31.5%). Furthermore, in total twenty-four (32.9%) pupils replied either *definitely not true* or *mostly not true* while in total twenty-six (35.6%) replied *mostly true* or *definitely true*. Harshly it can be stated that one third of the respondents are not interested in the American lifestyle, one third do not know and one third are interested in it. Thus, integrativeness (towards the American culture and way of life) does not have a major role in the secondary level pupils' motivation to study English when two thirds of the pupils either do not know or reply that the statement is mostly not true.

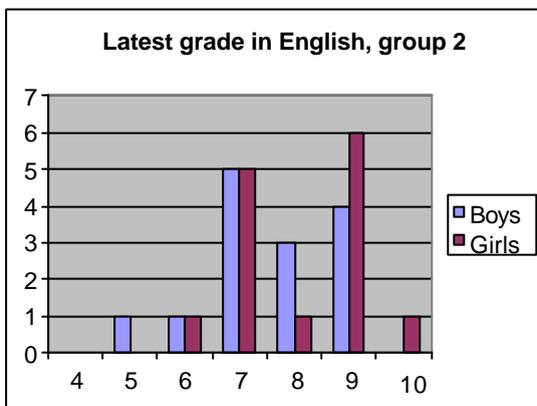
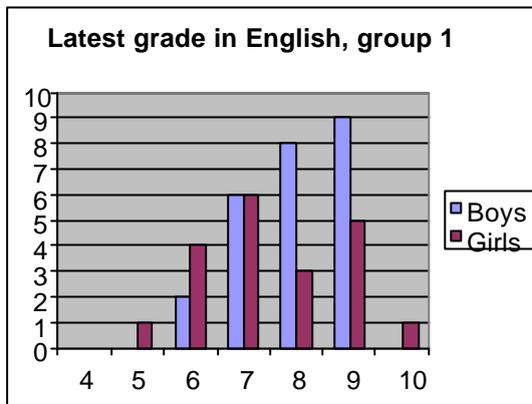
7.1.4 The teacher and the lessons

The following five statements take the teacher's role into account as well as what takes place during the lessons. As I divided my survey group into two, the first, larger group having the same teacher and the second, smaller group having several, unknown teachers, it is natural to study these two groups separately for these five statements in order to understand the significance of the teacher more precisely. In this chapter, the larger group is called group 1 and the second group is called group 2. Before analyzing the statements, there are a few statistics of both groups.



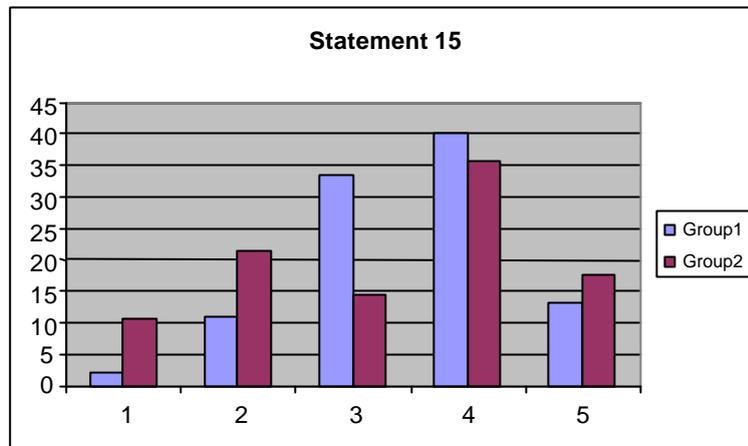
In the tables above, numbers 7, 8 and 9 on x axle represent 7th, 8th and 9th grades. Thus in group 1 there are fourteen boys and two girls from 7th grade, six boys and fourteen girls from 8th grade and five boys and four girls from 9th grade. In group 2 there are no pupils from 7th grade, but six boys and ten girls from 8th grade and eight boys and

four girls from 9th grade. In total there are twenty-five boys and twenty girls in group 1 whereas in group 2 there are fourteen boys and fourteen girls.



In the tables above there are the latest grades the pupils have received in English. In both groups there is only one grade 10 which is the highest possible and it has been given to a girl. After these statistics, I will discuss the five statements regarding the teacher and classroom atmosphere in the following. In this section of the survey questions the tables are in percentage form due to the different size of groups 1 and 2. By presenting the tables in percentages they give a more accurate picture of the replies.

Statement 15: The teacher's feedback makes me work harder during English lessons



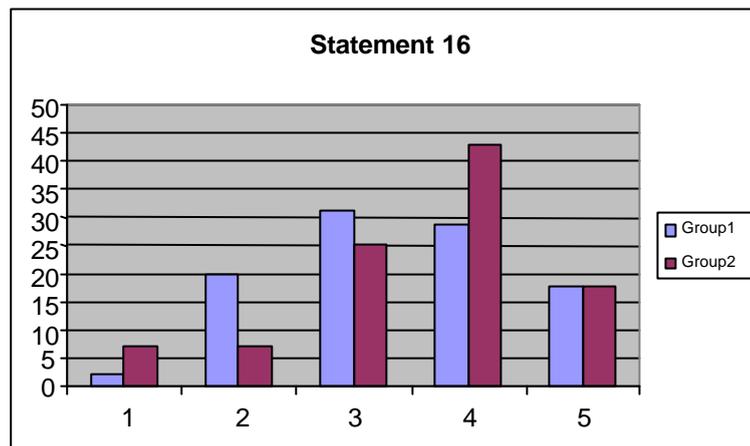
1 not true at all, 2 mostly not true, 3 I don't know, 4 mostly true, 5 definitely true

As I mentioned earlier in this thesis, according to Nikolov's conclusions "pupils are motivated if they think the classroom activities, exercises and materials are interesting and the teacher is supportive (p.25)". Statement 15 represents the significance of the teacher's feedback in pupils working harder in the lessons.

In group 1 the number of pupils replying *I don't know* (33.3%) is significantly higher than in group 2 (14.3%). This may indicate that there is generally less feedback, it is not clearly identified by the students or does not have as strong an effect as in group 2. However, slightly more respondents replied *mostly true* in group 1, than in group 2, the percentages being 40% versus 35.7%. The teacher's feedback makes 13.3% of pupils in group 1 and 17.9% in group 2 to definitely work harder. In group 2, where the feedback seems to be more effective, also the number of pupils replying *mostly not true* is higher than in group 1. This may indicate that strong feedback also has negative sides to it and thus may reverse itself. In summary, this statement indicates that especially in group 2 there is feedback from the teacher, but that it should be transformed to a more transparent form in order to help the pupils to clearly identify it. Furthermore, the teacher should be cautious in giving feedback in order it not to become negative, e.g. there is too much of feedback or the feedback is similar to everyone which causes it to lose significance. This statement did not take into account the type of feedback. It may be that some kind of negative feedback may lead to pupils work harder, too. E.g. if the teacher strongly disapproves the pupil's exam results or homework, it may through

shame promote the pupil's willingness to try harder next time. In general the feedback should be positive, but the older the pupils are, the more straight forward feedback they can utilize.

