
This is the **published version** of the bachelor thesis:

Domingo Mas, Aina; Reeves, Alan, dir. Teacher's role in the classrooms : enhancing second language learners' motivation. 2013. 31 pag. (801 Grau en Estudis Anglesos)

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Teachers' Role in the Classrooms: Enhancing Second Language Learners' Motivation

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07/06/2013

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Teachers' Role in the Classrooms:

Enhancing Second Language Learners' Motivation

Motivation has always been a topic of debate in relation to second language acquisition (Dörnyei, 2001). It is clear that the teacher plays a major role in student motivation within the educational field. The purpose of this paper was to describe and analyze the strategies used by the two research subjects of this study. The two participants were Catalan native speakers and the moment this research was carried out they were working in a language school in Rubí (Catalonia). The results showed differences both in the amount of use of motivation-enhancing strategies, and in preferences for strategy type.

1. Introduction

This project was conceived while the author was working for the language school British House, Rubí (Barcelona). As a teacher there, it was seen that certain strategies need to be put into practice in every class in order to fully capture the students' attention. One of the main problems with language schools is that the student population is often young, and may not be in class through their own choice. Consequently, young people may find the lessons and going to class boring and tiresome. This is one of the major reasons why English teachers need to develop certain abilities or ways of focusing the classes so that the students are motivated to maintain attendance. Schmidt, Boraie and Kassabgy (1996) expose the importance of studying motivation for educational purposes:

“The topic of motivation is of practical interest to language program designers and administrators, who want to attract students to programs that will motivate them to learn by being congruent with their needs and interests, to teachers, who would like to use pedagogical techniques that reinforce and develop student motivation, and to learners themselves, who must sometimes struggle to maintain their internal motivation in order to persist in the inherently difficult task of learning a foreign language.” (Schmidt, Boraie and Kassabgy, 1996: 10)

Motivation is defined by the Longman Dictionary of Language Teaching and Applied Linguistics as “the driving force in any situation that leads to action. (...) Motivation is generally considered to be one of the primary causes of success and failure in second language acquisition.” (2002: 343-344). Thus, it seems that motivation is an essential point within the educational field because it positively affects students’ progress. Teachers have a responsibility to maintain high levels of motivation, and thus encourage students to continue attending their classes.

The characteristics of the concept of motivation have been extensively analysed and from the 1970s onwards a division was made between *intrinsic* and *extrinsic motivation*. The latter was taken as the most important when analyzing the classroom environment because it offered the possibility of manipulating motivation and using it to the teachers’ advantage. *Extrinsic* motivation consists of a series of variables which exist outside the learner and affect him in various ways, such as parents, teachers, exams, rewards, and so on. In contrast, *intrinsic motivation* was seen as something far more personal, only mouldable by the learner himself and not open to outside influence. This concept is more related to the personal part of the learner; his feelings, his fears or even his personality, and how all of this influences his way of learning a second language.

The focus on motivation is a relatively a modern development but it is gaining more and more importance within the educational field because of its influence on second language learning and student achievement. Early proposals such as Maslow’s hierarchy of needs (1943) stated that in order to reach the motivation level required in class, the student should meet the fundamental needs at the bottom of the hierarchy (Figure 1) involving things like classroom environment and attitude, in order to obtain what is on top: acceptance of facts or problem solving for instance.



Figure 1: Maslow's Hierarchy of Needs

Going towards the highest level, we encounter the first step in Maslow's scheme; the physiological aspect of the learner. Within the classroom environment, the student needs to feel comfortable in the room. In the next step, the student has to be in a secure environment free from any threat. Then, he/she should feel as if he belonged to a group, in this case the classroom, and that he/she is loved or appreciated by the other students and the teacher. The other layer is named 'self-esteem' in which the student should feel respected by everyone and also should feel capable of achieving his/her objectives, in this case acquiring a language. Finally, the highest layer is the one which is more related to motivation and which helps the students in following his/her path of learning the language.

This suggestion of a hierarchy was within the first proposals which related motivation with student achievement. More and more, research identifying different types of motivation emerged; often arguing about which type of motivation (either

intrinsic or *extrinsic*) should be taken into account by the teacher. Deci and Ryan (1985) claimed that it is *intrinsic* motivation that teachers should focus on:

“Intrinsic motivation is in evidence whenever students’ natural curiosity and interest energise their learning. When the educational environment provides optimal challenges, rich sources of stimulation, and a context of autonomy, this motivational wellspring in learning is likely to flourish.” (Deci and Ryan, 1985: 245)

Although most studies focus on *extrinsic* motivation alone, this paper will start from the idea that the teacher can affect both types of motivation. This will be explained later on.

