

Sveučilište u Zagrebu

Filozofski fakultet

Odsjek za anglistiku

Katedra za metodiku

Motivational strategies of novice and experienced EFL teachers

Diplomski rad

Student: Milana Sekulić

Mentor: Jelena Mihaljević Djigunović, red. prof.

Zagreb, srpanj 2014.

University of Zagreb

Faculty of Humanities and Social Sciences

Department of English

TEFL Section

Motivational strategies of novice and experienced EFL teachers

Graduation Thesis

Student: Milana Sekulić

Supervisor: Professor Jelena Mihaljević Djigunović, Ph.D

Zagreb, July 2014

Examining committee:

Associate Professor Renata Geld, Ph.D.

Professor Jelena Mihaljević Djigunović, Ph.D.

Stela Letica Krevelj, Ph.D.

Contents:

1.Introduction.....	1
2. Novice and experienced EFL teachers.....	2
3. Motivational strategies.....	5
3.1 Foreign language learning motivation.....	5
3.2 Motivational strategies.....	7
3.2.1 Creating the basic motivational conditions.....	8
3.2.2 Generating initial motivation.....	9
3.2.3 Maintaining and protecting motivation.....	10
3.2.4 Encouraging positive retrospective self-evaluation.....	12
3.3 Research into motivational teaching practice.....	13
4. The study.....	15
4.1 Aim.....	15
4.2 Sample.....	15
4.3 Instruments and procedures.....	16
4.4 Results and discussion.....	18
4.5 Conclusion.....	32
5. References.....	35
6. Appendices.....	38
6.1 Appendix A.....	38
6.2 Appendix B.....	47

Abstract

The thesis focuses on a study whose aim was to look at differences and similarities between a novice and an experienced EFL teacher's beliefs about the importance of motivational strategies and their use of these strategies in class. In such regard, the thesis consists of the theoretical part, which analyses the basic theoretical concepts (novice and experienced teachers, motivational strategies), and the research part organized into sections focusing on aims, sample, instruments and procedures and results and discussion of the study. The study was conducted on two EFL teachers (one novice and one experienced teacher) and 63 learners of English. In order to obtain the necessary data, both qualitative and quantitative methods were used. The results showed that the novice teacher used all four types of motivational strategies (creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation and encouraging positive retrospective self-evaluation) with a higher frequency than the experienced teacher. In addition to this, the novice teacher was found to use more frequently the strategies of promoting learners' autonomy and the strategies of encouraging learners to work in groups toward the same goal. On the other hand, the experienced teacher was found to use more frequently the strategies of creating anxiety-free conditions and was as well found to notice more frequently learners' progress and to provide them with positive feedback. Although the results of this study can serve as hypotheses for quantitative research on a larger teacher sample, they should not be taken for granted since the use of motivational strategies can be influenced by teachers' personality, teaching style, but also by some exterior factors, such as the type of learners, the type of school, cultural context etc.

Keywords: *experienced teachers, novice teachers, motivational strategies*

1. Introduction

Taking into account that foreign language motivation is considered to be strongly correlated with learners' performance and their efforts in the process of language learning, one of the most important issues in foreign language learning is the question of how language teachers can enhance their learners' motivation and in that way influence positively their performance. Motivational strategies that teachers use in class can be centred on different aspects of the language learning process. Thus a teacher can motivate his/her learners by establishing a good relationship with them, by choosing interesting activities and content adjusted to learners' level of proficiency and abilities, by promoting learner autonomy and monitoring learners' accomplishments and progress, by creating a supportive anxiety-free climate, by highlighting the usefulness of English etc. It is up to teachers to estimate which strategies should best be used with a particular group of learners in a particular moment.

It is usually considered that teaching experience is one of the most important modifiers of different aspects of teaching practice, including teachers' use of motivational strategies. Therefore, the aim of this thesis was to examine if teaching experience is connected with teachers' beliefs about the importance of motivational strategies and their use of these strategies in class.

The theoretical part of the thesis is introduced by the distinction between novice and experienced teachers, but also includes important findings of research into novice and experienced teachers. Chapter 2 deals with the importance of motivation in foreign language learning and presents the most important perspectives of foreign language motivation research throughout the history. Chapter 3 analyses the concept of motivational strategies in class by looking at the four phases of the process of motivation development: creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation and encouraging positive retrospective self-evaluation.

The research part of this paper (Chapter 4) is organized into sections focusing on aims, sample, instruments and procedures and results and discussion. In the concluding part of the paper the most important findings of the study are summarized, possible limitations of the study are presented, as well as some suggestions for the directions of future research.

2. Novice and experienced EFL teachers

It is usually considered that teaching experience enables teachers to develop their beliefs about teaching practice, to test the efficacy of their hypotheses about teaching practice and consequently to improve different aspects of their teaching practice. Firstly, a clear distinction between the terms novice and experienced teacher should be made. According to some authors, (e.g. Gatbonton, 1999, as cited in Hsu, 2009) experienced teachers are those with at least four to five years of teaching, while novice teachers are considered those who have very little teaching experience, no more than two years. The fundamental question in the research of novice and experienced EFL teachers has been whether and in what way teaching experience causes differences in teaching practice of novice and experienced teachers.

It is believed that through experience EFL teachers become more skillful at dealing with different situations in the classroom; it becomes easier for them to manage the classroom and to react to some unexpected situations and problems. It is also claimed that, unlike novice teachers, experienced teachers develop a number of classroom management routines. What is also important about having longer teaching experience is the spontaneity and confidence that teachers gain in the course of their teaching experience. On the other hand, it is believed that novice EFL teachers are more sensitive to the learning context; they can be easily affected by their learners' low motivation, unsupportive school system, learners' misbehaviour, poorly performing learners etc. A good preparation is of special importance for novice teachers since it provides them with a certain dose of confidence in their teaching practice. To be well prepared means to have an elaborated teaching plan and a clear understanding of learners' needs and individual differences.

Research into experienced and novice EFL teachers aimed at understanding the nature of differences between them, as well as understanding the nature of becoming experienced. Becoming experienced does not only mean accumulating knowledge and experience over years, but also experiencing changes in motivation, metacognition, cognitive structure and personal points of view (Akbari & Tajik, 2009). Some of the most important studies into novice and experienced EFL teachers (e.g., Gatbonton, 2008, as cited in Jenny Jeh, 2009) were dealing with their pedagogical knowledge as reflected in classroom behaviour. In her study with four novice and four experienced ESL teachers Gatbonton (2008) used quantitative and qualitative methods in order to examine the teaching thought processes of teachers with

different teaching experience. The main conclusions from Gatbonton's study were that experienced teachers were more aware of their learners' classroom behaviours: they focused more on learners' behaviours and needs in general, were able to detect when learners were listening and working on particular activities and they also paid more attention to learners' positive reactions in the classroom. On the other hand, novice teachers were more preoccupied with learners' negative reactions, as well as with the appropriateness of instructional strategies, which can be explained by the fact that novice teachers still feel insecure while teaching and thus are more sensitive to learners' reactions.

A similar study was conducted in Iranian context by Akbari and Tajik (2009) and it aimed at examining the impact of experience on the pedagogical knowledge of eight EFL teachers whose teaching experience varied from less than two to eight years. Data collection consisted of videotaping one teaching session of each teacher and then asking teachers to recollect their thoughts of what they had been thinking while teaching. In contrast to Gatbonton's study, this study showed that less experienced teachers were more concerned with language management compared to experienced ones. The experienced teachers focused more on affective issues in teaching practice, which was also contradictory to Gatbonton's findings that novice teachers were more concerned with their self-image and affective thoughts. Apart from these differences, teaching experience was not found to be influential in the development of thoughts teachers had while teaching. Another study on changes in teacher cognition that can happen over time was conducted by Nunan (1990, as cited in Borg, 2008) with eight EFL teachers in Australia. Nunan's findings suggest that novice teachers were more concerned with classroom management, while experienced teachers had already automatized their management routines and thus were able to pay greater attention to language issues in class. It may be concluded from the results of this study that some differences in teacher cognition do take place over time; however, further research in this area is needed to obtain more consistent results.

In addition to this, a few studies wanted to compare novice and experienced teachers' beliefs about representing foreign language teaching content and the way novice and experienced teacher designed language tasks. The conclusions from these studies (e.g., Boles & Troen, 2002, as cited in Hsu, 2009) confirm the importance of teaching experience in modelling teachers' beliefs about transmitting language content to learners. Experienced teachers were found to be more prepared to accommodate learners' ideas; they were also more sensitive at monitoring learners' understanding and noticing their difficulties in the

process of learning and consequently they were better at integrating knowledge in their evaluations and decisions regarding language content. Johnson's study (2003, as cited in Borg, 2008) with 16 language teachers (8 novice and 8 experienced) in the UK intended to compare the ways in which novice and experienced teachers designed language-teaching tasks. The study showed that the experienced teachers invested more effort in the design of language-teaching tasks in the way that they offered more complex and richer language tasks by including more variables and issues.

In conclusion, although the number of studies investigating novice and experienced EFL teachers is still rather small, the majority of these studies confirmed big differences in teaching practice of novice and experienced EFL teachers. As it was already seen, studies of novice and experienced teachers were focused on different aspects of teaching practice: teacher pedagogical knowledge, language tasks design, teacher cognition etc. Thus, replication of these studies is needed in order to obtain more reliable data about the influence of teaching experience on different aspects of teaching practice. Furthermore, since teachers' pedagogical knowledge and their beliefs about the teaching process are closely related to teachers' motivational practice in class, it can be hypothesized that teaching experience also influences the way teachers motivate their learners. It means that novice and experienced teachers may develop different motivational practices in class based on differences in their pedagogical knowledge and teaching beliefs.

The following pages deal with the concept of foreign language motivation, as well as with motivational strategies that teachers can employ in order to enhance their learners' motivation.

3. Motivational strategies

3.1 Foreign language learning motivation

Motivation is seen as one of the most influential social-psychological factors when it comes to success in any learning situation and especially in the foreign language learning context. Individuals who are motivated to learn a foreign language often do it in a shorter period of time and to a greater degree. In addition to this, motivation is claimed to be the second strongest predictor of success in foreign language learning, language aptitude being the strongest one. However, the importance of motivation is not tied only to the final outcomes of the process of learning, but can also have a beneficial role in learners' initial decision to learn a foreign language and to keep learning that language (Dörnyei, 2005).

Throughout its history, language learning motivation research was dominated by several perspectives of motivation. Gardner, one of the most influential researchers in the field of motivation, claimed that motivation involves four aspects: a goal, effortful behaviour, a desire to attain the goal and favourable attitudes toward the activity in question (Gass & Selinker, 2008). In his definition of motivation Gardner also emphasizes the concept of integration or integrative motive, which refers to learners' attitudes toward a foreign language and its community and thus affects foreign language learning behaviour (Guilloteaux, 2007). The broader concept of integrative motive also includes an instrumental motive that generally refers to a utilitarian goal such as obtaining a job or getting a higher salary. Thus, Gardner's perspective of motivation relates motivation to the context in which learning takes place (Gass & Selinker, 2008).

In the 1990s a shift in motivation research occurred because of the applied linguists' claim that social-psychological approach was inadequate in terms of explaining how motivation works in a real language classroom. This period, called the cognitive-situated period, did not reject the findings of the social-psychological approach, but proposed to enrich it by adopting a cognitive approach focused on motivation in the classroom (Guilloteaux, 2007).

