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Motivating Dutch Senior Year Secondary Students and Teachers of English as a Foreign Language through Classroom Practice.

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Abstract

This master thesis studied the practical implications for creating lesson materials that motivate teachers and students in the EFL classroom in senior years of a Dutch secondary school. The study was conducted at a secondary school in Apeldoorn, the Netherlands. Seven teachers and 676 students participated, all teaching and studying in the senior years of havo and vwo. To collect data on what students and teachers find motivating, a questionnaire was presented to the students and teachers in class. Participants were first asked to think of what (de)motivates them about the subject. Then, they were asked to score motivating and demotivating factors, taken from previous research, on a 1 to 6 scale ranging from [very demotivating] to [very motivating]. The mean scores and standard deviations of each value were calculated. After comparing the results of this study to previous research, five general suggestions to improve motivation through classroom practice were made: Communicative tasks and the use of English are the focus of the lesson content; Theoretical knowledge such as grammar and vocabulary are used in support of the communicative tasks but are never the focus of the lesson; Both students and teachers can bring their personal interests into the lesson content, Teachers can collaborate with colleagues from other subjects on assignments; Reflection activities are used to evaluate the lesson content and motivation of students and teachers. Three proposals for lesson activities were presented to show how these suggestions can be implemented in the classroom. This master thesis suggests that it is possible to create lesson materials that are motivating to both students and teachers, and that creativity can be used to turn the five suggestions into various lesson activities.

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1. Introduction

The question of what motivates someone to act a certain way has been of interest to philosophers, researchers, and curious children for a long time. As broad as the question “*why?*” is, so broad is the spectrum of scientific fields that studies it, ranging from theoretical discussion by psychologists to empirical experiments in behavioural sciences. This dissertation approaches the subject of motivation from an educational perspective, namely, that of the motivation and demotivation of students and teachers in the senior years of Dutch secondary school with respect to classroom practice for the subject English.

English language education in the Netherlands

Dutch children enter secondary education at the age of twelve, after eight years of primary education, and leave after four, five, or six years, depending on their level and the type of school. This can vary more due to repeating or skipping years. Education is compulsory until the age of 16, after which partial compulsory education dictates that people must follow some form of education for at least two days a week until the age of 18. The different levels of education are vmbo (pre-vocational secondary education), which lasts four years, havo (senior general secondary education), which lasts five years, and vwo (pre-university education), which lasts six years. These levels give access to different levels of tertiary education, with vwo giving access to research university, havo to universities of applied sciences, and vmbo to senior secondary vocational education and training. Since the introduction of the act on secondary education in 1968 (“Mammoetwet”) students can move between the different levels in secondary school, for instance when their current level is too difficult or easy for them. Some schools also offer the chance to take exams in specific subjects at higher levels, which allows students access to their tertiary study of choice. During the first three years of secondary school students follow set courses in which students experience a broad spectrum of subjects and build their general knowledge. After those three years students can choose a profile that fits their interests, either C&M (Culture and Society, with a focus on art and history), E&M (Economics and Society, which is business related), N&T (Nature and Technique, a science based profile), and N&G (Nature

and Health, focussed on biology and healthcare). These profiles consist of subjects that help students build up knowledge and skills in a certain area which can help them in their further education.

English as a subject is mandatory throughout secondary school, so students have at least four years of classroom contact with the language at all levels. Because students cannot choose whether they want to take English, students are usually grouped together with more consideration for their school schedule than for interest, proficiency level, or whether they deal with language learning difficulties. Some schools offer programmes for students who show more interest in English, such as the Cambridge English programme. Another option that schools can offer is bilingual education, where at least 30% of classes at vmbo level are in English, which is increased to at least 50% at havo and vwo level. Because Dutch is the main instructional language in Dutch schools, and because English is often not the first language of teachers in bilingual programmes, these teachers have to go through specialised training to ensure the quality of the lesson content is the same, even though the instructional language is different. For instance, a math teacher who does not have an adequate level of English might struggle to properly explain the lesson content. For students who struggle with learning a foreign language extra help is offered by teachers to make sure everyone can at least pass the final exam at the level that is appropriate for them.

Motivation in education

Whether the motivation comes from wanting to get a reward, because something is interesting to us, or we need the learned skills to survive or achieve, motivation is the driving power behind learning and personal growth (Ryan & Deci, 2000). Since schools are designed around learning and are filled with students who all have their own reasons to (not) go to school and to learn, they can be an interesting environment for a study into motivation. Studies into student motivation concern themselves with mapping the different elements of this environment, and seeing what motivates students to engage with a subject or what drives students away from it. Because schools are such a unique environment they have specific elements that influence motivation. Tests are among the most influential of these influences since they supply students with measurable results of their work, and are connected to positive and negative (re)enforcement of behaviour (Woolfolk et al, 2013). The social

structure of a school and a classroom is also of great influence. Students spend a large part of their week in contact with their school friends and their teachers, and can build important relationships with them. Social attitudes towards school and specific subjects can change a student's perspectives on those subjects and their motivation to learn (Li & Zhou, 2017). Language learning specifically is an inherently social phenomenon, which is why Dörnyei argues that, as a field of study, it finds its origin in social psychology (1998: 122). Language is foremost a means of communicating with others, and learning a language at school offers both an opportune moment to do so, and a complex environment to do it in. One of the things to keep in mind is that classroom foreign language (FL) motivation is only a segment of the full scope of FL learning motivation, since learning also occurs outside of the classroom. The difference between these two is that language acquisition outside of the classroom is a subconscious process often guided by personal interest, travel, or social bonds. Formal classroom language learning includes factors such as school-specific social networks, tests, and a focus on the more theoretical side of language learning in the form of grammar (Krashen, 2013). It also forms a closed environment in which general motivation theories, such as self-efficacy theory and goal theory, come together.

Along with the motivation to learn, we can look at the motivation to teach. Studies into teacher motivation have become more prominent as a research subject since the '90, which saw researchers like Pennington dive into the subject. These studies often look at job satisfaction, reasons to become a teacher, and reasons to stay in the profession (e.g. Pennington, 1995; Bishay, 1996). These studies were mainly concerned with creating an overview of what motivates teachers. Improving upon the motivational state became the subject of later studies, which for instance looked at connections between student and teacher motivation (Atkinson, 2000), and which gave support and suggestions on how to improve teacher motivation (e.g. Dörnyei & Ushioda, 2011). Studies into teaching English as a foreign language (EFL) generally show the same motivating factors as studies into general teacher motivation. A factor that stands out is the communicative nature of the English language. Similar to students, working with a communicative device is interesting for teachers. It creates opportunities in the lesson content that focus not just on the linguistic components but also on cultural, historical, and

social elements. This means that teachers can include what they themselves find interesting about the subject in their lessons (Menyhárt, 2008). It also allows teachers to continuously engage with the subject themselves, and keep growing in their knowledge and capabilities (Dörnyei & Ushioda, 2011).

Education makes for a complex environment in which to study motivation. The motivational states of students and teachers have to exist within the same space, trying to optimise themselves whilst influencing each other greatly. When aiming to improve both teacher and student motivation, to look at one without paying attention to the other means leaving a blind spot and wasting opportunities to improve the full motivational state in the classroom.

[Aim, reason, and relevance](#)

The main aim of this study is to create an overview of what (de)motivates Dutch EFL students and teachers and translate that into practical suggestions to use in the classroom. These will be presented in the form of general suggestions for the creation of an educational content which supports both students' and teachers' motivation. Lesson materials will be created that try to combine student and teacher motivation in order to create an environment and activities that are beneficial and motivational to both groups.

The reason to combine student and teacher motivation is that these two have to exist in the same classroom context. It would be a missed opportunity to focus on improving one group's motivation without taking the other into consideration. Trying to take two perspectives on the same situation and creating materials to accommodate both opens a door into a different way of looking at lesson materials than one that focusses only on student or teacher engagement. It is also important to know and show the research and scientific theory behind lesson materials and the choices made in classroom practices. Even though a general idea exists about what motivation is, without the proper evidence to base decisions on, a more precise and substantiated definition is difficult to form.

Research questions

The main research question for this study is as follows: *What are the practical implications for creating lesson materials that motivate teachers and students in the EFL classroom in senior years of a Dutch secondary school?*

The subordinate questions are:

- What are motivating and demotivating factors for Dutch secondary school students regarding classroom practice?
- What are motivating and demotivating factors for Dutch secondary school teachers regarding classroom practice?
- How can these factors be translated into lesson content?

Method

This study consisted of two parts. In the first, data on what motivates and demotivates Dutch students and teachers was collected by presenting the students and teachers of senior havo and vwo years at one school with an online questionnaire. The questionnaire asked participants to rate several motivating and demotivating factors, which were based on results from previous research, on a scale ranging from [very demotivating] to [very motivating]. Results from this questionnaire were used in the second part of this study. This second part involved suggestions to improve classroom practice, and lesson materials as practical examples.

Reading manual

In chapter two, the theoretical background will provide a definition of motivation, demotivation and amotivation, along with a more in-depth look at motivation in a school context. The next chapter will discuss the method for the field study. Chapter four will show the results from the field study. The first two subordinate questions will be answered.

The second part of the paper will start with a summary of the results of the field study. These results will be discussed and translated into general suggestions for classroom practice and materials.

These suggestions will be turned into lesson activities. The discussion will show how theoretical knowledge and the results of this field study come together in these materials.

2. Theoretical background

Motivation can be defined in many ways, based on many perspectives. The definition in this paper will come mainly from social psychology since the language classroom is an inherently social environment and language learning an inherently social process (Garner, 1985 in Dörnyei, 1998). The social importance of language is reinforced by its importance in creating one's identity in the community where it is used, as well as in the creation of the community itself (Dörnyei, 1998). To form its definition this paper used three papers on motivation theories, supported by other sources to form the eventual definition.

Ryan and Deci (2000) focus on the different forms of regulation in extrinsic motivation and how one can move through those forms towards intrinsic motivation. This paper forms the base for many later studies and theories on motivation, since it provides us with a clear overview of the various forms and ways to apply those forms to practice, and the theories it presents are based on empirical research (e.g. p. 68). Vallerand (1997) mostly agrees with Ryan and Deci's Self-Determination Theory (2000) and adds the idea that motivation functions on different levels, namely the global, contextual, and situational levels (p. 274). These levels are based on the social context. The paper also includes the addition of a division of intrinsic motivation: to know, to learn, and to experience (p. 285). These concepts add to the Self-Determination Theory to form a more detailed conceptualisation of motivation and the influence of the social environment on it. Vansteenkiste, Sierens, Soenens and Lens (2007) also build on Ryan and Deci's Self-Determination Theory. Aside from their clear explanation of the different types of motivation Vansteenkiste also offers insight into the ways in which teachers can positively influence student motivation through identifying, feeding and building on intrinsically motivating elements (p. 52-53), thus steering their students towards more self-determination and intrinsic motivation.

There are several statements surrounding motivation that are generally accepted as true by researchers. The definition formed in this chapter will be based on two of these statements, namely that 1) motivation, demotivation, and amotivation are the three main types of motivation, and 2)

motivation can be intrinsic or extrinsic. Of course, these statements are often re-evaluated and questioned to make sure they are still accurate. However, since they are considered valid at the time of writing and because our three main papers agree on them, they will form the base for the further definition of motivation in this paper.

It is quite easy to give simple definitions to motivation, demotivation, and amotivation. The first is what drives people to act a certain way, to continue behaviour, and what eventually leads to results and final products. The second is what keeps them from performing a certain behaviour, or what hinders the continuation of behaviour. And the third is the absence of reasoning behind a behaviour, or the act of not acting at all (Vallerand, 1997; Ryan & Deci, 2000, Vansteenkiste et al, 2007). Though these basic definitions serve adequately in creating a first image, they leave out important details that show just how complex motivation is. Motivation, demotivation and amotivation are all multidimensional concepts. Add to this that the motivational state of one person is multifaceted, for instance when intrinsic motivation is supported by external motivators, and we start to see just how complex motivation can be.