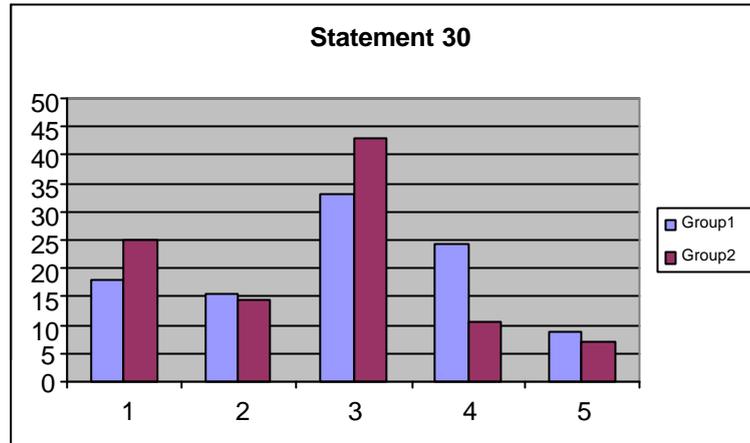
Statement 16: There is a pleasant atmosphere in English lessons



1 not true at all, 2 mostly not true, 3 I don't know, 4 mostly true, 5 definitely true

From my experience the atmosphere during lessons is extremely important for the pupils to learn efficiently. There must not be fear or discomfort but a supportive attitude from the teacher to the pupils and if possible, between pupils. Sometimes the relations between certain pupils cause tension in the classroom, but at least I as a teacher make my best to achieve a pleasant atmosphere in my lessons because it promotes learning as well as motivation by letting the pupils concentrate on learning rather than on their fears or failures. A pleasant atmosphere promotes a positive language self as well by giving the pupils positive experiences of themselves as language learners. Statement 16 indicates that in both groups the atmosphere seems to be quite pleasant but slightly more again in group 2. In group 1, 20% of the respondents in replied *mostly not true* to statement 16 when only 7.1% of group 2 replied the same. Furthermore, 28.9% in group 1 and 42.9% in group 2 replied *mostly true* to statement 16. To summarize, the emphasis is on the positive side in both groups which indicates that teachers have succeeded in creating positive conditions for learning for the part of the atmosphere.

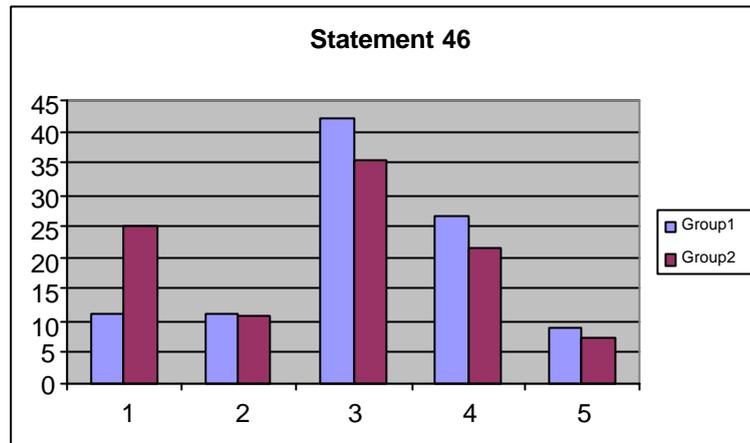
Statement 30: I feel that my English teacher has genuine interest in my learning



1 not true at all, 2 mostly not true, 3 I don't know, 4 mostly true, 5 definitely true

Statement 30 is included in the survey because of my professional interest in this aspect of teacher's role in pupils' learning. The result indicates the quite common secondary school pupils' attitude towards teachers: teaching is the teacher's work which he/she is paid for and it does not involve any personal commitment from the teacher's part. I believe that most teachers have heard the sentence "You don't care about us!" from their pupils. The truth behind this statement about the teachers actually caring about their pupils' learning or not, is not possible to study within this thesis. However, it would indicate common sense if the teachers emphasized their genuine interest in their pupils. The table shows that the teacher in group 1 is more successful in showing genuine interest as exactly a third, 33.3% of his/her pupils replied *mostly true* or *definitely true* to this statement whereas only 17.9% of group 2 replied similarly. Furthermore, 17.8% in group 1 and 25% in group 2 replied *definitely not true* to this statement which indicates that the teacher's interest towards the pupils is weaker in group 2. (This may be due to group 2 having more than one teacher.) In summary, 33.3% in group 1 replied *definitely not true* or *mostly not true* as well as *mostly true* or *definitely true*. In group 2 the figures are 39.3% and 17.9% which indicates that there are more than twice as many pupils in group 2 that believe that the teacher is not interested in their learning than there are pupils who feel that the teacher is interested. This statement points out that teachers in this school have not succeeded in showing genuine interest in their pupils' learning in the best possible way.

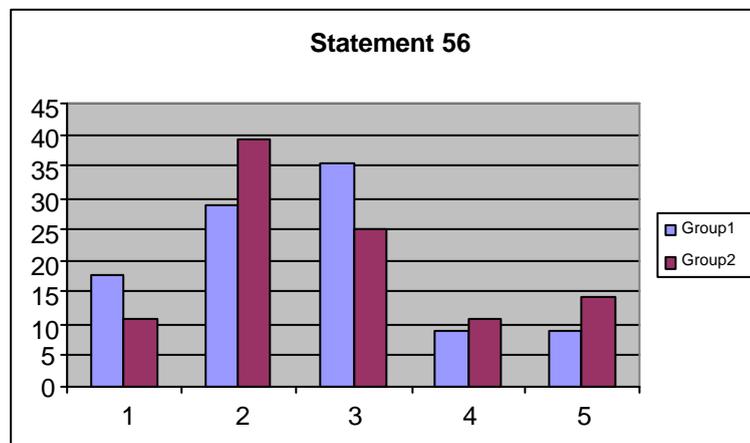
Statement 46: My English teacher supports and encourages me



1 not true at all, 2 mostly not true, 3 I don't know, 4 mostly true, 5 definitely true

Statement 46 involves extrinsic motivation namely support and encouragement from the teacher as well as classroom motivation as was stated on page 25 of this thesis: according to Nikolov's conclusions, "the pupils are motivated if they think ... the teacher is supportive". The results illustrate that the teacher in group 1 has succeeded in supporting his/her pupils better than the teachers in group 2, because in group 1, 22.2% (35.7% in group 2) of pupils replied *definitely not true* or *mostly not true* and 35.6% (28.6% in group 2) replied *mostly true* or *definitely true*. A surprisingly large quantity of pupils (42.2% in group 1 and 35.7% in group 2) do not know if their teacher is supportive.

Statement 56: It is often boring and there is nothing to do in English lessons



1 not true at all, 2 mostly not true, 3 I don't know, 4 mostly true, 5 definitely true

The last statement which is connected to motivation handles the amount of interesting things to do in English lessons. The result clearly illustrates that secondary level pupils do not find themselves bored in the lessons. In group 1, 46.7% (50% in group 2) of pupils replied *definitely not true* or *mostly not true* to this statement, 35.6% (25% in group 2) replied *I don't know* and only 17.8% (25% in group 2) replied *mostly true* or *definitely true* to this statement. This indicates that nearly half of the pupils have something to do and are not bored in English lessons, and from the point of view of motivation and learning this result is a significant and extremely positive one.

