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MOTIVATING STUDENTS EFFECTIVELY IN THE ENGLISH LESSONS

Készítette:

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1. Introduction

I chose English classroom motivation as the topic of my study because I think it is a crucial issue in language teaching. I have been teaching English for almost ten years and I have gained a lot of experience teaching in language schools and primary schools.

At the language school, I witnessed that language learners who were unmotivated to learn a language for example because a parent had enrolled them quickly gave up their desire to learn the target language. In primary school, I also experienced that teaching can be more effective, if the group is motivated.

I have had the opportunity to observe the work of other teachers in their lessons, and I have always been enriched with new motivational ideas. I wondered about the factors that influence our motivational activities. I therefore decided to focus on the connection between motivational strategies and the age of teachers.

In the theoretical background of my study, I review the literature on motivation and try to categorize different types of motivation. I distinguish 13 different strategical commandments based mostly on the works of Dörnyei and Csizér (1998) and Dörnyei and Cheng (2007).

In the second part of the present paper, I introduce my research questions, the research instrument, i.e. a questionnaire, and the sample from different aspects. Then. I compare and analyse the respondents' answers related to the 13 motivational commandments.

All in all, I will explore what motivational strategies the respondents consider as more or less important. I am hoping to be able to identify the most and least preferred motivational strategies in the English classroom. I am going to analyse their answers in my study.

2. Theoretical background

'The most successful learners will be those who have both talent and a high level of motivation for learning.' ELLIS (1995, pp. 118.)

I agree with this quote, which mentions two important attributes of language learners: talent and motivation. If they lack the first one, they can still improve, but need to be well-motivated. Students may find no enjoyment or interest in studying. It is not just about second language acquisition, students need these attributes in any field of studying, just as the quote says above.

Students need to understand the usefulness of their knowledge and be able to stay motivated in the lessons. In the present study I discuss the theoretical background of motivation from different aspects, then I introduce my research study about the experience of practicing ESL teachers. I investigate how they motivate their students and compare the results.

2.1 Motivation

Józsa (2002) claims that the meaning of motivation originates in ancient times, and we still use the same meaning in everyday life. Being motivated usually means that we are driven to do something. On the other hand, he adds that motivation became the central topic of psychological research in the 21st century. The following questions appear in these studies: why do we do what we do? What drives us to do anything at all?

Teachers need to know the answer to these questions to work effectively. We need to understand how motivation works in education to be able to teach in an interesting way. First of all, we should consider where motivation originates, because just as Scheidecker and Freeman (1999) cited by Dörnyei (2001, pp. 1.) say *'Motivation is, without question, the most complex and challenging issue facing teachers today.'*

2.2 Different views – the timeline of different approaches

2.2.1 Psychoanalytical approach

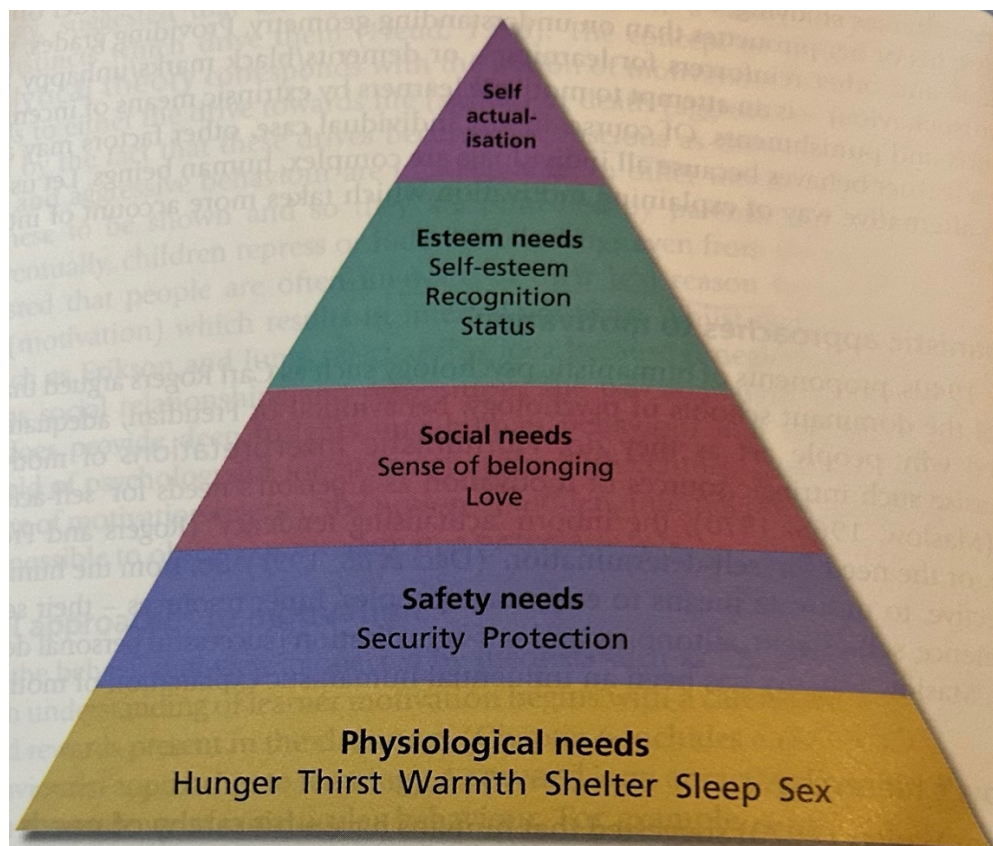
Freud (1990) says that our motivation is driven by internal instincts, and he built his theory on this assumption. In his theory, our drives are unconscious, we are unaware of the reasons of our actions. Although Freud's theory was popular in the first part of the 20th century, the behavioural approach rejects the importance of the role of unconscious, because it is not measurable.

2.2.2 Behavioural approach

Behavioural approach dates back to ancient times, because in Aristotle's experience when two things happen one after the other several times, they can be connected and remembered by us. In these cases, there is a stimulus, which is followed by a response (Woolfolk et al., 2008). Pavlov conducted some experiments on dogs which supported the classical conditioning theory. Woolfolk et al. (2008, pp. 247) explains that classical conditioning is the "*association of automatic responses with new stimuli*". This means that the salivation of Pavlov's dogs changed in the experiment. First, dogs salivated while they were fed, but later only the sound of the tuning fork was enough for them to salivate. In this experiment the neutral stimulus became conditioned stimulus, which means the stimulus, hearing the tuning fork got connected to the salivation. In connection of the behavioural approach Woolfolk et al. (2008) agree that rewards are the kind of responses that we can use as extrinsic motivation.

2.2.3 Humanistic approach

Woolfolk et al. (2008) also claim that the humanistic approach was a new point of view in the 1940s. Its main representative was Maslow (1970), whose theory sums up the origins of human motivation, which is illustrated in a pyramid by Woolfolk et. al. (2008) below:



Source: WOOLFOLK ET AL. (2008, pp. 442)

Maslow (1970) believes that the main drivers of our actions are the psychological needs, like hunger and thirst. These are followed by the safety needs. Social needs are also very important, like love and the sense of belonging. Esteem needs are just after these, and the top of the pyramid is the hardly achievable self-actualisation. Lower-level needs must be met before higher needs are fulfilled; this is why it is called Maslow's Hierarchy.

Maslow's pyramid (Woolfolk et al. 2008) shows that if the students have difficulties in life, they will not be able to concentrate on their studies. These difficulties can be obstacles in the way of learning and motivation. Moreover, students also have social needs. That is why bullying is a huge problem too. It is difficult for students who are bullied to integrate into their school community, so their social needs are not fulfilled.

Woolfolk et al. (2008) list some modern humanistic approaches, in which Stipek (2002) states our way of thinking is even more important than our past experiences. They also mention Miller et al. (1960), who believe people are driven by their own plans. Locke and Latham (2002) emphasise the importance of goals. Schemas, expectations, and attributions appear as important factors too, according to Woolfolk et al. (2008).

2.2.4 Sociocultural approach

Wenger (1998), cited by Woolfolk et al. (2008), says that being part of a community is truly important to us. This is the reason why we try to learn the common values and practices. To be an integral part of a given society or community, we need to understand and speak its language too. From this point of view, our sociocultural needs motivate us to learn the target language.

2.2.5 Intrinsic and extrinsic motivation

Davis (1998) discusses intrinsic and extrinsic motivation. She states that intrinsic motivation originates from us. We all have interests in life, which we prefer to study about. Studying something interesting is much easier than studying something that you do not care about. Some students who face difficulties in the ESL class hardly find their intrinsic motivation.

Extrinsic motivation is the type of motivation which originates from the outside world. Woolfolk et al. (2008) explain that the extrinsic motivation can come from anything except the task itself. We only do something to gain something else, for example the appreciation of a teacher, parent, guardian or sibling, rewards, like a chocolate or a good mark, or sometimes children only want to avoid some punishment.

Woolfolk et al. (2008) say that three of the different approaches of motivation I have discussed above are intrinsic: the humanistic, the cognitive and the sociocultural views. That is

the reason why they feel that intrinsic motivation is more important in the process of learning, even if everyone likes to be rewarded.

Extrinsic motivation has its own advantages too. Józsa (2007) points out that the use of extrinsic motivation can help students find their own intrinsic motivation in language learning. For example, someone starts to study the language to get appreciation from a beloved person, e.g. a sister or a brother, but after a while studying the language becomes a real interest. Extrinsic motivation can also be the source of competition between students. Every child likes to compete with the other learners, and the aim of being better than others can be a drive as well.

The question arises which type of motivation is more important in education? Fülöp (2008) questions if any type of motivation is more useful than the other in case of studying. On the one hand, she admits that the role of intrinsic motivation is important, because it is our decision, it originates from our needs, wishes and opinion. On the other hand, she emphasizes the importance of extrinsic motivation in competition research. Overall, she highlights that the coexistence of the two types of motivation is the most ideal, because someone can have both at the same time.

2.2.6 Integrative or instrumental motivation

Gardner and Lambert (1972) use a different categorization. From their point of view, there are two types of motivation: instrumental and integrative motivation. The first one appears when the learner has a functional aim, like getting a language exam, succeeding on a job interview or just being able to order some meals in a restaurant on a holiday.

Many people like to reach their goals in the shortest possible time with the least possible effort. In these cases, they usually have instrumental motivation, because their aims are functional. Functional aims first appear in the eighth grade in the Hungarian Educational System, when children need to take an entrance test. In my opinion, this has no impact on language learning, because the Common Entrance Test focuses only on Math, Hungarian Grammar, and Literature.

Their first functional second language aim is usually the language exam which is not compulsory for all the students, so in vocational schools students study language just to pass the school-leaving exam. Meanwhile, those who wish to study at university often need at least one B2 level language exam certificate. Universities can decide over the obligatory language level since the Act of CCIV of 2011 was replaced with the Act of LIX of 2022.

All in all, even if the National Core Curriculum 2020 emphasises the role of motivation in the process of language learning, the instrumental motivation appears late in the Hungarian educational system.

In conclusion, teachers can rely only on integrative motivation in the beginning. This is the ideal case in which the learner wants to identify with the culture of the language. Moreover, Celik and Yildiz (2019) say it is difficult to imagine language learning without the acquisition of the target language culture too, because when we study a language, we get to know its literature, phrases and expressions which are culture-based. Celik and Yildiz (2019, p. 158.) even say that *‘language is the first element of communication, it is a source of life and culture itself.’*

Ellis (1995, p. 11) believes that integrative motivation is essential in second language acquisition: *‘Learners who are interested in the social and cultural customs of native speakers of the language they are learning are likely to be successful.’*

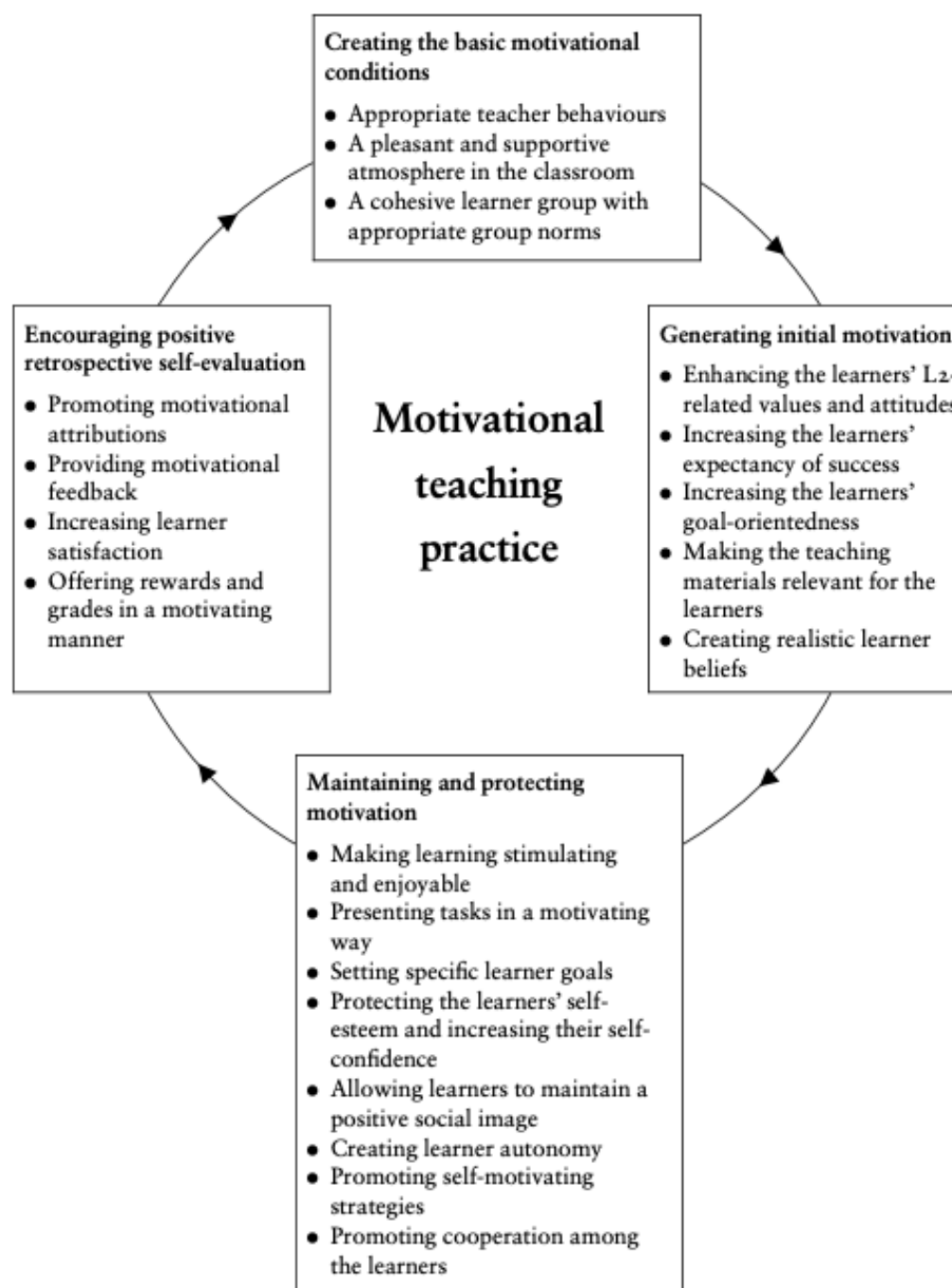
2.2.7 Task motivation

Ellis (1995) claims that the task that learners are doing can sometimes be a source of enjoyment. For example, some children love drawing, singing, moving, or acting. Furthermore, everyone loves playing some fun games. In these cases, teachers can motivate their students with these tasks. Task motivation differs in secondary education from the one in primary education, but still exists.

I must mention that the use of information and communication technologies (ICT) is a huge drive nowadays. ICT tools are also present at schools: developing students’ digital skills is a very emphatic topic in the National Core Curriculum 2020. Its connection with the task motivation might need no explanation: children love to use ICT tools, like smartphones, tablets, PCs and different applications.

2.3 Motivational teaching practice

Dörnyei (2001) introduces the key components of motivational teaching practice, which can be seen below.



Source: DÖRNYEI (2001)

This circular motivational teaching practice list is very useful. These components are interrelated, and this way the process of motivation never stops. All the four groups are interdependent. If a mistake occurs in a group, it has an impact on the other groups too. For example, without encouragement, there is no supportive classroom; without supportive classroom, the

second language related values and attitudes are missing and this way the teacher faces difficulties to maintain and/or protect the motivation in the lesson.

Dörnyei (2001) created four groups in which these motivational factors are represented: creating basic motivational conditions, generating initial motivation, maintaining, and protecting motivation and encouraging positive retrospective self-evaluation.

2.3.1 Basic motivational conditions

Dörnyei (2001) first mentions the teacher's appropriate behaviour. We can think of that as a basic need: the teacher represents a model, which the students will follow. From this point of view, the teacher's behaviour must be exemplary.

In Hungary every school has its own school policy with rules, which intend to protect the school community. One of the most common rules is arriving in time, which applies both to teachers and students. Dörnyei (2001) adds that the atmosphere in the classroom should be pleasant and supportive. It is even more important now when bullying is becoming a major problem at schools.