2.1 Motivation

The first question to ask when separating types of motivation is whether someone's motivation is intrinsic or extrinsic. When a person is intrinsically motivated, they act because the action itself is enough reward to do it. Extrinsic motivation, on the other hand, refers to moments where we can discern a separate reward from the behaviour (Vallerand, 1997; Ryan & Deci, 2000; Vansteenkiste et al, 2007; Dörnyei & Ushioda, 2011). Vansteenkiste et al use slightly different wording to describe the two types of motivation, namely autonomous (intrinsic) and controlled (extrinsic) motivation. Their definition is based on whether the action begins with the person themselves, and is therefore autonomous, or whether it is initiated by someone else, and therefore controlled (2007). In controlled motivation there is a separate reward or punishment which is the reason to behave a certain way, thus having an external locus of causality (Ryan & Deci, 2000; Woolfolk, 2013). Autonomous motivation relates to the types of regulation where there might be a separate reward or punishment, but in essence

the reason to act lies with the person who performs the action or that person's reasons to act (Ryan & Deci, 2000; Vansteenkiste et al, 2007).

2.1.1 Intrinsic motivation

To Ryan and Deci (2000), intrinsic motivation shows humanity in its purest form, continuously curious and willing to learn and explore. Intrinsically motivated people are fully facilitated in their autonomy, they feel competent in what they do, and have a strong supporting social network (Ryan & Deci, 2000). Especially the high level of autonomy is important for intrinsic motivation since that is what allows people to develop *their own* interests in a way that supports *their own* learning process (Vansteenkiste et al., 2007; Ryan & Deci, 2000; Dörnyei & Ushioda, 2011). Though intrinsic motivation is often seen as one category, Vallerand has put a further division forward, separating intrinsic motivation to know, intrinsic motivation towards accomplishments, and intrinsic motivation to experience stimulation (1997, p. 280). These three categories focus on expanding the personal boundaries of knowledge and experience and show a need to improve oneself and a curiosity towards one's surroundings. In intrinsic motivation, the reason to act, or the locus of causality (Ryan & Deci, 2000; Woolfolk et al., 2013) will lie within or close to the person performing the act. The closer to the person the locus is, the easier it will be to sustain behaviours and to translate them into new contexts since there is no outside stimulus needed to keep the behaviour going (Vansteenkiste et al., 2000, p. 39). This is especially important in students, since many learning optimisation theories and processes are based on creating a foundation of knowledge and skills and applying those in new contexts (i.e. Krathwohl, 2002).

2.1.2 Extrinsic motivation

Extrinsic motivation refers to a motivation where a separate reward is connected to the action to be gained by performing the action (Vallerand, 1997; Ryan & Deci, 2000; Vansteenkiste et al., 2007, Dörnyei & Ushioda, 2011). If this external reward were to disappear, it is very likely that the behaviour would also not be continued (Vansteenkiste et al., 2007). There is simply not enough connection between the action and the person themselves to keep investing into the behaviour. There are several types of extrinsic motivation. The clearest and most influential definition comes from Ryan

and Deci (2000), who discern four levels of extrinsic motivation in their Organismic Integration Theory. The types of extrinsic motivation are divided based on the amount of internalisation a person has, which in turn is based on the facilitation of the three main physiological needs: autonomy, competence, and relatedness. The least internalised type of extrinsic motivation is externally regulated extrinsic motivation, where the motivation is exclusively external and connected to reward and punishment systems. This is followed by an introjected regulation. Here, the locus is still external, but the regulatory systems are more about internal rewards and punishments such as self-control and self-preservation. On the more integrated side of extrinsic motivation we first find identified regulation, where a conscious valuing of the outcome leads to acceptance of the action as personally important. The most identified form of regulation is integrated, where the action is completely integrated with one's values. This last category shares many features with intrinsic motivation, but differs because it still has that external reward as the primary reason to act (Ryan & Deci, 2000). In Vallerand's model identified regulation is combined with intrinsic motivation, though in a footnote he explains that, in his study, identified regulation did not appear in the participants' answers to the question why they go to college. He theorises that this might be because the participants were too young (between 16 and 20) to have a fully defined self and therefore cannot yet determine motivation in this way (p. 285).

2.1.3 Multifaceted and multilevel motivation

Many researchers note that motivation is, at most stages and moments in time, multifaceted (e.g. Vallerand, 1997; Dörnyei & Ushioda, 2011). This means that one does not experience simply one form of motivation, but rather a combination of regulatory types depending on the situation they find themselves in. Vallerand has explored these various situations in detail and has defined three levels that influence a person's motivational state, namely the global level, the contextual level, and the situational level (1997, p. 274). The global level refers to the personality level, where we can find an individual's general motivational state and interactions with their environment (Vallerand & Ratelle, 2002, p. 44). The contextual level refers to distinct spheres of human activity, for instance education, leisure, or personal relationships (Emmons, 1995). Social factors specific to each sphere allow for different sub states of a person's general motivation depending on which sphere a person is in and the

prior experiences a person has in that sphere (Vallerand, 1997). Finally, the situational level refers to specific activities at specific times (Vallerand & Ratelle, 2002, p. 45). Motivation at this level is highly dependent on its environment and can thus be subject to many and sudden changes. The combination of the three levels creates the full motivational state. This could mean that a person is at the global level intrinsically motivated to go on a run, but since it is raining outside, the situational demotivation not to go is stronger, and thus that person will stay at home.

2.2 Demotivation

Many people agree that demotivation hinders learning and prevents people from reaching their goals and potential, but a precise definition is harder to come by. In Dörnyei and Ushioda's *Teaching and Researching Motivation* we find one definition. Demotivation is described as "specific external forces that reduce or diminish the motivational basis of a behavioural intention or ongoing action" (2011, p. 139). In this view, demotivated learners were once motivated but following the introduction of an external force no longer are. Demotivation does not mean that all motivation is gone, but rather that it is tempered by external negative interference. Some motivators can remain alongside these negative influences, and when the negative interference is gone motivation can once again shine through. Dörnyei and Ushioda argue that demotivators are specific external interferences that reduce or diminish motivation. All other negative influences on motivation are simply defined as negative influences. They can offer a more interesting distraction that does not affect the initial motivation, or have no specific external interference, or simply concern internal processes (ibid.). However, many researchers disagree with the idea that demotivation is purely external. For instance, when analysing demotivators in the Japanese high school EFL classroom, Sakai and Kikuchi found that 'lack of interest' was a significant factor in determining student demotivation (2009). Similarly, Tsuchiya found that personal attitudes towards English and the English community demotivated students in Japanese universities (2006). Dörnyei himself, when studying Hungarian students of English or German that had been identified as demotivated by teachers or peers, found that reduced linguistic self-confidence and negative attitudes towards the language were among the most important demotivating factors in L2 education (Dörnyei 1998, in Dörnyei & Ushioda, 2011, pp. 147-149). Even

though the reduced self-confidence was partly due to a classroom event, and the latter factor is about the language itself as an external unit of influence, self-efficacy and attitudes towards others originate inside of a person (Bandura, 2010; Maddux, 2016), thus suggesting demotivation can originate there as well. It would seem rather strange to claim that only external processes can have a demotivating influence on a person, when motivation has such a wide spectrum of causal loci inside and outside a person. This paper, therefore, follows the many others who disagree with Dörnyei and who see space for internal demotivating factors as well (e.g. Sakai & Kikuchi, 2009; Falout & Maruyama, 2004).

2.3 Amotivation

Ryan and Deci define amotivation as “the state of lacking the intention to act” (2000, p. 72) and relate it to the absence of behaviour (Vallerand, 1997) or acting without intention (Ryan & Deci, 2000). The fact that amotivated people see no reason to act does not mean that there is no reasoning behind amotivated behaviour. After looking at previous studies Vallerand presents four different types of amotivation based on the reason why people experience amotivation (1997). These reasons are all concerned with creating unrealistic expectations about succeeding in performing the activity (Dörnyei & Ushioda, 2011). The first is amotivation due to *capacity-ability beliefs*. Here a person lacks the ability to perform the behaviour. The second is amotivation due to *strategy beliefs*, where a person is convinced the activity will not produce the desired outcome. Ryan and Deci also distinguish amotivation because a person does not value the task (2000, p. 72) which can be grouped together with this type of amotivation, since it pertains to the strategic weighing of the costs and values of the task. The third, amotivation due to *capacity-effort beliefs* results from the fact that a person does not want to go through the effort of performing the action. The fourth is amotivation due to *helplessness beliefs*, where a person sees their efforts as inconsequential from the start (Vallerand, 1997, p. 282).

Amotivation can be related to theories of learned helplessness (Vallerand, 1997; Woolfolk et al., 2013), self-efficacy (Bandura, 2010; Maddux, 2016), fixed mind-set theories (Woolfolk et al., 2013), and expectancy-value and expectancy-success considerations (Dörnyei, 1998). All these theories concern the evaluation of a task that needs to be performed and that evaluation having a negative result. Especially when learning a new language, a person is likely to encounter situations in

which they do not yet have the skills to complete a task, so it is important to be able to properly deal with this situation. This means cultivating a growth mind-set which combats the perception of new tasks as insurmountable feats (Woolfolk et al., 2013). A growth mind-set can be supported by positive feelings of self-efficacy and the facilitation of positive experiences to inspire future successes and ward off feelings of learned helplessness (Woolfolk et al., 2013). Amotivation due to strategy beliefs and capacity-effort beliefs is related to the goals which a person needs to achieve by performing an action, and thus related to personalised learning goals and avoiding tasks that are too hard or too easy (Dörnyei, 1998; Woolfolk et al., 2013).

2.4 Student motivation

Since motivation is directly linked to curiosity and learning (Ryan & Deci, 2000), a school environment makes for an interesting environment in which to study motivation. Students' motivational state at school is very complex. It is not just the overall motivation to be at school and to learn that is involved. Students likely feel different about different subjects, resulting in a motivational state that changes every time the students change classrooms and teachers. And even in that one classroom, depending on the lesson content or the time of day, motivation can change. Trying to pinpoint what exactly motivates students is therefore very difficult, and often results in a combination of very broad statements and some very specific ones.

The teacher can be one of the most influential factors when it comes to student motivation. A 'good teacher' is motivating and a 'bad teacher' is demotivating (e.g. Sakai & Kikuchi, 2009; Li & Zhou, 2017; Dörnyei & Ushioda, 2011). These are very broad statements that don't say much about what makes a good or a bad teacher. Luckily, sometimes students can point out specifics that make a teacher good or bad. One often mentioned is being able to adjust the difficulty level of lesson content so that each student can follow along, whether they need more help with the basics or the opportunity to try more difficult content from outside of the standard curriculum (Bahramy & Araghi, 2013; Li & Zhou, 2017). On the other hand, a demotivating teacher uses out-dated methods and focusses mainly on working from the textbook (Dörnyei & Ushioda, 2011; Li & Zhou, 2017). Teacher personality is another rather vague but salient factor that (de)motivates students. When their personalities do not

clash the student's experience is smoother because there is no inherent conflict with the teacher on that field. Since learning is very social, especially when learning a different language (Dörnyei, 1998), a positive relationship between teacher and student also forms a strong foundation on which other factors such as student autonomy and self-efficacy can be cultivated (Ryan & Deci, 2000). A rockier relationship could mean that students become demotivated and start to stop engaging with the subject altogether (Bahramy & Araghi, 2013). Another teacher-related factor is the level of proficiency a teacher has in their subject, which seems to be especially important in FL teaching (Sakai & Kikuchi, 2009; Bahramy & Araghi, 2013). A teacher who speaks theoretically correct, with no grammatical mistakes and perfect prescribed pronunciation, can be an unrealistic and unattainable goal for students. This is supported by the fact that students are often limited to two hours of language classes a week, where the teacher has studied the language for far longer. This difference in proficiency can be demotivating, especially in students with lower proficiency as it is, since the teacher's example is so far out from what seems achievable to the students (Woolfolk et al., 2013). On the other hand, a teacher who makes mistakes can be seen as unfit to teach, since teachers represent a certain level of expertise in their field (Sakai & Kikuchi, 2009; Bahramy & Araghi, 2013). Without showing the skills and making mistakes in using the language, teachers can lose their authority on the subject and with that, their students. A happy medium would be a teacher who acts as a mastery model to provide an example students can follow and base their goals on (Choi, 2018), but who also allows students to make mistakes and acknowledges the differences between language as prescribed and language as used practically.