To summarize this section of statements concerning motivation, it can be stated that the teachers in the secondary school, where I carried out the survey, have been quite successful in giving feedback, creating a positive atmosphere and designing lessons that involve interesting things to do. On the other hand the teachers should put more emphasis on making their feedback more transparent and strive for showing genuine interest in their pupils' learning.

A recent article in *Tempus* (5/2006, 30-31), the magazine for language teachers in Finland reported on an international congress for language teachers. The congress was held in England in April 2006. According to the writer of the article Tuija Helle, one of the most important matters in the congress was motivation and how to improve it in language learning. Hugh Dellar from the University of Westminster in England had presented a practical 10-step guide for motivating students. Step 1 in his guide is "listen to your pupils" and step 2 "speak to your students" (*Tempus* 5/2006:30). In his opinion, "to be heard is a strong feeling and exceptionally motivating" (*ibid* 30). The pupils want to be heard both professionally (the teacher helps them to learn through communication) and personally (the teacher discusses personal matters with them as well). This is the pupils' voice which is one of the central issues in this thesis as well.

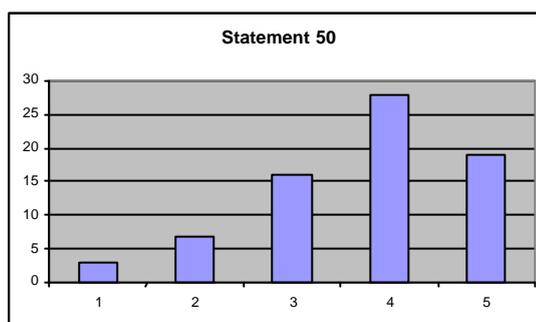
Another important factor in teacher's work and the pupils' motivation is the role of their parents which is discussed next.

7.1.5 The role of the parents

According to discussions with more experienced teachers and from my personal experience, the amount of co-operation with the pupils' parents has significantly increased during the past years. Statement 50 was included in the survey to find out how

much support the pupils receive from their parents. The more experience I have gained in teaching, the more important I consider the role of the parents' support in helping the pupils to learn. Parents ensure that the pupil has a proper place to study at home, food to eat so that the pupil can better concentrate and to some extent the parents also supervise that homework is done. Thus they notice the pupil's possible difficulties maybe earlier than the teacher and can contact the school for additional support for their child. If the parents' involvement is positive, its benefits have proved to be enormous. On the other hand, if the parents involve themselves in their children's studies too intensively and possibly even in a suppressive or negative way, or neglect their children's need for attention, the teacher's work becomes more difficult.

Statement 50: My parents support my school work



1 not true at all, 2 mostly not true, 3 I don't know, 4 mostly true, 5 definitely true

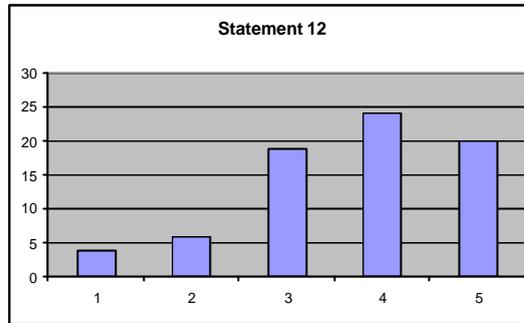
As the table above illustrates, the parents are supportive of their children among this survey group. Only 10 (13.7%) of the respondents replied *definitely not true* or *mostly not true* whereas 47 (64.4%) replied *mostly true* or *definitely true* to this statement. For a teacher this result is relieving because the more difficulties pupils have, the more help is needed from the parents.

7.1.6 The language self

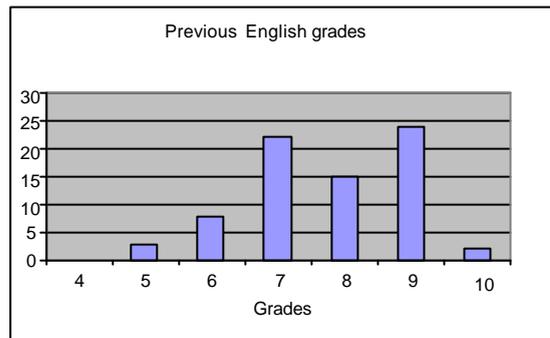
Earlier in this thesis I have introduced the concept of the language self (p.19). The language self can be divided into general language self, language specific language self and exercise or skill specific language self, and e.g. Laine & Pihko (1991) and Ushioda (1996) have indicated in their studies that the language self has a key role in the

motivational processes. Statement 12 in the survey studies how confident the pupil is about his/her ability to succeed in English studies.

Statement 12: I believe that I will succeed well in my English studies



1 not true at all, 2 mostly not true, 3 I don't know, 4 mostly true, 5 definitely true



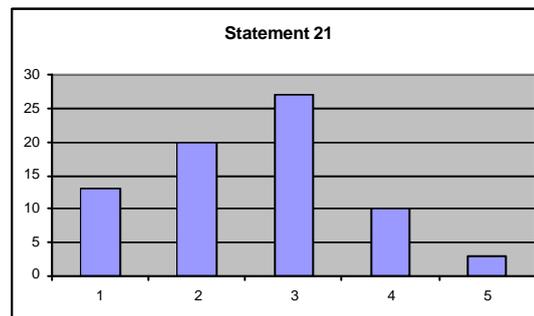
Together with statement 12 I have presented a table of each of the pupils' previous English grades to see if there is a correspondence between their confidence and their performance. To this statement, only 10 (13.7%) pupils replied *definitely not true* or *mostly not true* which reflects that they are not confident about their ability to succeed in their English studies. Nineteen (26%) do not know about their future success, but 44 (60.3%) replied that it is *mostly true* or *definitely true* that they will success in their studies. Their expectations are well grounded on the basis of their grades because 30.1% had grade 7 in their latest school certificate, 20.5% had grade 8, a surprising 32.9% had grade 9 and 2.7% had grade 10. Grades 8, 9 and 10 are commonly considered good or excellent in the public school system. This result may also indicate that success creates more success: when one receives a good grade, his/her confidence and motivation grow and the results improve. As a teacher it is delighting to notice that pupils have such a

high level of confidence in English. In the future it would be interesting to study differences in pupils' language selves in different languages.

7.1.7 Study books

When publishers and authors make new study books for the public school system, they are usually quite interested in the teachers' comments, and marketing new study books to teachers is rather overwhelming. The pupils' opinions are asked too, e.g. in the form of test use in the authors' classes, but despite of this I looked for to find out about the pupils' opinion on the study books they use. Statement 21 refers to this aspect. Because my title does not primarily involve study books, the statement in the questionnaire was designed very general in its nature.