Another novel approach in foreign language motivation research was developed by Dörnyei and Ottó (1998) and it became a basis of the process-oriented approach. This period is characterized by a dynamic view of motivation and focuses on changes of motivation over time. A changeable nature of foreign language motivation is emphasized here since foreign language learning represents a long period in which learners' motivation goes through certain

phases and is influenced by different type of factors, such as the phase of the school year, types of activities and content learners are dealing with. According to Dörnyei (2005), the motivated behavioural process can be divided into three phases: preactional stage, actional stage and postactional stage. The preactional stage refers to the phase of generating motivation and selection of tasks and goals; the actional stage is related to the process of maintaining and protecting motivation; the third phase is the stage of learners' retrospective evaluation of their actions and thus can influence learners' future actions.

This classification is of special importance for classroom environment and teachers' motivational practice since teachers have a crucial role in encouraging learners to take actions or set their goals, as well as in keeping them motivated and encouraging their self-evaluation. Research into classroom applications, which gained growing importance in the last decade of the 20th century, showed increased levels of learners' motivation in relation to certain teachers' pedagogical practices. Some of these included motivating learners for the lesson at the opening stages of lesson, which leads to higher levels of learners' interest. Learners' interest level can also be increased by varying activities, tasks and materials and in that way avoiding boredom and decrease in attention. Bearing in mind that learners' self-confidence influences their motivation, it is important to focus on co-operative rather than competitive goals since co-operative tasks enable each learner to perform an important role and in that way increase their self-confidence (Lightbown & Spada, 2006). These types of teachers' practices employed to promote learners' motivational behaviour are referred to as motivational strategies and they play an important role in the creation of learning conditions, as well as in maintaining motivation in foreign language learning.

3.2 Motivational strategies

With motivation being one of the key factors in determining success in foreign language learning, strategies to motivate learners should represent an important aspect of teaching practice. As it was already claimed, learners' motivation is not a stable but rather a delicate and complex construct, exposed to a variety of influences, classroom environment being one of the most important. Within the classroom environment the role of teachers in motivating and maintaining their learners' motivation is of special importance. Teachers' behaviour, as well as their way of organising the class, their use of varying and interesting activities and tasks, their relationship with learners are only some of the examples of how different teaching practice can cause changes in learners' motivation.

Motivational strategies can be defined as "those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect" (Dörnyei, 2001, p 28).

According to Dörnyei (2001), although motivational strategies can be focused on different aspects of classroom foreign language learning, the main purpose of their employment is to promote classroom foreign language learning and consequently to enhance learners' motivation. Thus, motivational strategies can be focused on the internal structure of a language class, including strategies to present new material, give feedback, assign homework or set up communicative tasks. However, they can also be centred on problematic facets of the classroom motivational life (learners' lethargy, lack of learners' participation, etc.). Additionally, the focus can be put on key aspects of learners' motivation, such as learner autonomy, intrinsic interest or self-confidence. Finally, motivational strategies can also be focused on different phases of the process-oriented model that was discussed earlier. Therefore, motivational teaching practice represents a complex mechanism that includes motivational strategies related to creating the basic motivational conditions, strategies employed to generate initial motivation, strategies related to maintaining and protecting motivation and motivational strategies focused on encouraging positive retrospective self-evaluation. All of these groups of motivational strategies will be discussed in more detail later on in this thesis. Before describing each group of motivational strategies, it is important to emphasize that the efficacy of the use of a particular motivational strategy will depend on the group of learners, their age, cultural context and proficiency level. This should be taken into account when deciding which motivational strategies will be employed in a particular learning situation.

Different classifications of motivational strategies are formed on the basis of a variety of perspectives on foreign language motivation. However, this thesis will adopt Dörnyei's (2001) classification of motivational strategies according to which motivational strategies can be sorted into four groups: creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation and encouraging positive retrospective self-evaluation.

3.2.1 Creating the basic motivational conditions

In order for motivational strategies to be employed successfully, certain motivational preconditions should be fulfilled. The most important among these are: appropriate teacher behaviour and good relationship with the students, a pleasant and supportive classroom atmosphere and a cohesive learner group with appropriate group norms.

Every teacher's action and behaviour is observed by learners and has a motivational influence on them. Thus, teacher behaviour is one of the most important motivational tools in the language classroom. An important characteristic of desirable teacher behaviour is enthusiasm that is reflected in teachers' dedication and passion for their job. This enthusiastic teacher behaviour toward foreign language influences learners' perception of the importance of that language and enhances learners' willingness to pursue knowledge. In addition to this, teachers should also show commitment towards the students' learning process and its progress, as well as express their high expectations of positive outcomes of the learning process. The development of a personal and caring relationship based on mutual respect is another important characteristic of the appropriate teacher behaviour. In that way, teachers should develop a non-judgemental, positive attitude toward their learners; they need to show their learners that they care for them and needs of all the individuals; teachers should also offer them their help and support in the process of language learning.

A pleasant and supportive classroom atmosphere is another relevant factor in creating the basic motivational conditions. Teachers should be able to ensure a supportive and pleasant classroom atmosphere for all the students in order to prevent the development of the language anxiety that significantly hinders positive learning outcomes. In order to create such a beneficial atmosphere for language learning, teachers should establish the norm of tolerance in their classroom where learners are encouraged to adopt risk-taking behaviour. In such circumstances learners are also encouraged to accept their and others' mistakes as a natural part of learning, which will in turn protect them from embarrassment and criticism of their

colleagues. The use of humour on the part of teachers, as well as a pleasant physical environment, can significantly contribute to the atmosphere in the classroom.

To be able to create preconditions for motivational behaviours, teachers should consider group dynamics in terms of group cohesiveness and group norms. Learners' motivation increases in cohesive groups where each member of the group shows commitment to the group and accepts responsibility for achieving the group goals. There are plenty of factors controlled by teachers that can contribute to the cohesiveness of a group. Some of these are: to ensure that learners spend enough time together so that they can learn about each other, to ensure constant cooperation among members of the group in achieving common goals, to promote inter-member relationship by employing group competitions, to provide enough contact and interaction among students by promoting activities such as pair work or project work, etc. In addition to this, teachers and their learners should explicitly establish a set of different group norms, which makes it easier for learning to take place and thus enhances learners' motivation.

3.2.2 Generating initial motivation

Even when the basic motivational conditions have been created, teachers often face difficulties while trying to motivate their learners. There are always learners who do not find a particular content or activity appealing, so teachers need to make an additional effort in generating learners' positive attitudes toward learning. Some of the possible ways of generating learners' motivation will be discussed in continuation.

Motivation in general is related to one's established value system. In that manner one of the ways of generating learners' motivation would be by enhancing learners' language-related values and attitudes. This can be achieved by promoting: positive attitudes and values related to the actual process of learning a foreign language (intrinsic value), target language and its speakers (integrative values), consequences and benefits of having learnt the target language (instrumental value).

Since learners' motivation is closely related to their success in foreign language learning, the expectancy of success can be a significant factor when it comes to generating initial motivation. Teachers can significantly attribute to learners' expectancy of success by employing several techniques which will raise learners' positive beliefs about the outcomes of learning. Firstly, teachers should choose tasks and activities adjusted to learners' abilities and proficiency in a foreign language. In addition to this, employing pre-task activities can help

learners to prepare for the main activities and in this way increase success potential. It is also important to make the criteria for success as clear as possible, as well as to offer learners help during the learning process.

For learners to become motivated to learn a particular language, it is of great importance to make the teaching materials relevant for them. It is hard to expect that learners will engage in a particular activity or with particular content if they find it irrelevant for them. To be able to adjust the curriculum to meet learners' needs and interests, teachers have to link classroom topics and activities to learners' life experiences and preferences, which will not always be an easy task to perform since each learner is an individual with his/her own experiences, preferences and needs.

The creation of realistic learner beliefs about language learning is another relevant condition for generating motivation. Unrealistic beliefs about language learning can negatively influence learners' motivation and in that way obstruct the learning of a foreign language. In such regard, teachers' task would be to confront learners' possible erroneous beliefs, expectations and assumptions about language learning.

3.2.3 Maintaining and protecting motivation

Once generated, learners' motivation needs to be continually nurtured, which can be a demanding task for their teachers. If learners are engaged into activities they find stimulating and enjoyable, teachers would not have to make an additional effort to keep them motivated. What teachers can do to make the learning process more stimulating and enjoyable, is in the first place to try to break the monotony of learning in the sense of varying linguistic focus of tasks, channels of communication, organisational format of learning etc. However, varying tasks and activities is not enough if the content of these tasks and activities is not appealing to learners. Therefore, the teachers' goal would be to try to make the tasks more interesting. An interesting task is one that is challenging, but not too difficult; competitive; the content of the task is adjusted to the learners' interests and age and it also contains certain elements learners can relate to their personal lives; the tasks should include some exotic, fantasy or intriguing elements, which will contribute to the learners' interest and motivation. Learners' enjoyment of a task will also be enhanced if learners feel that they play an important part in the task or in other words learners become active participants in the task.

Once a teacher chooses an interesting task for his/her learners, it is important to present it in a motivating way. This means that at the beginning the teacher should explain the

purpose of that particular task, as well as provide learners with the appropriate strategies to carry out the task. In order to structure the learning process in a more efficient way, learners should set specific and short-term goals. Teachers should encourage their students to set weekly or monthly goals and estimate the time necessary for the completion of these goals.

Foreign language motivation is an individual feature that is closely related not only to learners' beliefs and values, but also to learners' self-image reflected in their self-esteem and self-confidence. As it was case with learners' beliefs and perceptions about language learning, teachers can also have a positive influence on learners' self-image and self-confidence. There are several ways of providing learners with the confidence-building experiences. One of the most common practices of boosting learners' self-confidence in the classroom is that of creating opportunities for success in a language class. This can be done by designing activities and tests that are adjusted to learners' abilities and the level of proficiency. When it comes to learners' abilities, the teachers' task is not only to encourage learners to believe in their own capabilities of achieving a certain goal, but also to make them aware that they as teachers also believe in their abilities. Learners' self-confidence also depends strongly on the atmosphere in the language classroom where learners can be exposed to criticism and judgemental behaviour of their colleagues. Such atmosphere of criticism can produce language anxiety in learners, which can in turn reduce their motivation and achievement. Therefore, the teachers' task will be to create an anxiety-free zone where there is no social comparison among learners, mistakes are treated as a constituent part of the learning process, learners are involved in the process of assessment and negotiation of the final mark, cooperation instead of competition is promoted among learners. Cooperative environment helps learners to develop more positive attitudes toward learning and in that way enhances learners' self-esteem and self-confidence. Learners who are self-confident about their learning process very often succeed in developing learner autonomy or, in other words, the ability to learn independently. Learner autonomy is considered to be one of the crucial prerequisites for developing motivation. If a learner is aware of his/her freedom of choice regarding the language learning process and if he/she accepts his/her responsibility in the process of learning, his/her motivation and efforts will be significantly increased. The teachers' role would be to develop autonomy-supporting practice in the sense of encouraging project work, using self-assessment procedures, involving learners in the organisation of the learning process, allowing learners to select activities according to their own interests, etc.

3.2.4. Encouraging positive retrospective self-evaluation

The final stage in the motivational process refers to learners' appraisal of their own performances. Learners can estimate their performance in a particular activity as a failure or success, which will have a determinant influence on their future actions. Thus, it is very important that teachers help their learners to perceive their own achievements in a more positive light. Teachers should influence learners' perception of success and failure in the way that learners ascribe their success to their abilities and their failure to a lack of effort. In this way learners will relate their success to stable factors, such as ability, which will boost their self-confidence. On the other hand, ascribing their failures to unstable and controllable factors, such as effort, will enable learners to stay motivated for future actions when they would have to invest more effort in order to succeed.

Another example of teacher behaviour that can influence learners' motivation and cause changes in their behaviour is teacher feedback. Effective motivational feedback should encourage learners to consider possible domains of improvement and to think of the ways of enhancing their effectiveness of learning. Positive feedback should be made regularly and should include information on learners' strengths, achievements and progress, rather than judgments or negative comparison to other learners. It is recommendable for teachers to take time to celebrate even the slightest accomplishment and progress of their learners.