Aside from the teacher, other elements of the school can have a major influence on students' motivation. Lesson content can contribute to both motivation and demotivation in several ways. Factors that are mentioned often are lesson content in general, and boring or repetitive lesson content. Avoiding monotonous classes with repeated exercises and a strong focus on only the textbook have been shown to demotivate students (Sakai & Kikuchi, 2009; Arai 2004; Li & Zhou, 2017; Bahramy & Araghi, 2013). Communicative language tasks, on the other hand, are more motivating since they create 'real' moments of language use, which shows students the usefulness of learning the language

(Brandl, 2008; Dörnyei & Ushioda, 2011), which in turn leads to internalisation and more intrinsic motivation (Ryan & Deci, 2000). One of the elements of the Dutch curriculum that gets a lot of attention is reading, since the English exam at the end of Dutch secondary school focuses solely on reading skills and is known for its specific way of formulating questions and texts, which has led to a strong focus on reading strategies in reading lessons. Sakai and Kikuchi (2009) found that a focus on the university entrance exam was a strong demotivator for Japanese students of English. Paying attention to this exam does help students prepare for it, which can be motivating since it works towards the clear goal of passing said exam. However, it can be demotivating since it teaches less about reading natural texts.

The difficulty level of the lesson content is also important for student motivation. The ideal level is one where a student is challenged sufficiently without being overexerted (e.g. Ryan & Deci, 2000; Dörnyei & Ushioda, 2011) and lies in students' zone of proximal development (Vygotsky, 1980). This can be monitored by the teacher, to keep challenging students at an appropriate level. If the lessons differ from this ideally challenging level, it does not automatically lead to student demotivation. If the level is too low, a student can easily understand the lesson content and can get good scores on tests, which can be motivating (Woolfolk, 2013). However, it can also mean the student is not challenged enough and feels bored in class (Sakai & Kikuchi, 2009). When the level is too high, a student can experience extra drive to work harder in order to achieve results, but it can also lead to a feeling of hopelessness because the goal is unachievable (Woolfolk et al., 2013). It is therefore important that both the student and teacher keep an eye on students' levels and adjust accordingly to ensure motivation.

Not just the level of the lesson content is important, but the level of the tests and the results from those tests are as important. Test scores can influence student's feelings of self-efficacy (Woolfolk et al, 2013). Continued low test scores mean a constant confrontation with the inability to do something, which demotivates to try again (Dörnyei & Ushioda, 2011). Other bad experiences often include having to perform or present in front of the class whilst already having trouble or struggling with low self-efficacy (Ibid.; Woolfolk et al., 2013, pp. 447-449). If students already

experience low self-efficacy and have few positive experiences, it can evolve into a state of learned helplessness which again decreases motivation. On the other hand, positive reinforcement and experiences can improve student's self-image and efficacy, which can pull a student out of a funk and help them find motivation (Woolfolk et al., 2013, p. 455). One of the ways in which level adjustment can take place is through setting clear goals that are adapted to and appropriate for each student (Dörnyei, 1998). Clear goals also provide student with checkpoints that can help them evaluating their learning progress (Joosten-ten-Brinke & Sluijsmans, 2017).

Two less salient but still important factors in terms of the school environment are the mandatory nature of English, and the size of classrooms. The fact that English is a mandatory subject takes away part of a student's autonomy, which is the most important factor in increasing motivation according to Ryan and Deci (2000). Since students can choose most of their subjects in Dutch secondary school, English stands out as one where they do not have this autonomy, which has been shown to be a prominent determiner for demotivation for the subject (Li & Zhou, 2017; Sakai & Kikuchi, 2009). Smaller classrooms are considered to be an improvement on the classroom experience, and therefore student motivation, since the teacher has more time for each student and students themselves are less distracted by others and thus can focus more on their studies (e.g. Bahramy & Araghi, 2013; Li & Zhou, 2017). However, other studies into class size show no significant difference in result and see it more as one of many factors in one situation (Johnson, 2000).

A student's social environment can also be an important factor in (de)motivating students if they or their social environment have strong positive or negative ideas about English or the English-speaking community. Demotivated students can influence their friends to do less work for the subject (Li & Zhou, 2017), and in turn motivated friends can be a positive influence. Discrepancies between a student's ideas about the subject and those of their social environment can also create friction and lead to negative associations with the subject and the language (Dörnyei & Ushioda, 2011). Stereotypes about the language community also play an important role here. A student's image of the language community can be influenced by personal experience, stories, or media, and the (re)enforcement of negative imaging can lead to a loss of the will to engage in this community and their language

(Dörnyei & Ushioda, 2011; Bagrany & Araghi, 2013). Aside from factors that lie outside students, motivation can be affected by internal, personal factors. One of the main factors is the inclusion of personal interest in the subject. This is important because interest maintains motivation (Ryan & Deci, 2000). Even in the context of a mandatory school subject, the engagement with content that one is already interested in activates intrinsic motivation, which may be transferred to new contexts (Ryan & Deci, 2000). Interest in subject content is related to autonomy in lesson content since having the choice to include one's personal interests creates room to further explore those interests in an educational setting (Brandl, 2008). Another important personal factor is having a (language) learning impairment. This can severely damage a student's motivation (Doorn, 1996), and adaptations to regular classroom practice often have to be made to ensure a better learning experience for these students (e.g. Kazemi & Mahdavi-Zafarghand & Tahiri, 2016; Awada & Guitierrez-Colón, 2017). If a student has too many negative experiences due to their impairment it can lead to learned hopelessness and a loss of motivation (Woolfolk et al., 2013). However, if there is sufficient and fitting support for the student and enough inherent interest, the impairment becomes more like a challenge to overcome and can serve as a motivating factor (Garb, 2000).

2.5 Teacher motivation

When Pennington did her study into teacher satisfaction and motivation she found that the intrinsic nature of teaching was the main reason that teachers were satisfied with their job (1995; Hastings 2012). Personal interest and the ability to continue studying and interacting with a field that one is inherently interested in, provides a strong reason to stay in the profession (Dörnyei & Ushioda, 2011; Menyhárt, 2008). This professional and personal fulfilment is therefore very important to keep in mind when motivating teachers. When a teacher is busier with class management rather than with transferring the knowledge they are so passionate about, inherent interest might not be enough to keep them in the profession. This is why access to training sessions and self-improvement is vital to teachers (Dörnyei & Ushioda, 2011). It gives them the practical and professional foundation which allows them freedom to share their passion with their students, rather than having to focus only on classroom management (Pennington, 1995; Menyhárt, 2008; Sinclair, 2018). Another outcome of

training sessions and self-improvement programmes is that it raises teachers' self-confidence and efficacy (Menyhárt, 2008; Sinclair, 2018). Higher levels of competence and positive experiences lead to more confidence which in turn inspire more intrinsic motivation (Ryan & Deci, 2000, Dörnyei & Ushioda, 2011).

Teachers' direct social environment at school consists mainly of colleagues and students, and learning a language is a very social matter (Dörnyei, 1998). It seems logical that these social factors are very important in determining teacher motivation. Collaboration with colleagues stimulates creativity since it can provide a new perspective on lesson content (Shoaib, 2004). Having a close relationship with colleagues is a personal choice and preference, but it can be very useful to have a strong support network (Shoaib, 2004; Dörnyei & Ushioda, 2011), especially since teaching is an occupation which requires high levels of intrinsic motivation, and relatedness is one of the most important needs to maintain intrinsic motivation (Ryan & Deci, 2000). In terms of the relationship with their students, even though there remains a professional distance, having a good relationship with your classes can improve classroom experience greatly for teachers (Menyhárt, 2008). Working with children or adolescents can be enough on its own (Fox, 1996; Sinclair, 2018) but it becomes less attractive when the relationship between the teacher and those adolescents is a difficult one. As Dörnyei and Ushioda state, teaching "requires a constant state of alertness, and mistakes are punished dearly" (2011, p. 169), which can contribute heavily to stress levels. Teaching English also has the problem of being a mandatory course in the Netherlands, which means that student appreciation and motivation usually varies greatly in the classroom, which in turn can negatively influence teacher motivation (Menyhárt, 2008).

In terms of the school environment, there are some elements that are very influential in teacher motivation. According to Shoaib (2004), the absence of adequate working conditions and materials leads to dissatisfaction with the occupation, especially when this absence hinders teachers in their creativity (Menyhárt, 2008). Being creative in designing lesson materials keeps the lessons from becoming too monotonous (Dörnyei & Ushioda, 2011; Sinclair, 2008), even if it is useful to have a backlog of materials to fall back on. It also allows teachers to keep exploring their field and

(re)discover materials. It is important to give teachers the autonomy to include their findings in their lesson content and to have a curriculum that is open to change and teacher input. This autonomy is seen as the most important human need when it comes to motivation according to Ryan and Deci. It facilitates other needs and the fact that one has control in their life adds value to their choices (2000). Curriculum design and lesson content will most likely be determined in deliberation with colleagues and be guided by the educational system as a whole, but having autonomy and the opportunity to shape one's own practice is very valuable for teachers (Shoaib, 2004; Dörnyei & Ushioda, 2011). Finally, another important factor is class size, and it is connected to other important factors. When teachers have smaller classes, they do not have to spend as much time on classroom management since there is simply less to manage. This leaves more time for subject content and decreases stress levels (Dörnyei & Ushioda, 2011). It also provides teachers with more time per student and thus more insight into and influence on student's learning progress.

3. Methodology

3.1 Participants

3.1.1 Student participants

The group of student participants came from one school and consisted of the students in havo 4 (260 students), havo 5 (189 students), vwo 4 (171 students), vwo 5 (155 students), and vwo 6 (151 students), for a total of 926 students. The age range was between 14 to 21, with the mean being 16.1 years. This study took place in November, which means that participants have had at the least three months of senior education and at the most two years and three months, and have two or three years of English classes prior to that in junior years. This does not take into account repeating or skipping years. All classes had two 50-minute classes each week.

The entire student population was enlisted for the study but the expectation was that this study would get the full results from around two-thirds of the student population. The idea was that this sample of the student population would be enough to balance out group differences within the population. Less motivated students, for instance, could be less likely to fill out the form completely, or come to school at all. Conversely, these students might take this questionnaire as a change to express their discontent about the subject and give input on what they would change.

Taking part in the questionnaire was presented to the students as part of their lesson for that day, which could have contributed to the number of completed forms. Students who were not present during the lesson could find the questionnaire on the digital learning environment and fill it in another time. However, the only way to check whether each student had filled in the form was to personally check every student, which was practically impossible in the situation.

3.1.2 Teacher participants

The group of teacher participants was made up of eight teachers, two of whom are male, the other six female. Most teachers have taught all senior havo and vwo years, with the exception of the two youngest teachers, aged 23 and 26, who both have not taught havo 5 and vwo 6. The ages lay

between 23 and 55, with a mean of 36.3 years. Teachers have on average been in the profession for 10 years, with the shortest time being one year and the longest 23 years. A requirement of teaching senior years is a university master's degree, which all participating teachers have.

Since the teacher participants had the time to fill in the questionnaire when it was most convenient for them, the expectation was that the full group would be represented in the results.

3.2 Location

The location for this study was the Veluws College Walterbosch in Apeldoorn. At this school, English is taught in all years of all levels, so every student has about four to six years of classroom education under their belt when they graduate. This number can change due to skipping or repeating a year, with a maximum of eight years. The school has several systems in place to enrich their English curriculum. The school focusses on communicative language tasks, and grammar and vocabulary sessions are in support of those tasks. In their own studies of student motivation teachers saw that the latter two were quite unpopular with students, and thus decided to focus more on practical use of English, which were indicated to be liked better by the students. A few years ago, the school made the decision to use the Cambridge method as their main teaching method for English, instead of offering it as an extra programme for more motivated students. Exceptions are made for students who struggle a lot with languages, for instance due to severe dyslexia, or who decide they do not want to participate in the programme. Those students follow a more standardised programme. Since the groups of Cambridge students at the Veluws College is so large, taking part in the programme was not included as a variable in this study. Another way in which the school enriches their English programme is the option to take the central exam for English one year ahead of schedule. At the time of this study there is one class, in vwo 5, that follows this programme, and the students in this class follow the vwo 6 English programme aside the regular vwo 5 programmes for the rest of their subjects. If students take their exam a year early they have more time during their final year to focus on their other exams. According to teachers, the students that use the fast-track option are usually more motivated than other students, and are more engaged with their subjects overall. Since the number of students who choose

to fast-track their exams is so small in comparison to the whole student body, this was not used as a variable in this study.