Statement 21: English study books and exercises are interesting



1 not true at all, 2 mostly not true, 3 I don't know, 4 mostly true, 5 definitely true

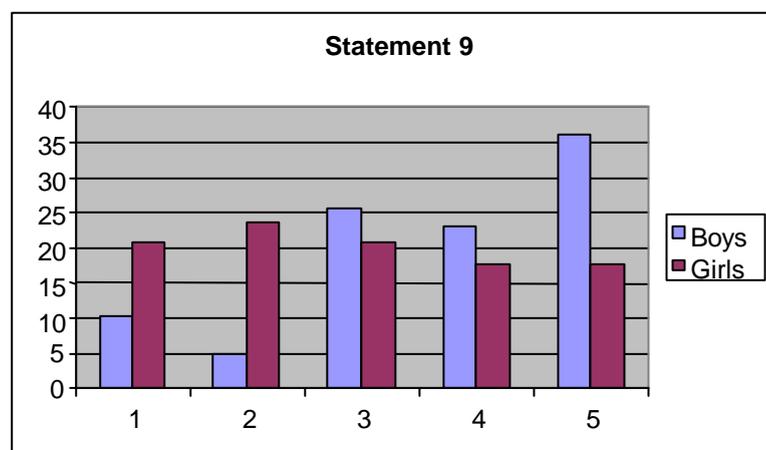
The above table clearly indicates that study book authors could improve the contents of their products. Thirteen (17.8%) pupils stated that it is *definitely not true* that study books and exercises are interesting. Furthermore, twenty (27.4%) replied that this is *mostly not true*. In total this reflects that 45.2% of the respondents are unsatisfied with their primarily source of learning at school. Only thirteen (17.8%) pupils replied the statement being *mostly true* or *definitely true*. If the materials used in the language lessons would attract their users, the level of the users' motivation would certainly rise. Here the teacher's role is significant in that he/she can prepare additional exercises and introduce study material that is totally different from the study books' content, e.g. newspaper clips, modern or historical literature, art, educational programmes or

photographs. The title of the study book used in the surveyed school will not be revealed here. Nevertheless, at the time of the survey the study material in use was not older than probably four to five years and thus old-fashioned study materials are not a reason for this result. As a teacher I found that specific study material very enjoyable to teach and thus the result to statement 21 is both a surprise and a disappointment. The last section of survey analysis discusses if there are differences in how boys and girls replied to different statements in the survey.

7.1.8 Boys vs. girls

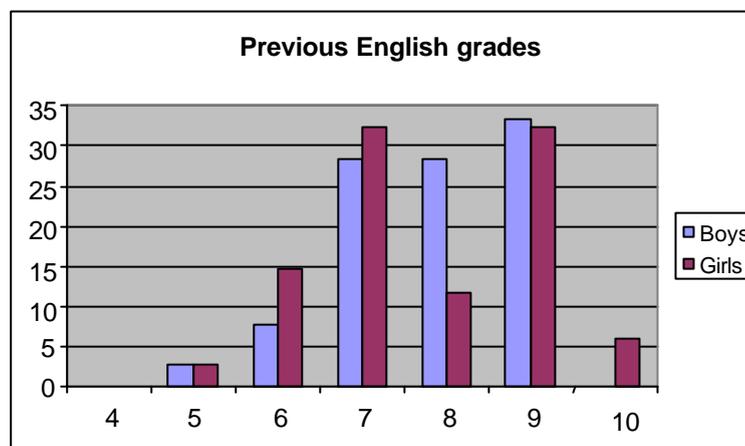
As the history of my university level studies is rather long, I have engaged myself in several types of undergraduate research during the years. I started with studying translation and interpretation and wrote my pro-seminar paper on literature and seminar paper on the differences of male and female communication. As a residue of my interest in that field, I looked for to find out the differences between male and female replies on certain statements of the questionnaire. In the selection of statements for this section I used my personal experience and curiousness. The results are presented next. As in this section the survey group is again divided into two, the tables illustrate percentages, not the quantities of the reply scale.

Statement 9: If it is somehow possible, I would like to receive better grades than my classmates



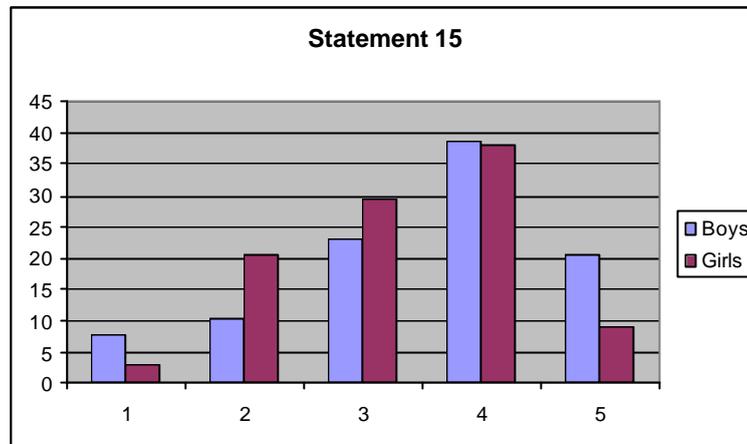
1 not true at all, 2 mostly not true, 3 I don't know, 4 mostly true, 5 definitely true

The aspect of statement 9 is competitiveness and whether there is a difference between how competitive boys and girls are at a secondary level. The result indicates that boys in fact are more competitive than girls when it comes to achieving grades. The percentage of boys who replied *definitely true* is 35.9% compared to 17.6% of girls. This result shows that a slightly more than double the boys than girls admitted targeting to a higher grade than their classmates. Furthermore, 23.1% of boys replied *mostly true* compared to 17.6% of girls. This shows that boys actually seem to grow to a competitive world. Next there is a table illustrating the number of boys' and girls' previous English grades so that it is possible to compare if the willingness to get higher grades is reflected in the reality.



The above table illustrates that the boys' stronger willingness to achieve better grades than their classmates is somewhat justified. Boys have achieved more grades 8 and 9 than girls, and less of the weak grades 5 and 6. On the other hand only girls have been able to achieve the highest grade 10. On one hand this may reflect that girls can easier adjust their behaviour to the teachers' expectations, and furthermore the statement did not ask whether boys want to achieve better grades than girls or vice versa but better grades than all the classmates.

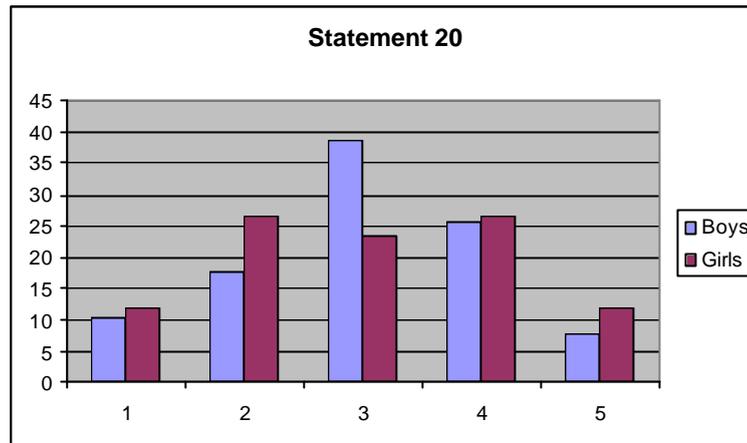
Statement 15: Teacher's feedback makes me work harder in the English lessons



1 not true at all, 2 mostly not true, 3 I don't know, 4 mostly true, 5 definitely true

This statement has already been discussed in the section 'Teacher and lessons', and there it was quite clear that teacher's feedback makes the pupils work harder. Here the emphasis is to determine whether boys and girls feel differently about the teacher's feedback. The patterns in the table seem to be quite similar with each other and coherent with the results from section 'Teacher and lessons'. The greatest difference is in reply 5, *definitely true* which 20.5% of boys replied but only 8.8% of girls. Thus more than double the number of boys than girls are almost always dependent on the teacher's feedback to work harder. In total, 59% of boys replied *mostly true* or *definitely true* whereas 47% of girls replied the same. This result confirms the importance of teacher's feedback and especially towards boys.