In addition to these types of studies, researchers such as Gardner (2001) began centring their work on motivation, seeing it as a prior condition for other factors which lead to success, such as interest in the language or even eager participation, which should start to emerge. As Gardner (2001) claims:

“In my research I tend to focus on motivation because I believe that many of these other variables are dependent on motivation for their effects to be realized. (...) Thus, to me, motivation is a central element along with language aptitude in determining success in learning another language in the classroom setting.”(Gardner, 2001: 2)

Gardner (2001) suggests three ways of examining motivation; considering the *learner*, the *teacher* and the *researcher*. It is beyond the scope of this study to analyse in detail both *learner* and *researcher*, therefore this research is going to focus only on the performance of the *teacher* within the learning process. Gardner emphasizes the idea that a teacher not only “must have the training, personality characteristics, and ability to teach” but also must “encourage them [students] to learn the material, and more importantly to use it.” (2001: 3).

In this case, the teacher needs to take into account a vast list of things which will affect the student; the parents, his goals, the classroom, the environment, the classmates or even if it is raining outside (both intrinsic and extrinsic motivation). Although it

seems impossible to be able to control all of these details, a teacher can nevertheless manipulate some, by using certain strategies that will ensure the students' attention.

Two approaches to classroom motivation which are particularly interesting for this study are Dörnyei (2007) and Tapia (1997). They both provide a list of suggestions which can be put into practice as motivational strategies in the class. In this study, these suggestions will be adapted into an observation protocol, which allows us to compare the motivational strategies and techniques used by different teachers in a real class context. In other words, the aim is to collect data on how teachers respond to the problem of motivating their students. The author is not aware of any other studies which have attempted to do this, and for this reason the paper should be best regarded as a preliminary exploration.

Dörnyei (2007) argues that the teacher should endeavour to build a motivating environment in class. He explains the importance of having a motivational atmosphere and how the factors that will be described later in this paper influence students' attention. He promotes the idea of students having a good relationship among them, so that they know each other, there is contact and interaction and a willingness to cooperate and work as a team. Dörnyei also says that in every class, there should be a set of rules amongst individuals and group of learners. These norms should be set by the teacher so as to prevent chaos from happening and allow everyone to take part in the learning process. The teacher has a role too, as a "group leader" and Dörnyei identifies two types, that of "autocratic" (authoritarian) or "democratic". In another research (2001), he proposes groups of strategies under headings such as "initial student motivation", "increasing the learner's expectancy of success" and "making the teaching materials relevant for the learners". This initial motivation should also be maintained

through other strategies which involve presenting activities in a different and attractive way, giving some autonomy to the students and so forth. The final part is that of self-evaluation where the teacher should make the students feel at ease with assessment and learners should accept constructive criticism from the teacher.

Although a study by Tapia (1997) shows a different approach to creating a motivational lesson, some characteristics are shared between the two pieces of research. Tapia distinguishes two factors conditioning learners' interest; *context* and *personal*. Teachers should modify the contextual factor in order to affect the personal attitude of the students and thus engage them into the lesson. The information presented in class should be exposed in new and surprising ways (context) so that students' curiosity (personal) is increased. Besides this, the teacher should make use of the situations presented in class and connect them to the learner's aims (context) so that they see the relevance (personal) of the activities. These ideas seem to coincide with how Dörnyei presents a motivational classroom environment in his studies. Following on with Tapia's explanations, the instructor should exploit different areas (images, examples, illustrations...) in order to connect previous knowledge to the new information presented (context). Consequently, the students will be able to comprehend (personal) the new concepts more easily. Finally, it is also necessary for the teacher to provide instructions and guidelines (context), thus making students feel compelled to self-regulate and better understand the activities or exercises of the lesson.

Tapia's conclusions are of great interest because they explain that although it is almost improbable to find a lot of strategies to incite the inner curiosity of the learners (personal attitude towards the language), we may find a vast list of approaches involving the creation and maintenance of motivation.

Although the two studies seen before provide a wide range of strategies, these are further expanded with the help of other studies such as Gömleksiz (2001), Dörnyei (1994), Winke (2005) and Tuan (2012). In other words, the general studies of Tapia and Dörnyei offer the main ideas behind the strategies explained by further studies and will be used to analyze the teacher performance in this study.

In recent years, there has been an increasing recognition of the importance of motivation as a key element in positively influencing students' achievement. This study may help future teachers understand how they influence the behaviour and attitude of students of the English language and also might show us which techniques ensure students' attention best. The key research question of this study is thus how English teachers in a particular language school manage to motivate their students with different strategies or with greater or lesser strategy use. For this, different instructors will be observed in a classroom environment so as to see how they create motivation and maintain it throughout the class. However, we need to take into account that measuring motivation or analyzing and seeing objectively in a classroom which things are motivating students is of great complexity.

2. Method

2.1 Subjects

The study was conducted through classroom observation within the British House Language School in Rubí. The research focuses on two teachers; one Elementary class teacher (Subject A) and one Pre-Intermediate class teacher (Subject B). Both are around 25 years old and have got more than 5 years of experience in the educational field. They are Spanish and Catalan native speakers and possess an advanced level of English.