3.3 The questionnaires

The questionnaires were created by looking at results from previous studies into student and teacher motivation that have tried to determine specific motivational factors for both, and that are supported by general motivation theories. After collecting all factors from these studies, factors that occurred the fewest or that were not salient enough were excluded. Also excluded were factors that concerned general motivation theory, such as experiencing positive competence in the classroom (e.g. Dörnyei & Ushioda, 2011). These general concepts do appear in the eventual questionnaire but are formulated in a more specified manner. This way the study focused on more concrete elements of classroom practice and thus give more specific advice.

The questionnaires for students began by asking participants to fill in their age, sex, and which class they are in. Teachers were asked the same questions. However, instead of asking which class the participants were in, teachers were asked to indicate which classes they teach. The following three questions were on the participant's general motivation for the subject, and an initial idea on what motivates and demotivates them when thinking of the subject. These items were included at the beginning to try and gain some insight into participants' (de)motivation before they could be influenced by the questionnaire itself. These were the only identifying factors participants were asked to provide. This way anonymity of participants could be ensured.

The main body of the questionnaire consisted of three pages where participants are asked to show how they rank each factor. Each factor was included in the questionnaire in two statements: the first in a positive manner, the second a negative one. This was done because the fact that a statement has a motivating result does not automatically prove that the opposite of that statement is equally demotivating. The scale ranges from [very demotivating], [demotivating], [slightly demotivating], [slightly motivating], [motivating], to [very motivating]. Each point on the scale is assigned a score, which goes from 1 to 6, with 1 being [very demotivating] and 6 [very motivating]. There was no

neutral middle point included. This was done to prevent participants from simply answering neutral to every question.

3.3.1 The student questionnaire¹

For the student questionnaire, the factors are divided into three categories: teacher-related factors, personal and social factors, and school-related factors.

Teacher-related factors²

Teacher's educational competence
If the teacher teaches well.
If the teacher does not teach well.
Teaching style
If the teacher has a style of teaching that I like.
If the teacher has a style of teaching that I do not like.
Teacher's language competence
If the teacher has a very high level of English linguistic competence
If the teacher is not perfect in their use of English
Teacher's ability in level-adjustment
If the teacher handles differences between students' level of competence well.
If the teacher does not handle differences between students' level of competence well.
Teacher's personality in relation to that of student
If the teacher's personality matches my own.
If the teacher's personality does not match my own.
Teacher's motivation to teach
If the teacher is motivated to teach.
If the teacher is not motivated to teach.

Table 1 Teacher-related factors and corresponding statement as presented in the questionnaire.

The teacher-related factors range from rather vague statements such as teacher competence, which comes up frequently but is rarely specified further. Other, more specific factors are given with this first one, like the teacher's ability to adjust their lesson content to students' proficiency levels. This helps in creating a clearer image on what motivates students. For this part of the questionnaire the aim was to combine more vague and more specific factors. Even though factors like teacher's competence and teaching style are difficult to translate into suggestions for teaching practice, they make up a large part of the results from previous studies (e.g. Sakai & Kikuchi, 2009; Li & Zhou,

¹ The full student questionnaire in Dutch can be found in appendix 1.

² The factors questions in the questionnaires in the appendix (appendix 1: student questionnaire; appendix 2: teacher questionnaire) are shown in the same pairs as in the tables in this chapter. During the study the factors were presented to the participants in random order.

2017; Dörnyei & Ushioda, 2011), and so are included in this questionnaire. The more specific factors were less salient, but still significant enough and allow us to look into specific activities that could improve student motivation. Overall, many of these factors concern actions that are associated with high teaching competence, like the ability to adapt lesson content to the student (Bahramy & Araghi, 2013). This might be because the role of teacher is associated with a mastery model and thus comes with the expectation of expertise in teaching and transferring subject knowledge, even though subject knowledge is not mentioned as a factor. Secondly, the relationship between the student and the teacher is important, since relatedness facilitates social bonds that help increase motivation in students and teachers (Ryan & Deci, 2000).

School-related factors

Required proficiency level in class
If the difficulty level of the class fits my own proficiency level
If the difficulty level of the class is too low or too high
Number of students in classroom
If there are a lot of students in a class (30+)
If there are fewer students in a class (<30)
Lesson goal
If the goal of the lesson is clear
If the goal of the lesson is unclear
Lesson activities
If we do the same activities during the lessons
If we do different activities during the lessons
Use of school facilities
If the various facilities at school (laptops, multimedia, textbook, etc.) are used often
If the various facilities at school (laptops, multimedia, textbook, etc.) are not often used
Use of textbook
If we work primarily from the textbook
If the textbook is used as a supplement to the other lesson activities
Mandatory nature of English
English is a mandatory subject
Focus on central exam
If the lesson content focusses mostly on the central exam

Table 2 School related factors and corresponding statements as presented in the questionnaire

Even though the lesson content is often dictated by the curriculum, the form it takes can be adapted more freely. Changing up the lesson activities and not working exclusively from the course book are

two of the more often mentioned motivators (e.g. Sakai & Kikuchi, 2009; Arai, 2004; Li & Zhou, 2017; Bahramy & Araghi, 2013), together with a focus on practical communicative tasks over working from the course book (Dörnyei & Ushioda, 2011). Since the central exam only focusses on reading skills, it offers less choice in lesson content, which would be demotivating. However, since it offers students support for an important test, lesson content concerning the exam is motivating since it can give students confidence in their reading skills (Sakai & Kikuchi, 2009). Having a clear goal and a clear connection between the lesson content and the lesson goals help students work towards goals such as the central exam (Joosten-ten-Brinke & Sluijsmans, 2017). It is also important that the difficulty level of the lesson content is adapted to the student, focusing on the personal learning process and offering the right level of challenge without overexerting students. (Ryan & Deci, 2000; Dörnyei & Ushioda, 2011; Vygotsky, 1980). The mandatory nature of English fully removes students' autonomy in shaping their education (Li & Zhou, 2017). Both higher and lower numbers of students in a classroom have been shown to have an effect on student motivation (Bahramy & Araghi, 2013; Johnson, 2000), so both were included.

Personal factors

View of English and the English-speaking community
My positive ideas about English and the English-speaking community
My negative ideas about English and the English-speaking community
Social environment's view of English and the English-speaking community
If my social environment (friends, family, etc.) think positively about the subject
If my social environment (friends, family, etc.) think negatively about the subject
Previous experiences
My positive previous experiences with the subject
My negative previous experiences with the subject
Test scores
If I get low scores for tests or assignments
If I get high scores for tests or assignments
Number of tests
If we have more smaller tests
If we have fewer larger tests
Personal interest in lesson content
If the lesson content matches my own interests
If the lesson content does not match my own interests
Autonomy in lesson content
If I can decide what I do during the lessons
If the lesson content is decided by the teacher
(language specific) learning impairment
If learning a language can be influenced by a (language specific) learning impairment (such as ASS, ADD/ADHD, dyslexia, visual or audio impairment, etc.).

Table 3 Personal factors and corresponding statements as presented in the questionnaire

Since people are influenced by their social surroundings, the attitudes of their peers and family can have a large impact on their motivation for the subject and school in general, both positively and negatively (Li & Zhou, 2017). If a student's ideas about a subject are affirmed by their surroundings this can cement those ideas further, and further push a student towards motivation or demotivation (Dörnyei & Ushioda, 2011). Repeated experiences also lead to strengthening of views of the subject. Especially experiences with tests and tests scores can influence the self-confidence and motivation that students take with them into the next test (Woolfolk et al., 2013, Dörnyei & Ushioda, 2011).

3.3.2 The teacher questionnaire³

Since less studies into teacher motivation have been done, finding specific factors was a bigger challenge for this questionnaire than it was for the student questionnaire. The same method was used, collecting significant factors from previous studies and combining them to form the questionnaire. There is the matter of the exclusion of significant factors that go beyond the scope of this study, such as career options (Han & Yin, 2016), salary (Shoaib, 2004), and the school's leadership culture (Dörnyei & Ushioda, 2011). This study chose to focus on factors from classroom experience which means that less significant factors that were relevant to the classroom were included over more significant factors dealing with other matters. As with the student questionnaire, the factors in the teacher questionnaire are divided into three factors: social, school-related, and personal.

Social factors

Collaboration with colleagues
If I can collaborate with my colleagues on my subject and others
If I mostly work on my own things for my own subject
Relationship with colleagues
If I am close to my colleagues
If my colleagues are socially more distant from me
Feedback
If I am the only one responsible for my improvement and feedback
If I can get feedback from colleagues
If I can get feedback from my students
Student motivation
If students are interested and motivated
If students are not interested and motivated
Student appreciation
If my students negatively value English lesson
If my students positively value English lessons
Working with adolescents
If I can work with adolescents

Table 4 Social factors and corresponding statements as presented in the questionnaire

The social factors focus on the interaction between teachers and colleagues and teachers and students, and the social input that teachers can get from these two groups. Working together with

³ The full teacher questionnaire in Dutch can be found in appendix 2

colleagues and receiving feedback from others helps teachers grow in their teaching and their chosen field, which is one of the most important motivating factors (Shoaib, 2004; Dörnyei & Ushioda, 2011). In this category colleagues act as a teacher's support system, whereas the role of the students is more based on students' attitude to the subject. A positive attitude opinion of the subject helps create a positive space in the classroom, which is motivating (Menyhárt, 2008).

School-related factors

School appreciation
If the school appreciates extra work and excellence
If the school does not appreciate extra work and excellence
Autonomy in curriculum design
If I have a say in the design of the curriculum
If the design of the curriculum is completely set
Autonomy in creating lesson content
If I can decide what I do during my lessons
If the lesson content is mainly decided by others
School facilities
If the school has fewer facilities (books, digital boards, etc.)
If the school has many facilities (books, digital boards, etc.)
Number of students in class
If there are many students in a class (30+)
If there are fewer students in a class (<30)
Teaching practice
Teaching/classroom practice in itself
Focus on central exam
If the lesson content is mostly focussed on the central exam

Table 5 School related factors and corresponding statements as presented in the questionnaire

Class size as a factor is more important for teachers than it is for students in terms of motivation. Smaller classes allow for more time spend with individual students, which can facilitate feelings of relatedness (Ryan & Deci, 2000). Smaller classes also decrease the amount of class management teachers have to engage in, which in turn can reduce stress and allows for more time spend on subject matter (Dörnyei & Ushioda, 2011). Another benefit of smaller classes is that teachers have to spend less time grading, since there are fewer students to grade, which opens up more time to spend on creative lesson content. Adequate school facilities also supports teachers' ability to work creatively (Shoaib, 2004). The most important factor, however, is autonomy in the creation of lesson

content and curriculum. The option to include personal interests and the freedom to creatively shape lessons whilst still seeing uptake in students makes for the ideal autonomous teaching situation (Shoaib, 2004; Dörnyei & Ushioda, 2011).

Personal factors

Personal interest
If I can include my own interests in the lesson content
If I cannot include my own interests in the lesson content
Ability to improve
If I get the change to reflect on my practice and improve it
If I do not get the change to reflect on my practice and improve it
Personal growth
If I get the change to grow in my field
If I do not get the change to grow in my field
Options to be creative
If the lesson content changes and I can do new things during my lessons
If the lesson content does not change and I generally do the same things during my lessons
Self-efficacy
If I have confidence in my own abilities as a teacher
If I have doubts about my own abilities as a teacher
Prior experiences
My own positive experiences with English in secondary school
My own negative experiences with English in secondary school
Teaching as a vocation
Teaching itself, as a vocation

Table 6 Personal factors and corresponding statements as presented in the questionnaire

Because one gets to continuously develop themselves in their field of interest as a teacher, the interaction with this field and the possibility to connect with students over this field are important motivational factors for teachers (Pennington, 1995; Hastings, 2012). Another important factor is that teachers have room to keep growing in their field as well as in their teaching (Dörnyei & Ushioda, 2011). Continuous growth, through for instance teacher training programmes, and the levels of growth that come out of that lead to higher levels of competence and self-confidence. These higher levels are associated with higher motivational levels as well, feeding into the competence aspect of motivation (Ryan & Deci, 2000; Dörnyei & Ushioda, 2011).