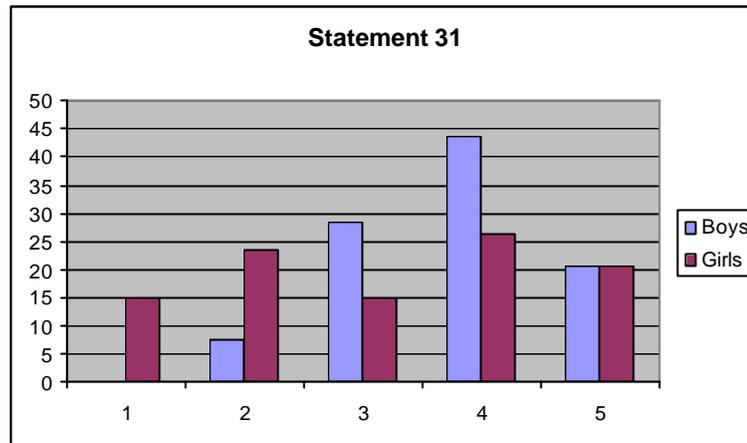
Statement 20: I'm interested in American culture and way of life



1 not true at all, 2 mostly not true, 3 I don't know, 4 mostly true, 5 definitely true

This statement has already been discussed in section 'Integrativeness', where it was quite clear that today's secondary school pupils do not blindly admire the American culture and way of life. There are no great differences between boys' and girls' opinions except in the reply *I don't know* where 38.5% of boys and 23.5% of girls stand. The large quantity of boys who do not know what to think may change for better or worse in the future and this may also indicate some kind of criticism – they are not able to decide yet what to think. For this statement 7.7% of boys and 11.8% of girls replied *definitely true* and 25.6% of boys and 26.5% of girls replied *mostly true*. In total, 33.3% of boys and 38.3% of girls have replied on the more positive side. The reason girls are slightly more positive in their ideas of the American culture and way of life can only be guessed, and would be an excellent target for further study.

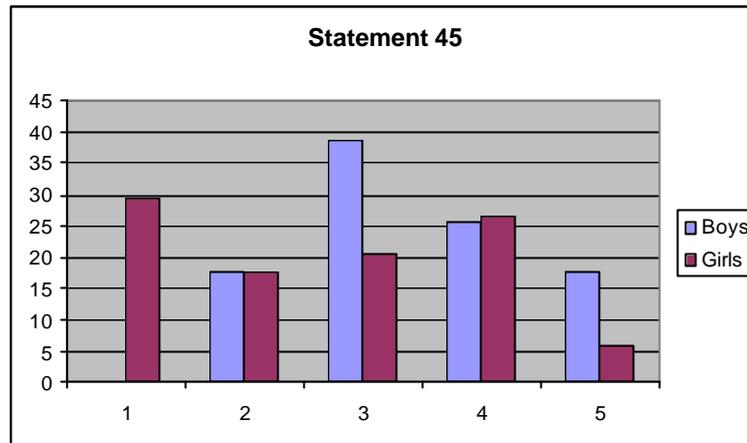
Statement 31: I'm not afraid of making mistakes or saying them out aloud



1 not true at all, 2 mostly not true, 3 I don't know, 4 mostly true, 5 definitely true

Selecting this statement to represent possible differences between boys and girls is the result of the old-fashioned belief that girls are shy and more afraid to make mistakes in front of others. Even if the belief did not have scientific proof, this survey result would seem to confirm it to some extent. None of the boys but 14.7% of girls replied this statement being *definitely not true*. Furthermore, only 7.7% of boys replied *mostly not true* whereas 23.5% of girls replied so. In total, 38.2% of girls, almost two fifths of them, placed their reply on the negative side (replies 4 and 5) for this statement. Then again, 43.6% of boys replied *mostly true* and 20.5% replied *definitely true* which places 64.1%, more than three fifths, of boys on the positive side (replies 4 and 5). Less than half, 47% of girls have placed their reply on the positive side. In summary, I believe that enough girls seem to be courageous in classroom situations nowadays, but according to the result of this survey statement, girls should receive more encouragement to perform in front of others.

Statement 45: I'm active in English lessons



1 not true at all, 2 mostly not true, 3 I don't know, 4 mostly true, 5 definitely true

I selected this question to represent differences between boys and girls because from my experience boys seem to be far more active in English lessons at least at the primary level. It sometimes seems that boys compete with each other of who gets the turn to answer the most often. The survey result indicates that my experience is correct for the part of the secondary level. To this statement of being active in English lessons, none of the boys but 29.4%, almost a third, of the girls replied *definitely not true*. The next reply, *mostly not true*, was chosen by 17.9% of boys and 17.6% of girls. In total, 17.9% of boys and 47% of girls have placed their replies on the negative side (replies 1 and 2). The number of boys replying *I don't know* is quite large, 38.5%, whereas only 20.6% of girls replied the same. 25.6% of boys and a delighting 26.5% of girls replied *mostly true*, and finally 17.9% of boys and 5.9% of girls replied *definitely true* to the statement of being active in English lessons. This puts 43.5% of boys and 32.4% of girls on the positive side (replies 4 and 5). In this matter the instruction for the teacher is the same as for the previous statement of making mistakes in the lessons: girls should receive more encouragement to actively participate in the lessons. This requires effort from the teacher: he/she needs to prepare suitable material and exercises to promote both the girls' and boys' participation in the lessons.

Quite interestingly, one primary level school in Tampere has started a pilot project of dividing boys and girls into different study groups. The project has just begun in September 2006 so there are no results available, but the pupils' first impressions have been promising: they enjoy being with pupils of the same gender. It will be interesting

to learn about the results from that project and see if it will lead to permanent changes in the group formation at primary level schools.

Next I will shortly introduce the activities that pupils seem to enjoy the most.