The class should be cohesive, which means that everyone follows appropriate group norms. The proper behaviour is not just an obligation, but a bit more. The Convention on the Rights of the Child (CRC) by the UN says every child '*has the right to education suited to his/her needs and abilities*' (CRC, 2007, pp. 23.).

2.3.2 Generating initial motivation

Dörnyei (2001) refers to intrinsic motivation as initial motivation and emphasises its importance. The learners meet the cultural background of the language they study, this way their second language related values and attitudes improve.

The second language learners must get relevant materials to meet their goals. This way the functional motivation also plays an important role. It is important to set reachable goals to stay realistic during language learning process. There is no motivation if students overrate or underrate their own knowledge. Having realistic and personalised aims is crucial because there are differences between the students according to language knowledge. This is the primal condition of being successful: without realistic aims students cannot experience the joy of success.

2.3.3 Maintaining and protecting motivation

In the previous group, the teacher's main task was generating motivation, preferably the initial motivation, because motivation makes the process enjoyable. Dörnyei (2001) say there are different ways to maintain and protect the existing motivation:

- make learning stimulating and enjoyable,
- motivational task presentation,
- setting specific learner goals,
- protecting the self-esteem and self-confidence of learners,
- let students maintain a positive self-image,
- promoting cooperation,
- creating learner autonomy,
- promoting self-motivating learner strategies.

Dörnyei and Csizér (1998) say that foreign language learning motivation appears on three different levels: the language level, the learner level, and the learning situation level. They claim that two subsystems appear on the language level: the integrative and the instrumental. This is the level where Gardner and Lambert's (1972) theory are integrated.

The learner level emphasizes the students' need for achievement and the importance of self-confidence. They introduce four main factors which have a great impact on confidence: anxiety, perceived second language competence, causal attributions, and self-efficacy.

Anxiety is common experience among learners who need to use the second language without being self-confident of their knowledge. Even if everyone is anxious at the beginning of something new, there are some people who feel worse than the most of us. For example, Cassady (2010, pp 100.) mentions one person who "*would rather be in a prison camp than speak a foreign language*". I intend to emphasize the importance of anxiety with this example. Young (1994) tried to categorize the sources of foreign language anxiety to help teachers to understand it. He has three categories: anxiety can be originated from the learners or caused by teachers or institutional practices.

Dörnyei and Csizér (1998) claim that we own various perceived second language competence, which determine our personal abilities. Lockley (2013) adds that it is important to be familiar with our perceived second language competences, because this has a positive impact on our self-evaluation and this way it makes language learning more effective.

Dörnyei and Csizér (1998) also say the relevant attributions of our previous experiences determine our motivation a lot. Dörnyei (2019, pp. 20.) even gives the definition of the second

language learning experience: it is *'the perceived quality of the learners' engagement with various aspects of the language learning process'*.

Dörnyei and Csizér (1998) mention self-efficacy as the last factor which affects confidence. Waddington (2023, pp. 237.) defined self-efficacy as *'a construct that focuses on an individual's evaluation of their capacity to do something successfully in a given situation.'* In case of language learning, personal success differ a lot, but we all have our hopes and aims, and to achieve them, we need self-efficacy.

Dörnyei and Csizér (1998) claim that there are three sets of motivational components on the learning situation level. The first set is the course-specific components, which includes for example the materials, textbooks, types of tasks and the syllabus. It can also include the learning and self-motivational strategies that the students acquire.

The second set is the teacher-specific components. The educational process depends on the teacher's personality, style, and abilities. Last, but not least there are some group-specific components, which are essential for the group dynamics. Dörnyei and Csizér (1998) names four aspects of these: goal-orientedness, norm and reward system, group cohesion and classroom goal structures. Dörnyei and Csizér (1998) differentiate between three types of classroom goal structure. The individualistic classroom goal structure allows the students to work alone, whereas the cooperative classroom improves the children's cooperative skills. The third type of classroom is referred to as the competitive classroom, in which the emphasis is on the competition between the learners.

2.3.4 Encouraging positive retrospective self-evaluation

Dörnyei (2001) states that the aim of the reward system is to provide students feedback on their actual state in the process of second language learning, but it is also important to do it in a motivational way. He says positive retrospective self-evaluation can be encouraged by the promotion of motivational attributions, providing feedback, rewards, or grades in a motivational way, and increasing the learner satisfaction.

2.3.5 The thirteen commandments of motivation

Dörnyei and Csizér's (1998) empirical study explores student motivation. They asked two hundred teachers from Hungary about their teaching practice and methods. Dörnyei and Csizér (1998) selected 51 different motivational strategies and asked the teachers to rank them. According to the research study, the top ten most common and important strategies, i.e. the ten commandments, which teachers should use on a daily basis, are as follows.

- 1) *Setting a personal example*: teachers' behaviour has an impact on students, as they function as role models.
- 2) *The importance of the pleasant atmosphere* has already been mentioned above. A relaxed learning environment is very important to learners, as it helps them to concentrate on their studies.
- 3) *The importance of the task presentation* is emphasized because without proper presentation students are unable to understand their tasks.
- 4) *The good relationship between the teacher and the learners* is essential. Not just because young learners intend to please their beloved teachers, but it is also important to have a calm atmosphere at all. It is a basic requirement in the modern classroom.
- 5) *The importance of self-confidence* has already been detailed above. There are different strategies to increase and maintain it, so that students can use their knowledge without being too shy to activate it.
- 6) *Designing an interesting lesson* can be a hard job for beginners, but the effort is fruitful. If the second language learners are interested in their studies, they are more motivated to learn more and more as well.
- 7) *Promoting learner autonomy* is also a key issue not just in the case of language learning but learning anything at all.
- 8) *Personalization of the learning process*: There are classes with thirty or more students, so teachers must try to differentiate as much as possible. In other words, personal needs play a crucial role.
- 9) *The importance of goal orientedness* is increased throughout children's primary education. The goals that they set can keep them motivated in their whole lives.
- 10) *The importance of familiarizing students with the target language culture* has also been mentioned above.

Dörnyei and Cheng (2007) add three more commandments to the ones introduced above. They also ask the teachers about the recognition of students' effort, familiarising with second language values and promoting norms and cohesiveness in group work. This questionnaire asked teachers from Taiwan about their experience in the field of student motivation.

In my empirical research, I will rely on these 13 commandments.

3. The empirical research

I am a primary school teacher and I teach English as a second language to children aged between 6 and 14. I realized in the last five years that teaching can be less challenging and much more fun if you work with motivated pupils. I have also found out that there are many ways to motivate them, but I believe that EFL teachers use many different motivational strategies in their lessons.

I will try to collect the most effective practices in my study with the use of a questionnaire and I intend to use the previously mentioned thirteen commandments to evaluate and categorize the answers.

3.1 Research questions

- 1) What motivational strategies do EFL teachers consider the most important?
- 2) What motivational strategies do EFL teachers consider to be the least important?
- 3) Which generation(s) regard the role of digital tools in motivation as more important?

3.2 Research instrument

I designed a questionnaire for EFL teachers based on Dörnyei and Cheng (2007) and Dörnyei and Csizér (1998), see ‘The thirteen commandments of motivation’, chapter 2.3.5 above. My questionnaire consists of 50 questions, which can be divided into two parts: the socio-cultural questions and the questions about classroom motivational tools used by practicing ESL teachers.

Accordingly, my questionnaire contains questions about the following motivational strategies: setting personal example, the importance of the pleasant atmosphere, the importance of task presentation, the good relationship between the teacher and the learners, the importance of self-confidence, designing an interesting and stimulating lesson, learner autonomy, personalization of the learning process, the importance of goal orientedness, the importance of cultural background, the recognition of students’ effort, familiarising with second language values, promoting norms and cohesiveness in group work.

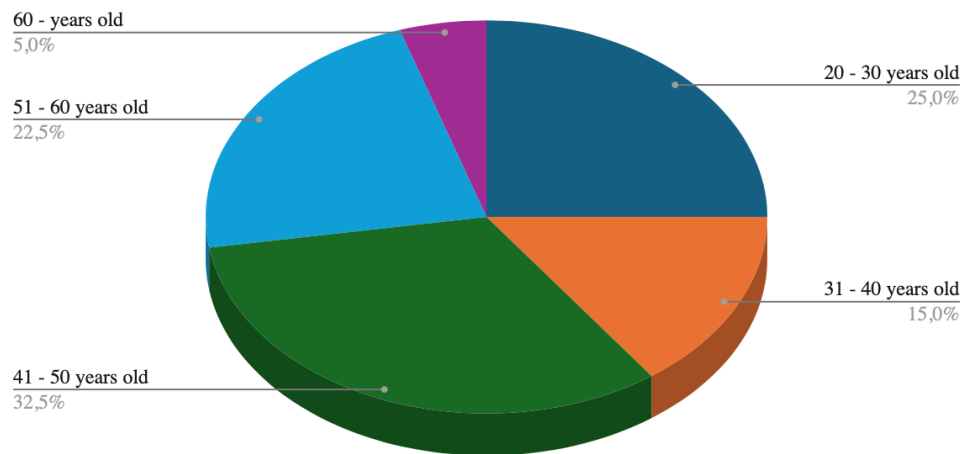
The questionnaire is in Hungarian, because I wanted to reach as many respondents as possible.

3.3 The sample

In my questionnaire I asked 80 primary and secondary school teachers as well as university lecturers in Hungary about their socio-cultural background and motivational practices. The first 12 questions were focused on the socio-cultural background.

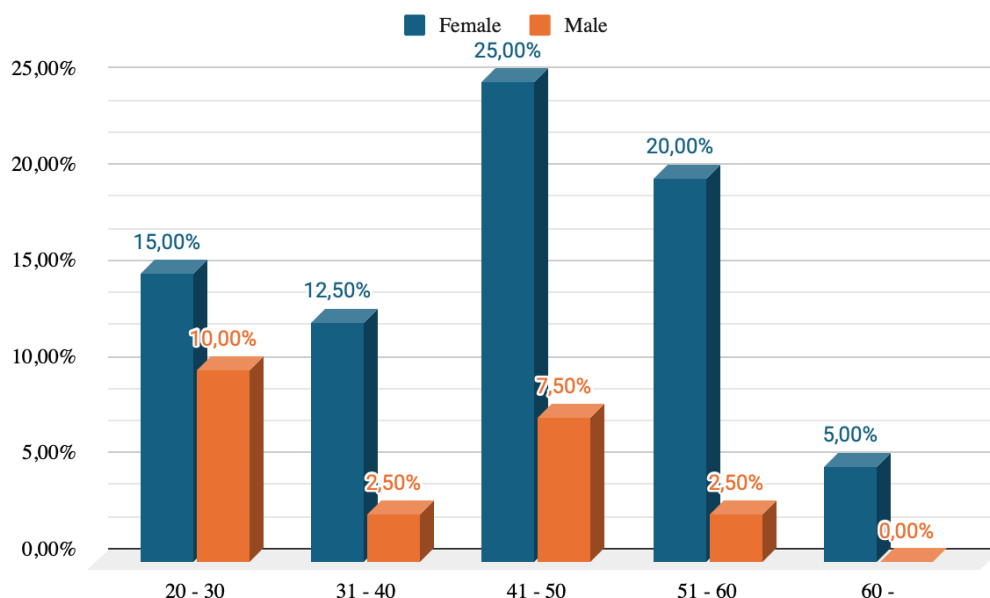
In connection with my first question the age composition of the population is illustrated in Figure 1. As can be seen, 25% of the respondents are aged 20-30 years old, 15% of them are 31-40 years old, 32.5% of them are aged 41-50 years old; 22.5% of the sample is aged between 51-60 years, while 5% is over 60.

Fig. 1 Age composition of the sample (%)



I asked the teachers about their sex in the second question. Less than 25 % of the respondents, i.e. 18 people, were male, while the majority of them, i.e. 78%, were female. Interestingly, the ratio of men to women was more balanced in the youngest generation of teachers between the ages of 20 to 30, i.e. 40 and 60%, respectively, than in the other age groups (see Figure 2).

Fig 2. The proportion of males and females

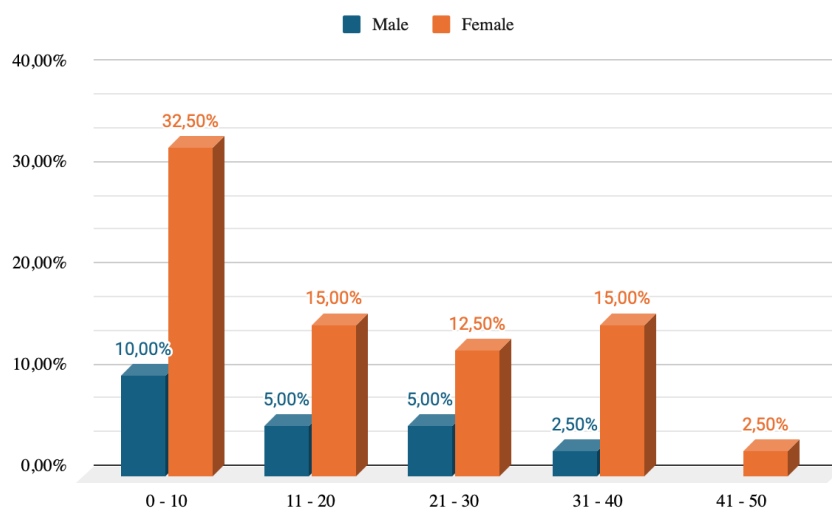


It can be seen that there are no male teachers in the oldest generation of teachers. This is surprising, because in Hungary men can retire later than women.

In my questionnaire, 35.5 per cent of the female respondents, i.e. 22 women, were under the age of 40, while 64.5 per cent, i.e. 40 women were over 40. Retired teachers were also noticeably present among the respondents, with four female respondents, i.e. almost 7 percent of the female respondents, also over 60 years of age.

In question 3, I also asked the participants about how long they had been teaching. The results are demonstrated in Figure 3. I am also interested in this topic, because in my opinion many teachers suffer from burn-out throughout their lives.

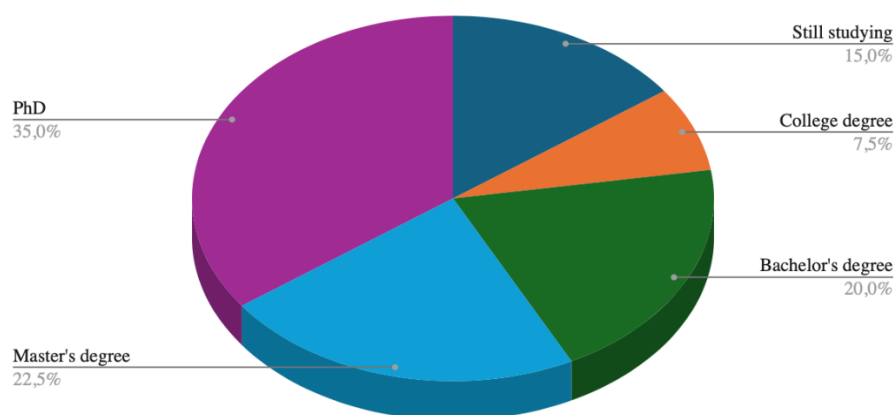
Fig. 3 How long the participants have been teaching (males/females)



I also investigated whether the respondents started their careers as teachers or not. Interestingly, 42.5% of the respondents, i.e. 34 people, had entered the labour market before they actually started teaching. Therefore, many people did not consider the teaching profession as the first option.

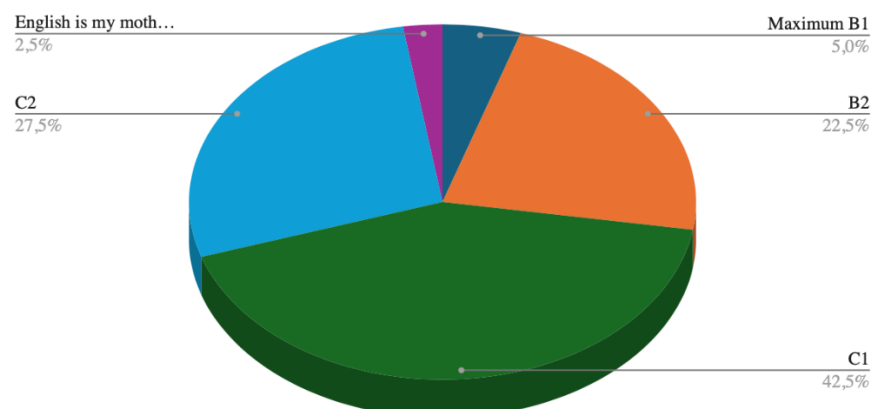
Question 4 refers to the teachers' qualification. It can be observed that 15% of the respondents are still studying, 7.5% of respondents have a college degree, 20% of them have a BA degree, 22.5% have an MA degree, while most of them (35%) have a PhD (see Figure 4).