3.4 Procedure

The questionnaire was presented to the students during their regular English classes. The researcher was present at the beginning of the lessons to introduce the study and to answer questions where needed. The students reached the questionnaire via a link in the digital learning environment used by the school. A paper version of the questionnaire was also present as a backup should technology fail.

Teachers were sent the link to their questionnaire via email and were able to fill it in in their own time. Since the researcher was not present to answer any questions when teachers filled in the questionnaire, each teacher was given the researcher's phone number in case contact was required, and the email included a short explanation of the study.

The questionnaire was hosted on Thesis Tools Pro, and results were automatically stored on that platform. From there, the data was exported into Microsoft Excel. Here, mean scores for the factors were calculated to see which factors are most determinative in student and teacher motivation, and comparisons will be made between several groups of students to look for significant differences between them. The answers to the open questions were deductively coded in NVivo12 and organised into categories similar to the factor categories.

Answers to open questions were analysed and inductively coded for repeated answers. These were grouped according to content and the most often occurring will be presented in the results section of this paper.

4. Results

The field study was conducted in order to answer the first two research questions:

- What are motivating and demotivating factors for Dutch secondary school students regarding classroom practice?
- What are motivating and demotivating factors for Dutch secondary school teachers regarding classroom practice?

These questions will be discussed below. The full results of each part of the questionnaires can be found in the appendixes, and the relevant appendix will be referenced in this section. An overview of the results will be given, and important results will be discussed.

4.1 Motivating and demotivating factors for students

Class	Number of students	Mean age	Number of collected forms
Havo 4	260	15.6	189 (73%)
Havo 5	189	16.6	144 (76%)
Vwo 4	171	15.1	127 (74%)
Vwo 5	155	16.2	128 (83%)
Vwo 6	151	17.4	88 (58%)
Total	926	16.1	676 (73%)

Table 7 Overview of the student participants and number of collected forms

For the student questionnaire, the aim was to collect forms from around two-thirds of the total student population. In table 1 we see the number of complete forms that were collected. The vwo 6 group is the only one where not at least 70% of students filled in a complete form, which was due to the fact that some classes in this group were absent during the week because their teacher was ill. There is also the possibility that the less motivated students chose not to send in their forms, or fill them in at all. If this was the case, then those lesser motivated students are underrepresented in the results. Even so, we were able to collect forms from more than half of the vwo 6 students, and the total

number of collected forms accounts for almost three-quarters of the entire student population which makes the collected sample a valid representation of the total student body.

4.1.1 The open questions

The three open questions at the beginning of the questionnaire asked students to name something that motivates and demotivates them about the subject, and to name one thing that they would change about the subject if they could. The results were inductively coded in NVivo12 and grouped into categories that resembled those in the factor questions. The percentages for the results were calculated to see what the relative size of each result is and thus to be able to compare the results between groups.

What do students find motivating about the subject English?⁴

The most motivating factor that students put forward is that English is an international language. The word ‘wereldtaal’ (lit. world language) is mentioned often, as is the importance of English as a communication device to connect with people around the world. Another important motivator is because the English is important ‘for later.’ This phrase on its own is used often, and is specified into importance for future study and, less salient, career options. When looking at the subject itself it is mostly factors connected to experiencing success that stand out. Passing the grade, getting high scores, and being proficient in the language are mentioned most often. Outside of school the use of English in the media appears to be the most important, with films and series, gaming, and novels being named as motivators. The English language itself is a motivator on its own, and growth in linguistic proficiency is quite a steady presence throughout the groups as a motivator.

What do students find demotivating about the subject English?⁵

Most demotivating factors that students put forward are subject related. Grammar is a big demotivator, with many students saying they want less of it in their lessons or that they want to see it

⁴ For the full results see Appendix 3.

⁵ For the full results see Appendix 4.

removed from the curriculum completely. Lesson content in general is another important demotivator. The repetitive nature and lack of variation in both lesson activities and the subjects offered in the lesson content is the main reason for this status, together with a disconnect between the lesson materials and real-life situations. The amount of (home)work or the workload students experience is a strong demotivator in most groups, especially in vwo 4. Students rate the workload for English high compared to other courses, and state that it influences the time they have to work on those other courses. Especially reading books is mentioned as a large contributor to the workload, since the English literature curriculum involves reading several books per year, which takes up large chunks of students' time. Feelings of boredom are also an important demotivator. Most of these results contain the phrase 'it's boring' and not much more, so alas we cannot pinpoint what exactly is so boring about the subject. Finally, taking English lessons at an inappropriate level is seen throughout all student groups. Whether the level asked of the students is too low, causing feelings of low self-esteem and self-efficacy, or too high, causing low uptake and hindering the learning progress, students repeatedly ask for lessons at a fitting level with options for excellent and struggling students.

What would students change about the subject English?⁶

With the communicative nature of English being a big motivator, and the lack of lesson activities concerning real life situations a big demotivator, it is no surprise that the biggest wish from students is more focus on practical communicative skills over explicit knowledge like grammar. Suggestions are excursions, native speakers as guest teachers, and more communicative tasks in general. This can be related to the fact that students also want to speak more English in class. Reading and grammar are the two main skills that students want to see less of in their programme. A few students plead for teaching grammar in a more integrated fashion, rather than simply repeating grammatical rules. More, and more in-depth grammar explanation is also mentioned often. Reading includes two types of reading, namely literature and reading skills. The first sees about as many students who want more of it as students who want less of it. Reading skills, especially those related to

⁶ For the full results see Appendix 5.

the central exam, are unpopular across the board, and the central exam is also mentioned on its own as something students would want to change in general.

4.1.2 Results of the factor questions

The results from the factor questions have been broken up into the different categories of factors, namely teacher-related factors, school-related factors, and personal factors. The results below are from the entire student participant group.

Teacher-related factors

Teacher related factors	havo		vwo		havo 4		havo 5		vwo 4		vwo 5		vwo6	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
If the teacher teaches well.	4.94	0.71	5.04	0.62	5.03	0.57	4.91	1.10	5.02	0.64	5.03	0.58	5.07	0.64
If the teacher does not teach well.	1.86	0.97	1.70	0.73	1.88	1.88	1.75	0.87	1.66	0.70	1.71	0.72	1.75	0.80
If the teacher has a style of teaching that I like.	4.97	0.86	5.06	0.77	4.99	0.92	5.02	0.77	4.11	0.77	5.08	0.72	4.97	0.83
If the teacher has a style of teaching that I do not like.	2.07	0.96	2.02	0.84	2.13	0.99	1.99	0.91	1.98	0.90	2.05	0.86	2.03	0.71
If the teacher has a very high level of English linguistic competence	4.25	1.11	4.40	1.05	4.24	1.17	4.21	1.10	4.13	1.19	4.52	0.97	4.61	0.87
If the teacher is not perfect in their use of English	2.03	1.04	1.91	0.88	2.02	1.07	1.96	0.96	1.91	0.92	1.89	0.84	1.97	0.87
If the teacher handles differences between students' level of competence well.	4.68	0.77	4.60	0.78	4.75	0.69	4.56	0.85	4.54	0.85	4.64	0.71	4.66	0.76
If the teacher does not handle differences between students' level of competence well.	2.40	0.91	2.39	0.85	2.41	0.93	2.37	0.87	2.36	0.86	2.46	0.77	2.32	0.93
If the teacher's personality matches my own.	4.76	0.79	4.70	0.90	4.81	1.04	4.65	0.92	4.59	0.99	4.72	0.85	4.82	0.84
If the teacher's personality does not match my own.	1.89	1.00	1.74	0.81	1.94	0.73	1.84	0.90	1.86	0.87	1.67	0.74	1.67	0.80
If the teacher is motivated to teach.	4.83	0.70	4.83	0.73	4.83	0.64	4.76	0.72	4.68	0.64	4.88	0.77	4.99	0.77
If the teacher is not motivated to teach.	2.47	0.91	2.53	0.83	2.54	0.89	2.41	0.91	2.45	0.89	2.60	0.79	2.55	0.82

Table 8 Students' results for the teacher-related factors

Only in this category do we find statements that score below 2 and are thus considered to be very demotivating to students. This concerns the statements *if a teacher does not teach well* (av. 1.79), *if the teacher's personality does not align with mine* (M 1.81), and *if a teacher does not have a very high level of proficiency* (M 1.97). The opposites of these statements are among the high scoring statements, with *if a teacher has a very high proficiency level* scoring 4.33, *if the teacher's personality aligns with mine* scoring 4.73, and *if a teacher teaches well* scoring the second highest in this category with 4.99. The statement that scores the highest is *if a teacher has a teaching style that I like* (M 5.02), the opposite scores a 2.04. A final notable statement is *if a teacher is motivated to teach*, which scores 4.83.

School-related factors

School related factors	Havo		Vwo		Havo 4		Havo 5		Vwo 4		Vwo 5		Vwo 6	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
If the difficulty level of the class fits my own proficiency level	4.64	0.82	4.77	0.71	4.73	0.77	4.67	0.79	4.84	0.66	4.78	0.69	4.66	0.80
If the difficulty level of the class is too low or too high	2.78	1.02	2.72	0.89	2.90	1.05	2.64	0.93	2.65	0.90	2.77	0.87	2.74	0.92
If there are a lot of students in a class (30+)	3.08	0.93	3.03	0.88	3.15	1.01	3.05	0.80	3.11	0.77	2.95	0.89	3.03	1.02
If there are fewer students in a class (<30)	3.89	0.99	3.93	0.95	3.87	1.05	3.91	0.89	3.89	0.87	3.99	0.96	3.91	1.06
If the goal of the lesson is clear	4.50	0.83	4.49	0.71	4.51	0.87	4.49	0.76	4.50	0.80	4.41	0.63	4.60	0.74
If the goal of the lesson is unclear	2.43	0.92	2.48	0.84	2.47	0.95	2.43	0.85	2.50	0.80	2.50	0.82	2.40	0.90
If we do the same activities during the lessons	2.41	0.97	2.30	0.85	2.49	0.99	2.34	0.87	2.40	0.80	2.23	0.90	2.24	0.86
If we do different activities during the lessons	4.52	0.79	4.51	0.71	4.61	0.72	4.43	0.75	4.46	0.60	4.53	0.70	4.55	0.83
If the various facilities at school (laptops, multimedia, textbook, etc.) Are used often	4.24	0.92	4.28	0.82	4.30	0.87	4.23	0.91	4.30	0.80	4.26	0.80	4.29	0.85
If the various facilities at school (laptops, multimedia, textbook, etc.) Are not often used	2.88	0.94	2.86	0.84	2.90	0.97	2.84	0.89	2.83	0.90	2.90	0.81	2.85	0.88
If we work primarily from the textbook	2.87	1.12	2.79	1.06	2.97	1.19	2.83	1.04	2.93	1.10	2.79	1.13	2.59	0.93
If the textbook is used as a supplement to the other lesson activities	4.11	0.89	4.17	0.89	4.09	0.93	4.20	0.84	4.28	0.80	4.09	0.93	4.11	0.89
English is a mandatory subject	3.77	1.23	3.67	1.14	3.82	1.25	3.65	1.20	3.60	1.20	3.57	1.12	3.91	1.09
If the lesson content focusses mostly on the central exam	4.21	1.06	4.16	1.03	4.07	1.11	4.24	1.00	4.08	1.00	4.06	1.04	4.44	1.04

Table 9 Students' results for the school-related factors

If the lesson content matches my own interests scores a 5.0 and is the most motivating statement in this category. Other motivating statements are *if we do different activities during the lesson* (M 4.51) and *if the level that is asked of me in class is appropriate* (M 4.71). The negative counterpart of the first is the lowest scoring statement in this category (M 2.35). Other notable statements include *if the goal of the lesson is unclear* (M 2.45) and its counterpart (M 4.49). It is also notable that *if the book is mostly supportive of what we do during the lesson* (M 4.14) and *if the facilities at school (laptops, multimedia, etc.) are used often* (M 4.26) differ about the same as their negative counterparts *if we work mostly from the book* (M 2.83) and *if the facilities at school (laptops, multimedia, etc.) are scarcely used* (M 2.87).