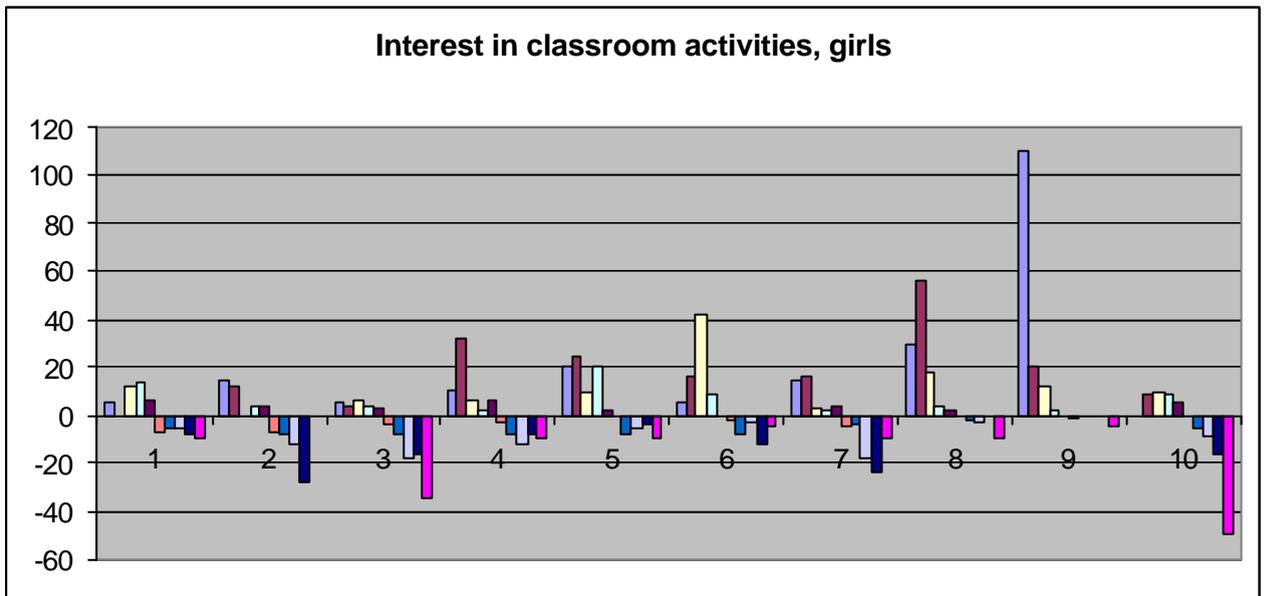
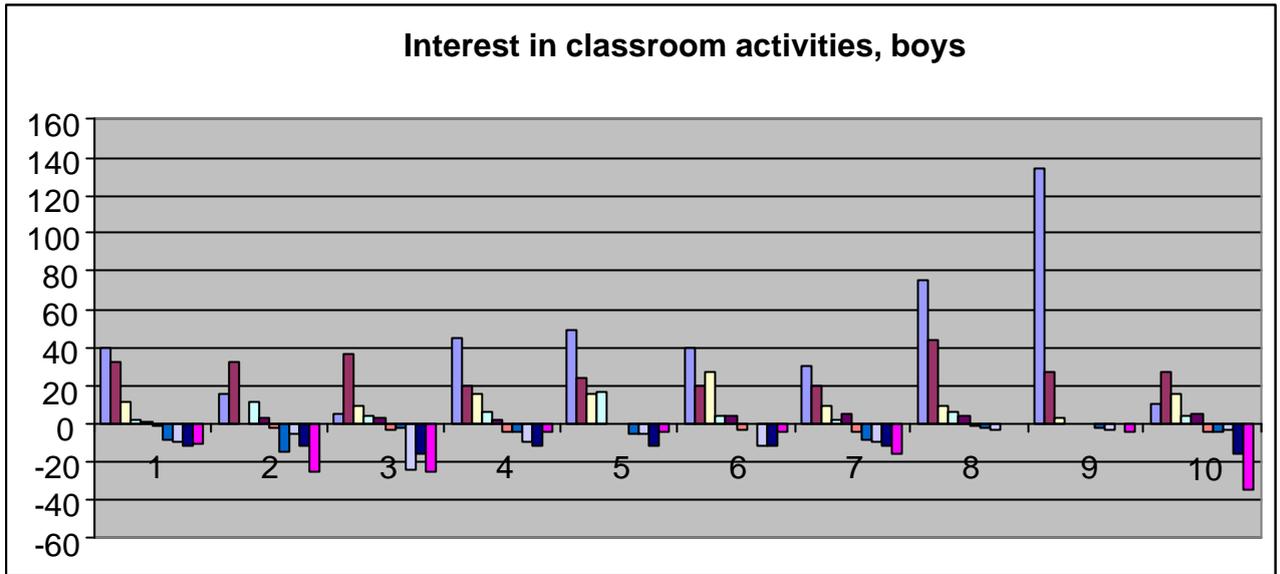
7.1.9 Interesting classroom activities

The last section of my questionnaire included ten different classroom activities which the respondent had to evaluate in a scale from 1 to 10 according to the level of his/her interest in them. 1 stands for *the most interesting activity*, 2 *the next most interesting activity* and further on until number 10: *the least interesting activity*. The instructions on the questionnaire turned out to be insufficient as quite many respondents had not understood how to reply to this question. Some had used only numbers 1, 2 and 3, some numbers from 1 to 4 and some numbers 1 and 2 only. Nevertheless, there is enough information to shortly be discussed here. The results will be shown in two sections: for the boys' part and for the girls' part.

The classroom activities to be evaluated were as follows:

1. listening exercises
2. writing assignments
3. grammar exercises
4. reading
5. group work
6. projects, e.g. preparing a class newspaper
7. oral exercises
8. games and competitions
9. listening to music or watching a video
10. representation

As some of the respondents filled in this exercise incorrectly, I decided to count 'points of interest' each activity received. For every selected rate of interest between 1 and 5 I added points of interest, and for every selected rate between 6 and 10 I subtracted points. The results are shown below. The tables for boys' and girls' interest are located together to make it easier to study them. Interpretations follow the tables.



To clarify the tables, the lower a bar drops, the less interested the respondents are in that activity. The higher a bar reaches the more interested they are in that activity. The level of interest is strongest in the left side of the group of the bars at each activity (blue bar) and from there the interest weakens towards the pink bar, which illustrates the least possible interest. In other words, if the blue bar is very high, it reflects the highest possible interest and if the pink bar is very low, it reflects the lowest possible interest. Most activities do not have significantly high or low bars except for activities 8, 9 (positive), and 3 (negative, girls) and 10 (negative). According to this survey, both boys and girls prefer activities 9 and 8, listening to music or watching a video, and games and

competitions. Activities 4 (reading), 5 (group work) and 6 (projects) have some popularity too. The least interesting activity according to the pupils' opinion is activity 10, a presentation, and girls seem to dislike presentations much stronger than boys. Activities 2 (writing) and 3 (grammar) are not among the interesting ones either, and especially girls dislike activity 3, grammar. Fairly neutral activities seem to be activity 1, listening exercises, and 5, group work. Girls also seem to favour activity 6, projects.

In summary, these two tables are good for a teacher to keep in hand for situations where the pupils are allowed to do activities other than in the study book. Listening to music or watching a video do not necessarily have to be only entertaining but educational as well, e.g. travel, history, geography or culture related programmes, and they are easy 'to sell' to pupils. Listening exercises can also be a good option in late afternoon English lessons when the pupils may be tired. However, I do not suggest in any way that the teacher should be an artist who has to please the pupils at all times, because most English lessons are spent covering the absolutely obligatory material, vocabulary and grammar. I suggest that when it is possible, it would be a nice idea to let the pupils' voice to be heard. This thesis has introduced the pupils' voice in several aspects and it is up to the teacher to decide in what way this can be utilized.

7.2 Summary of survey results

In part two of this thesis I analyzed twenty-four statements (two of them twice, in different sections) of my questionnaire which was given out to seventy-three secondary school pupils in the town of Tampere, Finland in February 2005. The statements were further divided into nine categories, learning strategies, motivation, integrativeness, teacher and lessons, role of parents, language self, English study books, is there a difference between boys' and girls' replies, and the most interesting classroom activities. After analyzing all the above statements I presented an overview of how interesting the pupils' view ten different classroom activities. The purpose of this thesis was not only to find out aspects of learning and motivation but to find out results that are significant for a language teacher in his/her work. The analysis of the statements produced such results to some extent.