Fig 4. The respondents' qualification



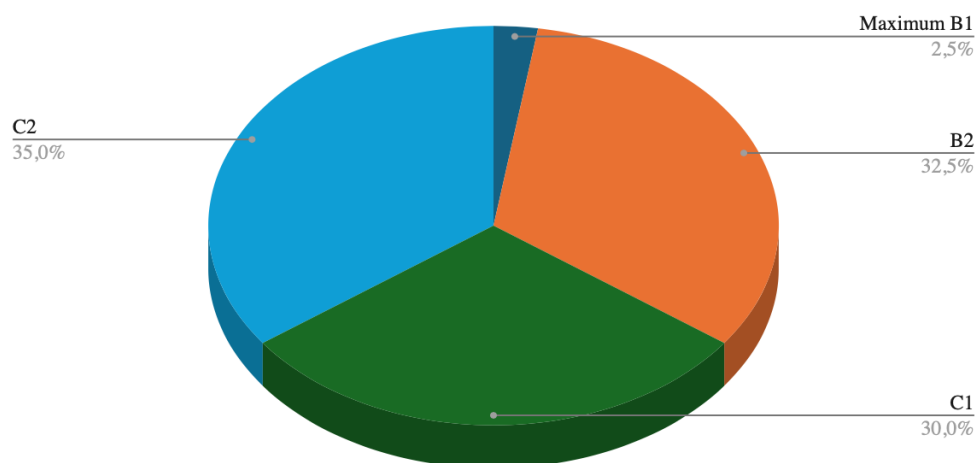
In the questionnaire, I asked the participants about their level of listening, speaking, reading and writing skills in questions 5-8. Figure 5 illustrates the teachers' level of listening skills.

Fig 5. Respondents' level of listening comprehension skills



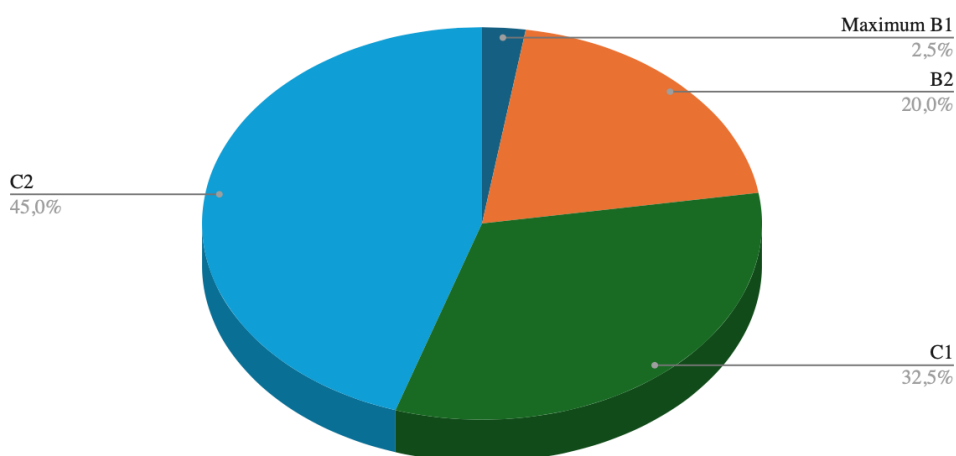
As Figure 6 below demonstrates, the majority of the teachers, i.e. 58 respondents, claimed that their speaking comprehension skills are at CEFR C1 (30%) and C2 level (35%). 26 participants (32.5%) reported that their speaking skills are at B2 level, while only two respondents said that they are at level B1.

Fig 6. Respondents' level of speaking skills



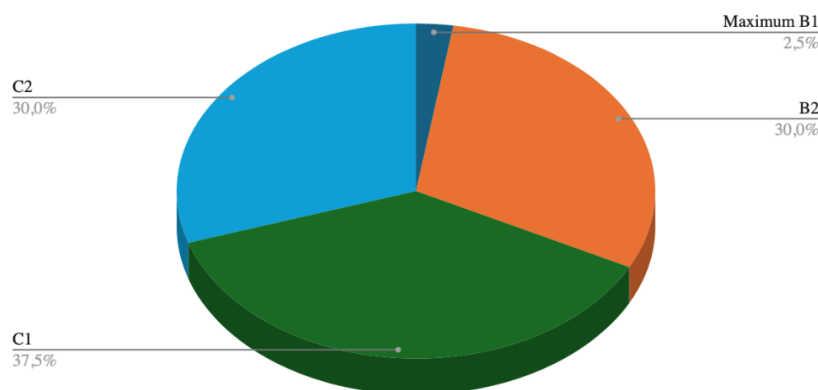
As Figure 7 shows, the respondents' level of reading comprehension skills is higher than their level of listening comprehension skills.

Fig. 7. Respondents' level of reading skills



The participants' writing skills are similar to their speaking skills (see Figure 8): 30% of the respondents, i.e. 24 people, answered that they are at level B2. The same number of teachers are at level CEFR C2, while 37.5% claimed that they are at level CEFR C1 level.

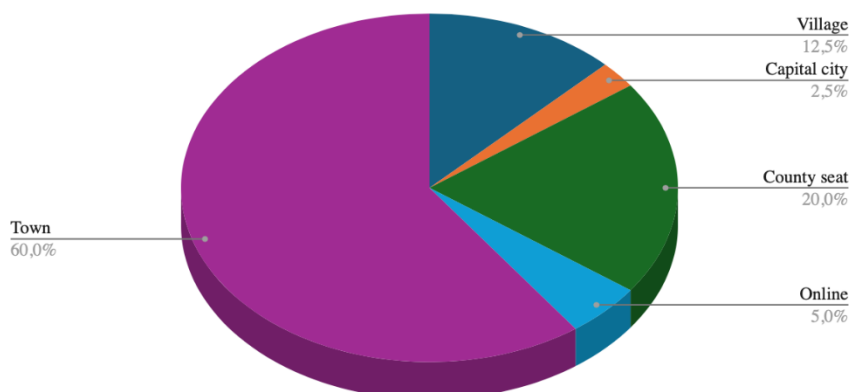
Fig 8. Respondents' level of writing skills



Overall, writing skill levels were similar to oral skill levels, while reading comprehension levels were more in line with listening comprehension levels.

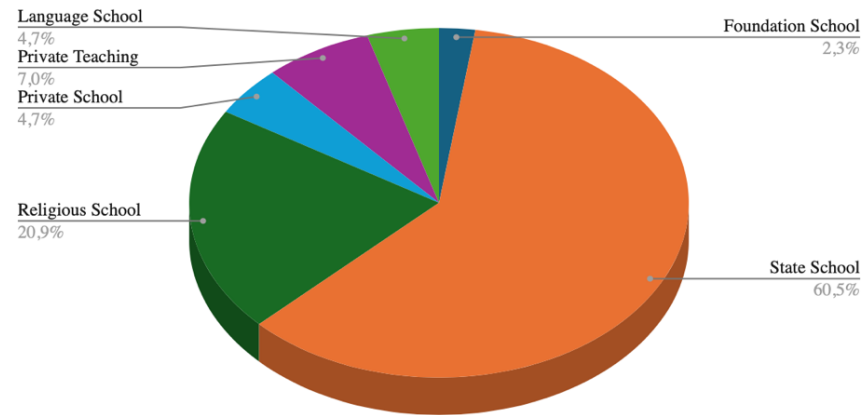
I also asked the respondents about the location, where they teach in question 9. Five options were given: town, village, capital city, county seat, online. The respondents could select more options, because it is possible that a teacher teaches at several places. In Figure 9 it can be seen that two thirds of the respondents teach in a town; another 20% work in a county seat, while 12.5% in a village. There are some teachers (5%) who give online lessons, whereas only a few participants (2.5%) teach in the capital.

Fig 9. Types of settlement where the respondents teach



I asked teachers about the type of school where they teach in question 10. Teachers can choose from six different school types (see Figure 10).

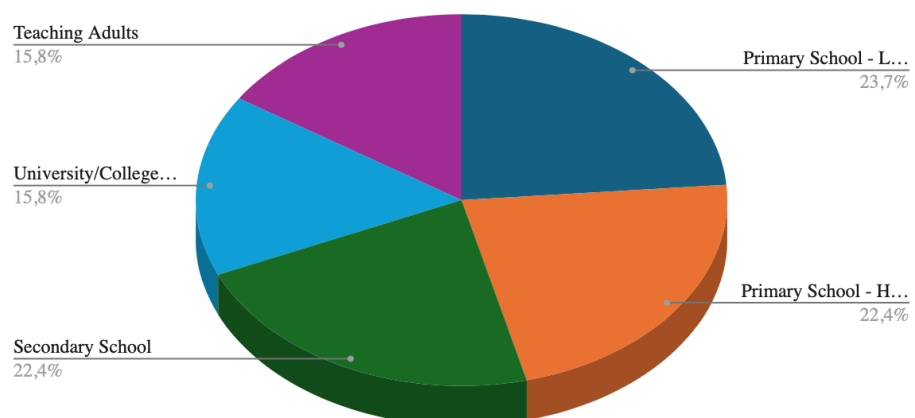
Fig 10. School types where the respondents teach



As can be seen, more than 60% of the responders teach at state schools, while religious schools placed second (20.9%). Among the respondents there were private teachers (7%), private school teachers (4.7%), foundation school teachers (2.3%) and language school teachers (4.7%) too. Here the respondents had the opportunity to select more school types, because there are teachers who teach in several institutions.

In question 11, I wanted to know what age group(s) the teachers teach. The results are demonstrated in Figure 11.

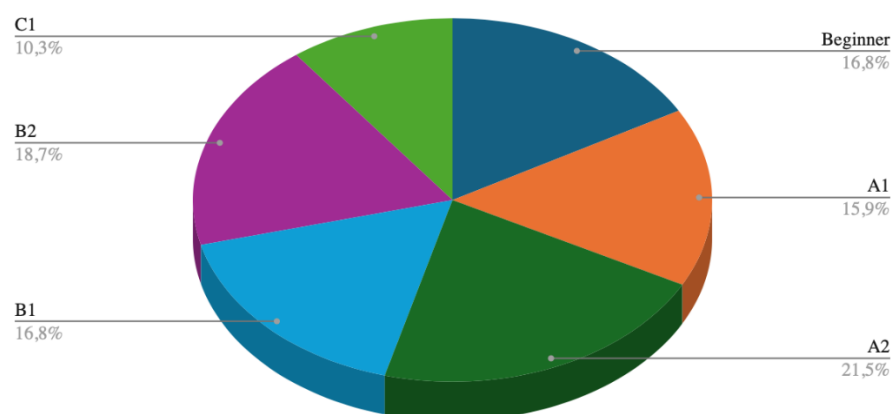
Fig 11. Distribution of students by age group



Almost half of the respondents teach lower graders (23.7%) and upper graders (22.4%) in primary school. 22.4% of the teachers teach secondary school students, 15.8% work with university or college students, while 15.8% teach adults.

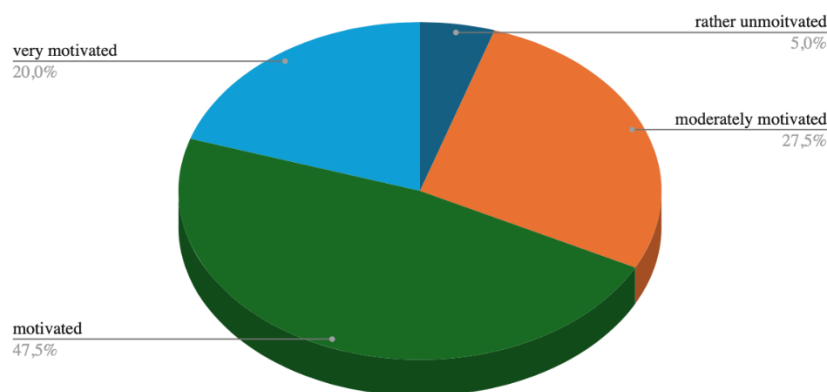
As Figure 12 illustrates, the language levels of the students that the respondents teach are diverse: There are beginners, intermediate, advanced students, etc. as well. The responses showed age-appropriate results.

Fig 12. The language levels of the respondents' students



In question 13, I also examined how motivated the respondents believe their students are in the English lessons. The results can be seen in Figure 13.

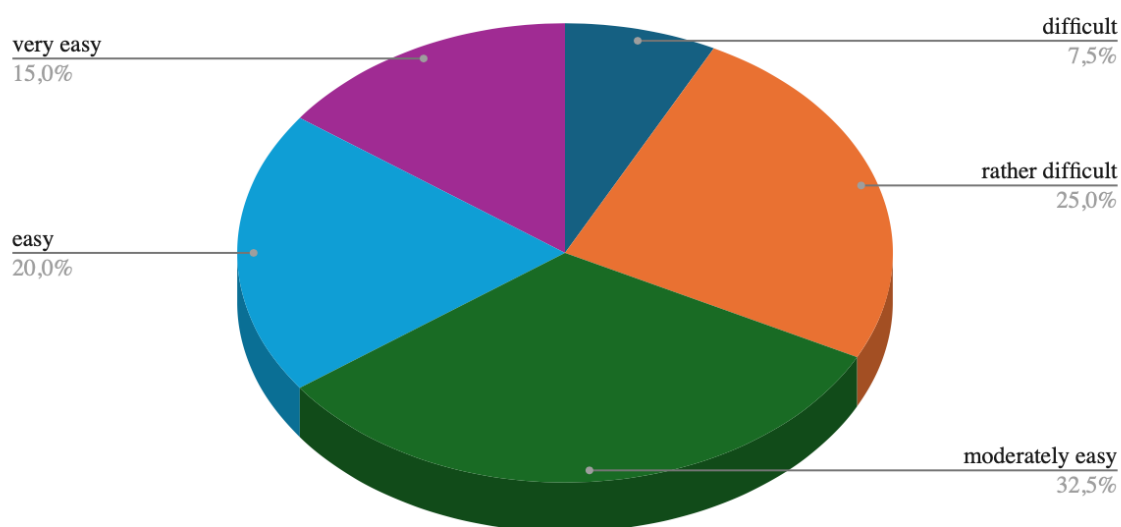
Fig 13. The motivation of students in the English lessons



According to the data provided, 67.5% of teachers think that students are motivated or very motivated in class, 27.5% think that students are moderately motivated, while 5% think that students are rather unmotivated.

In question 14, I asked the respondents about how difficult they think it is to motivate students in general. I used a five-point Likert-scale: the options were *very easy*, *easy*, *moderately easy*, *rather difficult* and *difficult*. The results are shown in Figure 14.

Fig 14. How difficult motivation is in general



It can be seen that most respondents (35%) find it very easy or easy to motivate children in general; while 32.5% believe that it is rather difficult or difficult. If we compare these answers with the ones given to question 13, we can conclude that children can be motivated more easily in English lessons. This may be accounted for by the relative popularity of this language and subject.

3.4 Questions related to the thirteen commandments of motivation

As mentioned previously, I selected thirteen different commandments which are necessary for classroom motivation. Teachers were asked about their importance and relevance. The questions about the commandments were in a random order because I did not want to influence the respondents. Everyone could answer the questions anonymously.

Based on the Dörnyei and Csizér (1998), and Dörnyei and Cheng (2007), I designed a table representing the commandments and the related questions (Table 1).

	Commandments	Question numbers
1	Setting a personal example	15, 17
2	The importance of the pleasant atmosphere	20, 24
3	The importance of the task presentation	25
4	The good relationship between the teacher and the learners	21
5	The importance of self-confidence	36, 47, 48
6	Designing an interesting lesson	19, 29, 39, 40, 41, 42, 43, 44, 45
7	Promoting learner autonomy	31, 32, 37
8	Personalization of the learning process	30, 49
9	The importance of goal orientedness	28
10	The importance of familiarizing students with the target language culture	23, 26
11	The recognition of students' effort	27, 33, 38
12	Familiarising with second language values	34, 46, 50
13	Promoting norms and cohesiveness in group work	22, 35

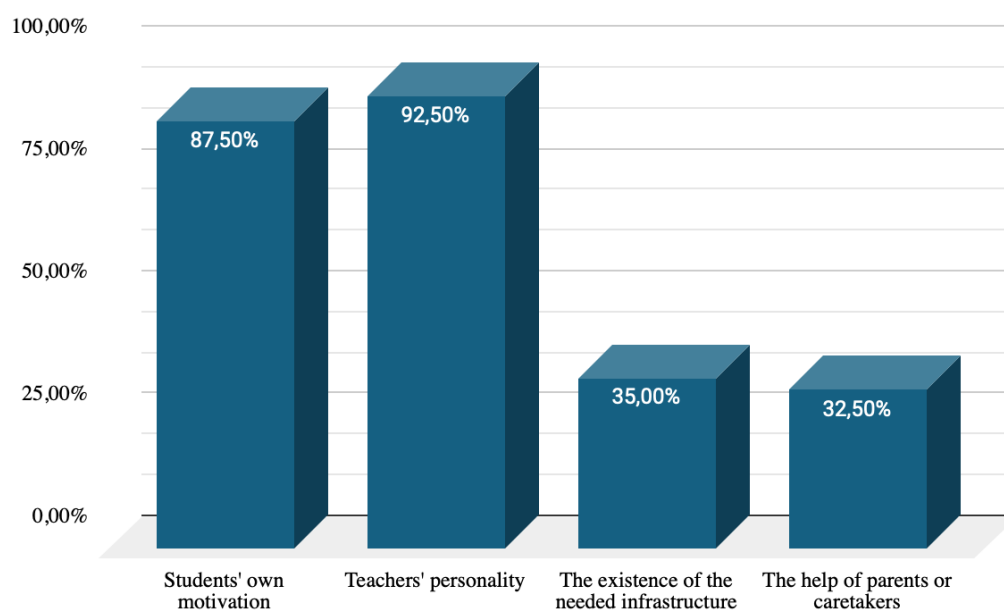
Table 1 – Commandments and questions

I am going to analyse these questions in the rest of my paper.