Personal factors

Personal factors	havo		vwo		Havo 4		Havo 5		Vwo 4		Vwo 5		Vwo 6	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
My positive ideas about English and the English-speaking community	4.30	0.86	4.48	0.81	4.33	0.80	4.33	0.88	4.43	0.80	4.49	0.79	4.56	0.84
My negative ideas about English and the English-speaking community	2.83	0.85	2.62	0.69	2.85	0.85	2.70	0.79	2.59	0.70	2.62	0.68	2.64	0.71
If my social environment (friends, family, etc.) Think positively about the subject	2.92	0.88	2.86	0.77	2.92	0.91	2.80	0.79	2.66	0.70	3.01	0.87	2.93	0.62
If my social environment (friends, family, etc.) Think negatively about the subject	4.29	0.81	4.34	0.69	4.31	0.88	4.32	0.68	4.39	0.60	4.36	0.73	4.23	0.68
My positive previous experiences with the subject	4.69	0.77	4.77	0.74	4.76	0.74	4.67	0.77	4.75	0.70	4.73	0.73	4.86	0.78
My negative previous experiences with the subject	2.31	0.95	2.22	0.78	2.33	1.02	2.20	0.79	2.12	0.70	2.29	0.85	2.28	0.77
If i get low scores for tests or assignments	5.09	0.96	5.23	0.84	5.04	1.07	5.20	0.80	5.24	0.80	5.21	0.91	5.26	0.78
If i get high scores for tests or assignments	2.26	1.19	2.36	1.23	2.19	1.19	2.36	1.18	2.37	1.20	2.35	1.29	2.37	1.24
If we have more smaller tests	3.38	1.22	3.32	1.15	3.54	1.22	3.29	1.20	3.42	1.10	3.23	1.14	3.31	1.11
If we have fewer larger tests	3.63	1.20	3.63	1.09	3.63	1.28	3.60	1.08	3.57	2.00	3.64	1.15	3.70	1.01
If the lesson content matches my own interests	4.92	0.83	5.07	0.74	4.90	0.88	4.94	0.77	4.94	0.80	5.13	0.69	5.18	0.74
If the lesson content does not match my own interests	2.52	0.93	2.40	0.83	2.60	1.00	2.42	0.79	2.43	0.80	2.43	0.87	2.33	0.86
If i can decide what i do during the lessons	4.23	1.10	4.28	1.06	4.27	1.09	4.26	1.08	4.34	1.03	4.32	1.10	4.13	1.02
If the lesson content is decided by the teacher	3.52	0.92	3.48	0.94	3.35	0.93	3.40	0.93	3.43	0.96	3.47	0.94	3.56	0.90

Table 10 Students' results for the personal factors

The overall highest scoring factor is found in this category, namely *if I get high scores on a test/assignment*, which scores a 5.17. *If I get low scores on a test/assignment* scores a 2.31. These statements are tied to those about positive experiences (*M* 4.73) and negative experiences (*M* 2.27) with the subject. Other notable statements in this category are those concerned with the attitude of the student and their social surroundings towards the subject and the English-speaking community. *If my social surroundings (friends, family) have a positive image of the subject* is a motivating factor, scoring an average of 4.32. *My own positive ideas about the English language and the people that speak it* (*M* 4.39) is another motivating factor. And, again, their negative counterparts are among the most demotivating statements in this category. *My own negative ideas about the English language and the people that speak it* scores an average of 2.72, *if my social environment (friends, family) have a negative image of the subject* scores a 2.89.

4.1.3 Significant differences between the student groups.

	havo - vwo						havo 4 - havo 5						havo 5 - vwo 6						vwo 5 - vwo 6					
	havo			vwo			havo 4			havo 5			havo 5			vwo 6			vwo 5			vwo 6		
	M	SD		M	SD	p	M	SD		M	SD	p	M	SD		M	SD	p	M	SD		M	SD	p
Teacher related factors	3.43	0.89		3.41	0.82	0.97	3.46	0.96		3.37	0.91	0.87	3.37	0.91		3.45	0.8	0.91	3.44	0.78		3.45	0.8	0.98
School related factors	3.6	0.96		3.58	0.88	0.98	3.63	0.98		3.57	0.89	0.83	3.57	0.89		3.59	0.92	0.92	3.56	0.88		3.59	0.92	0.94
Personal factors	3.64	0.96		3.65	0.88	0.98	3.64	0.99		3.61	1.04	0.93	3.61	1.04		3.67	0.86	0.88	3.66	0.91		3.67	0.86	0.98

Table 11 Mean values, standard deviation, and statistical differences between student groups

To see whether there are significant differences between the different years and levels, t-tests were performed to compare several groups. The results are shown in table 11⁷. Havo and vwo were compared to see the study the difference between the two levels in general. Vwo 6 and havo 5 were compared because both represent the final years of the two levels. Vwo 5 and vwo 6, as well as havo 4 and havo 5 were compared, since they show the difference between pre-final and final years. These tests showed that there were no significant differences between the student groups when looking at the three categories of the questionnaire (see table 11), since the resulting p-value was larger than .05. Even though several single items did show significant differences between groups, because this difference was not found over the different categories, these differences were disregarded.

4.2 Motivating and demotivating factors for teachers

For the teacher questionnaire, the total population was 8, from which 7 complete forms were collected. Even though this number is much smaller than that of the student participant group it still encompasses almost the full population and thus forms a valid representation of the population.

4.2.1 Results of the open questions⁸

As with the student questionnaire, teachers were asked to indicate what motivates and demotivates them about teaching English, and to name something that they would change about the way the subject is taught at this moment. The answers were inductively coded in NVivo12 and grouped into categories.

⁷ Since the values were calculated in Excel, no t-value is known.

⁸ For the full results from this part of the questionnaire, see appendix 6.

What motivates teachers about teaching English

The main motivational factor teachers named is the communicative possibilities of the English language, specified as giving students the tools needed to communicate and connect with other people around the world. The English language itself was another important factor, since this is often where the inherent interest for the subject lies. Having motivated students who show genuine interest in the subject is also a motivating factor.

What demotivates teachers about teaching English

Where motivated students are a motivational factor for teachers, demotivated students are one of the most important demotivational factors, further described as uninterested and unwilling to engage in the lesson. The number of students in a class is also an important factor, since it hinders teachers from giving each student the appropriate amount of time and energy. At a school level, teachers are demotivated by administrative tasks that surround teaching. Having to work with several digital systems to communicate test results, planners, and in-school communication asks time and energy that can be better spend elsewhere. Teachers also experience a lack of freedom to organise their curriculum and lesson content the way they want to, which demotivates them because they cannot fully use their creativity in creating lesson content.

What would teachers change about the subject

The number one thing that teachers would change is a stronger focus on communicative tasks. This can be both the integration of English in other subjects, as is the case with bilingual education, or in the prioritisation of communicative tasks with grammar and vocab receiving a supportive role.

4.2.2 Results of the factor questions

The results from the factor questions will be broken up into the different categories of factors, namely teaching practice-related factors, school-related factors, and personal factors. Discussed below are the most motivating and demotivating statements.

Social factors

Social factors	<i>M</i>	<i>SD</i>
If I can collaborate with my colleagues on my subject and others	5.00	0.90
If I mostly work on my own things for my own subject	3.20	1.00
If I am close to my colleagues	5.20	0.80
If my colleagues are socially more distant from me	2.30	1.20
If I am the only one responsible for my improvement and feedback	3.20	1.30
If I can get feedback from colleagues	4.50	0.60
If I can get feedback from my students	4.70	0.50
If students are interested and motivated	5.80	0.40
If students are not interested and motivated	2.30	1.00
If my students positively value English lesson	5.80	0.40
If my students negatively value English lessons	2.00	0.90
If I can work with adolescents	5.00	0.60

Table 12 Teacher's results for the social factors

In this category it becomes clear that a strong social network inside the school is valuable for these teachers, since most high scoring statements feature this in some capacity. *If I work with colleagues from my own and other subjects often (M 5.0)*, and *if I have close ties with my colleagues (M 5.2)* are all strong motivators and closely related to the social environment. This category is also where we find the statements that score the highest in the entire questionnaire, namely *if my students are motivated and interested (M 5.8)* and *if students positively value the subject English (M 5.8)*. Their counterparts score a 2.3 and a 2.0 respectively. Finally, *working with adolescents* scores a 5.0 and rounds off the highly motivating factors for this category.

School related factors

School related factors	<i>M</i>	<i>SD</i>
If the school appreciates extra work and excellence	5.00	1.10
If the school does not appreciate extra work and excellence	2.30	1.00
If I have a say in the design of the curriculum	5.20	0.80
If the design of the curriculum is completely set	2.00	0.60
If I can decide what I do during my lessons	5.20	0.80
If the lesson content is mainly decided by others	2.80	1.00
If the school has fewer facilities (books, digital boards, etc.)	2.30	1.10
If the school has many facilities (books, digital boards, etc.)	5.00	0.90
If there are many students in a class (30+)	2.50	1.10
If there are fewer students in a class (<30)	4.70	1.00
Teaching/classroom practice in itself	4.80	0.40
If the lesson content is mostly focussed on the central exam	3.20	0.70

Table 13 Teacher's results for the school related factors

If I have the freedom to design the curriculum and lessons (M 5.2) shows a high score for the positive statement and a low score for its negative counterpart (M 2.8). *If the school values excellence and partaking in extra activities* (M 5.0) and its negative form *if the school does not value excellence and partaking in extra activities* (M 2.3) form another pair in this category. Another low scoring factor is *if my teaching practice is mostly decided for me (by other, PTA, etc.)* (M 2.0). The positive double of this factor, *if I have autonomy in designing my teaching practice*, scores a 5.0 and is one of the high scorers overall in this category. The presence of different facilities such as computers, digital boards, books, etc. is another big motivator for teachers, scoring an average of 5.0.

Personal factors

Personal factors	M	SD
If I can include my own interests in the lesson content	5.30	0.50
If I cannot include my own interests in the lesson content	2.30	0.50
If I get the change to reflect on my practice and improve it	4.80	0.80
If I do not get the change to reflect on my practice and improve it	1.50	0.80
If I get the change to grow in my field	4.80	0.80
If I do not get the change to grow in my field	2.30	1.20
If the lesson content changes and I can do new things during my lessons	5.00	0.90
If the lesson content does not change and I generally do the same things during my lessons	2.50	1.10
If I have confidence in my own abilities as a teacher	5.30	0.50
If I have doubts about my own abilities as a teacher	2.50	1.40
My own positive experiences with English in secondary school	4.80	0.80
My own negative experiences with English in secondary school	3.80	0.80
Teaching itself, as a vocation	4.80	1.50

Table 14 Teacher's results for the personal factors

This category is where we find the factor with the lowest score in the whole questionnaire: *if I do not have time/space to develop myself and my teaching practice* (M 1.5). Other low-scoring factors are also related to stagnant development in teaching practice, such as *if I cannot develop further within my subject* (M 2.3) and *if the lesson content stays the same and I don't do anything new* (M 2.5).

Strong positive factors are those opposite these low scoring ones, such as *if I have time to develop*

further within my subject (M 5.0) and if I can include my own interests in the lesson content (M 5.2).

The highest scoring factor is *if I have confidence in my abilities as a teacher (M 5.3)*. Its negative counterpart scores a 2.5, but with a standard deviation of 1.4 show much less agreement among participants on its demotivational effect than the positive statement, which has a deviation of 0.4.

5. Suggestions for classroom practice

5.1 Summary of the results and the previous chapters

Even though many results from the two questionnaires showed quite high or low scores, not all of these can be taken into the next part of the study to be a part of the suggestions or lesson materials. To choose between the factors we first look at the results of the open questions at the beginning of both questionnaires. As these were open prompts they come from the participants themselves rather than previous studies. By placing these questions at the front of the questionnaire, participants' answers cannot be influenced by the factor questions further along in the questionnaire. Since the goal of this study is to form suggestions and materials for this group of participants, taking these answers as a lead hopefully leads to suggestions and materials geared more specifically for this group. These answers will be compared to the results from the factor questions to form a full rendering of the results, and to connect the results from this study to previous research.