Many teachers too often choose rewards and grading as a way of motivating their learners, which is not a very recommendable practice. What rewards and grading do is distract learners' attention from the real goal of learning, which also affects learners' motivation negatively. However, since the assessment of learners' accomplishments is a constituent part of the learning process, teachers should try to eliminate bad effects of grading. Some of the suggested strategies are: to make the rating system absolutely transparent with clear criteria, to give learners a chance to self-assess their performance; learners' performance should be continually assessed and followed by teachers' suggestions for improvement.

3.3 Research into motivational teaching practice

Foreign language motivation, due to its great complexity and importance in foreign language learning, has been the subject of a considerable amount of research. However, the interest in empirical research into teacher motivational practice began to increase in the last decade of the 20th century with significant work of Dörnyei and his colleagues. Dörnyei and Csizér (1998) conducted an empirical study of Hungarian teachers of English and their motivational practice. The study aimed at establishing a set of the most important motivational macro-strategies that can be used in class to increase learners' motivation. Two hundred Hungarian teachers of English were asked to fill in the questionnaire in which they were supposed to estimate the importance of a sequence of 51 strategies and to indicate the frequency of their use of these strategies in class. After analysing the data, Dörnyei and Csizér came up with a set of motivational strategies consisting of 10 macro-strategies that could find their application in language class: set a personal example with your own behaviour, create a pleasant, relaxed atmosphere in the classroom, present the tasks properly, develop a good relationship with the learners, increase the learners' linguistic self-confidence, make the language classes interesting, promote learner autonomy, personalize the learning process, increase the learners' goal-orientedness, familiarize learners with the target language culture.

In a modified replication of the previous study Dörnyei and Hsing-Fu Cheng (2007) examined motivational practice of 387 Taiwanese teachers of English. The participants were supposed to assess a list of motivational strategies on the basis of their perception of the importance of these strategies and their use of these strategies in their teaching practice. The results obtained in this study showed significant resemblance between motivational strategies use of Taiwanese teachers and the original list of strategies developed by Dörnyei and Csizér. This especially refers to strategies of promoting learners' self-confidence, strategies of creating a pleasant classroom climate, strategies of presenting tasks properly and strategies of displaying motivating teacher behaviour. However, their findings showed also some differences in Taiwanese and Hungarian teachers' motivational practice: strategies of promoting learner autonomy were more significant in Hungarian context, while Taiwanese teachers appreciated more learners' efforts in the teaching process. Thus, it can be suggested that some motivational strategies are common for different cultures while some are culture-dependent.

As it was already said, research into motivational strategies has become popular in the last decade of the 20th century and is mostly focused on detecting teachers' motivational

practice in class. However, the number of studies comparing the motivational practice of novice and experienced teachers is small. An example of such a study is Rung-Jiun Hsu's (2009) study conducted in Taiwan with 73 English teachers (26 novice and 47 experienced teachers). The study aimed at examining Taiwanese novice and experienced teachers' classroom teaching practice, beliefs and differences in motivational strategies use. The instruments used to obtain the data were both quantitative (a questionnaire) and qualitative (an interview). The results of the study indicated that the lack of teaching experience and time limitation were the biggest problems for the novice teachers. The novice teachers' little experience in teaching was reflected in their worries about the appropriateness of instructional strategies and their concern about whether the class is interesting to the learners. On the other hand, experienced teachers turned out to be more skilful in deciding which strategy should be used in a particular learning situation; they were also more sensitive to learners' needs and were able to notice learners' difficulties and abilities.

Another study in Taiwan focusing on how teachers with different teaching experience employ motivational strategies in the classroom was conducted by Jenny Yeh (2009). This qualitative study was conducted with two English junior high school teachers, one experienced and one novice teacher. The main purpose of this study was to examine the two teachers' motivational strategies use in the classroom and their perception towards the importance of the use of motivational strategies in language instruction. Different types of instruments were used to collect the data: a classroom observation scheme, fieldnotes, audiotaped recordings and photo taking of classroom instruction, teacher interview and a questionnaire for learners. The findings of this study suggest that the novice teacher was sensitive to learners' negative reactions, while the experienced teacher was focused on ensuring that learning took part and did not focus that much on learners' negative reactions. Another difference between the novice and the experienced teacher was noticed in terms of classroom atmosphere. The experienced teacher paid more attention to interaction in the classroom and creation of a pleasant atmosphere, while the novice teacher focused more on students' learning process. However, the biggest differences between the novice and the experienced teacher were found in raising referential questions, promoting learner autonomy, cooperation and social chat. The novice teacher promoted more referential questions, while the experienced teacher promoted more learners' autonomy, cooperation and social chat. The researcher also noticed big differences between these two teachers in terms of activity design. The experienced teacher often developed intellectual challenges during class and thus made learning stimulating for the learners, while the novice teacher was more concerned about

providing the learners with activities that are within their abilities. What can be concluded from these results is that the experienced teacher was more flexible in teaching while the novice teacher was more careful and conscientious in his motivational practice.

4. The study

4.1 Aim

As it was stressed in the theoretical part of this thesis, teaching experience is considered to give teachers an opportunity to develop their beliefs about teaching practice, to test the efficacy of their beliefs and to change their teaching practice if necessary. This means that teachers' motivational practice or the frequency and the variability of strategies teachers use to motivate their learners can also change over time.

In that regard, the aim of this study was to look at beliefs of a novice and an experienced teacher about the importance of motivational strategies and at their use of these strategies in class. That is, the study is focused on differences and similarities between beliefs of a novice and an experienced teacher about motivational practice in class or the best way to motivate their learners. In addition to this, the study also examines similarities and differences in terms of motivational strategies use between the novice and the experienced teacher.

We also wanted to compare the teachers' self-reports on the frequency of use of motivational strategies in class with their learners' perception of the frequency of their use of motivational strategies. In that way we aimed to see if the teachers' perception of their use of motivational strategies coincided with their learners' perception of their motivational practices in class.

4.2 Sample

The sample consisted of 2 EFL teachers and their 63 learners of English. Both teachers were female: one of them had been teaching English for one year and a half and therefore will be referred to as the novice teacher. The other teacher had teaching experience of 17 years and will be referred to as the experienced teacher. The novice teacher worked in a grammar school in a small city in Croatia, while the experienced one taught in a vocational technical school in a big town in Croatia. These two teachers were selected to participate in this research on the basis of their teaching experience of one and a half and 17 years respectively, which meets the

requirements for being considered novice or experienced. After providing them with an explanation of the research procedure, the two teachers agreed to take part in the study.

Besides the two teachers, 63 learners were involved in this study. Twenty-five out of 63 English learners were taught by the experienced teacher while 38 learners were taught by the novice teacher. Twenty-five learners of the experienced teacher attended the first year of a technical school, while 38 learners of the novice teacher were in two different classes of a grammar school, one first year and one fourth year. All of the learners started to learn English in the first grade of primary school, which means that they had learned English from 9 (the first year) and 12 years (the fourth year). When it comes to the learners' exposure to English at school, the learners of the experienced teacher had English classes twice a week, while the learners of the novice teacher had English classes three times a week.

4.3 Instruments and procedures

In order to ensure the reliability and validity of the study, a combination of qualitative and quantitative research methods was used. When it comes to the quantitative methods, two types of motivational strategies questionnaire were used. The English-language version of the motivational strategies questionnaire was intended for the teachers, while the learners were given the Croatian version of the questionnaire. The motivational strategies questionnaire was originally developed by Cheng and Dörnyei (2007) in their study of the use of motivational strategies in EFL instruction in Taiwan. This questionnaire was used because it explores the range of motivational strategies that teachers can employ to motivate their learners.

The teachers' questionnaire was used to measure the frequency of the teachers' use of motivational strategies, as well as their perception of the importance of these motivational strategies. This questionnaire is divided into two parts, each part consisting of 48 items. The first part of the questionnaire examines the frequency of the teachers' use of motivational strategies in their teaching practice. Each of the 48 items is accompanied by a six-point Likert scale ranging from hardly ever (1) to very often (6). It means that the teachers had to choose a number from one to six to denote the frequency with which they used a particular motivational strategy. The second part of the teachers' questionnaire measured the teachers' perception of the importance of different motivational strategies and is comprised of the same 48 items as in the first part of the questionnaire. The teachers were supposed to indicate their perception of the importance of a particular motivational strategy on a six-point Likert scale ranging from not important (1) to very important (6).

To examine the learners' perception of their teachers' use of motivational strategies in class Cheng's questionnaire was translated into Croatian and adapted to the learners. While translating the questionnaire into Croatian, it was necessary to do some changes in the structure of items in order to adapt it to the learners and make it as understandable as possible for them. This questionnaire also consisted of 48 items and it examined the frequency with which the teachers employed motivational strategies in class. Sixty-three learners of English rated each question on a six-point scale ranging from 1 (never or almost never) to 6 (always).

Data collection was organized during classroom observation which the author of this thesis carried out in May 2014. The teachers were first acquainted with the main reasons for the study and were asked to fill in the questionnaire. The learners' questionnaires were administered on the day of the classroom observation at the beginning of the lessons and the whole procedure took from 10 to 15 minutes. The learners were provided with general information about the researcher and the study and were explained how to fill in the questionnaire. The participants were encouraged to ask for additional explanation if necessary. The researcher ensured that the teachers were standing at some distance from their learners in order not to influence their learners' responses.

Besides the questionnaires, the study also included classroom observations. This qualitative method was used primarily to increase the reliability and validity of the study by providing an additional perspective on the use of motivational strategies of the novice and the experienced teacher. Two classes by each teacher were observed. While selecting the classes, the researcher attempted to choose two classes of different structure (new material development and revision) in order to get a better insight into the teachers' motivational practice. The teachers were informed about the exact time of observations and convinced that the data would only be used for the purpose of the study. However, the researcher did not reveal to them the main focus of the study in order to avoid possible changes in their teaching practice. During the observation procedure the researcher was using the same questionnaire about the frequency of the teachers' use of motivational strategies that they had filled in. However, two classes of observation did not provide enough evidence about all of the 48 questions from the questionnaire. This means that a longer observation period would be needed to be able to make clues about some of the items, such as those related to grading, introducing content related to the cultural background of the English language, involving learners in designing the language course, teaching them self-motivating strategies etc.

4.4 Results and discussion

As it was mentioned earlier, the questionnaire used in this study consisted of 48 items, each item corresponding to one motivational strategy. To facilitate the analysis of the data, we decided to classify these 48 motivational strategies into four groups that correspond to Dornyei's classification of motivational teaching practice. These four groups were: creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation and encouraging positive retrospective self-evaluation. The distribution of items was the following: the first group included items 1, 2, 3, 5, 16, 17, 20, 21, 23, 30, 34, 39, 46, 47, the second group included items 4, 7, 9, 12, 19, 26, 32, 38, 45, the third group included items 6, 10, 11, 13, 14, 18, 22, 24, 25, 28, 29, 31, 33, 35, 36, 37, 40, 41, 43, 44 and the fourth group included the following items: 8, 15, 27, 42, 48 (see Appendix A).

Firstly, we wanted to examine the beliefs of the novice and the experienced teacher about the importance of motivational strategies and their use of these strategies in class. In order to analyse the data, we used the statistical package for the social sciences SPSS 22.0. The analysis will follow the mentioned classification of motivational strategies. First of all, the novice teacher's motivational practice will be analysed; then an analysis of the experienced teacher's motivational practice will follow and in the end a comparison between them will be made.