The most important findings on the basis of this survey have been summarized in the following statements.

1. Not enough pupils use the meta-cognitive learning strategies self-monitoring and evaluation.
2. Not enough pupils use the cognitive strategy note-taking.
3. Social strategies have been adopted well.
4. Pupils are well motivated to learn English.
5. Teacher's feedback makes pupils work harder, especially boys.
6. Teachers should pay more attention to showing genuine interest in their pupils' learning.
7. Pupils' language self in English is at a good level.
8. English study books need further improvement to become more interesting for the pupils.
9. Girls need more encouragement to increase their activity in English lessons.
10. The most interesting classroom activities are listening to music, watching a video, games and competitions.
11. The least interesting classroom activity is a presentation.

The results reflect the specific school the survey was carried out in, but as the size of the survey group was seventy-three, it has a statistically significant value. However, the results can not be generalized to other levels of the public school system because there they would certainly have been different and need separate research. The contents of the thesis raise questions for further research, e.g. why girls are inactive in English lessons and how their activity could be encouraged as well as how the meta-cognitive strategies could be more efficiently taken into use. Furthermore, the result of high level of social strategy use may possibly result from the emphasis on co-operative learning method in this specific school and therefore the use of social strategies should be studied for comparison in a secondary school that does not have similar emphasis. The question of how to introduce language learning strategies to pupils and help them to take advantage of them is another question of further research. Mr Julkunen's statement that the learning strategies that make the difference between efficient and inefficient learners are monitoring, elaboration and inferencing should also be studied more closely. According to this thesis not enough secondary level pupils use monitoring, which suggests that they could improve their learning efficiency.

To summarize, the results of the survey do not offer surprising facts or great differences between boys and girls, but they offer a helpful tool for a teacher's work.

8. Conclusions

The main idea for this thesis originated in my teacher qualification studies. From the beginning of my teacher career one of my main principles has been to understand my pupils better and through this understanding to be able to teach them better. To me it is necessary to hear the pupils' voice, every day if possible. Sometimes I am too tired to listen or for some reason decide not to listen, but most of the time I open my mind to communication with my pupils and regard this as the foundation of pleasant atmosphere in the classroom. I am not afraid to let the pupils have positive power in the classroom because as a teacher I will always have right of veto.

Once the thought of hearing the pupils' voice and studying it had come into my mind, it was quite easy to begin to plan and write this thesis. From the first page down to here I have kept my principle in mind: what do I learn about the pupils from this? How can I adopt this information so that it promotes learning in my lessons? This thesis has solely been written to support my teaching. I will conclude on what I have learnt and the contents of this thesis next.

The first section covered aspects of learning and presented five learning theories. It is important to bear in mind the different types of learning, and recognizing them helps teachers to design various types of exercises. A significant aspect of learning is to remember that it is insufficient to learn the facts and instructions of baking a cake (speaking a language) but one has to try it out in order to see if there actually will be a cake that can be eaten (a language used so that it can be understood). After the introduction of the learning theories, there is a section of language learning which emphasizes the importance of language learning strategies.

The three types of language learning strategies, meta-cognitive, cognitive and social were introduced in section 4. This is an important section because the strategies are emphasized in the new national teaching curriculum which is the official guidebook for every teacher in public schools. I did not fully understand the strategies until studying them for and during the making of this thesis. My future assignment will be to bring the strategies visible in my classroom and help my pupils to identify them better.

After the introduction of language learning strategies, learner-oriented factors affecting learning were presented. These factors are divided into two subcategories, affective and cognitive factors. The environmental factors were also shortly discussed.

Some of those factors (e.g. cold, noise and atmosphere) can be changed for the better by the teacher, so they should be kept in mind as well. The affective factors include e.g. the language self and motivation which is one of my main interests in my teaching work. Closely connected to the language self is the concept of an attribution style. Then again motivation can further be divided into subcategories of e.g. instrumental and classroom motivation and intrinsic and extrinsic motivation. It is interesting to debate in one's mind how different aspects of motivation are visible in learning English. Furthermore, integrativeness, the willingness to come closer to the other language community, and flow, the optimal learning experience are associated with motivation. The cognitive factors were introduced after affective factors, and e.g. intelligence is discussed in that section. Finally, Kolb's learning styles were presented in the following section. It is surprising to come to understand how complicated the system of learning in every person is, but nevertheless being aware of the process and its factors is necessary for a teacher.

The above mentioned aspects were the basis of designing the questionnaire which involved survey statements concerning aspects of learning English. The analysis of the survey results produced some interesting findings which will help me in my teaching work in the future. The main findings are compressed into eleven statements (p. 72) which reflect section two of this thesis. On the basis of these statements I will develop my teaching in order to promote my pupils' awareness on learning strategies. Furthermore, I will pay more attention to showing genuine interest in my pupils and try to help girls to become more active in the lessons. This thesis has created a need to study my teaching and my pupils even more and I believe that there is plenty of new information still to be found. Hopefully I will never stop being curious or willing to learn more.

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Motivoivien järjestelmien teorian (MST) näkemys motivaatiosta.

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22.4.2004

Sisäinen motivaatio.

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Sisältä vai ulkoa ohjattu minä?

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Appendix

Questionnaire

ENGLANNIN KIELEN OPISKELUMOTIVAATIO

Kyselytutkimus

Seuraavat väittämät koskevat suhtautumistasi englannin kielen opintoihin. Väittämiin ei ole oikeita tai väriä vastauksia. Kaikki vastauksesi ovat luottamuksellisia eivätkä ne vaikuta englannin arvosanaan. Kysely on osa pro gradu –tutkimustani Tampereen yliopiston englantilaisen filologian laitoksella, ja vastauksesi analysoin kevään 2005 aikana. Vastaaminen kestää noin 30 minuuttia. Kiitos avustasi!

1. Ympyröi oikea vastaus

Olen tyttö / poika.

Olen 7. / 8. / 9. –luokkalainen.

2. Vastaa numerolla

Viimeisin englannin kielen arvosanani oli _____.

Olen opiskellut englantia tähän mennessä _____ vuotta.

3. Mieti englannin kielen opiskelua ja vastaa seuraaviin väittämiin. Arvioi kunkin väittämän osalta, missä määrin se vastaa sinun käsitystäsi asiasta. Merkitse vastauksesi ympyröimällä jokaisen väittämän jälkeen se vastausvaihtoehdon numero, joka parhaiten vastaa käsitystäsi.