Both students and teachers show strong ideas about the practical use and communicative value of learning English. This is in line with previous research and the social-psychology stand that this paper takes on language learning, partly based on Dörnyei (1998). A world language ('wereldtaal') that allows students to connect with people around the world, is used in a lot of media that students consume, and is important in further education and career options. It is not a big surprise, then, that grammar and vocab, two elements of the curriculum that are knowledge-based rather than skill-driven, are demotivating to students. Students associate these types of lesson activities with a disconnect between what is taught in school and what is needed in life. In the open questions teachers indicate that they would like to include more communicative language tasks in their lessons. Researchers like Brandl also argue for a task-focussed lesson set-up as one of the main pillars important to facilitating a communicative language learning environment (2008). Giving students the tools to communicate with others is the motivating factor that is mentioned most by teachers. Though students might miss the connection between these knowledge-based elements and the skill-based ones, this connection has been studied by researchers, and theories such as vocabulary threshold theory for reading

comprehension show that there is indeed a connection between the two elements (e.g. Ricaedelli 1992; Masrai 2019). This might indicate that this connection needs to be made more explicit, rather than simply reworking the curriculum to include only skill-based elements. Both participant groups do mention a wish for a more integrated approach to teaching theoretical lesson content such as grammar, with the focus being on communicative language tasks and grammar and vocab serving as a support of those tasks. This form-focused instruction (Loewen, 2011) allows space for explicit instruction built into a strong communicative base.

Experiences of success motivate students and are often mentioned when they talk about tests. Getting good scores and having those positive experiences as a base can serve as a ground from which self-confidence and more positive experiences can grow (Woolfolk et al., 2013). Learning the language itself is also mentioned, and positive experiences in that learning process are motivating markers to keep going. This, in turn, is related to the fact that students want to engage in learning at a level that is challenging but not out of reach. Seeing students experience positive results is also a motivating factor for teachers. Another one is seeing students engaged with the subject (Menyhárt, 2008). This can be achieved by focussing on providing students with enough challenge. Especially when working in the zone of proximal development (Vygotsky, 1980), the teacher can use scaffolding to challenge and guide students in their learning process.

Creativity in lesson content is motivating for both students and teachers. It allows teachers freedom to reinterpret their subject and learn about new ways of presenting it to students (Shoaib, 2004). For students, it avoids boredom. Repetitive lesson content is one of the main demotivating factors mentioned in this participant group, and seeing their students bored and unmotivated is one of the main demotivating factors for teachers, so there is a connection between the two. Creative use of the lesson time will present students with different activities and keep them from being bored. Teachers also value having the room to be creative in the way they design their lesson content. The positively worded factors centred around freedom in lesson design and creatively engaging with their subject all score a 5 or higher. This includes the option to work with colleagues from other subjects being an important factor in that group, providing teachers with a strong social network in the school

(Ryan & Deci, 2000). This room and autonomy in the design of their teaching practice gives teachers the space to include their own interests into their lessons, which is one of the more important motivating factors according to Dörnyei and Ushioda (2011). A personal connection to the subject matter is also important for student, as it is also a part of their personal development (Woolfolk et al., 2013).

What is very important in the factor questions but did not come through as much in the open questions is the connection between a motivated teacher and a motivated student. Students score a motivated teacher a 4.83 (*SD* 0.7), teachers score motivated students a 5.8 (*SD* 0.4). This is not mentioned explicitly in the open questions, but since it does score high in both participant groups, and it can turn into a self-reinforced motivation device. Social bonds are important in the facilitation and internalisation of motivation (Ryan & Deci, 2000) and allow for trust and more engagement to grow (Dörnyei & Ushioda, 2011).

5.2 Curriculum.nu, SLO Curriculumspiegel, and the current development of the Dutch secondary school curriculum

As this paper is being written, there are several research groups actively working to improve the Dutch education system and secondary school curriculum. Two of which, Curriculum.nu and the Stichting Leerplan Ontwikkeling (SLO for short), will be discussed below. In 2019 the SLO published the second edition of their Curriculumspiegel, which was compiled to give an overview of important developments, struggles, and challenges in the Dutch curriculum. It serves as inspiration and support in making decisions around curricula and education. Where the SLO observes the situation and tendencies in the educational system, Curriculum.nu works towards creating a new and improved system that prepares students for the modern world.

When looking at Curriculum.nu's plans for foreign language education, their focus lies heavily on being able to effectively communicate in a multilingual society. Their plans are aimed towards creating more awareness around languages, how language influences each other and different cultures, and creating a space in which students can confidently use foreign languages. The SLO shares this

view of foreign language education. Because of globalisation, foreign languages play an important part of the Curriculumspiegel. They are seen as doors that give access to other cultures, and through that, the ability to reflect on one's own culture (p. 191). The SLO's image of foreign language education, therefore, is mostly centred around this idea, that language is a social communication device and a tool for personal development. One of the ways in which Curriculum.nu aims to help students in their personal development is to include activities centred around students' own multilingualism. This way, students can include parts of their own life in foreign language education and learn more about what multilingualism does with them and what they can do with it. This ties into developments the SLO sees in terms of intercultural awareness and competence in students. Students show that they can understand differences between cultures and can work in the spaces between them. Emphasising this awareness and competence can give students more insight in not just other cultures outside their own personal circles, but those inside of their circles as well. Creative forms of language also feature in Curriculum.nu's ideas. Literature and other creative forms are included in the curriculum, and a new focus on student's abilities and comfort in using these forms is included.

Even though neither of the two research groups explicitly mention motivation, some elements in their visions overlap with the results from this study and previous research. Curriculum.nu argues for learning through activities centred around play and creative language use, instead of solely on theory from the textbook. This will improve motivation, will reduce fear of different languages, and will encourage students to use the target language with less fear of making mistakes when doing so (p. 11). Personal interest is also mentioned as something that can be a guide in growing knowledge and skills, with curiosity in the English language and English speaking cultures being the main initiator in this process (p. 22). SLO also advocates for a personalised learning experience, with room for personal interests and needs in the curriculum (pp. 196). For teachers, Curriculum.nu talks of using the CERF as a clear goal-setting device for teachers and students, providing clarity and continuity throughout students' education. One of the main ideas about the project is that it will provide clarity in the curriculum and thus create more space for teachers to fill in their own lessons. When forming the suggestions and creating the lesson materials, this study aimed to keep those themes in mind. It would

be wasteful to create lesson materials that might fit the results of this study but not pay attention to plans that are already in place. The suggestions and lesson materials will be usable for longer if they are created with future changes to the curriculum in mind. Therefore, the lesson materials will be created with previous research, this study, the observations of the SLO, and Curriculum.nu's plans in mind. This way, the lesson materials are catered to the participants of this study, but also line up with future plans for the Dutch curriculum.

Taking the results from previous chapters into account, and looking at the plans and observations of the development and design teams of Curriculum.nu and the SLO, five general suggestions to improve student and teacher motivation in the classroom were drawn up. These suggestions will each be further discussed below.

1. Communicative tasks and the use of English are the focus of the lesson content.
2. Theoretical knowledge such as grammar and vocabulary are used in support of the communicative tasks but are never the main focus of the lesson.
3. Both students and teachers can bring their personal interests into the lesson content.
4. Teachers can collaborate with colleagues from other subjects on assignments.
5. Reflection activities are used to evaluate the lesson content and motivation state of students and teachers.

5.3 Communicative tasks as the focus of the lesson content

Looking at the results presented in chapter 4, both students and teachers wish to see more communicative tasks and a larger focus on practical skills in the lessons. Since language is first and foremost a medium for communication (Dörnyei, 1998), it makes sense that the goal of English classes is to be able to use the language in that way. Showing the ways in which language can be used will create 'real' moments of language use within the classroom space (Brandl, 2008) which students will be able to transfer to outside of the classroom when they are confident (Woolfolk, 2013). When the lesson content does not focus enough on the communicative and practical use of English, this goal is lost and the learning process can become unclear (Joosten-ten-Brinke & Sluijsmans, 2017). The way to reach these goals is to create lesson content that focusses on using English as to reach other people,

cultures, and subject matter. In other words, see English as a communicative tool that enables you to learn not just about the language itself but which also can be used to learn about other things through using the language. This practical use of English will motivate students who have not yet seen how they can use the language in their education, career, and further life. In turn, this internalisation can spark and cultivate intrinsic motivation in students (Ryan Deci, 2000). Therefore, a focus on communicative tasks and use of English must be the priority in lesson content.

5.4 Linguistic knowledge is taught in support of the communicative tasks

Before students can use a language, they must reach a level of grammatical and vocabulary knowledge that allows them to creatively engage with the language and communicate. However, these two parts of the curriculum are unpopular with both students and teachers. These lessons are usually more theoretical, and common exercises include filling in just one word in a number of practice sentences, not the most actively engaging activity (Sakai & Kikuchi, 2009; Arai, 2004). An alternative might be a fully natural development of grammatical and lexical knowledge, such as Krashen's suggestion (2014). However, since Krashen's approach is based on an immersive environment, and the Dutch school system is not, this is difficult to attain. In Dutch secondary schools, students have on average 2 to 2.5 hours of English classes, which is often not enough to ensure this natural progression in grammar and vocabulary acquisition. Removing explicit grammar instruction from the programme seems to make no significant difference to students' eventual level of proficiency (Piggot, 2019). It does show differences in whether students perform better in knowledge-based elements or skill-based elements. By focussing on communicative tasks, students grow fast in areas like free speech and reading. Students who do get explicit grammar instruction score better on explicit grammar tests. Both parts of the programme are necessary to fully grow in proficiency, and ultimately work in support of one another. The solution here would be to include explicit grammar and vocabulary instruction, but integrate it into communicative language tasks and clearly use it in support of those communicative tasks. Long explored this in his work on Focus on Form (Long, 2000). By integrating explicit instruction in practical language tasks, students are still presented with adequate grammatical and lexical theory and development, but are also directly engaged in putting that theory into practice.

5.5 Room for personal interest in lesson content

The inclusion of personal interest is an important motivating factor for both students and teachers. Teachers generally teach a subject that is directly related to their own academic studies, and thus that they are interested in (Menyhart, 2008). However, their specific area of interest might not translate as well to the curriculum as it stands now. The step to take here, then, would be to allow teachers to include their own subject specific interest, or to find ways in which to incorporate interests outside of their subject into lesson content fit for that subject. Aside from working with subject matter directly interesting to them, this also invites teachers to adapt their knowledge to their students, which can be done through researching and implementing new teaching techniques (Dörnyei & Ushioda, 2011; Sinclair, 2008). This, then, allows for teachers to grow and develop in their field and their teaching practice. The inclusion of personal interest is important for students as well. They can focus on engaging with their interests, whilst using English as a tool to do so. Finding documentation, writing and speaking about their interest, as long as English is the tool they use to explore their interest, the possibilities are virtually endless. Furthermore, students can get the chance to choose which part of the subject they want to learn more about. This can allow for broader learning than just what the course book prescribes and gives both students and teachers more freedom to explore the subject (Brandl, 2008). It can also lead students towards more information about other subjects they are interested in. By working with a topic that they are already familiar with, only in a different language, they can use the jargon they already know to access more and perhaps more difficult content on the topic. Using their capabilities from this other context in English class can positively influence their capacity-ability beliefs (Vallerand, 1997), which in turn can lead to more self-confidence and positive self-efficacy (Woolfolk et al., 2013). Creating space in the programme for personal interest will allow teachers to show off their interests inside and outside of the subject, and give students a change to bond with the subject and use what they have learned to further engage with their interests.