The means of the frequency of the use of motivational strategies showed that the novice teacher obtained very high scores on the use of three out of four groups of motivational strategies: creating the basic motivational conditions ($\bar{x}=5.5$), maintaining and protecting motivation ($\bar{x}=5.45$) and encouraging positive retrospective self-evaluation ($\bar{x}=5.4$). The lowest, but also a high score, was obtained in the group of strategies related to generating learners' initial motivation ($\bar{x}=4.67$). When it comes to the novice teacher's perception of the importance of motivational strategies, the mean values were also rather high for each group of motivational strategies. The means of the novice teacher's perception of the importance of two groups of motivational strategies was slightly higher than the means of actual use: creating the basic motivational conditions ($\bar{x}=5.6$), generating initial motivation (5.45). However, the means of perception of the importance of motivational strategies for two groups of strategies were lower than the actual use means: maintaining and protecting motivation ($\bar{x}=5.43$) and encouraging positive self-evaluation ($\bar{x}=5.33$) (see Table 1).

What can be concluded when comparing the mean values of perception of the importance of motivational strategies and the mean values of actual use of motivational strategies is that they are almost identical showing only slight discrepancies. This means that, according to the novice teacher's self-report, she used motivational strategies in her teaching practice almost to the extent that she considered these strategies to be important. However, from the fact that it is hard to expect that teachers' perception of the importance of a particular aspect of teaching practice completely coincides with teachers' application of that aspect in class, it can be suggested that the novice teacher might not have been completely sincere while answering the questions since her answers showed almost perfect overlapping of her perception of the importance of motivational strategies and her use of these strategies in class.

Table 1: Comparison of the novice teacher's perception of the importance of motivational strategies and her use of these strategies in class

The novice teacher								
	Use of motivational strategies			Perception of the importance of motivational strategies				
	Creating the basic motivational conditions	Generating initial motivation	Maintaining and protecting motivation	Encouraging positive retrospective self-evaluation	Creating the basic motivational conditions	Generating initial motivation	Maintaining and protecting motivation	Encouraging positive retrospective self-evaluation
Mean	5.5	4.67	5.45	5.4	5.6	5.45	5.43	5.33

When it comes to the experienced teacher, the mean values of her use of motivational strategies were also rather high in all four groups. The highest value was obtained in the group of strategies of creating the basic motivational conditions ($\bar{x}=4.86$). High scores were also obtained in the groups of maintaining and protecting motivation ($\bar{x}=4.8$) and encouraging positive retrospective self-evaluation ($\bar{x}=4.6$). The lowest score was obtained in the group of strategies related to generating initial motivation ($\bar{x}=3.89$). The means of the experienced teacher's perception of the importance of motivational strategies show the following values: the highest value was obtained in the group of strategies related to creating the basic motivational conditions ($\bar{x}=4.8$), the lowest result was obtained in the group of strategies related to encouraging positive retrospective self-evaluation ($\bar{x}=3.78$). Comparing the mean values of the use of motivational strategies and the mean values of the perception of importance of motivational strategies, it can be concluded that the mean values of the use of

motivational strategies in three groups were higher than the mean values of the perception of the importance of motivational strategies. These three groups were the following: creating the basic motivational conditions, maintaining and protecting motivation and encouraging positive retrospective self-evaluation. This means that the experienced teacher claimed to have used these three groups of motivational strategies in class to a higher extent than she perceived them to be important. A bigger discrepancy can be noticed regarding the strategies of generating learners' initial motivation. The mean value of the use of this group of strategies was 3.89, while the mean value of the perception of the importance of these strategies was 4.2. This means that the experienced teacher perceived the strategies of generating initial motivation to be important to a higher extent than she actually used them in class (see Table 2).

Table 2: Comparison of the experienced teacher's perception of the importance of motivational strategies and her use of these strategies in class

The experienced teacher								
	Use of motivational strategies				Perception of the importance of motivational strategies			
	Creating the basic motivational conditions	Generating initial motivation	Maintaining and protecting motivation	Encouraging positive retrospective self-evaluation	Creating the basic motivational conditions	Generating initial motivation	Maintaining and protecting motivation	Encouraging positive retrospective self-evaluation
Mean	4.86	3.89	4.8	4.6	4.8	4.2	4.43	3.78

After having looked at the characteristics of motivational teaching practice of both teachers, a comparison among them will be made. According to the teachers' self-reports of the use of motivational strategies, the novice teacher reported higher frequency of the use of all of the four groups of motivational strategies (see Figure 1).

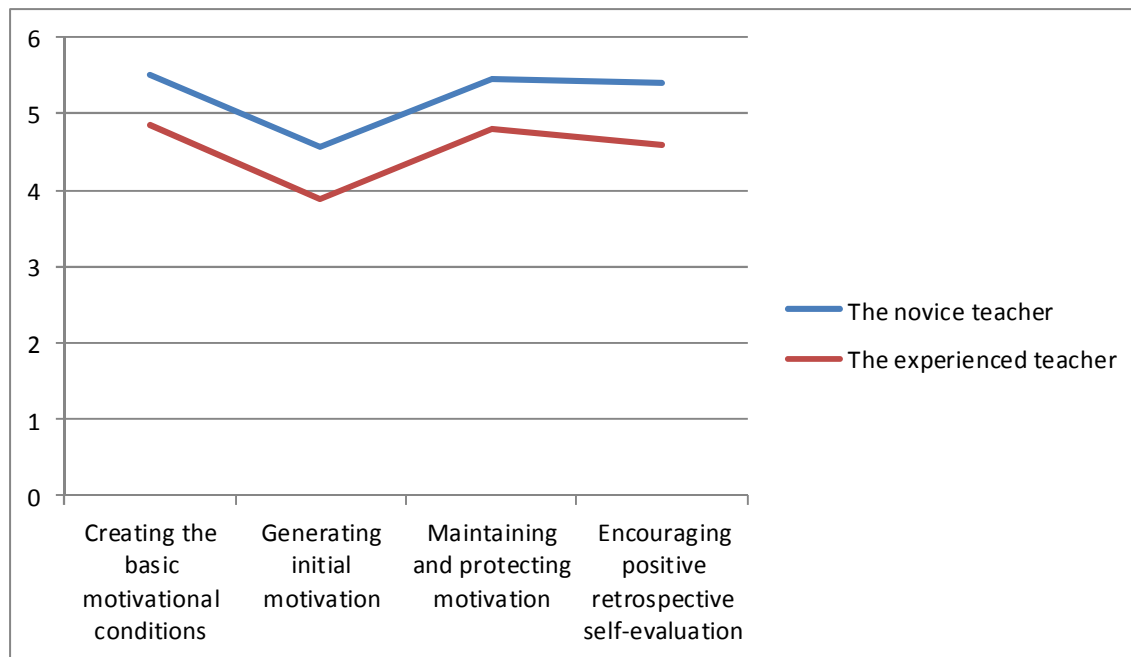


Figure 1: Comparison of the self-reported use of motivational strategies by the novice and the experienced teacher

The biggest difference was noticed in the group of strategies of encouraging positive retrospective self-evaluation: \bar{x} (the novice teacher) = 5.4, \bar{x} (the experienced teacher) = 4.6. Even bigger differences were noticed in the teachers' beliefs about the importance of these four groups of motivational strategies where the novice teacher also expressed more positive opinion about the importance of all of the four groups of motivational strategies (see Figure 2).

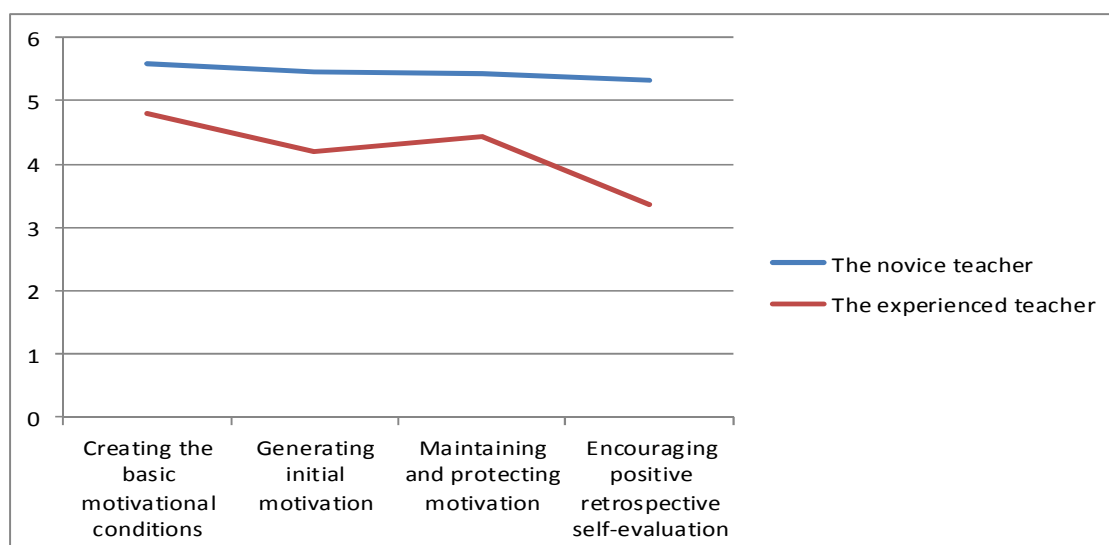


Figure 2: Comparison of the beliefs of the novice and the experienced teacher about the importance of motivational strategies

As stated earlier, according to the self-report, the novice teacher not only used the all four groups of motivational strategies with a higher frequency than the experienced teacher, but also considered these groups of motivational strategies to be more important than the experience teacher did. This can be explained with a variety of possible reasons. The novice teacher's more frequent use of motivational strategies and her more positive opinion about the importance of these strategies could have been caused by a higher level of teacher motivation. It can be supposed that the novice teacher was more motivated to teach at the beginning of her career than the teacher with many years of routinized teaching practice. In such regard, the more motivated teacher would invest more effort in the whole teaching process, as well as in the process of motivating her learners. In addition to this, the difference in the use of motivational strategies between the novice and the experienced teacher can simply be explained by difference in the overall teaching practice. The way a teacher organizes his/her class, manages the time, chooses contents or motivates his/her learners is a very individual thing and can be influenced by teachers' personality, their own preferences and even the type of learners and the dynamics of a group of learners. However, these results should not be taken for granted since they are based on self-report, which is a very subjective instrument influenced by participants' personal beliefs and perceptions.

From the teachers' self-report on the use of motivational strategies it can also be observed that both, the novice and the experienced teacher claimed to use motivational strategies in the same order of frequency: the strategies related to creating the basic motivational conditions were the most frequently used ones; they were followed by the strategies of maintaining and protecting motivation and the strategies related to encouraging positive retrospective self-evaluation, while the least used group of strategies were those related to generating initial motivation. This can also be implied in case of the teachers' beliefs about the importance of motivational strategies. Both the novice and the experienced teacher claimed that the most important group of strategies were strategies of creating the basic motivational conditions; on the other hand, the least important group of strategies were those related to encouraging positive retrospective evaluation. This similarity in the perceptions of the two teachers can be explained in terms of general educational preferences in Croatia. It is probable that the educational system or culture of a particular country influences teachers' perception about different aspects of teaching practice, including the use of motivational strategies. However, this can also be explained in terms of the nature of items included in the questionnaire. Thus, the group of strategies for generating initial motivation, which was the least frequently used group of strategies, mostly includes strategies related to

the development of integrative motivation. Some of these strategies are: the use of content based on cultural background of the English language, inviting English-speaking foreigners as guest speakers to the class, bringing authentic cultural products to class, encouraging learners to use English outside the classroom etc. It can be supposed that teachers, besides the curriculum requirements, do not have enough time in the classroom to encourage their learners to develop integrative orientation towards English and its speakers.