3.4.1 Setting a personal example

With respect to the first commandment, i.e. setting a personal example, I asked 2 questions (Questions 15 and 17), which are connected to each other: I asked what classroom motivation is mostly depended on (Figure 15), and I investigated the importance of teachers' personality on motivation (Figure 16) as well.

Fig 15. What classroom motivation is mostly depended on



In question 15, I asked what classroom motivation is mostly depended on. Four options were given: the student's own motivation, the teacher's personality, the appropriate infrastructure and the help of parents or caretakers. Respondents had the opportunity to add further factors to this list as well, but no one did. They could choose as many options as they desired. 20% of the respondents claimed that all the factors listed were essential, while the other teachers selected 1 to 3 important factors.

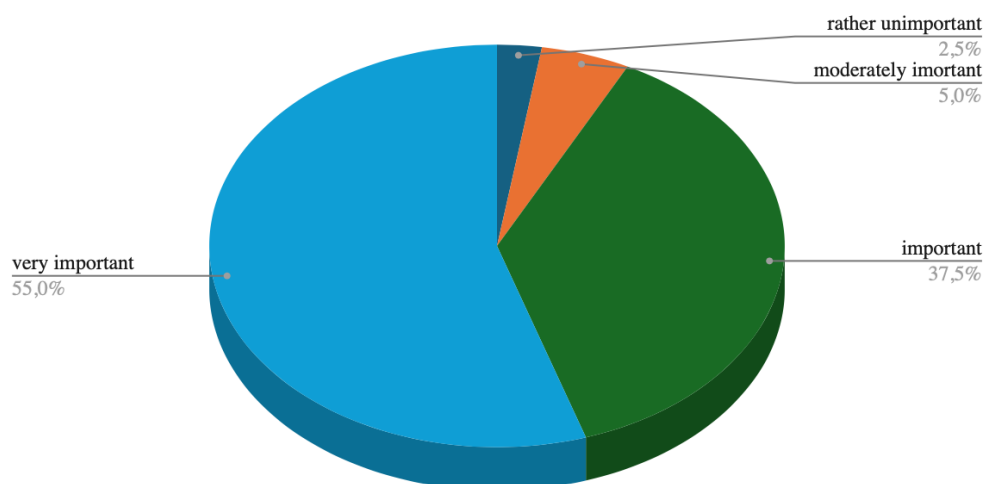
The vast majority of the teachers, 92.5%, i.e. 74 respondents, stated that the teacher's personality plays a crucial role, while only 7.5% of teachers disagreed. It means, that these teachers do not consider the importance of their own impact on students' motivation; moreover, they believe that their influence is irrelevant.

We can see in Figure 15 that the second most common response is the individual motivation of the learners. 87.5% of teachers, i.e. 70 respondents, believe that this is a significant factor in classroom motivation, while the remaining 12.5% of respondents believe that students' individual motivation is not that relevant. Relatively fewer respondents feel that the existence of the needed infrastructure is a necessary factor in the motivational process, because 35% of respondents, i.e. 28 people consider it to be an influencing factor. However,

the least important influencing factor was the help of parents and caretakers. Only 32.5%, i.e. 26 teachers responded that this was important.

Question 17 referred to the importance of the teachers' role in the classroom motivation, which is illustrated in Figure 16.

Fig 16. The importance of teachers' personality on motivation



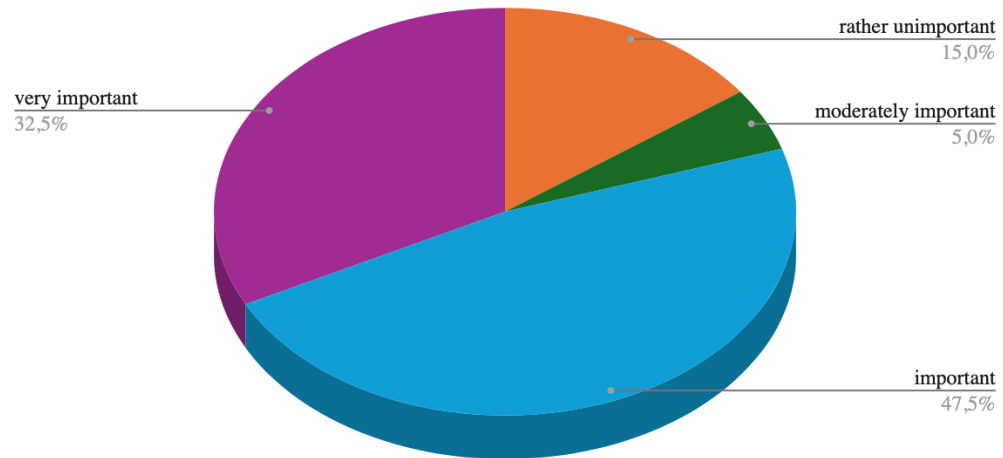
On a five-point Likert-scale, the options were *very important*, *important*, *moderately important*, *rather unimportant*, and *unimportant*. All of the respondents thought that the personality of the teacher was a factor influencing motivation to some extent. 92.5%, i.e. 74 respondents, thought that the teacher's personality was important or very important.

To sum up, these results suggest that it is extremely important for teachers to set a good personal example, as they consider their own role in student motivation of primary importance.

3.4.2 The importance of the pleasant atmosphere

Two questions referred to class atmosphere. The first one was question 20, in which respondents were asked to rate the motivational impact of humour on a five-point Likert-scale. The results are shown in Figure 17.

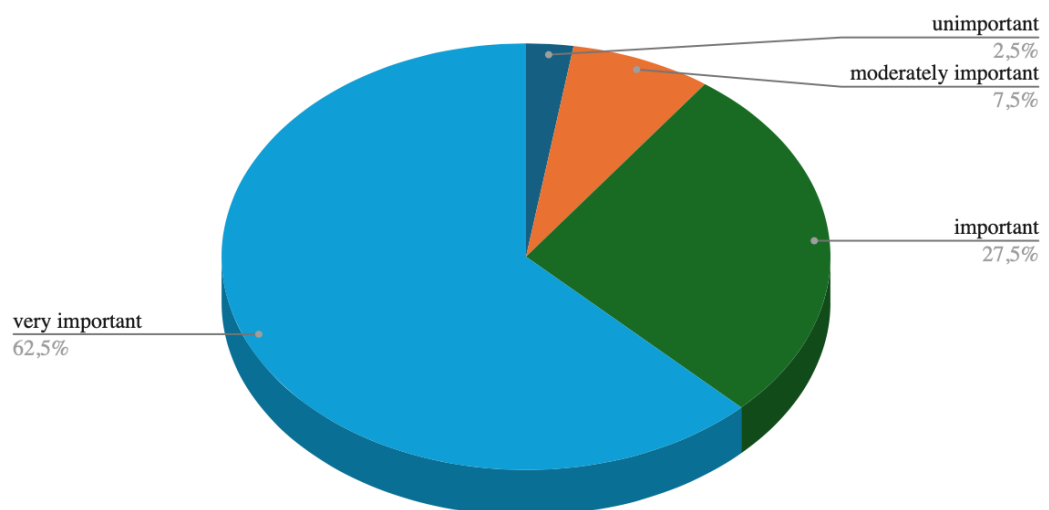
Fig 17. The importance of humour in the classroom



As can be seen, 80% of the respondents, i.e. 64 people, consider humour in the classroom to be important or very important. No one considered the role of humour as irrelevant.

In question 24 respondents were asked about the impact of bullying on motivation. I asked respondents how important it is to prevent it. The results are shown in Figure 18.

Fig 18. The importance of preventing bullying



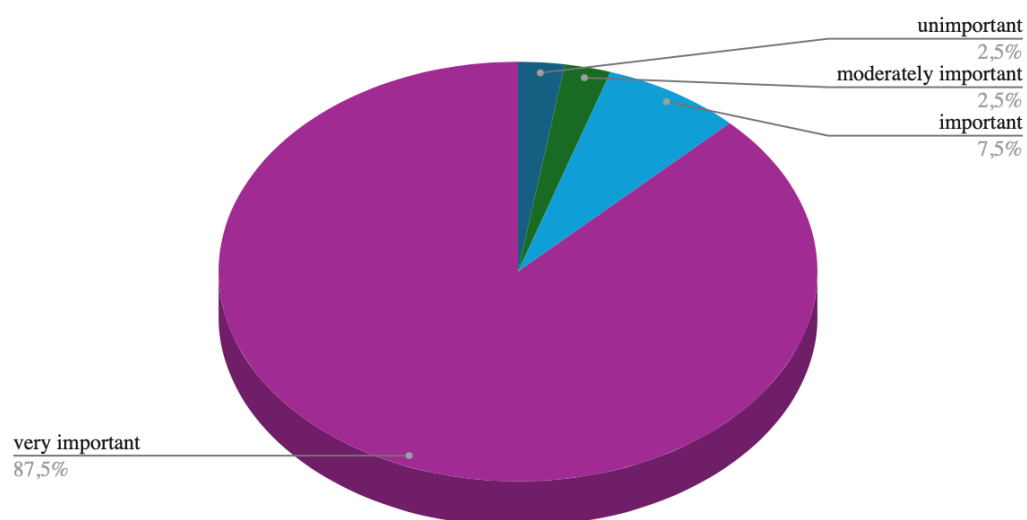
The vast majority of the respondents consider it extremely important (62.5%) or important (27.5%) to prevent bullying, while 7.5% of them believe it is moderately important to prevent

this kind of behaviour. Only 2.5% of the total respondents, i.e. 2 people, think that the relationship between bullying and classroom motivation is irrelevant.

3.4.3 The importance of the task presentation

Question 25 asked respondents to rate, on a five-point Likert scale, the importance of always giving clear instructions to learners before a given task. The results are shown in Figure 19.

Fig 19. The importance of giving clear instructions before a task

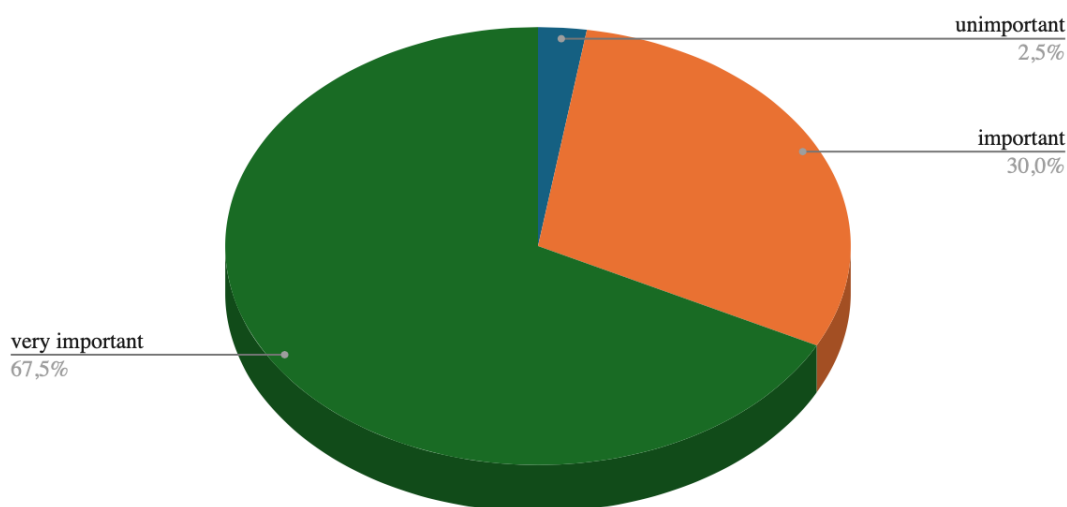


As can be seen most of the respondents, 87.5% believe that clear task presentation is very important. This makes clear task presentation one of the most important strategies. In contrast, only 5% of the respondents, i.e. 4 people, state that clear instructions are irrelevant or moderately important. Interestingly, these responses were from the 41+ age groups.

3.4.4 The ideal relationship between the teachers and the learners

We have seen that teachers believe it is important to set a personal example; however, being an example does not necessarily mean that we always have a good relationship with all the students. In question 21 I asked the respondents about the importance of respect in a teacher-student relationship. The options were *very important*, *important*, *moderately important*, *rather unimportant*, and *unimportant*. Most of the teachers believe that in a relationship people should respect each other mutually. 97.5% of the teachers believe that respect is important or very important, as can be seen in Figure 20.

Fig 20. The importance of respect in a teacher-student relationship



Interestingly, respondents who consider mutual respect between teachers and students as irrelevant represent only 2.5% of the whole sample and are aged between 41 and 50 years old.

3.4.5 The importance of self-confidence

In connection with this commandment, I had 3 questions in my questionnaire. In question 36 I asked teachers to explain whether they correct students' mistakes immediately in speaking tasks. This was a very controversial issue. 20% of the respondents, i.e. 16 teachers, definitely try to correct errors immediately, while the remaining 80% do not consider it important to correct errors immediately for a variety of reasons. Only two of those (2.5%) who always correct their students' mistakes immediately were willing to explain the reason for it. Their aim is to encourage students to communicate in a grammatically correct way. Another 2.5% of all respondents feel it is important to emphasize the method they use: they always correct students by repeating the correct structure.

Those who answered *no* to this question, listed various reasons for not correcting mistakes immediately. Some of them said it would break the flow, so they do not want to unnecessarily interrupt their students or the discourse. Others claimed it is only necessary to correct them if the student makes an error that impairs understanding. Many participants do not want to discourage learners by constantly correcting them. Some pointed out that successful communication is more important than grammatical accuracy: '*Fluency over accuracy*' – they stated. Unfortunately, some said that they do not correct learners' mistakes immediately simply due to a lack of time.

The remaining two questions in my questionnaire about this commandment are connected to each other. Question 47 referred to the importance of rewarding and praising students in the classroom. In question 48 I asked the respondents how they can reward and praise children in the English lesson.

In connection with question 47 teachers could rate the importance of praising and rewarding students on a five-point Likert scale. All the respondents consider the role of praises and rewards as important (25%) or very important (75%) for motivation in the classroom.

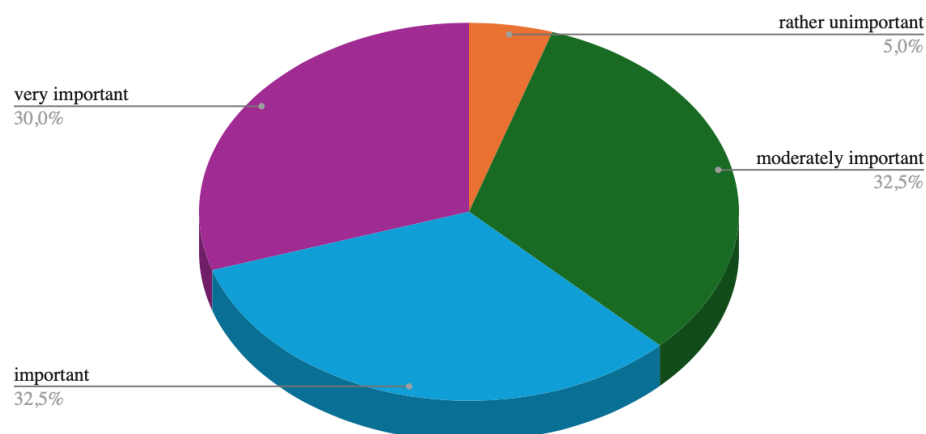
It is worth taking a look at what the best practices are. Many said giving smaller presents like chocolate, cards, postcards, bookmarkers, or stickers can be motivating, but 2 respondents emphasized that they prefer verbal praising over presents. The traditional rewarding methods were also listed by the teachers, i.e. red points, marks, and books at the end of the school year. Some claimed that tasks themselves can be motivating, e.g. a competition or a game. Some respondents give easier tests as a reward. Extra activities together, or trips can also be good ways to reward the students. There were two teachers who mentioned high-fives as a reward.

Some teachers also added that honesty is very important when we praise or reward our students, because although building their self-confidence is very important, it is also important not to overpraise them.

3.4.6 Designing an interesting and stimulating lesson

Every teacher knows it is difficult to plan and design an interesting and stimulating lesson. Most teachers have more than twenty lessons a week, so they need modern infrastructure in the classroom. I asked respondents in question 19 to rate on a five-point Likert scale to what extent infrastructure affects the ESL classroom motivation.