The groups they were teaching consisted of less than 12 grown-up students per class and each lesson lasted one hour and a half. Their range of age was between 20 and 60 years and they belonged to high middle-class, as they can afford to pay the classes at a Language School. Teachers were fully aware of the intention of this study and accepted being recorded. Previous observations had been done with both teachers, and there was no evidence that their class behaviour was affected by the present observation. Although the subjects of this research are primarily teachers, details of students' responses were also noted for further analysis of the teachers' performances.

2.2 Materials

For the observations, an observation sheet was created in order to record the performance of the teacher in relation to the categories that this study is interested in. It was focused on teacher-specific components taken from previous research and studies as explained in the previous section. In addition, this sheet was also prepared to write up

students' reactions and responses to the teachers' performances and included a section focussing on the frequency in which the teacher used his/her native language.

In addition, a recorder was used with the consent of the teachers and students of each class. It was used in all the classes and later on the recordings were transcribed so as to provide enough data to exemplify the findings of the study.

2.3 Procedure

Each class was observed in real time with the same observation sheet which consisted of a series of categories taken from other academic research. An example of the observation sheet, showing the categories and their origins, is included in figure 2.

	Categories			
	A	T	B	T
Teacher shares responsibilities with students.	D			
Teacher offers students options and choices.	D			
Teacher lets students have a say in establishing priorities.	D			
Teacher involves students in the decision making.	D			
Teacher as a group leader.	D			
Teacher calls students' attention to the purpose of the activity, showing its practical value.	D			
Teacher gives Informational feedback.	D			
Teacher gives Controlling feedback.	D			
Teacher prepares the lesson beforehand.	W			
Teacher is committed and motivated him/herself.	W			
Teacher behaves naturally and is sensitive and accepting.	W			
Teacher brings in humour, laughter, and smiles.	W			
Teacher does fun things in class	W			
Teacher has game-like competitions.	W			
Teacher gives clear directions.	W			
Teacher provides guidance about how to do the task.	W			
Teacher states the purpose and utility of every task.	W			
Teacher encourages and supports students at all times.	G			
Teacher is energetic and enthusiastic about what he's teaching	G			
Teacher creates an atmosphere in which students are not afraid to make mistakes and encourages taking risks.	G			
Teacher avoids tension-causing strategies such as surprise quizzes or overly competitive activities.	G			

Teacher allows students opportunities to talk about themselves, their interests, and their culture.	G			
Teacher provides opportunities for interaction in the target language in and out of the class.	G			
Teacher encourages goal setting and sense of dedication/continuous commitment.	G			
Teacher encourages students to seek out opportunities in their lives that will help in the learning of English.	G			
Teacher motivates students into the lesson (at the opening stages of lessons).	T			
Teacher varies the activities/tasks/materials.	T			
Teacher gives lessons with different routines and patterns.	T			
Teacher promotes cooperative rather than competitive goals in classrooms.	T			
Teacher recognizes the 'little successes', improvements and progress of all students.	G			

Code

G	Gömleksiz (2001)
D	Dörnyei (1994)
W	Winke (2005)
T	Tuan (2012)
A	Subject A (Elementary)
B	Subject B (Pre-Intermediate)
T	Number of times present

As shown, the sheet consists of 30 categories which will be explained and exemplified in the next section with transcriptions of the recorded lessons. The use of the L1 by the teacher will not be taken into account at this moment, as it will be analyzed in the discussion section.

3. Results

Categories	A	T	B	T
Teacher shares responsibilities with students.	N	0	N	0
Teacher offers students options and choices.	Y	1	Y	1
Teacher lets students have a say in establishing priorities.	N	0	N	0
Teacher involves students in the decision making.	N	0	N	0
Teacher as a group leader.	Y	-	Y	-
Teacher calls students' attention to the purpose of the activity, showing its practical value.	N	0	Y	2
Teacher gives Informational feedback.	Y	19	Y	3
Teacher gives Controlling feedback.	N	0	N	0
Teacher prepares the lesson beforehand.	Y	-	Y	-
Teacher is committed and motivated him/herself.	Y	-	N	-
Teacher behaves naturally and is sensitive and accepting.	Y	-	Y	-
Teacher brings in humour, laughter, and smiles.	Y	15	Y	5
Teacher does fun things in class	Y	6	N	0
Teacher has game-like competitions.	N	0	N	0
Teacher gives clear directions.	Y	1	Y	2
Teacher provides guidance about how to do the task.	Y	5	Y	2
Teacher states the purpose and utility of every task.	N	0	N	0
Teacher encourages and supports students at all times.	Y	6	Y	2
Teacher is energetic and enthusiastic about what he's teaching	Y	-	Y	-
Teacher creates an atmosphere in which students are not afraid to make mistakes and encourages taking risks.	Y	-	Y	-
Teacher avoids tension-causing strategies such as surprise quizzes or overly competitive activities.	Y	-	Y	-
Teacher allows students opportunities to talk about themselves, their interests, and their culture.	Y	2	N	0
Teacher provides opportunities for interaction in the target language in and out of the class.	N	0	N	0
Teacher encourages goal setting and sense of dedication/continuous commitment.	N	0	N	0
Teacher encourages students to seek out opportunities in their lives that will help in the learning of English.	N	0	N	0
Teacher motivates students into the lesson (at the opening stages of lessons).	Y	1	N	0
Teacher varies the activities/tasks/materials.	Y	4	Y	5
Teacher gives lessons with different routines and patterns.	N	-	Y	-
Teacher promotes cooperative rather than competitive goals in classrooms.	N	-	Y	-
Teacher recognizes the 'little successes', improvements and progress of all students.	Y	23	Y	4
TOTALS		83		26