Besides analysing the features of the two teachers' motivational teaching practice and their beliefs about the importance of motivational strategies in class, we were also interested in finding out about the relationship between the teachers' self-reported use of motivational strategies and their learners' perception of their use of these strategies in class. For the sake of objectivity of the study, it was important to include also the learners' perception of their teachers' motivational teaching practice. Learners are those who are the most familiar with their teachers' ways of giving instruction, teachers' behaviour in different situations, their efforts to motivate their students, etc. The following analysis will focus on possible overlapping or discrepancies between the two teachers' self-reported use of motivational strategies and their learners' perception of their motivational teaching practice.

In reference to the novice teacher, the means calculated on the basis of the answers of 38 learners were lower for all of the four groups of motivational strategies than the teacher's self-report means. According to the learners, the motivational strategies that the novice teacher used with the highest frequency were those of creating the basic motivational conditions ($\bar{x}=4.35$). The second most frequently used strategies by the novice teacher, according to her learners' perception, were the strategies of encouraging positive retrospective self-evaluation ($\bar{x}=4.03$). The results obtained in the two remaining groups of motivational strategies were the following: maintaining and protecting motivation- $\bar{x}=3.95$, generating initial motivation- $\bar{x} = 3.33$. This means that the learners perceived that the novice teacher used the strategies of generating initial motivation with the lowest frequency.

When comparing the means of the learners' perception of the novice teacher's motivational strategies use and the novice teacher's self-report on the use of these strategies in class, it can be concluded that the learners estimated their teacher to use all of the four groups of motivational strategies with lower frequency than the teacher estimated her own use of motivational strategies. The comparison can be seen in the following table:

Table 3: Comparison of the novice teacher's self-report on her use of motivational strategies and the learners' perception of the teacher's use of motivational strategies

	The novice teacher	The learners
Creating the basic motivational conditions	5.5	4.35
Generating initial motivation	4.67	3.33
Maintaining and protecting motivation	5.45	3.93
Encouraging positive self-evaluation	5.4	4.03

A more detailed analysis can be carried out by focusing on the frequencies of the learners' answers of individual items and in that way comparing the learners' perception of the novice teacher's motivational strategies use and the novice teacher's self-report. Only the items with greater discrepancies will be presented here. There was a great number of examples where the novice teacher claimed to use motivational strategies with the highest frequency. However, the frequency of the learners' answers indicates that only a small percentage of the learners shared this perception with the teacher. The most noticeable examples are those of items 21 and 34. Items 21 (The teacher uses short and interesting opening activities to start each class (e.g., fun games). and 34 (The teacher notices students' contributions and progress and provide them with positive feedback) belong to the motivational strategies of creating the basic motivational conditions. The novice teacher claimed to use both of these strategies with the highest frequency. In the case of item 21 only 2 learners (5.3%) agreed with the teacher. This means that the majority of the learners, or 94.3%, perceived the novice teacher to use this strategy with a lower frequency. Regarding the motivational strategy referred to in item 34, only 3 learners, or 7.9%, claimed that the novice teacher used this motivational strategy with the highest frequency. The rest of the learners, or 92.1%, claimed that the teacher used this motivational strategy with a lower frequency.

What can be concluded from this is that although the novice teacher claimed to use all of the groups of motivational strategies with a very high frequency, her learners did not share her opinion, which can be seen in big discrepancies between the teacher's and the learners' answers. However, it can be noticed that the most frequently used motivational strategies,

according to both, the teacher and the learners, were strategies related to creating the basic motivational conditions, while the least frequently used strategies were those of generating initial motivation.

When it comes to the experienced teacher, the means calculated on the basis of the answers of 25 learners were lower for all of the four groups of motivational strategies than the teacher's self-report means. According to the learners, the motivational strategies their teacher used the most were those of creating the basic motivational conditions ($\bar{x}=3.95$). The lowest mean value was noticed in the group of motivational strategies of generating initial motivation ($\bar{x}=3.17$). From this, it can be concluded that the learners estimated their teacher to use all of the four groups of motivational strategies with a lower frequency than the experienced teacher estimated her own use of motivational strategies. However, when comparing the teacher's self-report answers and the learners' answers, it can be noticed that, in both cases, the order of the frequency of use of motivational strategies was the same: the most frequently used ones were the strategies of creating the basic motivational conditions, then the strategies of maintaining and protecting motivation and in the end the strategies of encouraging positive retrospective self-evaluation and the strategies of generating initial motivation. This can be observed from the results of a comparison between the teacher's and the learners' answers presented in the following table:

Table 4: Comparison of the experienced teacher's self-report on her use of motivational strategies and the learners' perception of the teacher's use of motivational strategies

	The experienced teacher	The learners
Creating the basic motivational conditions	4.86	3.95
Generating initial motivation	3.89	3.17
Maintaining and protecting motivation	4.8	3.74
Encouraging positive self-evaluation	4.6	3.68

If we want to focus on frequencies of the learners' answers on individual items, a few peculiarities can be noticed, item 1 (Bring in and encourage humour and laughter frequently in your class) being one of them. In the self-report, the experienced teacher claimed to use this strategy with the frequency of four (six being the highest frequency). On the other hand, even

68% of the learners claimed that the teacher used this strategy with a frequency higher than four. A similar example can be observed in item 26 (The teacher builds learners' needs, goals and interests into the curriculum). While the teacher claimed to use this strategy with the frequency of three, even 68% percent of the learners considered that their teacher used this strategy with a higher frequency, which means that the experienced teacher might have been too critical about some of the items.

After analysing the differences between the teachers' and the learners' answers, a comparison of the answers of the novice and the experienced teachers' learners will be carried out. From the results it can be observed that, according to the learners, the novice teacher used all of the four groups of motivational strategies with a higher frequency than the experienced teacher, which is in accordance with the results of the self-report. The most used group of motivational strategies by both, the novice and the experienced teacher, was the group of creating the basic motivational conditions, while the least used group was the group of generating initial motivation. However, according to the learners' perception, the novice teacher used more the strategies related to encouraging positive retrospective self-evaluation than the strategies related to maintaining and protecting motivation, while the experienced teacher, according to her learners' perception, used more the strategies related to maintaining and protecting motivation than those related to encouraging positive retrospective evaluation. It can be supposed that this difference in motivational teaching practice is more related to teaching style and teaching preferences than it represents a significant difference in motivational teaching practice between the novice and the experienced teacher. The comparison of the learners' perception of their teachers' motivational strategies use is presented in Figure 3 below.

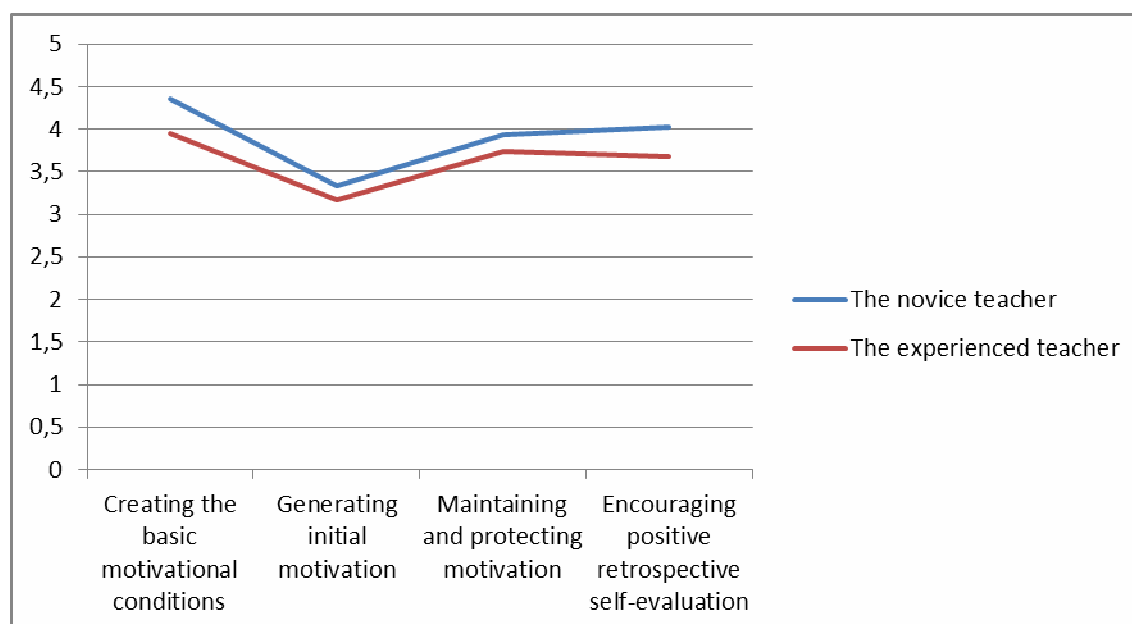


Figure 3: Learners' perception of motivational strategies use of the novice and the experienced teacher

When comparing the answers to the individual items between the learners of the novice and the experienced teacher, the most significant differences were noticed in the following examples. The novice teacher obtained significantly higher means in the following items: 16, 21, 22, 24, 32 and 39 (see Appendix A). Item 22 (refers to promoting learners' autonomy by involving them in designing and running the language course (select textbooks, choose activities and topics). Although it is usually considered that more experienced teachers are more eager to promote learners' autonomy, the results of the learners' questionnaire showed that the novice teacher had a greater tendency to motivate learners to develop their own autonomy in the learning process. The mean values of the learners' answers were the following: the novice teacher- $\bar{x}=3.34$, the experienced teacher- $\bar{x}=2.44$. Item 16 (The teacher gives learners the opportunity to recommend some classroom rules that the learners find useful for learning) is also related to learners' autonomy and it refers to learners' opportunity to choose classroom rules they find useful for their learning. The mean values of the learners' answers for the novice teacher ($\bar{x}=3.92$) and for the experienced teacher ($\bar{x}=2.44$) showed that the novice teacher provided her learners with more opportunities to choose the classroom rules they found important and in that way promoted their autonomy. Another way of promoting learners' autonomy is by encouraging them to take an active role in

classroom activities. This motivational strategy is represented by item 24 (The teacher assigns activities that require active involvement from all learners (e.g. group presentation, etc.)), where the mean value of the learners' answers was higher in case of the novice teacher ($\bar{x}=4.50$), the experienced teacher ($\bar{x}=3.56$).

From these three examples, it can be concluded that the novice teacher was more focused on promoting learners' autonomy in class than the experienced teacher. This can be explained in different ways. First of all, the novice teacher's higher use of motivational strategies related to promoting learners' autonomy can be related to her personality and her own beliefs about the importance of learners' autonomy in the learning process. Second, considering the fact that the novice teacher, according to her learners and her self-report, in general used motivational strategies more frequently, it can simply be related to her personal teaching style and her awareness of the importance of motivational teaching practice in class. Items 21 (The teacher uses short and interesting opening activities to start each class) and 32 (The teacher brings various authentic cultural products to class as supplementary materials) can be associated with the teachers' choice of content and activities in class. The novice teacher obtained higher mean values in both of the items (\bar{x} (21) = 3.20, \bar{x} (32) respectively), while the mean values of the experienced teacher were \bar{x} (21) = 2.25, \bar{x} (32) = 2.08, respectively. In relation to this, the experienced teacher obtained higher scores in item 11 (The teacher designs tasks that are within the learners' ability so that they get to experience of success regularly). It means that in the selection of content and activities the novice teacher paid more attention to finding interesting opening activities and to providing learners with additional materials, while the experienced teacher was more focused on the choice of activities and tasks that were within the learners' abilities so that they experienced success regularly. This might be a significant difference in motivational teaching practice between novice and experienced teachers. It can be hypothesized that novice teachers are more focused on providing learners with interesting content and activities, while experienced teachers are more concerned with learners' performance in such activities or, in other words, they tend to adjust the activities to learners' abilities and proficiency level in order for learners to experience success regularly.