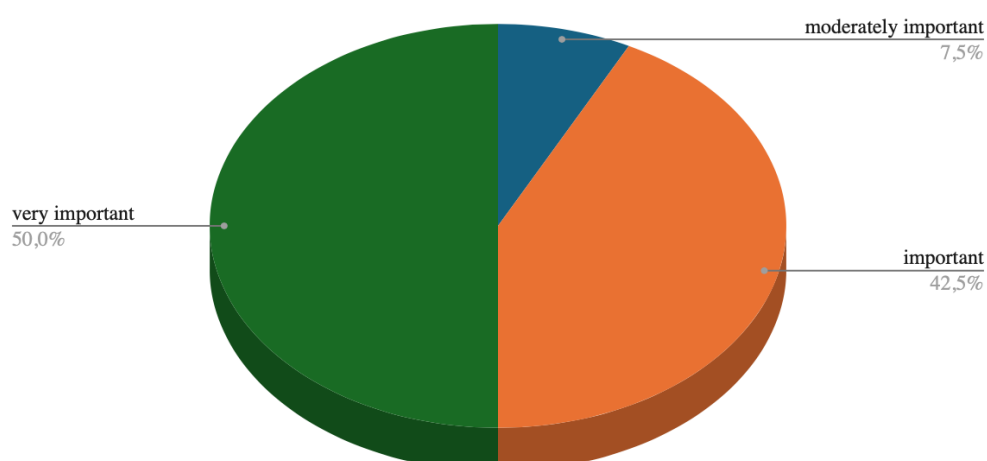
Fig 21. The importance of modern infrastructure in the English classroom



As Figure 21 reveals, only 5% of the respondents think that infrastructure is rather unimportant for motivation, while 62.5% of the respondents claim that it plays a very important (30%) or an important role (32.5%). It can be easier to develop different skills in a well-equipped classroom.

In an English class, four different language skills can be developed: writing skills, speaking skills, reading comprehension, and listening comprehension skills. I asked the respondents in question 39 if it was motivating to develop multiple skills in one lesson, see Figure 22.

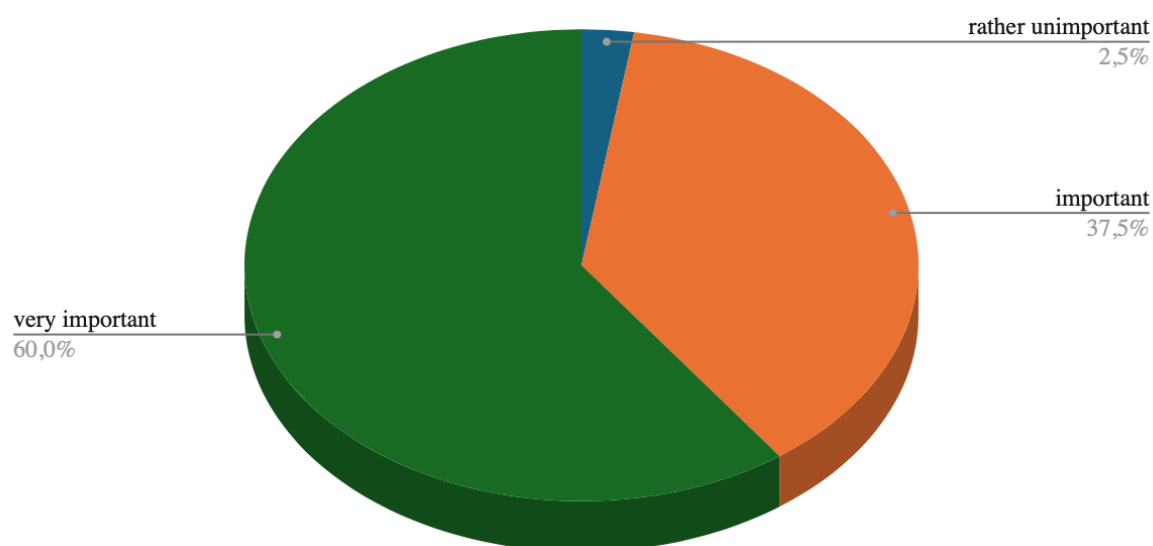
Fig 22. The importance of developing multiple skills in one lesson



As can be seen, 50% of the respondents, i.e. 40 people, think that it is very important to develop multiple skills in one lesson from motivational perspective, 42.5% of the teachers consider it important and only 7.5% think that it is moderately important.

Obviously, we need to have methodological knowledge to be able to enhance children's different skills in diverse ways. In question 42 teachers were asked to rate the importance of knowing different teaching methods on a five-point Likert scale. As Figure 23 shows, 97.5% of respondents said that being familiar with a huge variety of teaching methods was important or very important and only 2.5% of respondents stated that it was rather unimportant.

Fig 23. The importance of knowing different teaching methods

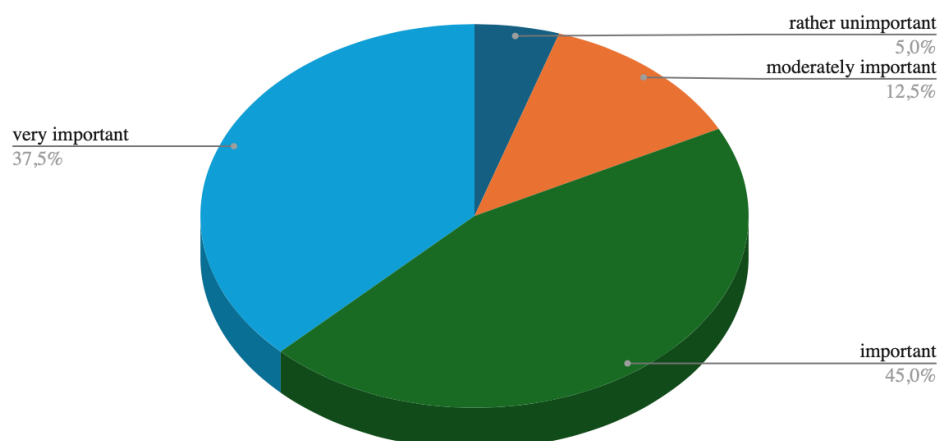


In question 43 they named many teaching methods and activities, for example: games like Simon says, films or listening tasks, word king, escape room, word cards, online games, presentations, projects, drama pedagogy, situations, translation, copying, singing, digital tasks, board games, etc.

I found these ideas very useful, and they represent the teachers' creativity. In addition, the teachers named all the different forms of teaching in question 45: frontal instructions, group work, individual work, project work and pair work were also mentioned as their favourite forms of teaching. Most of the teachers named more than one form.

In question 44 the participants were asked to indicate on a five-point Likert scale how important they consider the use of different forms of teaching (Figure 24).

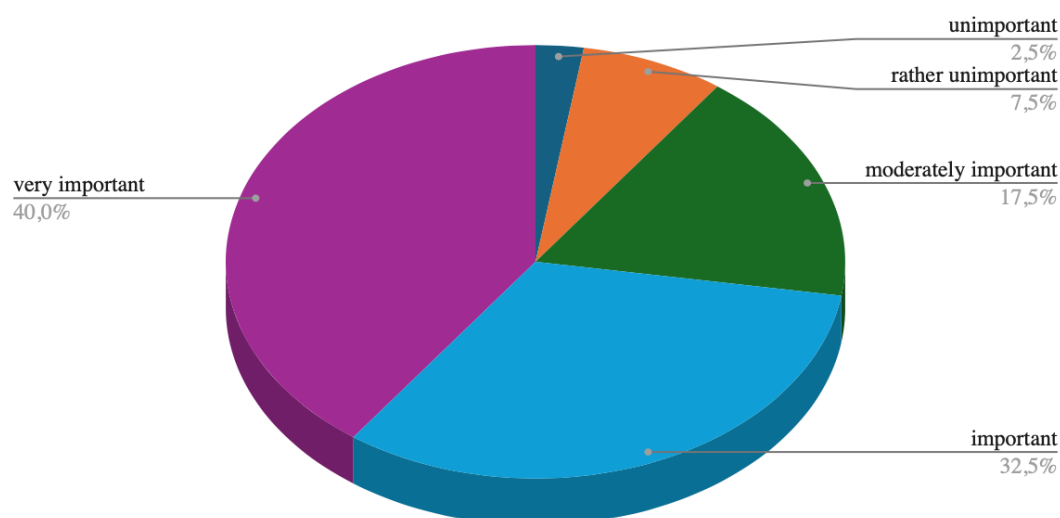
Fig 24. The importance of using different forms of teaching



The large majority of teachers (82.5%) think that using different forms of teaching is important or very important. No one considers it as unimportant, but 5% of respondents believe that it is rather unimportant, while 12.5% of the teachers think it is moderately important.

In the 21st century, it would be difficult to imagine an interesting and stimulating class without digital tools, so in question 40 respondents were asked to rate the importance of implementing digital tools in the teaching process on a five-point Likert scale. Figure 25 summarizes the results below.

Fig 25. The importance of using digital tools

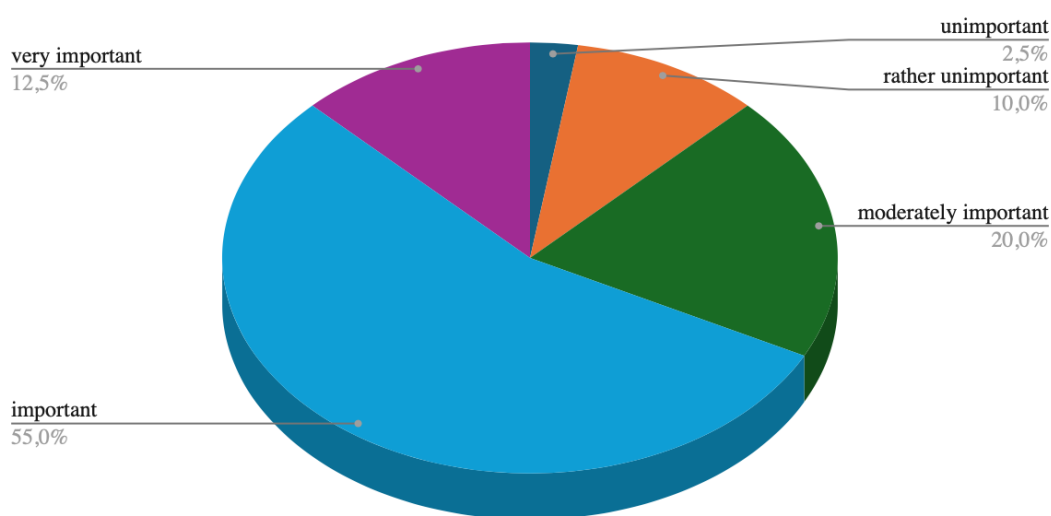


Only two teachers responded that the use of the digital tools is not at all important, while the majority of the teachers (72.5%) consider the use of the digital devices as important or very important. Surprisingly, the oldest age group (60+) marked only *important* or *very important*, although they may have more difficulties with modern technologies than the younger generations.

In question 41, the respondents also named the tools that they use most. Their answers included laptops and PCs, phones, tablets, printers, digital (smart) boards and screens, projectors, JBL, cassette recorders and CD-players.

It is interesting to compare the use of modern devices with traditional tools and methods, so I asked the teachers in question 29 whether it is important to bring (self-) designed tasks in their lessons or not. Again, they were asked to rate their importance on a five-point Likert scale. The results are shown below (Figure 26).

Fig 26. The importance of (self-) designed tasks

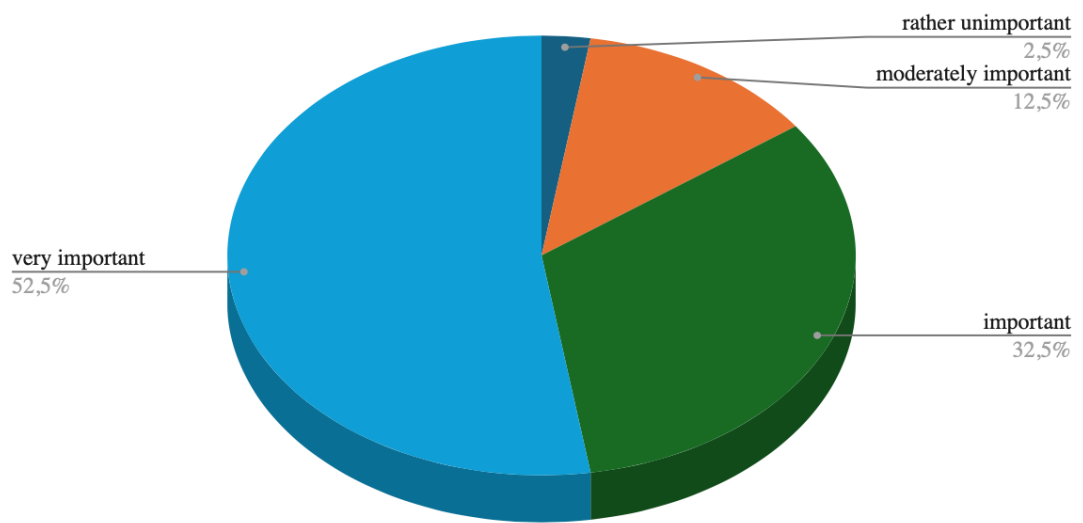


These answers are quite similar to the ones given in the previous question. 67.5% consider it important or very important to use self-designed tasks in the English lesson; however, the number of those who consider the use of digital tools as *very important* is much higher than the number of those who regard the use of self-designed tasks as *very important*: 40% and 12.5%, respectively. Only 2.5% of respondents think that self-designed task do not play an important role. Therefore, we can conclude that in the 21st century, teachers consider the use of digital tools a bit more important than the use of self-designed tools.

3.4.7 Promoting learner autonomy

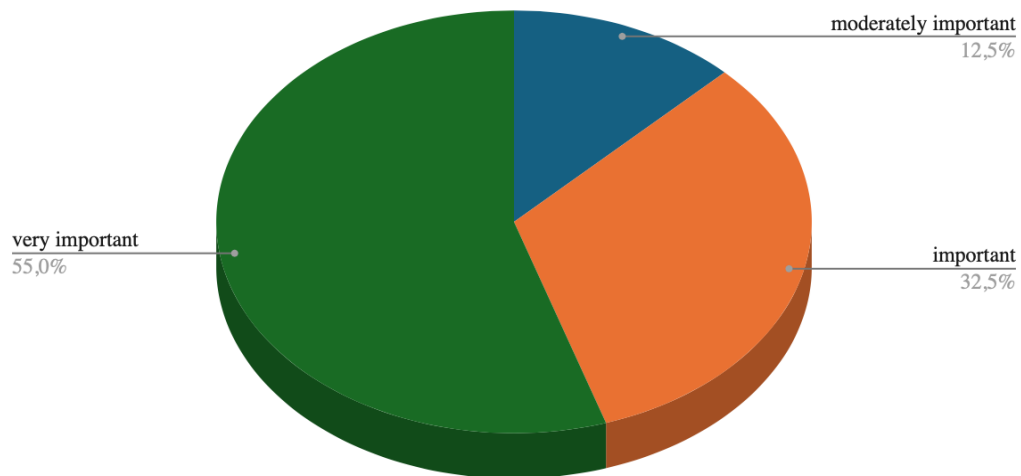
The importance of learner autonomy was asked in question 37, where respondents were requested to rate it on a five-point Likert scale. As can be seen in Figure 27, 52.5% of the respondents consider learner autonomy to be very important, 32.5% important, 12.5% moderately important and only 2.5% claim that it is not so important. No one marked the option *not important at all*.

Fig 27. The importance of learner autonomy



In my questionnaire, two other questions (31 and 32) were related to this commandment, i.e. the role of the learner autonomy in motivation. In connection with learner autonomy, participants were asked to rate on a five-point Likert scale how important it is for them to teach useful learning and motivational techniques to schoolchildren (question 32). The results are shown in Figure 28.

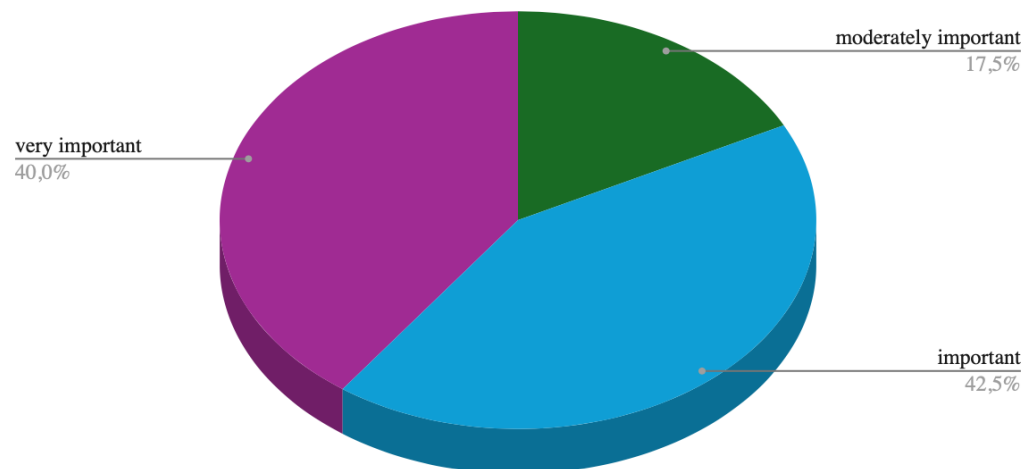
Fig 28. The importance of teaching useful learning and motivational techniques



It can be observed that all respondents considered at least moderately important to support students by teaching them learning and motivational techniques. Different techniques will help students to become more capable of independent learning and motivating themselves more easily in the process.