Figure 3: Complete observation sheet with results.

Dörnyei (1994) explains seven categories under the heading of 'teacher-specific motivational components. First, 'teacher shares responsibilities with students' which

was not attested in any of the two classes. ‘Teacher offering students options and choices’ was present in both, although for only on one occasion.

T: [...] And then ‘do you love it? Or hate it. But in general...’. Say if you like it or you don’t like it because... Ok? So, as always *you can give it to me on Tuesday or Thursday next week.*

S1: del week-end? O... de all the things. Ai. All the days?

T: You can do the week-end but if you don’t like the topic *you can change it and do something else*. Don’t worry, ok?

(Pre-Intermediate class)

None of the teachers recorded let students have a say in establishing priorities or involved their students ‘in the decision making’. In contrast, both teachers presented themselves as ‘group leaders’ and only one showed the ‘purpose of the activities’ they carried out in class, as can be seen in the following example:

S1: Kim call the number in New York.

T: To call a number in New York. Call someone from New York. Ok! *So, listen again now so you can check the answers.*

(Pre-Intermediate class)

What was attested in both cases was the way in which they gave feedback to students by providing ‘Informational feedback’ instead of ‘Controlling feedback’.

T: ‘Every Saturday I go to the cinema’. Perquè és un hàbit teu. Ok?

S1: Simple.

T: *Seria present simple. Però és que aquí és que l'has enganxat, no? Fent l'acció.*

S2: Yes.

T: Fantastic.

(Elementary class)

Other categories explained in Winke's research (2005) start with the teacher setting a personal example with his/her own behaviour for example by 'preparing the lesson beforehand'. Obviously, this will not be directly observable in real class time, although it may be evident that planning had gone into the lesson. The observer discussed with each subject about this previous preparation. The 'teacher should be motivated him/herself' and should 'behave naturally and be sensitive'. This behaviour was analysed with previous observations before the study took place, which allows us to say that both teachers are motivated and behave naturally in class.

In order to create a pleasant atmosphere in the classroom, the teacher should bring 'humour, laughter, and smiles' or even do 'fun things'.

T: Molt bé no? Heu agafat molt bé *el.. el rollo, como digo yo*. [laughter] Yes?

(Elementary class)

Even though both applied humour to their classes and one did fun things in class, none of them used 'game-like activities' in any class observed.

What was also examined was the way in which the teacher presented the activities or tasks to the students; whether he/she gave 'clear directions' about 'how to do the tasks'.

T: Yep. *In pairs or small groups do exercise 5 which is a speaking. It says 'complete the sentences so they are true for you.' You have to give your personal information. Ok? And then when you read the sentences to your partner you can answer by saying 'so do I', 'so can I', 'so have I... Or in negative using 'neither'. Ok? So as you can see the first sentence says 'I love...' so then you write the kind of music you love. Ok?*

S2: Ok.

T: 'I don't like...' and you write the name of the TV program that you don't like. Then you say the sentences to your partner will say 'so do I', 'neither do I'. Ok? Depending if the sentence is affirmative or negative. Yeah?

(Pre-Intermediate class)

Consequently, the students are given clear instructions and the teacher offers examples so that they can fulfil the task properly. None of the teachers stated the 'purpose and utility of the tasks' done in class.

In order to achieve an effective learning environment, the teacher must 'encourage and support students at all times';

T: *You're going to be happy. The last writing of the course!* [Chuckles]. Well, then you have one in the exam, ok? But for homework this is the last one [laughing].

(Pre-Intermediate class)

The teacher should also be 'energetic and enthusiastic about what he/she is teaching', nevertheless this type of behaviour is difficult to transcribe from the recordings, as it involves intonation, movement, gestures, voice, and so on. Even so, both teachers showed great enthusiasm when teaching.