Although the novice teacher obtained higher scores in the use of motivational strategies related to creating the basic motivational conditions, the mean values of two items included in this group were significantly higher for the experienced teacher. The mean values of items 1 (Bring in and encourage humor and laughter frequently in your class) and 34 (Notice students' contributions and progress, and provide them with positive feedback) show

that the experienced teacher used more humor in class, which was also recognized by the learners (see Table 5). The experienced teacher also noticed more frequently the learners' progress and provided them with positive feedback, which was very important not only to create the basic motivational conditions, but also to keep the learners motivated throughout the learning process.

Table 5: Use of the motivational strategies by the novice and the experienced teacher (the learners' perception)

Item	The novice teacher	The experienced teacher
1	3.66	4.56
34	3.95	4.28

In addition to this, according to the learners' perception of their teachers' motivational strategies use, the experienced teacher monitored her learners' accomplishments and celebrated their success or victory more frequently than the novice teacher. This can be concluded from the mean values for item 8 (The teacher monitors learners' accomplishments and takes time to celebrate any success or victory): novice teacher- $\bar{x}=4.26$, experienced teacher- $\bar{x}=4.52$.

Creating anxiety-free conditions in class is another important condition to keep learners motivated. Items 41 (The teacher avoids social comparison amongst learners (i.e. comparing them to each other for example when listing their grades in public)) and 42 (The teacher encourages learners to see that the main reason for most failure is that they did not make sufficient effort rather than their poor abilities) represent only some of the strategies teachers can use to create a pleasant and anxiety-free atmosphere in class. The mean values for these items showed that the experienced teacher used these two strategies with a higher frequency than the novice teacher. The means for the items are presented in Table 6.

Table 6: Use of the motivational strategies of the novice and the experienced teacher (the learners' perception)

Item	The novice teacher	The experienced teacher
41	3.92	4.40
42	4.18	4.52

It would be recommendable to examine these findings on a larger teacher sample in order to see if longer teaching experience is connected with teachers' paying more attention to creating a pleasant atmosphere in class and providing learners with feedback or if this difference can simply be ascribed to the difference in personality and learning style.

The third source of data for this study was the researcher's observation. Although two classes of observation are not enough to get a full insight into all the aspects of motivational teaching practice, the data obtained by observation can serve to get a fuller picture. The discussion of the researcher's observation will focus more on the individual items from the questionnaire since not enough evidence was collected to make more general conclusions about the teachers' motivational teaching practice.

As it was already observed from the learners' answers, the experienced teacher used more humour in her teaching practice. She also showed her learners more often that she cared about them, respected and accepted them. This was also confirmed by the researcher's observation. The experienced teacher more frequently introduced humour in her lessons, which probably affected positively her learners' interest and motivation for the subject and activities in class. In contrast, the novice teacher was not that relaxed and humorous while teaching, which could also be observed in the learners' answers. Although the mean value of the learners' perception of their teachers' use of the motivational strategy described in item 2 (The teacher shows learners that he/she respects, accepts and cares about each of them) was only slightly higher for the experienced teacher, the researcher's observation showed that the experienced teacher more freely and more frequently showed care, respect and acceptance of her learners. While the novice teacher was more formal in her relationship with the learners, the experienced teacher more frequently expressed her interest in the learners' progress and academic success in general, as well as in possible problems in the process of learning. In addition to the teacher-learner relationship, the learners' perception of their teachers' use of motivational strategy 23 (The teacher establish a good relationship with his/her learners) showed a slightly higher value in case of the novice teacher. However, the researcher's

observation showed different evidence. The novice teacher was more formal in her relationship with the learners, while the experienced teacher established a more intimate relationship with her learners. She often showed more interest in her learners' academic achievement and was more spontaneous, supportive and caring while dealing with her learners. This can be explained by the fact that longer teaching experience allows teachers to develop spontaneity and self-confidence in class, which was also reflected in a closer relationship between the experienced teacher and her learners. On the other hand, novice teachers are often more concerned about their own performance in class, which can be one of the causes of the novice teacher's more formal relationship with her learners.

The learners' answers also indicated that the novice teacher more frequently used activities that required students to work in groups towards the same goal (item 35: The teacher includes activities that require learners to work in groups towards the same goal (e.g. plan a drama performance), as well as created more opportunities so that students could mix and get to know each other better (item 3: The teacher creates opportunities so that learners can mix and get to know each other better (e.g. group work, game-like competition). This claim was also confirmed by the researcher's observation. The researcher observed that the novice teacher displayed a greater tendency to use group work in her teaching practice and in that way promoted cooperation among learners. While the experienced teacher focused more on individual and whole-class work, the novice teacher more frequently introduced group work so that the learners were able to have presentations in pairs, share their opinions in a group and work together to solve problems. This difference in the teaching practice of these two teachers can be explained in terms of different types of instruction the teachers received throughout their education. The experienced teacher was much older than the novice teacher and it was expected that she would adopt more traditional approaches (teacher-fronted work) in her teaching practice, while the novice teacher adopted the communicative approach (e.g., through group work) in her teaching practice, which is in accordance with new tendencies in teaching foreign languages.

Despite of the fact that there was no significant difference in mean values of the learners' perception of their teachers' use of motivational strategy related to the way of giving instructions (item 6: The teacher gives clear instructions about how to carry out a task by modelling every step that learners will need to do), the researcher observed that the experienced teacher gave clearer instructions about how to carry out tasks. The novice teacher's instructions were also clear, but the experienced teacher always tried harder to provide additional examples of how to carry out a task in order to make it more

understandable for her learners. In addition to this, the researcher noticed that the experienced teacher adopted more often the role of a facilitator in the sense that she always tried to encourage her learners to think and to come up with an answer, rather than only transmitting knowledge. It will also be interesting to test this hypothesis on a larger sample of novice and experienced teachers in order to see if the experienced teacher's tendency to take the role of a facilitator in class was related to her longer teaching experience or simply reflects her teaching style and personality.

4.5 Conclusion

This study was an attempt to describe the similarities and differences in motivational teaching practice of a novice and an experienced EFL teacher. It is important to emphasize that the results of this study cannot be generalized since only two teachers were involved in the study. In order to get a fuller insight into the two teachers' motivational teaching practices in class, triangulation was used: we included the teachers' self-report on their beliefs about the importance of motivational strategies and their use of these strategies in class, the learners' perception of their teachers' motivational practice and the researcher's observation.

It can be concluded that the results of the study were partly supportive of the previous research on the motivational teaching practice of novice and experienced teachers. This primarily refers to the findings that the experienced teacher was more spontaneous in class, while the novice teacher was more formal in her relationship with the learners, but also that the experienced teacher noticed more frequently the learners' progress and provided them with positive feedback, as well as created anxiety-free conditions more frequently. These findings may suggest that teaching experience plays an important role in modifying motivational teaching practice; however it is not prudent to make such conclusions based on such a small sample. Since the results of the study are not to generalize, it can be concluded that the use of motivational strategies in class is an individual characteristic of each teacher, closely related to his/her personality, teaching style and motivation to teach. It was precisely teacher motivation that was referred to as a possible cause of the novice teacher's more frequent use of motivational strategies in class.

Our study also provided some findings that are contradictory to accepted beliefs about the motivational teaching practice of novice and the experienced teachers. These include the findings that the novice teacher promoted more frequently learner autonomy and that she used more motivational strategies in general. It can be concluded from this that teaching experience

is not the only factor affecting motivational teaching practice, but it can also be influenced by teachers' personality and teaching style. Therefore, it can be concluded that even with a bigger sample it is difficult to make reliable conclusions about the relation between teaching experience and motivational teaching practice.

What should also be emphasized here is that the frequency of the use of motivational strategies should not be the only criterion for determining if a teacher successfully uses strategies to motivate his/her learners. Thus, teachers' ability to determine which strategy should be used in a particular moment is also important. This means that a teacher who successfully motivates his/her learners is not necessarily the one who uses motivational strategies with the highest frequency, but the one who is able to determine which strategy is the appropriate one to use in a particular moment.

Furthermore, the study also suggests that the frequency of the use of motivational strategies depends on the culture and the educational system of a particular country. This was proved by the fact that both the novice and the experienced teacher claimed to use motivational strategies in the same order of frequency.

Regarding the limitations of the study, it is important to mention that motivational teaching practice is a very unstable variable, exposed to a variety of influences, such as the type of learners, the type of school, teachers' personality and teaching style. This means that we should be very careful while analysing and discussing the results of this study because it is hard to determine whether the differences in the use of motivational strategies between the novice and the experienced teacher should be ascribed to the length of teaching experience or to other external or personal factors. Secondly, another limitation of the study is the number of teacher participants. It would, therefore, be preferable to include more novice and more experienced teachers to be able to make some generalizations about their motivational teaching practice. In addition to this, the reliability of the observations can also be questioned since the observation consisted only of two sessions taught by each teacher. That is the reason why the observer was not able to get enough evidence about many items from the questionnaire.

As it was mentioned earlier, it is possible that teachers' use of motivational strategies depends on the cultural context, teachers' own personality and learning styles, as well as the type of learners. In such regard, future research into the use of motivational strategies in diverse cultural contexts is needed to provide more information on this topic. In addition to this, it would also be recommendable to use the obtained results to form hypotheses to be

tested in a quantitative study with a bigger number of teacher participants. In that way more specific conclusions about the differences in motivational teaching practice of novice and experienced EFL teachers can be derived.

5. References:

- Akbari, R. & Tajik, L. (2009). Teachers' pedagogic knowledge base: a comparison between experienced and less experienced practitioners. *Australian Journal of Teacher Education*, 34(6), 52-73.
- Boles, K. C. & Troen, V. (2002). *Who is teaching your children: why the teaching crisis is worse than you think and what can be done about it*. New Heaven: Yale University Press.
- Borg, S. (2008). *Teaching cognition and language education*. London: A & C Black.
- Cheng, H.F. & Dörnyei, Z. (2007). The use of motivational strategies in language instruction: The case of EFL teaching in Taiwan. *Innovation in Language Learning and Teaching*, 1(1),
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge: Cambridge University Press.
- Dörnyei, Z. (2005). *The psychology of the language learner*. New Jersey: Lawrence Erlbaum Associates.
- Dörnyei, Z. & Csizér, K. (1998). Ten commandments for motivating language learners: Results of an empirical study. *Language Teaching Research*, 2, 203-229.
- Dörnyei, Z. & Ottó, I. (1998). Motivation in action: A process model of L2 motivation. *Working Papers in Applied Linguistics*, 4, 43-69.
- Gass, S.M. & Selinker, L. (2008). *Second language acquisition*. New York: Routledge.
- Gatbonton, E. (1999). Investigating experienced ESL teachers' pedagogical knowledge. *The modern Language Journal*, 83, 35-50.
- Gatbonton, E. (2008). Looking beyond teachers' classroom behaviour: novice and experienced ESL teachers' pedagogical knowledge, *Language Teaching Research*, 12(2), 161-182.
- Guilloteaux, M.J. (2007). *Motivating language learners: a classroom oriented investigation of teachers' motivational practice and students' motivation* (Doctoral dissertation). Retrieved from http://etheses.nottingham.ac.uk/271/1/Guilloteaux_PhD.pdf
- Hsu, R.J. (2009). *Investigating novice and experienced teachers' motivational strategies use in secondary EFL setting in Taiwan* (Master's thesis). Retrieved from <http://bit.ly/UGTH5W>

- Jenny Yeh. Y.Z. (2009). *A study of an experienced and a novice teachers' motivational strategies use in an EFL setting: a qualitative study* (Master's thesis). Retrieved from <http://ethesys.lib.mcu.edu.tw/ETD-db/ETD-search/getfile?URN=etd>
- Johnson, K. (2003). *Designing language teaching tasks*. Basingstoke: Palgrave Macmillan.
- Lightbown, P.M. & Spada, N. (2006). *How Languages are learned*. Oxford: Oxford University Press.
- Nunan, D. (1990). The language teacher as decision maker: a case study. In G. Brindley (Ed.), *The Second Language Curriculum in Action*. Sydney: NCELTR.