Question 31 referred to the importance of developing students' problem-solving skills in the classroom. Teachers also rated it on a five-point Likert scale (see Figure 29).

Fig 29. The importance of developing problem solving skills

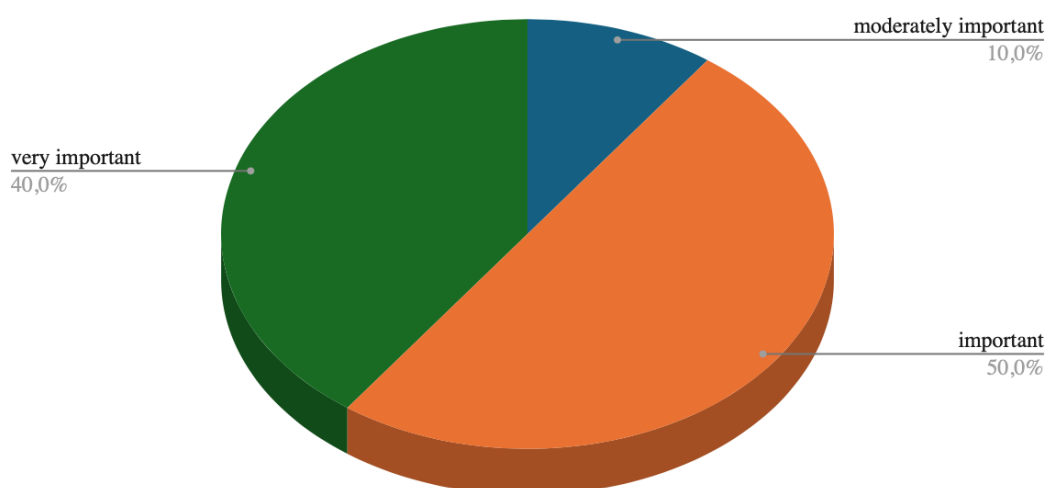


As can be seen, the development of problem-solving skills was also considered to be similarly important as the teaching of learning and motivational strategies. 82.5% of the teachers thought it was important or very important, while 17.5% of the respondents, i.e. 14 people, believed it was moderately important.

3.4.8 Personalization of the learning process

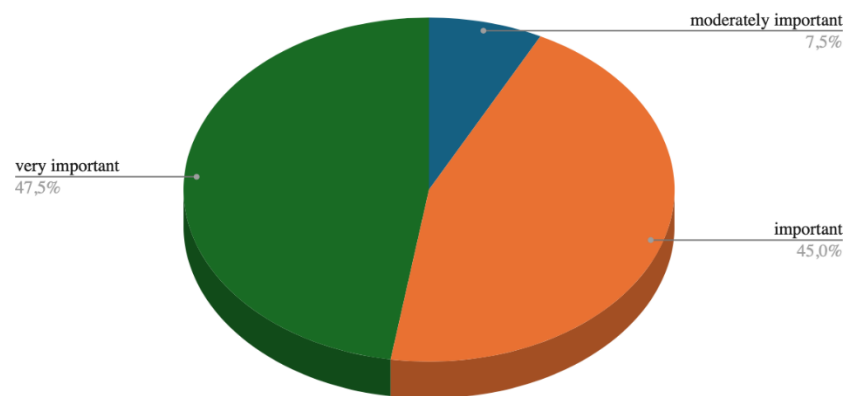
My first question about personalisation was question 30. I asked the participant how important they think differentiation is in the classroom. All of the respondents felt that it was important to some extent. Only 10% of the teachers responded that differentiation was moderately important. 50% of the respondents think that differentiation is important, and 40% of them consider it very important (c.f. Figure 30).

Fig 30. The importance of differentiation



In the context of personalisation, I also investigated the importance of working with topics that are current and relevant to the learners (question 49). The respondents all rated the use of current and relevant topics in the classroom for motivational purposes as important to some extent, as it can be seen in Figure 31.

Fig 31. The importance of using current and relevant topics

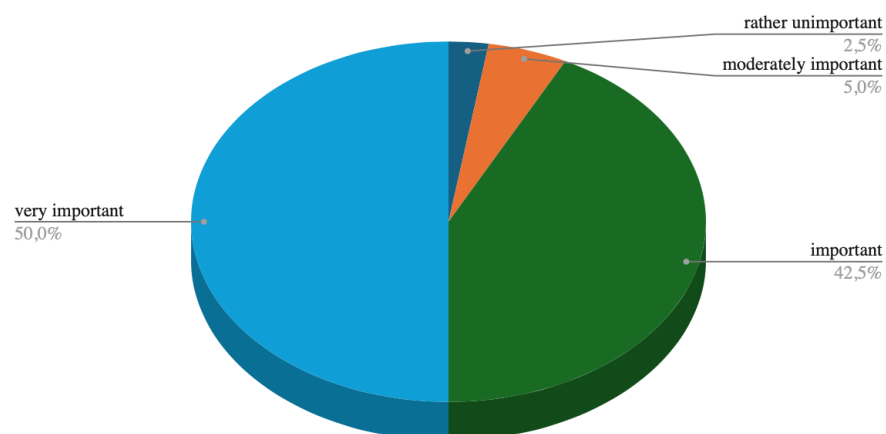


Only 7.5% of respondents marked 'moderately important', but the majority of respondents, i.e. 92.5%, regard the use of current and relevant topics in the classroom as important or very important.

3.4.9 The importance of goal orientedness

In my questionnaire, in question 28, I asked teachers to rate the importance of goal orientedness in terms of motivation on a five-point Likert scale. The answers are illustrated in Figure 32.

Fig 32. The importance of goal orientedness

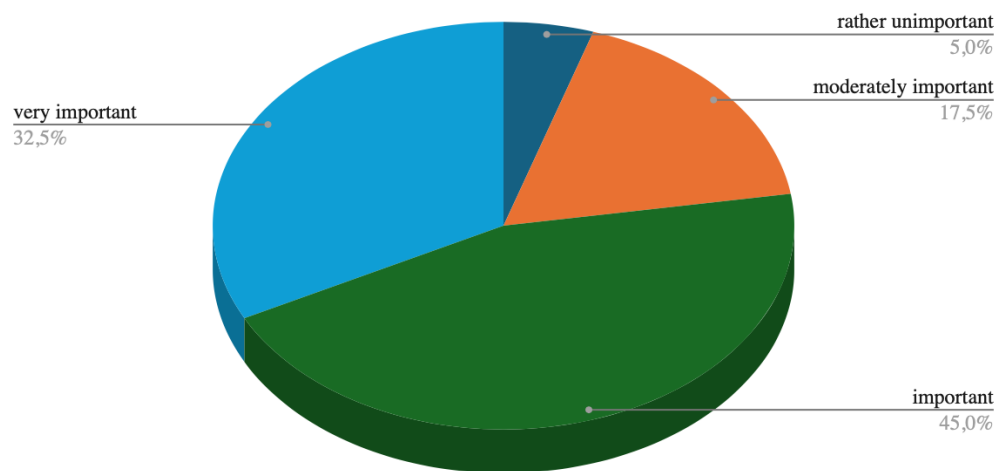


As can be seen, no one thinks that goal orientedness plays an unimportant role in motivation. In fact, half of the respondents regarded it as very important, and 42.5% of them, i.e. 34 people rated it as important. Only 2.5% considered it rather unimportant, while 5% believed it was moderately important to focus on the learning goals.

3.4.10 The importance of familiarising students with the target language culture

In connection with this commandment, I had two questions in my questionnaire. In question 23, teachers could express their opinion about this commandment in general. They could rate the importance of the target language culture on a five-point Likert scale. The results can be seen below in Figure 33.

Fig 33. The importance of familiarising students with the target language culture



I was glad to see that no one thought that learning the target language culture was unimportant in terms of motivation, but I was surprised that 5% of the respondents, i.e. 4 people, thought it was rather unimportant, and 17.5% of the respondents, i.e. 14 people, thought it was moderately important. In contrast, 77.5% of respondents, i.e. 62 people believed that familiarising students with the target language culture plays an important or very important role.

Question 26 was about the potential motivational impact of native speakers of the target language on learners. I asked not only for opinions, but also for possible experience in this question. 37.5% of respondents had already invited a native speaker to an English class.

The reasons for inviting a native speaker are diverse, e.g. career guidance and preparing for a language exam. Some teachers rewarded their students by introducing them to native speakers, and others aimed to increase motivation, for example by inviting a role-model, a celebrity, or a former student. Some invited teachers from other schools or universities to an unconventional English lesson which focused on a specific topic, e.g. literature.

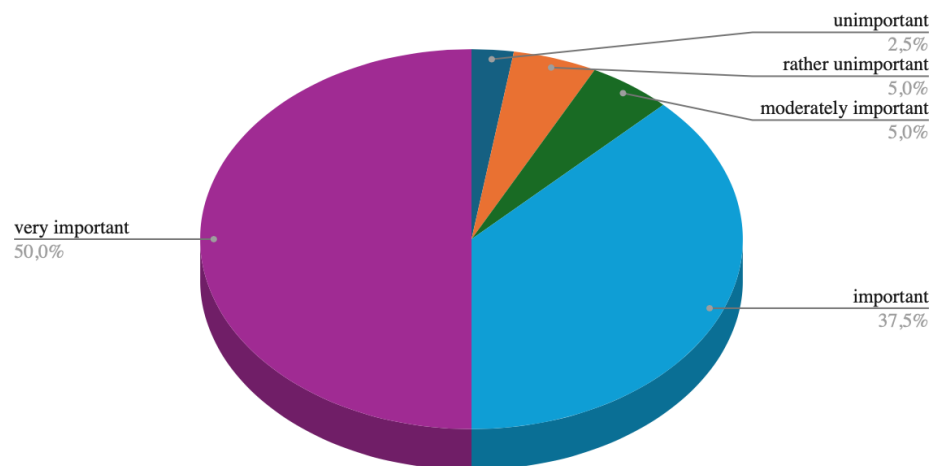
32.5% of respondents reported that they had not had the opportunity, or they knew no native speakers. 5% of the teachers gave no answer to this question, and only 2.5% claimed that

motivation cannot be enhanced in this way. All the other respondents marked 'no', as they had not invited anyone to their lessons yet.

3.4.11 The recognition of students' effort

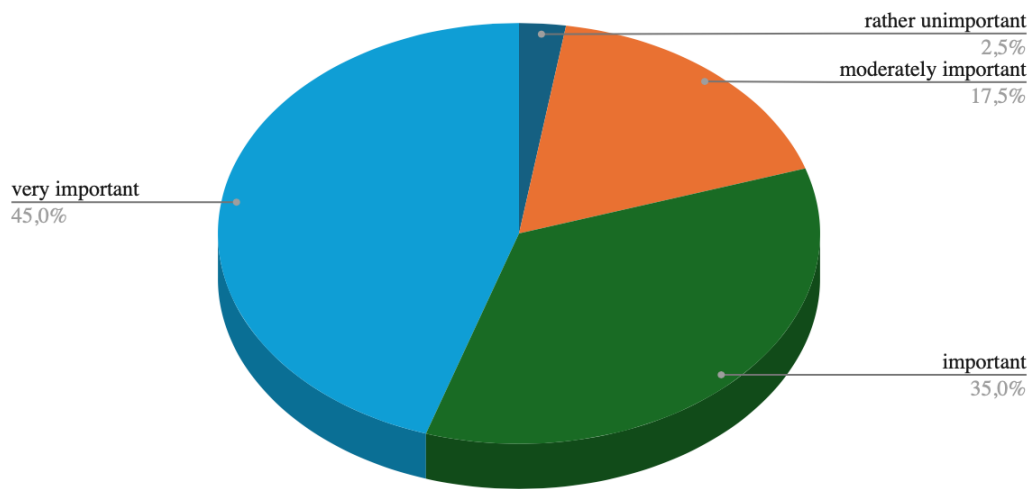
In connection with this commandment, my questionnaire contained three questions. In question 33, I asked teachers about the importance of student assessment in motivation. Respondents could rate the question on a five-point Likert scale. We can see below in Figure 34 that 2.5% of the respondents think that student assessment has no effect on motivation, 5% believe it has a rather negative effect; 5% say it has a moderate effect on motivation, while the vast majority of the respondents (87.5%) consider its role in motivation as important or very important.

Fig 34. The importance of student assessment



In question 27, I wanted the respondents to rate the importance of continuous monitoring of students' progress in motivation. Again, I used the five-point Likert scale. The responses were as follows (Figure 35).

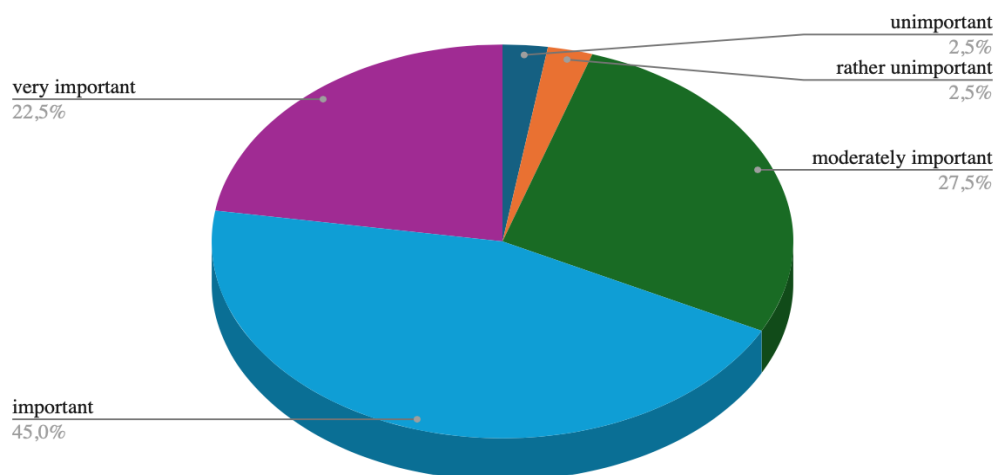
Fig 35. The importance of monitoring students' progress continuously



The pie chart shows that no one thought that monitoring student progress was irrelevant. In contrast, 80% of respondents claimed it was important or very important. Surprisingly, 17.5% of all respondents said it was moderately important.

Student assessment can also occur when learners assess their own performance. In question 38, I asked how important the role of learners' self-assessment in motivation is. The result can be seen in Figure 36.

Fig 36. The importance of students' self-assessment

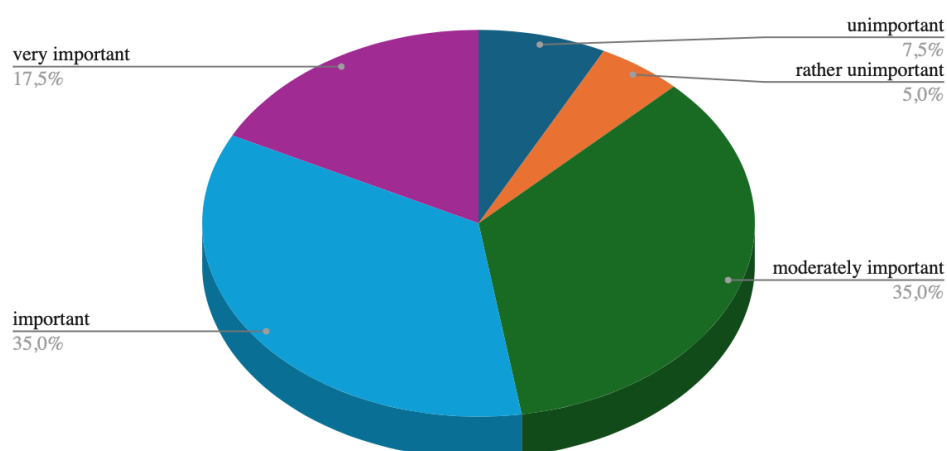


As can be seen from the data presented in Figure 36, the proportions have changed - compared to the previous questions. Fewer people (22.5%) rated students' self-evaluation as very important and more respondents consider it as important (45%) and moderately important (27.5%). 5% of respondents regard the role of self-assessment in motivation as rather unimportant or unimportant. In conclusion, student assessment is less important than teacher assessment.

3.4.12 Familiarizing with second language values

I have already mentioned in connection with the first commandment that setting a good example is important in our profession. With our behaviour we can also promote some second language values. Therefore, I asked the teachers about their teaching practice in question 46. I was interested in the way they use the target language. The respondents were asked about the importance of using only the English language in the ESL classrooms. The results are demonstrated in Figure 37.