Winke (2005) also says that teachers should 'create an atmosphere in which students are not afraid to make mistakes and should encourage them to take risks'. We can assume that this type of environment has to be created throughout the course, from the very start, that is why it is not possible to attest it in a few classroom observations. What was seen is that teachers avoided 'tension-causing activities' such as surprise quizzes and allowed students to 'talk about themselves and their interests' whenever possible. On the other hand, 'encouraging goal setting', 'providing opportunities for interaction in English in/out of the class' and 'encouraging to seek out opportunities in the student's lives that will help in the learning of English' were not present in any of the recorded classes.

On the contrary, we found that both teachers recognized the ‘little successes’ by giving words of encouragement whenever they felt necessary to do so.

T: We don’t have to think anything. Just to say ‘Ah! Present Continuous’. *That’s perfect.*
Very good.

S1: ‘He’s working’ no?

T: ‘He is working in the garden’. *Well done.*

(Elementary class)

Tuan (2012) provides us with four different categories in which the teacher, for instance, ‘motivates students into the lesson’.

T: *Listen! What about your arm? Yes. How is your arm?*

S1: Que como estás.

S2: Bueno, igual.

T: so, so...

[...]

T: Well, is everything ok? Ok. The other day we did el... blalalala...[laughing] Oh yes, on page 132. This is a turkey. Un pavo. Blalalala. [laughing]. 132. Yes? Everybody?

(Elementary Class)

Moreover, the teacher should ‘vary the activities, tasks and materials’ used in class while using ‘different routines and patterns’. This category cannot be analyzed through the transcription of the recording but was observable in real time. As a final point, both teachers showed interest in promoting ‘cooperative rather than competitive goals in classrooms’.

A graphic comparison of the differences in the observable strategies and techniques appears below.

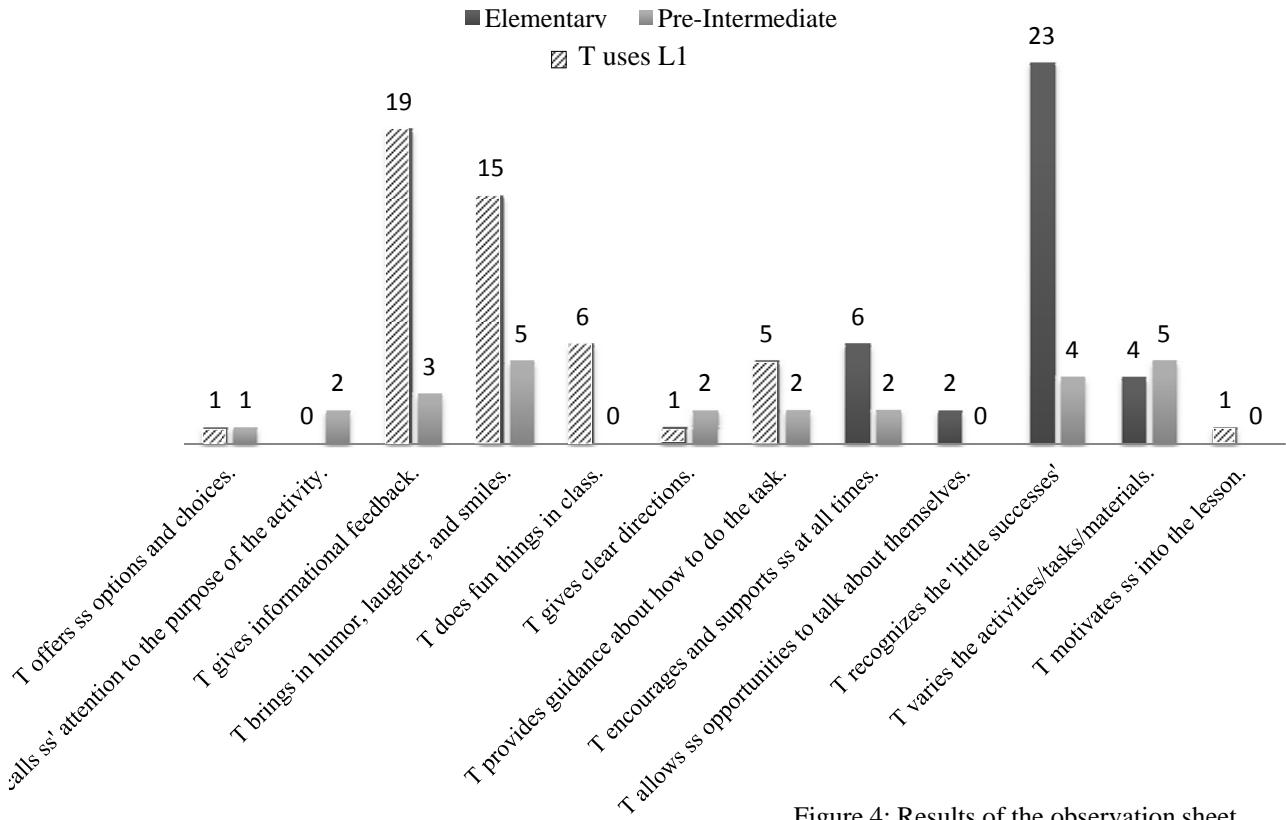


Figure 4: Results of the observation sheet.