Sažetak:

Cilj ovoga diplomskoga rada bio je istražiti sličnosti i razlike u uvjerenjima o važnosti motivacijskih strategija i uporabi tih strategija na satu kod nastavnika početnika i onih iskusnijih. Rad se, prema tome, sastoji od teorijskoga dijela koji se bavi objašnjavanjem osnovnih teorijskih koncepata (nastavnici početnici i iskusniji nastavnici te motivacijske strategije) i istraživačkoga dijela koji je podijeljen na odjeljke koji opisuju ciljeve istraživanja, sudionike, instrumente i provedbu istraživanja te rezultate i diskusiju. U istraživanju su sudjelovala dva nastavnika engleskoga kao stranoga jezika (jedan početnik te jedan iskusni) i njihova 63 učenika. Pri prikupljanju potrebnih podataka korištene su kvalitativne i kvantitativne metode. Rezultati su pokazali da nastavnik početnik češće koristi sve četiri vrste motivacijskih strategija (stvaranje osnovnih motivacijskih uvjeta, razvijanje početne motivacije, očuvanje motivacije i poticanje pozitivne samoevaluacije). Nadalje, rezultati pokazuju da nastavnik početnik koristi više strategije vezane uz poticanje učenika na razvoj autonomije u učenju, kao i poticanje na rad u grupama. S druge strane, iskusniji nastavnik češće je koristio strategije vezane uz stvaranje ugodne atmosfere radi suzbijanja pojave straha od stranog jezika, a češće je i zamjećivao napredak učenika te im davao povratnu informaciju. Iako ovi rezultati mogu poslužiti kao početne hipoteze budućih kvantitativnih istraživanja na većem broju sudionika, treba ih uzeti sa zadržkom budući da je upotreba motivacijskih strategija podložna utjecaju nastavnikove osobnosti i stila poučavanja, kao i vanjskih faktora poput vrste učenika, vrste škole, kulturnoga konteksta itd.

Ključne riječi: iskusni nastavnik, motivacijske strategije, nastavnik početnik

6. Appendices

6.1 Appendix A- Teachers' self-report

Below is a list of possible motivational strategies that some teachers use to motivate their learners. We would like to ask you to decide about each strategy how often you have used it in your own teaching practice. Thank you for your help! Please mark a tick in the appropriate blank on the continuum between 'Hardly ever' to 'Very often'. Please only tick one space and answer all the questions.

- | | |
|---|----------------------------------|
| 1. Bring in and encourage humour and laughter frequently in your class. | Hardly ever _ _ _ _ _ Very often |
| 2. Show students that you respect, accept and care about each of them. | Hardly ever _ _ _ _ _ Very often |
| 3. Create opportunities so that students can mix and get to know each other better (e.g. group work, game-like competition). | Hardly ever _ _ _ _ _ Very often |
| 4. Familiarize the learners with the cultural background of the English language. | Hardly ever _ _ _ _ _ Very often |
| 5. Explaining the importance of the 'class rules' that you regard as Important (e.g. let's not make fun of each other's mistakes) and how these rules enhance learning, and then ask for the students' agreement. | Hardly ever _ _ _ _ _ Very often |
| 6. Give clear instructions about how to carry out a task by modelling every step that students will need to do. | Hardly ever _ _ _ _ _ Very often |
| 7. Invite senior students who are enthusiastic about learning English to talk to your class about their positive English learning experiences/successes. | Hardly ever _ _ _ _ _ Very often |
| 8. Monitor students' accomplishments, and take time to celebrate any success or victory. | Hardly ever _ _ _ _ _ Very often |
| 9. Regularly remind students that the successful mastery of English is beneficial to their future (e.g. getting a better job or pursuing further studies abroad). | Hardly ever _ _ _ _ _ Very often |
| 10. Encourage students to select specific, realistic and short-term learning Goals for themselves (e.g. learning 5 words every day). | Hardly ever _ _ _ _ _ Very often |
| 11. Design tasks that are within the learners' ability so that they get to experience success regularly. | Hardly ever _ _ _ _ _ Very often |
| 12. Introduce in your lessons various interesting content and topics which students are likely to find interesting (e.g. about TV programmes, pop stars or travelling). | Hardly ever _ _ _ _ _ Very often |
| 13. Make task challenging by including some activities that require students to solve problems or discover something (e.g. puzzles). | Hardly ever _ _ _ _ _ Very often |
| 14. Teach the students self-motivating strategies (e.g. self-encouragement) so as to keep them motivated when they encounter distractions. | Hardly ever _ _ _ _ _ Very often |
| 15. Make sure grades reflect not only the students' achievement but also the effort they have put into the task. | Hardly ever _ _ _ _ _ Very often |
| 16. Ask learners to think of any classroom rules that would like to recommend because they think those will be useful | |

for their learning.

Hardly ever _ _ _ _ _ Very often

17. Show your enthusiasm for teaching English by being Committed and motivating yourself.

Hardly ever _ _ _ _ _ Very often

18. Break the routine of the lessons by varying presentation format (e.g. a grammar task can be followed by one focusing on pronunciation; a whole –class lecture can be followed by group work).

Hardly ever _ _ _ _ _ Very often

19. Invite some English-speaking foreigners as guest speakers To the class.

Hardly ever _ _ _ _ _ Very often

20. Help the students develop realistic beliefs about their learning (e.g. Explain to them realistically the amount of time needed for making Real progress in English).

Hardly ever _ _ _ _ _ Very often

21. Use short and interesting opening activities to start each class (e.g. Fun games)

Hardly ever _ _ _ _ _ Very often

22. Involve students as much as possible in designing and Running the language course (e.g. provide them with opportunities to select the textbooks; make real choices about the activities and topics they are going to cover, decide whom they would like to work with).

Hardly ever _ _ _ _ _ Very often

23. Establish a good relationship with your students.

Hardly ever _ _ _ _ _ Very often

24. Encourage student participation by assigning activities that require Active involvement from each participant (e.g. group presentation Or peer teaching).

Hardly ever _ _ _ _ _ Very often

25. Give good reasons to students as to why a particular activity Is meaningful or important.

Hardly ever _ _ _ _ _ Very often

26. Try and find out about your students' needs, goals and interests, And then build these into your curriculum as much as possible.

Hardly ever _ _ _ _ _ Very often

27. Allow students to create products that they can display or perform (e.g. a poster, an information brochure or a radio programme).

Hardly ever _ _ _ _ _ Very often

28. Encourage learners to try harder by making it clear That you believe that they can do the tasks.

Hardly ever _ _ _ _ _ Very often

29. Give students choices in deciding how and when they will Be assessed/evaluated.

Hardly ever _ _ _ _ _ Very often

30. Create a supportive and pleasant classroom climate where Students are free from embarrassment and ridicule.

Hardly ever _ _ _ _ _ Very often

31. Display the class goals on the wall and review them regularly in Terms of the progress made towards them.

Hardly ever _ _ _ _ _ Very often

32. Bring various authentic cultural products (e.g. magazines, Newspapers or song lyrics) to class or supplementary materials.

Hardly ever _ _ _ _ _ Very often

33. Make clear to students that the important thing in learning A foreign language is to communicate meaning effectively Rather than worrying about grammar mistakes.

Hardly ever _ _ _ _ _ Very often

34. Notice students' contributions and progress, and provide them

With positive feedback.

Hardly ever _ _ _ _ _ Very often

35. Include activities that require students to work in
Groups towards the same goal (e.g. plan a drama performance)
In order to promote cooperation.

Hardly ever _ _ _ _ _ Very often

36. Teach students various learning techniques that will make
Their learning easier and more effective.

Hardly ever _ _ _ _ _ Very often

37. Adopt the role of a facilitator (i.e. Your role would be to help
And lead your students to think and learn in your own your,
Instead of solely giving knowledge to them).

Hardly ever _ _ _ _ _ Very often

38.Highlight the usefulness of English and encourage your students
To use their English outside the classroom (e.g. Internet
Chat room or English speaking pen-friends).

Hardly ever _ _ _ _ _ Very often

39. Motivate your students by increasing the amount of English
you use in class.

Hardly ever _ _ _ _ _ Very often

40. Share with students that you value English learning as a
Meaningful experience that produces satisfaction which enriches
your life.

Hardly ever _ _ _ _ _ Very often

41. Avoid social comparison amongst your students
(i.e. comparing them to each other for example when listing
Their grades in public).

Hardly ever _ _ _ _ _ Very often

42. Encourage learners to see that the main reason for most failure
Is that they did not make sufficient effort rather than their poor
Abilities.

Hardly ever _ _ _ _ _ Very often

43. Make tasks attractive by including novel or fantasy elements
So as to raise the learners' curiosity.

Hardly ever _ _ _ _ _ Very often

44. Encourage students to share personal experiences and
Thoughts as part of the learning tasks.

Hardly ever _ _ _ _ _ Very often

45. Enrich the channel of communication by presenting
Various auditory and visual aids such as pictures, relia,
Tape and films.

Hardly ever _ _ _ _ _ Very often

46. Show student that their effort and achievement are being
Recognized by you.

Hardly ever _ _ _ _ _ Very often

47. Try to be yourself in front of your students without
Putting on an artificial mask, and share with them your
Hobbies, likes and dislikes.

Hardly ever _ _ _ _ _ Very often

48. Give students opportunities to assess themselves
(e.g. give themselves marks according to their overall
Performance).

Hardly ever _ _ _ _ _ Very often

Below is a list of motivational strategies for motivating language learners. We would like to ask you to decide about each strategy how important you believe it is in your class. Please note that we are asking your opinion about the potential importance of the technique even if at present you don't use them. Many thanks!