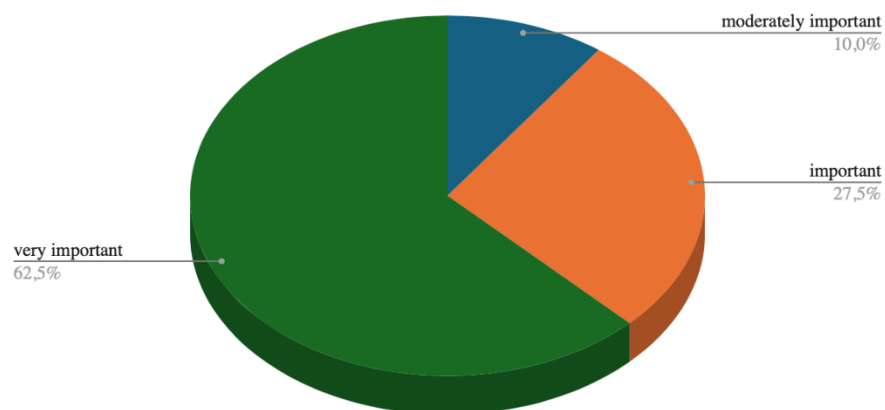
Fig 37. The importance of using only English in the ESL classroom



As the answers show, it was a controversial question. Only 17.5% of the respondents rated it as very important; while others consider it important (35%) and moderately important (35%).

There was more consensus on whether students should use English every day. Teachers said that this plays at least a moderately important role in language motivation, as Figure 38 shows below.

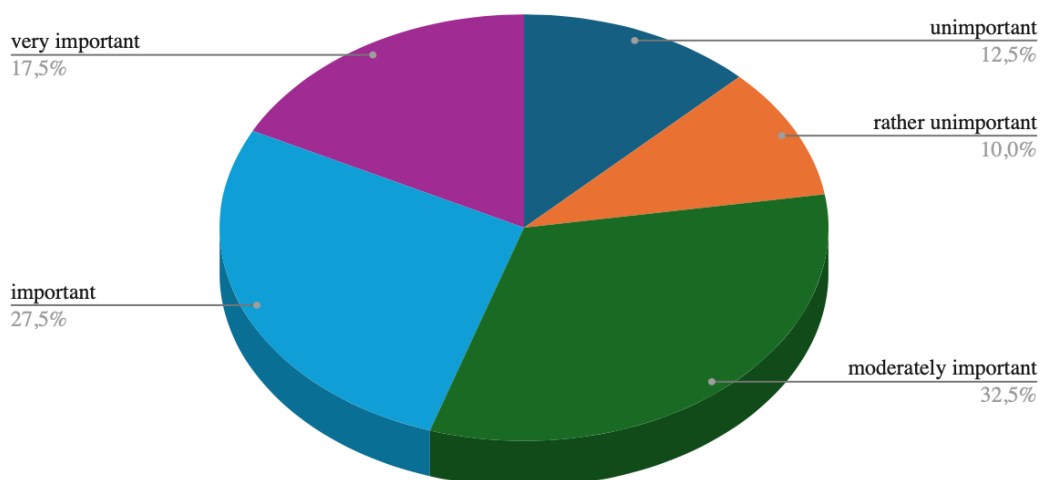
Fig 38. The importance of using English every day



The pie chart clearly shows that 62.5% of the teachers think that it is very important for the learners to be in contact with the target language every day from a motivational point of view, while 27.5% consider it important. Only 10% believe that it is moderately important.

In question 50, I was interested in the role of homework. Homework can be an opportunity to get pupils to engage with the target language, so I thought that the majority of teachers would use homework as a motivational task. Respondents could rate the importance of not giving a lot of homework on a five-point Likert scale. The results are shown in Figure 39 below.

Fig 39. The importance of not giving a lot of homework

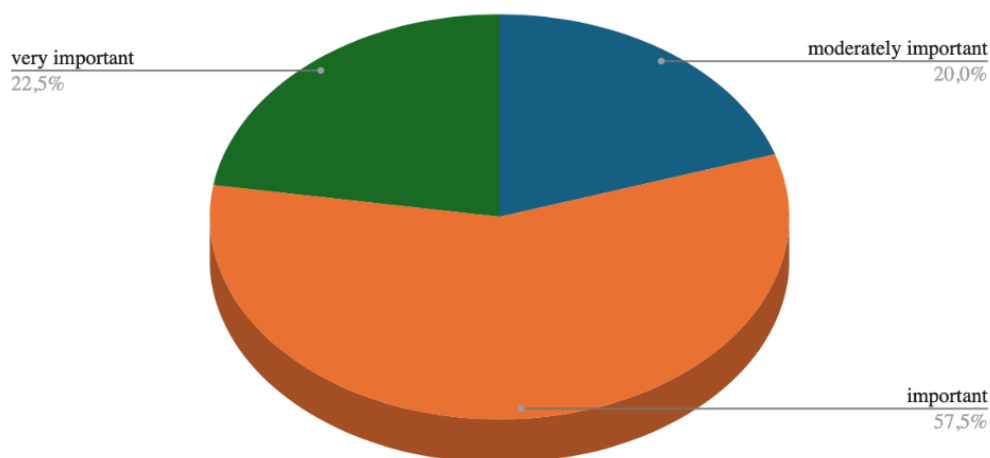


17.5% of respondents think it is very important and 27.5% think it is important not to give students much homework. They represent 45% of all the respondents.

3.4.13 Promoting norms and cohesiveness in groupwork

The last commandment I did my research on was promoting norms and cohesiveness in groupwork. That is why I asked respondents in question 22 how important they considered the development of social skills in the classroom during a team competition or group work in terms of motivation. Again, I used a five-point Likert scale. The results are illustrated in Figure 40.

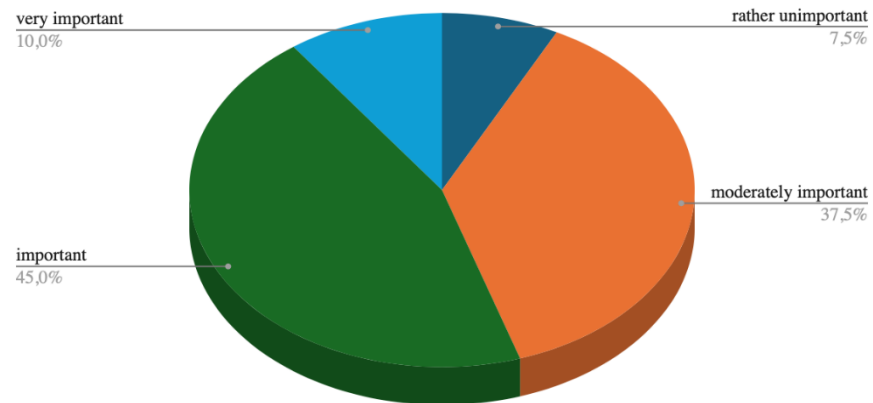
Fig 40. The importance of group work and competitions



It is clear that no one considered the development of social skills to be irrelevant from a motivational point of view. Only 20% of respondents considered it moderately important, the remaining 80% considered it important or very important.

In question 35, I specifically asked about a different medium for developing social skills. The relationship between project weeks, project work and student motivation were rated on a five-point Likert scale. I wondered whether this type of activity could lead to the same kind of feedback that I got from group work and team competitions. Figure 41 below shows the answers.

Fig 41. The importance of project weeks and project work



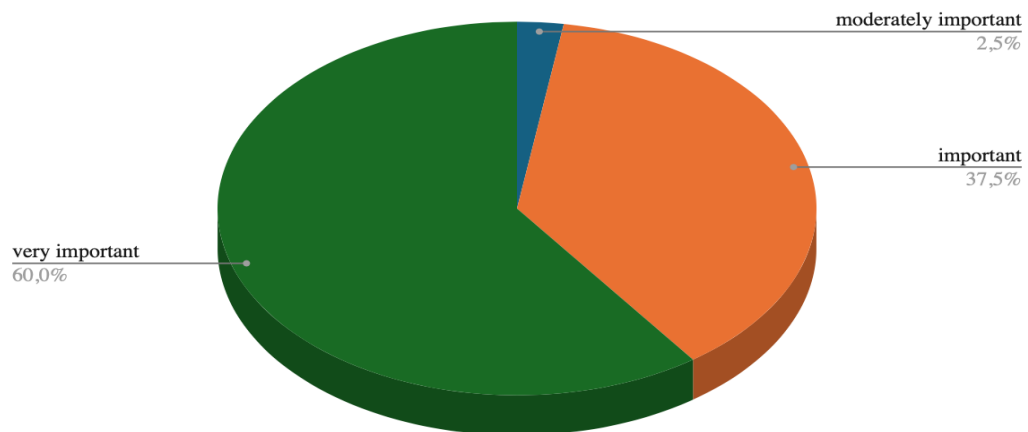
Although no one thought that project weeks and project work had no impact on motivation, 7.5% of the respondents thought that this impact was rather unimportant and 37.5% thought it was moderately important. Only 55% of the teachers considered this impact as important or very important. It seems that the respondents gave more importance to group work and competitions.

3.4.14 Further sources of motivation

Although the thirteen commandments listed in Table 1 do not include learners' individual motivation and parental motivation, I wanted to explore their role as well. Thus, I asked the teachers (question 16 and 18) about the importance of learners' individual motivation and the importance of parents' influence on the motivation.

Question 16 referred to the role of learners' individual motivation, which was the second most popular factor in question 15. This reflects the importance of intrinsic motivation. The results are shown in Figure 42.

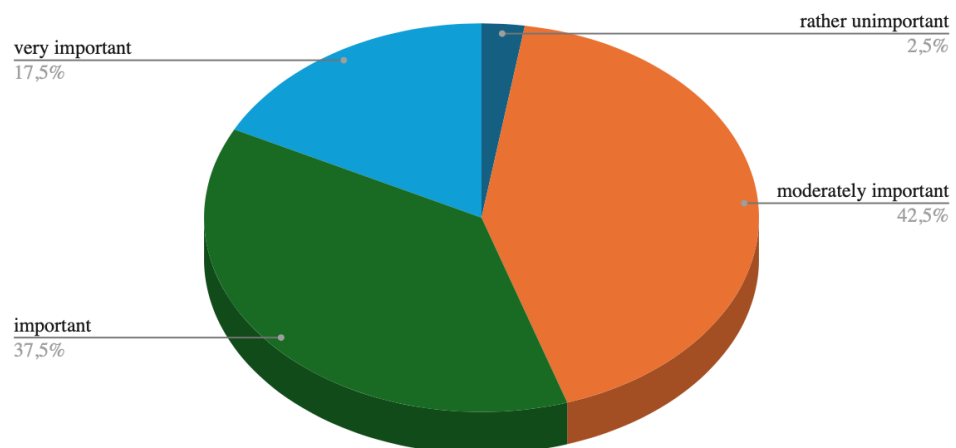
Fig 42. The importance of learners' individual motivation



As can be seen in the figure above, the respondents answered this question on a five-point Likert-scale. According to the data provided, the vast majority of the respondents find students' own motivation very important (60%) or important (37.5%). Only 2.5% consider it as moderately important.

Parental influence was rated in question 18 on a five-point Likert-scale, as it can be seen in Figure 43.

Fig 43. The importance of parents' influence on motivation



As opposed to the learners' individual motivation and the teacher motivation, it can be observed that parental influence is considered as a less important motivational factor. While students'

own motivation was rated as important or very important by 97.5% of the respondents, parental motivation was rated as very important or important by only the 55% of the respondents.

4. Summary

My research on English classroom motivation is based on Dörnyei and Csizér's (1998), and Dörnyei and Cheng's (2007) studies. I used the commandments they proposed. In my questionnaire, I investigated the motivational strategies of Hungarian teachers by using questions related to these commandments and explored the socio-cultural background of the respondents.

At the beginning of my research, I had three questions about motivation, which I answered in my study. For the sake of convenience, I repeat them below.

- 1) What motivational strategies do EFL teachers consider the most important?
- 2) What motivational strategies do EFL teachers consider to be the least important?
- 3) Which generation(s) regard the role of digital tools in motivation as more important?

Respondents rated certain motivational strategies more important than other ones. By comparing the motivational strategies, I have collected those ones which received the most *very important* and *important* ratings: rewarding and praising (100%), knowing different teaching methods (97.5%), respect in a teacher-student relationship (97.5%), giving clear instructions (95%), teachers' personality (92.5%), using current and relevant topics (92.5%), goal orientedness (92.5%), developing multiple skills in one lesson (92.5%), differentiation (90%), preventing bullying (90%), and using English every day (90%) proved to be of crucial importance. Therefore, I am going to use primarily these strategies in my English lessons, as they are probably the most effective ones. However, I am going to apply the other strategies that I have discussed in my paper as well, because it always depends on the situation which one I need.

As far as my second question is concerned, the following strategies are considered the least important by my respondents, as they were rated *very important* or *important* by less than 70% of teachers: not giving a lot of homework (45%), i.e. the amount of homework does not have much effect on motivation, using only English in the ESL classroom (52.5%), project weeks and project work (55%), modern infrastructure in the English classroom (62.5%), (self-designed tasks (67.5%) and students' self-assessment (67.5%). In my opinion, these are also useful strategies, which I can rely on, if they are needed in a specific situation.

As for the third research question, the answers are surprising, as the oldest age group (60+) marked only *important* or *very important* on a five-point Likert scale in question 40, where the respondents were asked to rate the importance of implementing digital tools in the teaching process. Even if the oldest generation (over 60) may have more difficulties with the

modern technological tools, as they did not grow up in a world dominated by digital tools, they acknowledge the usefulness of modern technology more than any other age groups. Note, however, that the oldest generation represents only 5% of the whole sample.

Finally, I conclude that using a varied range of motivational strategies can increase student motivation, which was confirmed by my respondents as well.

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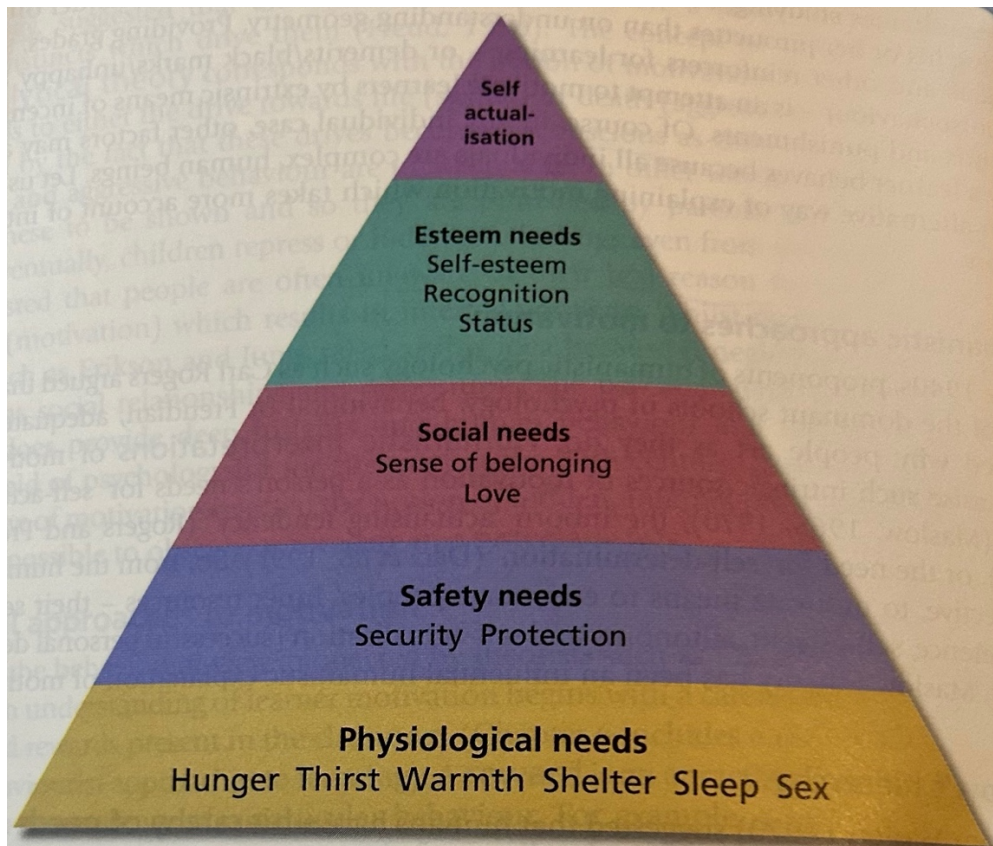
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6. Appendix