4. Discussion

Analysing the results and with figure 4, we notice that there are differences between the two teachers. Firstly, with respect to the totals of strategies used, and secondly, in preferences for strategy type.

The Elementary class teacher used a total of 83 strategies, while the Pre-Intermediate class teacher used a total of 26. This difference apparently reflects a level of concern for motivation.

With respect to strategy type, the teacher in the Elementary class (subject A) usually provides the students with informational feedback and brings humour and smiles to her class.

Feedback Type:	Elementary Class	Pre-Intermediate Class
Informational Feedback	19	3
Controlling Feedback	0	0

Figure 5: Extracted from the observation sheet results.

Moreover, this teacher also chose to give the students words of recognition and positive comments. On the other hand, the Pre-Intermediate teacher (subject B) preferred to maintain a low frequency of encouragement words and carried out the class without doing fun things which might promote laughter within the students.

Create a pleasant atmosphere:	Elementary Class	Pre-Intermediate Class
Teacher brings in humour.	15	5
Teacher does fun things.	6	0

Figure 6: Extracted from the observation sheet results.

It seems to be the case that subject A has a preference for strategies that create motivation and try to maintain it throughout the class. One of the reasons why she decided on this course of action seems to be the level of the students. Due to their elementary level, students need to see they are improving by means of positive feedback or comments which encourage them to keep on working hard. Furthermore, their age is also an aspect which influences the teacher's decision to motivate them. Most of the students are not confident in their abilities and need to be recognized by the teacher even if they are taking small steps towards the learning of the English language.

In contrast to this, subject B made the decision of not using, regularly, strategies which help ensure the students are motivated. Thus, he does not offer praising outside the classic 'good'. What he does is prepare a great variety of exercises and activities such as listening, speaking in pairs, photocopies, readings, grammar tasks, and so forth. In this way, he is taking into account the level of the students by offering them different ways of practicing and reinforcing their level of English while also motivating them by not following the same routines in every class.

What is clear, though, is that the observer did not find in any class tension-causing activities such as surprise quizzes or overly competitive activities. In other words, both teachers chose not to use tasks and exercises that might demotivate their students.

It could be argued that subject A is more aware of the affective dimension of the class because she chooses strategies which influence the affective filter of the students. She prefers her classes to be enjoyable and not stressful at all by assisting students with positive feedback and making them smile and laugh. She seems to believe that her influence on this aspect of the student is enough to create and maintain motivation in every class. It seems to be the case that subject B chose another path, as most of the strategies related to the affective part of the learner were not present in any of his classes. He preferred a more technical view on the matter and as such his way of explaining grammar structures or giving instructions was clear and understood by most of the learners. However, he did not try to lighten up the class environment with jokes or funny moments.

Results from this kind of observation protocol might be useful to learn how teacher behaviour affects students, bearing in mind that everything teachers do in class

can either motivate or demotivate the learners. For instance, it would help future teachers by offering a picture of what can they do in order to maintain the student's energy and spirits. Furthermore, it can help experienced teachers to analyze their performance in class and see if what they are doing in class has a positive or negative effect on the learner.

When considering the studies by Dörnyei (2007) and Tapia (1997), their recommendations are the basis of the categories used in the observations of teacher behaviour. Nevertheless, as already pointed out, several strategies are not easy to distinguish when observing the classes. Some strategies such as the teacher 'preparing the lesson beforehand' needed to be discussed with the subjects A and B themselves because they were not observable but still present in the class. Likewise, other categories like 'creating an atmosphere in which students are not afraid to make mistakes and encouraging them to take risks' should be observed throughout the course; from beginning to end so as to see that the teacher has created an environment in which students feel at ease and in this case the observer will be able to see the strategy. In the present study, this observation was not possible although some students were not afraid to take risks while others were. As mentioned before, the impossibility to observe in real time all the strategies proposed in the observation sheet has shown the need to readjust the categories used and the observation method applied. Even so, we have to raise the question of whether some of the motivational characteristics of a teacher's approach might be too abstract or intangible to clearly identify. For example personality certainly has some effect on learners, but it is difficult to see what kind of data could be collected relating to this.

Ultimately, we need to take into account the use of the L1 by the teacher in the learning environment. Observing figure 4 (p 12), we notice that subject A uses more expressions in the L1 than the other. The categories where she used L1 are 'offering students options and choices', 'giving Informational feedback', 'bringing humour, laughter, and smiles', 'doing fun things in class', 'giving clear directions' and 'providing guidance about how to do the task'. The teacher decided to use the language that the students understood better in order for them to comprehend all the contents explained by her. She prefers that the students understand how everything works and that they do not get 'frustrated by not understanding anything', as she said. Therefore, subject A occasionally used the L1 whenever she felt the students needed help in understanding something or when she felt they were demotivated.