1 = väittämä ei pidä lainkaan paikkaansa

2 = väittämä ei jonkin verran pidä paikkaansa

3 = en osaa sanoa

4 = väittämä pitää jokseenkin paikkansa

5 = väittämä pitää ehdottomasti paikkansa

1. Pystyn oppimaan englannin tunneilla käsiteltävät asiat, jos vain opiskelen oikealla tavalla.

1 2 3 4 5

2. Kokeen aikana pohdin sitä, miten heikosti menestyn muihin oppilaisiin verrattuna.

1 2 3 4 5

3. Voin luullakseni hyödyntää englannin tunneilla oppimiani asioita myös muilla tunneilla.

1 2 3 4 5

4. Uskon saavani englannin kielestä hyvän arvosanan todistukseen.

1 2 3 4 5

5. Opiskelen kaikkein mieluummin asioita, jotka ovat vaativia ja joista voin oppia jotain uutta.

1 2 3 4 5

6. On omaa syytäni, jos en opi englannin tunneilla käsiteltäviä asioita.

1 2 3 4 5

7. Minulle on tärkeätä oppia englannin tunneilla käsitellyt asiat.

1 2 3 4 5

8. Minulle on tärkeintä saada hyvä arvosana englannin kielestä.

1 2 3 4 5

9. Mikäli se suinkin on mahdollista, haluan saada paremman arvosanan englannin kielestä kuin luokkatoverini.

1 2 3 4 5

10. Olen hyvin kiinnostunut englannin kielestä.

1 2 3 4 5

11. Jos ponnistelen riittävän lujasti, opin kyllä englannin tunneilla käsiteltävät asiat.

1 2 3 4 5

12. Uskon menestyväni hyvin englannin kielen opiskelussani.

1 2 3 4 5

13. Minulla on vaikea ja hermostunut olo englannin koetta tehdessäni.

1 2 3 4 5

14. Uskon, että englannin kielen opiskelusta on minulle käytännön hyötyä.

1 2 3 4 5

15. Opettajan antama palaute saa minut työskentelemään ahkerammin englannin tunneilla.

1 2 3 4 5

16. Englannin tunneilla on miellyttävä ilmapiiri.

1 2 3 4 5

17. Opiskelen englantia ja kaikkia muitakin kouluaineita taitojeni mukaan mahdollisimman hyvin, koska haluan oppia paljon erilaisia asioita.

1 2 3 4 5

18. Haluan oppia englannin kieltä, koska tarvitsen sitä vapaa-ajallani esimerkiksi pelien pelaamisessa, musiikin sanoitusten tai tv-ohjelmien ymmärtämisessä.

1 2 3 4 5

19. Haluan tulevaisuudessa matkustaa Englantiin, Yhdysvaltoihin tai Australiaan.

1 2 3 4 5

20. Olen kiinnostunut amerikkalaisesta elämäntavasta ja kulttuurista.

1 2 3 4 5

21. Englannin kielen oppikirjat ja tehtävät ovat mielenkiintoisia.

1 2 3 4 5

22. Haluan oppia englannin kieltä, koska sitä käytetään kaikkialla.

1 2 3 4 5

23. Haluan oppia englannin kieltä, koska ihailemani henkilö/t puhuu sitä.

1 2 3 4 5

24. Englannin tunneilla minulta jää usein kuulematta ja huomaamatta tärkeät asiat, koska ajatukseni harhailevat muualla.

1 2 3 4 5

25. Opiskelen sellaisessa paikassa, jossa minun on helppo keskittyä työhöni.

1 2 3 4 5

26. Kun opiskelen englantia, teen itselleni kysymyksiä helpottaakseni asian hahmottamista.

1 2 3 4 5

27. Vaikka jotkut asiat tuottaisivatkin minulle vaikeuksia, yritän silti tulla toimeen omin avuin ilman toisten apua.

1 2 3 4 5

28. Pyrin yhteistyöhön luokkatovereitteni kanssa englantiin liittyvien tehtävien teossa tai kokeeseen valmistauduttaessa.

1 2 3 4 5

29. Kysyn apua opettajalta tai luokkatovereiltani aina kun tarvitsen.

1 2 3 4 5

30. Minusta tuntuu, että englannin opettaja todella on kiinnostunut oppimisestani.

1 2 3 4 5

31. En pelkää virheiden tekemistä tai väärin ääneen sanomista.

1 2 3 4 5

32. Olen tunneilla mieluummin hiljaa, koska pelkään, että toiset nauravat minulle, kun en osaa.

1 2 3 4 5

33. Olen työskennellyt ahkerasti selvittääkseni englannin opinnoista, vaikka en pidäkään englannin tunteista.

1 2 3 4 5

34. Ennen kuin syvennyn opiskelemaan jotakin asiaa, silmäilen sitä kokonaisuudessaan nähdäkseni mitä asia koskee ja miten se on jäsenneilty.

1 2 3 4 5

35. Opettelen ulkoa avainsanoja, jotka palauttavat mieleeni tärkeitä asioita sisällöstä.

1 2 3 4 5

36. En ole käyttänyt kovinkaan paljon aikaani englannin kielen opiskeluun, koska minulla on ollut muuta tekemistä.

1 2 3 4 5

37. Olen asettanut itselleni englannissa sellaisia tavoitteita, joiden avulla olen voinut ohjata opiskeluani.

1 2 3 4 5

38. Odotan kovasti englannin tunteja.

1 2 3 4 5

39. Opiskelen englantia, koska nautin siitä.

1 2 3 4 5

40. Opin englantia helposti.

1 2 3 4 5

41. Englannin tehtävät tuottavat minulle usein vaikeuksia.

1 2 3 4 5

42. Kun opiskelen englannin kokeeseen, yritän selvittää, mitkä asiat ovat tärkeintä oppia.

1 2 3 4 5

43. Minä en yksinkertaisesti ole hyvä englannissa.

1 2 3 4 5

44. Ponnistelen kovasti ymmärtääkseni opiskeltavat asiat todella hyvin.

1 2 3 4 5

45. Osallistun aktiivisesti englannin tunneilla.

1 2 3 4 5

46. Englannin opettajani kannustaa ja rohkaisee minua.

1 2 3 4 5

47. Kun huomaan tehneeni virheen, sanon itselleni: ”Yritetäänpä vielä kerran, en luovuta!”

1 2 3 4 5

48. Pidän huolen siitä, että teen englannin tehtäväni ja opiskelen riittävästi, vaikka tekisi mieli katsella tv:tä tai tavata kavereita.

1 2 3 4 5

49. Koulunkäynti on hyödyllistä.

1 2 3 4 5

50. Vanhempani kannustavat minua koulunkäynnissäni.

1 2 3 4 5

51. Pohdin usein opiskeltavia asioita, ja teen niistä omia päätelmiä, jopa kyseenalaistan niitä.

1 2 3 4 5

52. Käytän englannin sanakirjaa apuna.

1 2 3 4 5

53. Kun olen tehnyt tehtävän valmiiksi, tarkistan sen ja arvioin kuinka hyvin siitä suoriuduin.

1 2 3 4 5

54. Opiskellessani teen paljon muistiinpanoja.

1 2 3 4 5

55. Kun opiskelen uutta asiaa, mietin, mitä siitä ehkä jo tiedän ennestään.

1 2 3 4 5

56. Englannin tunneilla on usein tylsää eikä mitään tekemistä.

1 2 3 4 5

Lopuksi pyydän sinua merkitsemään eri tehtävätyypit mieluisuusjärjestykseen.
1 = pidän eniten näiden tekemisestä 2 = seuraavaksi mieluiten teen näitä jne.

Kuuntelutehtävät ____ Kirjoitustehtävät ____ Kielioppitehtävät ____

Lukeminen ____ Ryhmätyöt ____ Projektit (esim.lehden tekeminen) ____

Suulliset harjoitukset ____ Pelit, kilpailut ____ Musiikin kuuntelu/videon katselu ____

Esitelmä ____

KIITOS AVUSTASI!