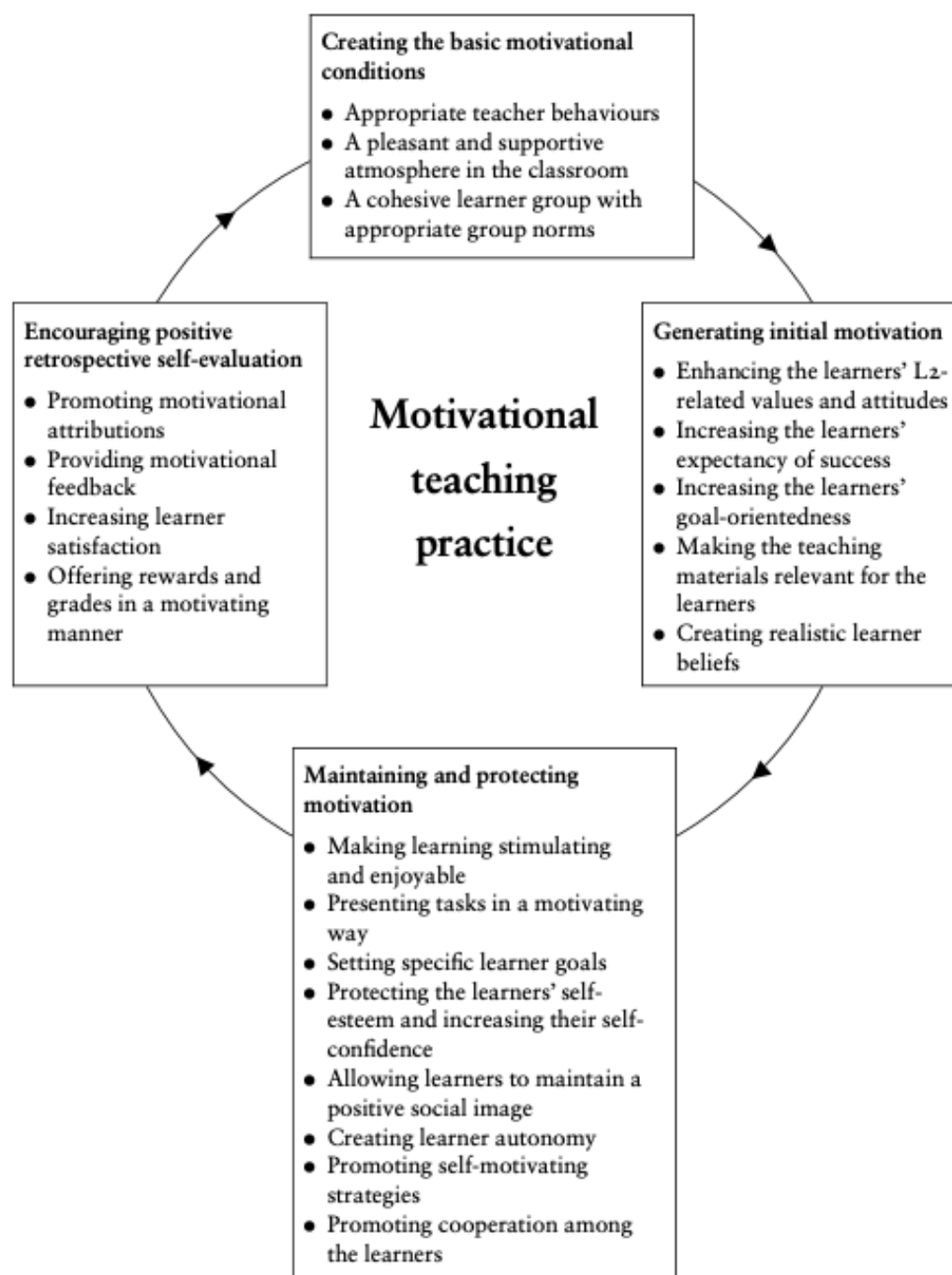
6.1 Pictures

From page 8:



Source: WOOLFOLK ET AL. (2008, pp. 442)

From page 12:



Source: DÖRNYEI (2001)

6.2 The questionnaire

Az angol órák tantermi motiválási lehetőségei

Kedves Kollégák!

Tóth Anett vagyok, a Károli Gáspár Református Egyetem végzős, levelező tagozatos, tanító szakos hallgatója. Abban kérek segítséget, hogy szakdolgozati kutatásom sikeressége érdekében, szánjanak körülbelül tíz percet a következő kérdőív kitöltésére.

A kutatás során arra lennék kíváncsi, hogy ki milyen módon szokott a tanteremben motiválni az angol órákon, kinek mi a leghatékonyabb motivációs eszköze.

Várom szeretettel minden **angol nyelvet** tanító kolléga választát!

— * Kötelező kérdés

1. Adja meg a nemét! *

Soranként csak egy oválist jelöljön be.

☐ Nő

☐ Férfi

2. Kérem, adja meg az életkorát! *

Soranként csak egy oválist jelöljön be.

☐ 20 - 30 év

☐ 31 - 40 év

☐ 41 - 50 év

☐ 51 - 60 év

☐ 60 - év

3. Kérem, adja meg, hogy hány éve dolgozik pedagógusként! *

Soranként csak egy oválist jelöljön be.

☐ 0 - 10 éve

☐ 11 - 20 éve

☐ 21 - 30 éve

☐ 31 - 40 éve

☐ 41 - 50 éve

4. Kérem, adja meg a végzettségét! *

Soranként csak egy oválist jelöljön be.

☐ Még felsőoktatásban tanulok.

☐ Főiskolai végzettség

☐ Alapszakos egyetemi végzettség

☐ Mesterszakos egyetemi végzettség

☐ Doktori egyetemi végzettség

5. Kérem, adja meg, hogy milyen szinten van jelenleg az Ön hallásértési készsége angolból. *

Soronként csak egy ovállst jelöljön be.

- ☐ Maximum B1
☐ B2
☐ C1
☐ C2
☐ Anyanyelvi beszélő vagyok.

6. Kérem, adja meg, hogy milyen szinten van jelenleg az Ön beszéd-készsége angolból. *

Soronként csak egy ovállst jelöljön be.

- ☐ Maximum B1
☐ B2
☐ C1
☐ C2
☐ Anyanyelvi beszélő vagyok.

7. Kérem, adja meg, hogy milyen szinten van jelenleg az Ön olvasásértési készsége angolból. *

Soronként csak egy ovállst jelöljön be.

- ☐ Maximum B1
☐ B2
☐ C1
☐ C2
☐ Anyanyelvi beszélő vagyok.

8. Kérem, adja meg, hogy milyen szinten van jelenleg az Ön íráskészsége angolból. *

Soronként csak egy ovállst jelöljön be.

- ☐ Maximum B1
☐ B2
☐ C1
☐ C2
☐ Anyanyelvi beszélő vagyok.

9. Milyen típusú településen tanít? *

Soronként csak egy oválist jelöljön be.

- ☐ Falu
☐ Város
☐ Megyeszékhely
☐ Főváros
☐ Egyéb: _____

10. Milyen típusú iskolában tanít? *

(Többet is jelölhet.)

Válassza ki az összeset, amely érvényes.

- ☐ Állami iskolában
☐ Egyházi iskolában
☐ Alapítványi iskolában
☐ Magániskolában
☐ Nyelviskolában
☐ Egyéb: _____

11. Jelölje meg a korosztályt, akiket tanítja! *

(Több választási lehetőség is lehetséges.)

Válassza ki az összeset, amely érvényes.

- ☐ Alsó tagozatosok
☐ Felső tagozatosok
☐ Középiskolások
☐ Egyetemisták, felnőttoktatás

12. Jelölje meg a tanulóinak nyelvtudásának a szintjét! *

(Több választási lehetőséget is jelölhet!)

Válassza ki az összeset, amely érvényes.

- ☐ Kezdő
☐ A1
☐ A2
☐ B1
☐ B2
☐ C1

13. Mennyire motiváltak a tanulók egy átlag angol óráján? *

Soronként csak egy oválist jelöljön be.

1 2 3 4 5

Egy: ☐ ☐ ☐ ☐ ☐ Rendkívül.

14. Mennyire könnyű a tanulókat motiválni a mindennapokban? *

Soronként csak egy oválit jelöljön be.

1	2	3	4	5
Egy:	☐	☐	☐	☐
Rendkívül könnyű.				

15. Kérem egészítse ki a gondolatot! *
- A tanórán a tanulói motiváltság a/az ... múlik.
(Több válaszopció is megadható.)

Válassza ki az összeset, amely érvényes.

- ☐ a tanuló egyéni motiváltságán
☐ a pedagógus személyén
☐ a szülő támogatásán
☐ a megfelelő infrastruktúrán
☐ Egyéb: _____

16. Mennyire fontos a tanulói motiváltság érdekében a tanuló egyéni motiváltsága? (Például szeretne angolul filmeket nézni, angol nyelvű médiát olvasni...) *

Soronként csak egy oválit jelöljön be.

1	2	3	4	5
Egy:	☐	☐	☐	☐
Teljes mértékben.				

17. Mennyire fontos a tanulói motiváltság érdekében a pedagógus személye? *

Soronként csak egy oválit jelöljön be.

1	2	3	4	5
Egy:	☐	☐	☐	☐
Teljes mértékben.				

18. Mennyire fontos a tanulói motiváltság érdekében a szülői támogatás? *

Soronként csak egy oválit jelöljön be.

1	2	3	4	5
Egy:	☐	☐	☐	☐
Teljes mértékben.				

19. Mennyire fontos a tanulói motiváltság érdekében a megfelelő infrastruktúra? (Például az iskola felszereltsége digitális eszközökkel, a tanterem rendezettsége...)

Soronként csak egy oválist jelöljön be.

1	2	3	4	5	
Egyi	☐	☐	☐	☐	Teljes mértékben.

20. Mennyire fontos a tanulói motiváltság érdekében humort vinni a tanórai munkába? *

Soronként csak egy oválist jelöljön be.

1	2	3	4	5	
Egyi	☐	☐	☐	☐	Teljes mértékben.

21. Mennyire fontos a tanulói motiváltság érdekében a tanár-diák közötti kölcsönös tisztelet? *

Soronként csak egy oválist jelöljön be.

1	2	3	4	5	
Egyi	☐	☐	☐	☐	Teljes mértékben.

22. Mennyire fontos a tanulói motiváltság érdekében a szociális készségek fejlesztésének tanórai megvalósulása, például egy csapatverseny vagy csoportmunka alkalmával?

Soronként csak egy oválist jelöljön be.

1	2	3	4	5	
Egyi	☐	☐	☐	☐	Teljes mértékben.

23. Mennyire fontos a tanulói motiváltság érdekében a célnyelvi kultúra megismertetése? *

Soronként csak egy oválist jelöljön be.

1	2	3	4	5	
Egyi	☐	☐	☐	☐	Teljes mértékben.

24. Mennyire fontos a tanulói motiváltság érdekében, hogy a tanulók között ne forduljon elő 'bullying'? *

Soronként csak egy oválist jelöljön be.

1	2	3	4	5	
Egyi	☐	☐	☐	☐	Teljes mértékben.

25. Mennyire fontos a tanulói motiváltság érdekében, hogy a pedagógus mindig egyértelmű utasításokat adjon? *

Soronként csak egy oválit jelöljön be.

1 2 3 4 5

Egyi ☐ ☐ ☐ ☐ ☐ Teljes mértékben.

26. Hívott már valaha be órára olyan személyt, aki motiválhatta a tanulókat az angol tanulásra? Ha igen, akkor kérem írja le, hogy kit és miért! Ha nem, akkor kérem indokolja meg, hogy miért nem? *

27. Mennyire fontos a tanulói motiváltság érdekében a tanulók előmenetelének folyamatos monitorozása? *

Soronként csak egy oválit jelöljön be.

1 2 3 4 5

Egyi ☐ ☐ ☐ ☐ ☐ Teljes mértékben.

28. Mennyire fontos a tanulói motiváltság érdekében a tanulók céljainak szem előtt tartása? *

Soronként csak egy oválit jelöljön be.

1 2 3 4 5

Egyi ☐ ☐ ☐ ☐ ☐ Teljes mértékben.

29. Mennyire fontos a tanulói motiváltság érdekében saját magunk által készített segédeszközök használata a tanórán? (Például: szókétyák, szódódominó...) *

Soronként csak egy oválit jelöljön be.

1 2 3 4 5

Egyi ☐ ☐ ☐ ☐ ☐ Teljes mértékben.

30. Mennyire fontos a tanulói motiváltság érdekében aktuális és/vagy a fiatalokhoz közeli témákkal foglalkozni a tanórán? *

Soronként csak egy oválit jelöljön be.

1 2 3 4 5

Egyi ☐ ☐ ☐ ☐ ☐ Teljes mértékben.

31. Mennyire fontos a tanulói motiváltság érdekében olyan feladatokkal is foglalkozni az órán, amik fejlesztik a tanulók problémamegoldó képességét? *

Soronként csak egy oválit jelöljön be.

1 2 3 4 5

Egyi ☐ ☐ ☐ ☐ ☐ Teljes mértékben.

32. Mennyire fontos a tanulói motiváltság érdekében tanítani a tanulóknak motivációs és tanulási technikákat? *

Soronként csak egy oválit jelöljön be.

1 2 3 4 5

Egyi ☐ ☐ ☐ ☐ ☐ Teljes mértékben.

33. Mennyire fontos a tanulói motiváltság érdekében a tanulói értékelés? *

Soronként csak egy oválit jelöljön be.

1 2 3 4 5

Egyi ☐ ☐ ☐ ☐ ☐ Teljes mértékben.

34. Mennyire fontos a tanulói motiváltság fenntartásának érdekében, hogy a tanulók minden nap foglalkozzanak a célnyelvvel? *

Soronként csak egy oválit jelöljön be.

1 2 3 4 5

Egyi ☐ ☐ ☐ ☐ ☐ Teljes mértékben.

35. Mennyire fontos a tanulói motiváltság érdekében projekthetek megvalósítása/projektmunka készítése? *

Soronként csak egy oválit jelöljön be.

1 2 3 4 5

Egyi ☐ ☐ ☐ ☐ ☐ Teljes mértékben.

36. Minden esetben próbálja javítani a tanulók szóbeli megnyilvánulásai során ejtett hibákat? Miért (nem)? *

37. Mennyire fontos a tanulói motiváltság érdekében rámutatni az önálló tanulás fontosságára? *

Soronként csak egy oválit jelöljön be.

1	2	3	4	5	
Egyi	☐	☐	☐	☐	Teljes mértékben.

38. Mennyire fontos a tanulói motiváltság érdekében, hogy lehetőséget adjunk a tanulóknak arra, hogy saját magukat értékeljék? *

Soronként csak egy oválit jelöljön be.

1	2	3	4	5	
Egyi	☐	☐	☐	☐	Teljes mértékben.

39. Mennyire fontos a tanulói motiváltság érdekében egy órán több készséget is fejleszteni? *

Soronként csak egy oválit jelöljön be.

1	2	3	4	5	
Egyi	☐	☐	☐	☐	Teljes mértékben.

40. Mennyire fontos a tanulói motiváltság érdekében digitális eszközöket bevenni a tanórai munkába? *

Soronként csak egy oválit jelöljön be.

1	2	3	4	5	
Egyi	☐	☐	☐	☐	Teljes mértékben.

41. Kérem nevezze meg legalább három digitális eszközt, amit használ a mindennapokban! *

42. Mennyire fontos a tanulói motiváltság érdekében széleskörű módszertani ismeretekkel rendelkezni? *

Soronként csak egy oválit jelöljön be.

1	2	3	4	5	
Egyi	☐	☐	☐	☐	Teljes mértékben.

43. Kérem nevezze meg azokat a módszertani eszközöket, amiket a legszívesebben használ a mindennapokban! *

44. Mennyire fontos a tanulói motiváltság érdekében változatosan használni a munkaformákat? *

Soranként csak egy oválit jelöljön be.

1 2 3 4 5

Egyi ☐ ☐ ☐ ☐ ☐ Teljes mértékben.

45. Melyek az Ön által leggyakrabban használt munkaformák? *

46. Mennyire fontos a tanulói motiváltság érdekében, hogy a pedagógus csak angolul beszéljen a tanórán? *

Soranként csak egy oválit jelöljön be.

1 2 3 4 5

Egyi ☐ ☐ ☐ ☐ ☐ Teljes mértékben.

47. Mennyire fontos a tanulói motiváltság érdekében a jutalmazás és a dicséret? *

Soranként csak egy oválit jelöljön be.

1 2 3 4 5

Egyi ☐ ☐ ☐ ☐ ☐ Teljes mértékben.

48. Hogyan szokott jutalmazni és dicsérni? *

49. Mennyire fontos a tanulói motiváltság érdekében a tanórai differenciálás? *

Soranként csak egy oválit jelöljön be.

1 2 3 4 5

Egyi ☐ ☐ ☐ ☐ ☐ Teljes mértékben.

50. Mennyire fontos a tanulói motiváltság érdekében azt, hogy a pedagógus ne adjon sok házi feladatot? *

Soranként csak egy oválit jelöljön be.

1 2 3 4 5

Egyi ☐ ☐ ☐ ☐ ☐ Teljes mértékben.

NYILATKOZAT

Kijelentem, hogy mesterséges intelligencia alkalmazást/programot (pl. képalkotó, szövegalkotó) nem használtam a dolgozat készítése során.

Jelen nyilatkozat aláírásával tudomásul veszem, hogy amennyiben bizonyítható, hogy a dolgozatot nem magam készítettem, illetve mesterséges intelligencia alkalmazás/program segítségével vettem igénybe vagy a dolgozattal kapcsolatban szerzői jogi jogsértés ténye merül fel, a Szekció megtagadja a dolgozat befogadását.

Dátum: 2024.05.22.

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Aláírás
Toth Anett
Név (olvashatóan)