Additionally, some of the strategies in the observation sheet are, to some extent, difficult to produce in the L2. For instance, 'bringing humour, laughter, and smiles' could be problematic depending on the level of the student. The teacher can make jokes or say funny expressions that might not be understood or even misinterpreted. Even when the teacher 'provides guidance about how to do the task', he/she might see that students need further instructions about the exercise so he/she may perhaps make use of his/her L1. These types of strategies, which can possibly cause some problems when exploiting them, do not necessarily imply that a very difficult kind of language is required. The teacher can adapt his/her grammatical structures and by using international vocabulary can achieve understanding so in principle there is no reason why L2 should not be used. But, instead of adjusting her level of English, subject A prefers to make use of her L1 in order to facilitate this process.

However, we might also deduce with the help of the recorded observations that she also uses L1 because being her native language she also feels more comfortable when teaching. Regarding student motivation, the use of the L1 in an L2 learning environment is a controversial issue, and raises other questions about the impact of the teacher speaking in his/her L1 on the students of a class. Although the use of the L1 appears to be an important issue regarding motivation, the present study deals with strategies used to motivate students in spite of the language used. Thus, it would not be appropriate to discuss this topic here even though the questions raised are many and worth answering.

5. Conclusion

The purpose of this study was to describe how teacher behaviour affected students in a learning environment. Also, how this behaviour could be adapted through strategies in order to create and maintain motivation. The findings have shown that each teacher relies on different strategies and shows a different level of concern for student motivation.

Even though the results have shown great differences between the frequencies of the use of motivational strategies, due to the fact that some were not possible to attest in real time further research needs to be done. Future studies should include in the research the observation of classes throughout the whole course in order to fully capture the strategies that are impossible to see in a few observations. Another possible line of research could be to see if there is a relation between motivational strategies used by

teachers, and levels of motivation in the students. As a more practical aim, the strategies could be made more explicit and used by teachers interested in changing their teaching, or in teacher training programmes.

As a general conclusion, the two subjects observed in this study show two tendencies which define teachers' attitude towards motivation. Subject A preferred to influence the emotional part of the learner with laughter and encouragement. On the other hand, subject B shows interest teaching new concepts as clear as possible so that students understand without problems. Both ways of teachings are extremes of what is supposed to be a characteristic of every teacher. In other words, while A mostly influences the affective part of the learner, B focuses on the technicality of how and what is being taught. In fact, a teacher should apply both kinds of teaching in order to create and maintain motivation in every classroom.

6. Bibliography

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7. Appendix

Subject A – Transcriptions

Example 1 – ‘Teacher offers students options and choices’

T: So, a veure please. There are two photocopies; The first one is about ‘there is’ and ‘there are’. And the other is ‘there was’ and ‘there were’. Yes? Fem primer el ‘there is’ i el ‘there are’?

S1: Yes.

T: Yes? Fantastic. Sooo, let’s go? We can do it together if you want. Yes? Together? ‘sofa’, ‘living room’. ‘Is there a sofa in the living room?’. ‘Yes, there is’. Perquè mirant la picture, si mireu at the picture. Estàs bé? Voy muy rápida?

S2: No, no, no.

T: Si no...

S3: it’s ok, ok.

T: ehh... Number two! ‘Armchair’. Què era una ‘armchair’? Abans no ho hem dit.

33.54

Example 2 – ‘Teacher gives informational feedback’

T: ‘Every Saturday I go to the cinema’. Perquè és un habit teu. Ok?

S1: Simple.

T: *Seria present simple. Però és que aquí és que l’has enganxat, no? Fent l’acció.*

S2: Yes.

T: Fantastic. ‘You... to the gym...every day?’ ‘No, just Mondays, Wednesdays and Fridays.’

S1: Simple.

T: Simple! Yes? So?

Ss: Do you go...

S3: Are you go...

T: No, no, no, no...

Ss: Do you...

T: Do you go to the gym every day? Vas al gimnàs...

07.57

Example 3 – ‘Teacher gives clear directions’

T: Now let's practice. [T hands in worksheets]. *Here you have to choose between present simple or present continuous. It says ‘are you doing anything at the moment?’* *Com que aquí tenim una pista que ens està dient ‘at the moment’... ‘at the moment’ is really similar with ‘now’, eh que sí? Pues aquí utilitzarem el present continuous, que ja està fet eh? I posa ‘no, I’m free today.’ ¿Que es eso de ‘free’?*

Ss (all): libre

T: Estoy libre hoy, yeah? En plan no he de fer res. Ok? ‘I’m free’. Fantastic! What ... you. Quina resposta és? ‘I’m a student’. So what do you think? This is a present simple or this is a present continuous?