1. Bring in and encourage humour and laughter frequently in your class. Not important _ _ _ _ _ Very important
2. Show students that you respect, accept and care about each of them. Not important _ _ _ _ _ Very important
3. Create opportunities so that students can mix and get to know each other better (e.g. group work, game-like competition). Not important _ _ _ _ _ Very important
4. Familiarize the learners with the cultural background of the English language. Not important _ _ _ _ _ Very important
5. Explaining the importance of the 'class rules' that you regard as Important (e.g. let's not make fun of each other's mistakes) and how these rules enhance learning, and then ask for the students' agreement. Not important _ _ _ _ _ Very important
6. Give clear instructions about how to carry out a task by modelling every step that students will need to do. Not important _ _ _ _ _ Very important
7. Invite senior students who are enthusiastic about learning English to talk to your class about their positive English learning experiences/successes. Not important _ _ _ _ _ Very important
8. Monitor students' accomplishments, and take time to celebrate any success or victory. Not important _ _ _ _ _ Very important
9. Regularly remind students that the successful mastery of English is beneficial to their future (e.g. getting a better job or pursuing further studies abroad). Not important _ _ _ _ _ Very important
10. Encourage students to select specific, realistic and short-term learning Goals for themselves (e.g. learning 5 words every day). Not important _ _ _ _ _ Very important
11. Design tasks that are within the learners' ability so that they get to experience success regularly. Not important _ _ _ _ _ Very important
12. Introduce in your lessons various interesting content and topics which students are likely to find interesting (e.g. about TV programmes, pop stars or travelling). Not important _ _ _ _ _ Very important
13. Make task challenging by including some activities that require students to solve problems or discover something (e.g. puzzles). Not important _ _ _ _ _ Very important
14. Teach the students self-motivating strategies (e.g. self-encouragement) so as to keep them motivated when they encounter distractions. Not important _ _ _ _ _ Very important
15. Make sure grades reflect not only the students' achievement but also the effort they have put into the task. Not important _ _ _ _ _ Very important
16. Ask learners to think of any classroom rules that would like to recommend because they think those will be useful for their learning. Not important _ _ _ _ _ Very important

17. Show your enthusiasm for teaching English by being Committed and motivating yourself. Not important _ _ _ _ _ Very important
18. Break the routine of the lessons by varying presentation format (e.g. a grammar task can be followed by one focusing on pronunciation; a whole –class lecture can be followed by group work). Not important _ _ _ _ _ Very important
19. Invite some English-speaking foreigners as guest speakers To the class. Not important _ _ _ _ _ Very important
20. Help the students develop realistic beliefs about their learning (e.g. Explain to them realistically the amount of time needed for making Real progress in English). Not important _ _ _ _ _ Very important
21. Use short and interesting opening activities to start each class (e.g. Fun games) Not important _ _ _ _ _ Very important
22. Involve students as much as possible in designing and Running the language course (e.g. provide them with opportunities to select the textbooks; make real choices about the activities and topics they are going to cover, decide whom they would like to work with). Not important _ _ _ _ _ Very important
23. Establish a good relationship with your students. Not important _ _ _ _ _ Very important
24. Encourage student participation by assigning activities that require Active involvement from each participant (e.g. group presentation Or peer teaching). Not important _ _ _ _ _ Very important
25. Give good reasons to students as to why a particular activity Is meaningful or important. Not important _ _ _ _ _ Very important
26. Try and find out about your students' needs, goals and interests, And then build these into your curriculum as much as possible. Not important _ _ _ _ _ Very important
27. Allow students to create products that they can display or perform (e.g. a poster, an information brochure or a radio programme). Not important _ _ _ _ _ Very important
28. Encourage learners to try harder by making it clear That you believe that they can do the tasks. Not important _ _ _ _ _ Very important
29. Give students choices in deciding how and when they will Be assessed/evaluated. Not important _ _ _ _ _ Very important
30. Create a supportive and pleasant classroom climate where Students are free from embarrassment and ridicule. Not important _ _ _ _ _ Very important
31. Display the class goals on the wall and review them regularly in Terms of the progress made towards them. Not important _ _ _ _ _ Very important
32. Bring various authentic cultural products (e.g. magazines, Newspapers or song lyrics) to class or supplementary materials. Not important _ _ _ _ _ Very important
33. Make clear to students that the important thing in learning A foreign language is to communicate meaning effectively Rather than worrying about grammar mistakes. Not important _ _ _ _ _ Very important
34. Notice students' contributions and progress, and provide them

- with positive feedback. Not important _ _ _ _ _ Very important
35. Include activities that require students to work in Groups towards the same goal (e.g. plan a drama performance) In order to promote cooperation. Not important _ _ _ _ _ Very important
36. Teach students various learning techniques that will make Their learning easier and more effective. Not important _ _ _ _ _ Very important
37. Adopt the role of a facilitator (i.e. Your role would be to help And lead your students to think and learn in your own your, Instead of solely giving knowledge to them). Not important _ _ _ _ _ Very important
38. Highlight the usefulness of English and encourage your students To use their English outside the classroom (e.g. Internet Chat room or English speaking pen-friends). Not important _ _ _ _ _ Very important
39. Motivate your students by increasing the amount of English you use in class. Not important _ _ _ _ _ Very important
40. Share with students that you value English learning as a meaningful experience that produces satisfaction which enriches your life. Not important _ _ _ _ _ Very important
41. Avoid social comparison amongst your students (i.e. comparing them to each other for example when listing Their grades in public). Not important _ _ _ _ _ Very important
42. Encourage learners to see that the main reason for most failure Is that they did not make sufficient effort rather than their poor Abilities. Not important _ _ _ _ _ Very important
43. Make tasks attractive by including novel or fantasy elements So as to raise the learners' curiosity. Not important _ _ _ _ _ Very important
44. Encourage students to share personal experiences and Thoughts as part of the learning tasks. Not important _ _ _ _ _ Very important
45. Enrich the channel of communication by presenting Various auditory and visual aids such as pictures, relia, Tapea adn films. Not important _ _ _ _ _ Very important
46. Show student that their effort and achievement are being Recognized by you. Not important _ _ _ _ _ Very important
47. Try to be yourself in front of your students without Putting on an artificial mask, and share with them your Hobbies, likes and dislikes. Not important _ _ _ _ _ Very important
48. Give students opportunities to assess themselves (e.g. give themselves marks according to their overall Performance). Not important _ _ _ _ _ Very important

Finally, would ou please answer the following short questions:

1. What is your gender? Male _ Female _
2. How long have you been teaching English _

6.2 Appendix B

Teachers' motivational strategies use- questionnaire for learners

Pažljivo pročitaj sljedeće izjave i zaokruži brojk u koja najtočnije pokazuje tvoje mišljenje.

Svi navodi odnose se na tvog profesora/-icu iz engleskoga jezika

1=nikad ili gotovo nikad

2=rijetko

3=ponekad

4= često

5=vrlo često

6=stalno

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. Često unosi elemente humora u nastavu. | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. Pokazuje učenicima da ih poštuje, prihvaća i brine za njih. | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. Stvara prilike u kojima se učenici mogu bolje upoznati
(rad u grupi, igre natjecanja). | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. Upoznaje učenike s kulturalnom pozadinom engleskog jezika. | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. Objašnjava važnost nekih razrednih pravila (npr. da nije lijepo
smijati se tuđim pogreškama) te pita učenike za njihovo mišljenje o tome. | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. Daje jasne upute o tome kako izvesti neki zadatak pokazujući
pri tom svaki korak. | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. Poziva na sate učenike iz starijih razreda da iznesu svoja pozitivna iskustva
o učenju engleskoga jezika. | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. Prati postignuća učenika te pohvali njihove uspjehe. | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. Redovito podsjeća učenike da će im dobro poznavanje engleskoga
pomoći u budućnosti (bolji posao, mogućnost studiranja u inozemstvu ili sl.). | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. Potiče učenike da izaberu konkretne i realne ciljeve u učenju
(npr. da nauče 5 riječi svaki dan ili sl.). | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. Koristi zadatke koji su unutar učenikovih sposobnosti
što redovno dovodi do uspjeha. | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. U nastavu uključuje zanimljive sadržaje i teme
(npr. o tv programima, pop zvijezdama, putovanjima). | 1 | 2 | 3 | 4 | 5 | 6 |

13. U nastavi koristi aktivnosti u kojima učenici moraju riješiti neki problem ili otkriti nešto te tako zadatke čini izazovnijima.	1	2	3	4	5	6
14. Učenike poučava strategije samomotivacije (npr. kako sam sebe poticati na rad).	1	2	3	4	5	6
15. Brine se da ocjene budu odraz učenikovih postignuća, kao i uloženoga truda.	1	2	3	4	5	6
16. Daje učenicima mogućnost da predlože neko razredno pravilo koje smatraju korisnim za učenje.	1	2	3	4	5	6
17. Pokazuje entuzijazam za poučavanje engleskoga (predan/a je i motiviran/a).	1	2	3	4	5	6
18. Izmjenjuje oblike poučavanja (npr. nakon gramatičkoga zadatka slijedi zadatak vezan uz izgovor; nakon rada s cijelim razredom slijedi rad u grupama).	1	2	3	4	5	6
19. Dovodi izvorne govornike engleskoga kao goste u razredu.	1	2	3	4	5	6
20. Pomaže učenicima da razviju realna uvjerenja o učenju (npr. objašnjava im koliko je vremena potrebno za napredak u engleskom).	1	2	3	4	5	6
21. Počinje sat zanimljivim i kratkim aktivnostima (npr. zabavne igre i sl.)	1	2	3	4	5	6
22. Uključuje učenike što je više moguće u oblikovanje nastave (učenici imaju priliku izabrati udžbenik, aktivnosti i teme kojima će se baviti, s kim žele raditi i sl.	1	2	3	4	5	6
23. Ima dobar odnos s učenicima.	1	2	3	4	5	6
24. Zadaje aktivnosti koje uključuju aktivno sudjelovanje svih učenika (npr. prezentacije učenika i sl.)	1	2	3	4	5	6
25. Objašnjava učenicima zašto je neka aktivnost bitna.	1	2	3	4	5	6
26. Izrađuje nastavni plan u skladu s učenikovim potrebama, ciljevima i interesima.	1	2	3	4	5	6
27. Omogućuje učenicima stvaranje proizvoda koje mogu prezentirati ili izvesti pred drugima (npr. poster, info brošure, radijski programi).	1	2	3	4	5	6
28. Daje učenicima do znanja da vjeruje u njihove sposobnosti te						

ih tako potiče na dodatni trud.	1	2	3	4	5	6
29. Daje učenicima mogućnost odabira kada i kako će biti ocjenjivani.	1	2	3	4	5	6
30. Stvara ugodnu atmosferu u razredu gdje učenici nisu podvrgnuti ismijavanju i neugodi.	1	2	3	4	5	6
31. Jasno izlaže ciljeve nastave te ih redovito ponavlja.	1	2	3	4	5	6
32. U nastavi koristi dodatne materijale vezane uz englesku kulturu (časopise, novine, tekst pjesama ili sl.)	1	2	3	4	5	6
33. Učenicima objašnjava da je u učenju stranoga jezika važno uspješno prenijeti značenje u komunikaciji, a ne razmišljati o gramatičkim greškama.	1	2	3	4	5	6
34. Primjećuje učenikov doprinos i napredak te im daje pozitivnu povratnu informaciju.	1	2	3	4	5	6
35. U nastavu uključuje aktivnosti u kojima učenici mogu naučiti raditi u grupi.	1	2	3	4	5	6
36. Poučava neke od tehnika učenja koje bi učenicima olakšale i pospješile učenje.	1	2	3	4	5	6
37. Pomaže učenicima i potiče ih da razmišljaju i uče na način koji im odgovara, a ne da im samo prenosi znanje.	1	2	3	4	5	6
38. Naglašava korisnost poznavanja engleskoga te potiče učenike da koriste engleski i izvan učionice. (Internet chatovi, dopisivanje s govornicima engleskoga i sl.	1	2	3	4	5	6
39. Veći dio sata koristi engleski te tako motivira učenike.	1	2	3	4	5	6
40. Ističe da je učenje engleskoga važno iskustvo koje donosi zadovoljstvo i obogaćuje život.	1	2	3	4	5	6
41. Ne uspoređuje učenike (npr. na osnovu temelju ocjena).	1	2	3	4	5	6
42. Potiče učenike da uvide da je glavni razlog neuspjeha manjak truda, a ne njihove sposobnosti.	1	2	3	4	5	6
43. U aktivnosti uključuje fantastične elemente te elemente pripovijetke kako bi zainteresirao/zainteresirala učenike.	1	2	3	4	5	6

44. U sklopu nastavnih zadataka potiče učenike da podijele svoja iskustva i razmišljanja.

1 2 3 4 5 6

45. U nastavi koristi slike, različite predmete, audio snimke i filmove te tako obogaćuje komunikaciju .

1 2 3 4 5 6

46. Učenicima daje do znanja da prepoznaje njihov trud i postignuća.

1 2 3 4 5 6

47. Trudi se biti prirodna osoba pred učenicima, bez lažnih maski, te s njima razgovara o svojim hobijima, onome što voli/ne voli.

1 2 3 4 5 6

48. Daje učenicima priliku da se sami ocijene (npr. da sami ocijene svoju izvedbu određenih zadataka).

1 2 3 4 5 6

Hvala na pomoći!