S1: Simple.

T: Simple! Fantastic! És un habit ser estudiant? Bueno, en certa manera si que és un hàbit no? És una rutina, vull dir. No ets estudiant un dia i una hora. Ok? És una cosa o fas two years or three years o el que sigui no? Yes? Forma part de la teva vida. Quan forma part de la teva vida és un acte de rutina. Ok? So! Com quedaria la question?

S2: What do you do?

06.09

Example 4 – ‘Teacher encourages and supports students at all times’

T: Molt bé no? Heu agafat molt bé *el.. el rollo, como digo yo*. Yes? **50.44**

T: We don't have to think anything. Just to say ‘Ah! Present Continuous’. *That's perfect. Very good.*

S1: ‘he’s working’ no?

T: ‘He is working in the garden’. *Well done.* **13.00**

Example 5 – ‘Teacher recognizes the ‘little successes’, improvements and progress of all students’

T: Ok! Let's check first. Yes? B! Em.. Et toca a tu oi que si? Let's go? ‘A restaurant’. Tenim ‘a restaurant’

S1: ‘Was there a restaurant?’

T: *Faantastic!* Why did you choose ‘was there’ and not ‘were there’?

S: Porque es ‘a restaurant’. ‘A’, ‘un’.

T: Just one. Singular. *Fantastic!*

28.09

Example 6 – ‘Teacher motivates students into the lesson’

T: *Listen! What about your arm? Yes. How is your arm?*

S1: Que como estás.

S2: Bueno, igual.

T: so, so...

[...]

T: Well, is everything ok? Ok. The other day we did el... blalalala...[laughing] Oh yes, on page 132. This is a turkey. Un pavo. Blalalala. [laughing]. 132. Yes? Everybody?

02.07

Subject B – Transcriptions

Example 1 – ‘Teacher offers students options and choices’

T: [...] And then ‘do you love it? Or hate it. But in general...’. Say if you like it or you don’t like it because... Ok? So, as always *you can give it to me on Tuesday or Thursday next week.*

S1: del week-end? O... de all the things. Ai. All the days?

T: You can do the week-end but if you don’t like the topic *you can change it and do something else*. Don’t worry, ok?

47.02

Example 2 – ‘Teacher gives informational feedback’

T: Ok. So you can turn the page. 96. 96. We'll work on this page of Practical English which is basically listening.

S1: Si!

T: You like it? [laughing] So! ‘checking out’. Do you know the meaning of ‘checking out’?

S2: When you... out...of the hotel?

T: *When you leave a hotel.* Good!

11.20

Example 3 – ‘Teacher gives clear directions’

T: Yep. *In pairs or small groups do exercise 5 which is a speaking. It says ‘complete the sentences so they are true for you.’ You have to give your personal information. Ok? And then when you read the sentences to your partner you can answer by saying ‘so do I’, ‘so can I’, ‘so have I’... Or in negative using ‘neither’.* Ok? *So as you can see the first sentence says ‘I love...’ so then you write the kind of music you love.* Ok?

S2: Ok.

T: *‘I don’t like...’ and you write the name of the TV program that you don’t like. Then you say the sentences to your partner will say ‘so do I’, ‘neither do I’.* Ok? *Depending if the sentence is affirmative or negative.* Yeah?

01.34

Example 4 – ‘Teachers encourages and supports students at all times’

T: *You’re going to be happy. The last writing of the course!* [Chuckles]. Well, then you have one in the exam, ok? But for homework this is the last one [laughing].

35.13

Example 5 – ‘Teacher recognizes the ‘little successes’, improvements and progress of all students’

S1: However, there are some things I don’t like about the week-end. Firstly, I have to [...].

T: *Ok.* Continue.

S2: Secondly, on Sunday I always have lunch with [...]

T: *Ok.* (name of S3).

S3: Although my mother-in-law [...]

T: *Good.* (name of S4)

S4: The family always argue [...]

T: which I think it's old. Good. (name of S5)

S5: But in general I hate [...]

T: depressed.

S5: depressed on Sunday afternoon when I know that [...]

T: *Good.* So as you can see [...]

45.07

Example 6 – ‘Teacher motivates students into the lesson’

[Beginning of the lesson]

T: So! On Page 95. Page 95.

S1: 95.

T: Yep. In pairs or small groups do exercise 5 which is a speaking. It says ‘complete the sentences so they are true for you.’ You have to give your personal information. Ok?

01.34

Example 7 – ‘T calls ss’ attention to the purpose of the activity’

S1: Kim call the number in New York.

T: To call a number in New York. Call someone from New York. Ok! *So, listen again now so you can check the answers.*

14.30

T: So then, 'Social English: Saying goodbye'. Listen and mark these sentences true or false. Ok? So, as always, read the sentences first *so you can predict the information later.*

25.09