5.6 Teachers collaborate with colleagues

One way to tie into the previous suggestion and include more personal interest into English as a subject, is to collaborate with other subjects. The simplest version of such a collaboration would be

an assignment for any other subject, done in English. The assignment would instantly get two components, a thematic content component and a linguistic component. A construction like this might be especially beneficial for students who have a lower proficiency level or who have self-confidence issues when it comes to English. By focussing on the content of the assignment and diving deeper into this content, rather than getting stuck on the usual linguistic focus, they can have a more positive experience with the assignment (Woolfolk et al., 2013). In turn, this can lead to overall more self-confidence when it comes to English. For teachers, collaborating with colleagues creates the possibility of learning new teaching techniques, and getting a different perspective on education. A science teacher, for example, might look differently at classroom practice than an English teacher. This can evolve into a system where teachers learn from each other and have the possibility of creating new activities and lesson content (Dörnyei & Ushioda, 2011; Shoaib, 2004). Working together with colleagues will also strengthen the relationship between teachers, which forms an important foundation piece for teachers' intrinsic motivation (Ryan & Deci, 2000; Shoaib, 2004).

5.7 Reflection as a tool to improve motivation and classroom practice

To make sure that the changes or implementations that are included to increase motivation are actually working, they need to be evaluated. When there is an open conversation between teachers and students about what works and does not work for them in the classroom, it is easier to address those problems and make positive changes. Therefore, reflection should be a set part of lesson content and be used prominently in deciding what to include in the curriculum and lessons. Reflection activities not only provide students and teachers with a place and format to express their experiences, when steps are taken to improve the points made in those reflections, it also validates those experiences. It will also teach students and teachers to critically look at what they expect from classroom practice and education, and their own improvement in those spaces. The way that these reflections take can also serve as a way of developing feedback skills, which can be employed in other scenarios as well⁹. When teachers who sit in with colleagues' lessons and give feedback afterwards, teachers can learn

⁹ To take full advantage of the value of these reflections, they would have to take place not only at class-level, but at the school-level as well. Since this study focusses only on classroom practice, the latter is not included.

from each other and improve their classroom practice. Reflection activities can take many forms, so there is freedom in finding which works the best for the classroom and school that wishes to implement it into their programme.

6. Examples of lesson materials

Two examples of lesson material were created following the directions in the previous chapter. This chapter will discuss the ideas behind the lesson materials, the materials themselves can be found in the appendix. Chapter 6.3 will go into reflection methods and ways teachers and students can help and motivate each other. The choice was made to create the two materials with a different focus. The focus of the first activity lies strongly with communication, speaking skills, and creative thinking. The focus of the second activity lies in integration of different subjects and materials into English, and the explicit use of English as a tool to discover information about a different subject. Not every activity has to include all of the five suggestions, and creating diverse materials and activities will ensure that they are all included in the full programme.

6.1 Gamification and the use of Role Playing Games

There are many ways in which games can be included in classroom practice. The easiest would be to give students an existing game and let them play it whilst talking English. Especially when students can keep each other accountable in terms of target language use, games that include teamwork can be very useful ways of improving communication skills. One option that is specifically centred around teamwork are role playing games (RPGs). These games involve players creating or adopting a character and completing tasks of varying difficulty and size as that character. These adventures are led by a gamemaster who designs the story and the world in which it takes place. The players usually form a party and must work together with the other members of their party to solve puzzles, defeat monsters, or talk their way out of a situation.

RPG-like systems are easily scalable in terms of complexity, with possibilities ranging from simply combat scenarios to teach the direct form ('I hit him') to fully fleshed-out systems like Dungeons and Dragons. It can be interesting for a teacher who has played an RPG to adapt it to their classroom, and see what levels are appropriate for their students. The eventual game can take many forms, from puzzle rooms that can be done within the duration of the lesson, to campaigns that stretch

over a full term, semester, or even a year. As a learning activity the game can be scaled to different levels, depending on the time available, the goals of the activity, and the proficiency and cognitive levels of the players (Wizards of the Coast).

One of the more obvious elements of this type of educational content is the focus on storytelling and creativity. The players are the ones deciding where the story goes and have complete freedom to do what they want, within the rules of the game. This encourages players to be creative and enables them to do things they might have been scared of before. Because players are the ones driving the story, the primary focus of these activities is communication and target language use, which should be the main focus of lesson content as is suggested in chapter 5. Introducing an activity that not only uses but fully relies on players' involvement in driving the story and telling it together, would then be a great addition to the curriculum.

For an example of how roleplaying games can work in an educational context, we can look to Østerskov Efterskole. This is a school in Denmark that teaches through the systems and principles of roleplaying. Though this type of education might not be achievable for schools in the Netherlands, it shows a different perspective on the gamification of education. Each week the school becomes the stage for a different roleplaying scenario in which the students and teachers are assigned roles, and the lesson content is taught in a way that makes sense in the scenario. Students have lessons in which theory relevant to that week's theme is explained, and the rest of their learning is done when playing out their roles. This inclusion of classical instruction, creating a clear connection between instruction and practice, is crucial for uptake. This can create opportunities to work together with other subjects. For instance, social geography can play a role in solving a conflict in a city, and researching historical sources can help students create propaganda for their own resistance. This means that teachers from any other subject can join a game, leading the game or as a player. This way, subjects are more integrated with each other, and students can actively use what they learn in other subjects in English class. The materials in the appendix were created separately from the programme at Østerskov Efterskole, but did take inspiration from how these systems can be implemented in classroom practice.

The activity that can be found in appendix 7 is designed with a 70-minute lesson in mind, but that can be altered for a shorter or longer time. The appendix is an example of what a puzzle room could look like, and what types of characters the students could use. There is little actual roleplaying involved in this variation, but students have to be aware of the items that their characters have, since these need to be used to solve the puzzles. The puzzles are set up in such a way that they encourage group discussion and communication. Their aim is for students to work together to not only solve the puzzle, but to also record what they do in their manual in a way that helps the next teams.

This activity does not focus on all five suggestions as strongly. Most importantly, role playing games are based on the communicative input that is given by the players. They are the ones driving the story forward and have to communicate with their party members to reach their goals. Grammatical knowledge is not explicitly discussed at all. An opportunity might arise where a student uses a wrong form, and this can be corrected directly, but no explicit attention is given to explicit grammar. Personal interest might be included here if there are students who already play RPGs. Aside from that, there are many systems based in different worlds, so the option to include games that are based on students' interest is in most cases an option. Alternatively, if such a system does not exist, students could come up with one as a larger project, creating a game fully centred around their personal interests. Teachers might work together with colleagues by including them in creating campaigns for students to follow, or by letting teachers who are familiar with RPGs lead a game. This might also lead to even more focus on communicative skills over linguistic knowledge, since these external teachers are not used to thinking about this component and are fully focussed on the message that needs to get across. If students are active in a longer campaign, like a full Dungeons and Dragons adventure, reflection in their roleplaying and active involvement in the campaign can be a constant point of improvement. If the materials consist of several shorter games, each can be followed by an activity for students and teachers that reflects on the contents and execution of the game, so as to collect information on what made the activity motivating and what could be improved.

Lesson activity: Example of an RPG based puzzle room	
Situation	<ul style="list-style-type: none"> - Students have at least B2 level of language skills - Students have a base knowledge of tenses, know future tense - Students have practiced with group communication and taking on a character
Goals	<ul style="list-style-type: none"> - Are able to write, improve, and use a manual - Students practice future tense by integrating it into the manual - Students can use English and group communication throughout the activity - Students explicitly work together to solve puzzles
Activity	<ul style="list-style-type: none"> - Learning content: writing a manual, cementing tense knowledge, practice group communication, practice puzzle solving skills - Activity: group work - Material: puzzle, writing materials
Testing	<ul style="list-style-type: none"> - Based on the final manual groups hand in - Manual fulfils the requirements - Linguistic correctness comes second to content - Group communication and behaviour as optional addition
Motivation	<ul style="list-style-type: none"> - Making communication and puzzle-solving the main objective of the lesson activity, players drive the activity forward through their own input - Integration of theoretical knowledge into the communicative activity - Using gamification and play in lesson content - Option to include other teachers, personal interest, adapt to personal level

6.2 Collaborative and subject-transcending assignments

One of the ways to include interests from both students and teachers is to seek lesson content outside of what is generally seen as the subject English. As with gamification, anything can become lesson content for English if English is the language in which it is discussed, or in this case, written about. In appendix 8 an example of a term-long essay writing assignment is included. Writing is one of the pillars of language education, and writing an essay gives students a taste of what they might encounter in their further studies.

In terms of determining the subject to go along with English, students can have varying levels of freedom, depending on whether the assignment is also connected to a theme or other assignment. If students have total freedom, they can go to any teacher to discuss topics. This would mean that teachers will have to be able to take on the task of helping students during the term and grading the paper. Another option is to create a list of topics and a number of students a teacher can assist. This takes some of the pressure of the teachers, and can help students who cannot come up with a topic as

easily. Students could also look outside the school for experts, who would have to be checked by the school, but who could also serve as helpers to the students.

For teachers, this type of assignments creates space to highlight parts of their field that might not get as much attention in general lesson content. It also allows teachers to bring in interests outside of their direct field, or work together with colleagues who share interests. This broadens the contacts that teachers have if they usually connect with colleagues that teach the same subject and teachers might find new interests in talking to colleagues. If working in this way, with explicit connections between subjects, can become more of the norm, connections between colleagues are likely to become stronger. The fact that the teachers grading the essays will have to work together to come to a final grade will also create the opportunity to look into the way assignments are graded. Teachers from another subject, with a different look at teaching practice, might see something wrong with the grading system, and this way colleagues can keep each other accountable and learn from each other.

This activity focus mainly on the inclusion of personal interest in English classes. For both students and teachers, the possibility to do an activity for English, but at the same time work on developing and researching their interests outside of the subject is valuable. For students, it offers another opportunity for personal growth. For teachers, learning from colleagues and forming stronger connections with colleagues makes for a motivating work environment. Even though this activity has a stronger theoretical language component, as the definitive written product is marked for correctness, the focus can still be on the communicative part of writing an essay. Students will be evaluated on how they present their arguments and collected information, and have the opportunity to practice turning existing information and texts into their own product. The linguistic component can even be completely taken out if the English teacher focusses only on the argumentative content of the essay. Another option is to include a linguistic component, but to let it count for less than the communicative and content component when calculating the final grade. As with the other activity, this one can be closed off by a moment of reflection on the activity. In this case reflection on the activity can be used as part of the learning experience, since it urges students to think about their writing process.

Lesson activity: Example of a subject-transcending lesson activity	
Situation	<ul style="list-style-type: none"> - Students have at least B2 level of language skills - Students have written shorter essays before
Goals	<ul style="list-style-type: none"> - Students can write a 2-page essay, working with a set structure and writing style - Students can peer-review another student's work by giving constructive criticism - Students can represent another subject in their essay - Students use creative and proper grammar/vocab/linguistic knowledge - Students can show structure in their essay by using chunks etc.
Activity	<ul style="list-style-type: none"> - Learning content: Essay writing, peer-review, content from other subject - Activity: individual writing, individual and group review/reflection - Material: examples of essay structure, theory on essay writing, vocabulary list, peer-review forms
Testing	<ul style="list-style-type: none"> - English: essay structure and argumentation, linguistic skill, use of vocabulary - Other subject: factual content, representation of information
Motivation	<ul style="list-style-type: none"> - Inclusion of personal interest in lesson content and activity - Focus on communicative aspect first, linguistic correctness second

6.3 Increasing motivation through reflection

Another way in which motivation can be monitored and improved is by reflecting on what the lesson content currently is, what changes are made to improve it, and what the people in the classrooms actually think about the content and changes. Using set reflection moments after activities, assignments, and terms can create an environment where the whole school is working towards good classroom practice. Reflection can be done on different levels and in different ways. Students and teachers can look at learning goals and see whether they were achieved in the lesson. The school year can start with a reflection on what happened last year. Reflection activities that focus on both subject matter and motivation can be included at the end of lesson activities. These activities will develop critical thinking and reviewing skills and allow both teachers and students to speak their piece about the lesson content.

These reflection activities will require a certain level of transparency. Instead of teachers designing the lesson content and students going through the activities without knowing what went into the design, students will not only be told what the goals of the activities are, but also in what way the activity will ensure they achieve these goals. By doing this, students get more insight into their

learning processes and the language acquisition process in general. Teachers will be able to share their ideas about teaching with their student, and have the opportunity to use their students as a feedback group. This way, students and teachers can improve upon classroom practice in terms of the learning process. Using reflection activities or forms like the one in appendix 9 to look forward is also valuable for future students and teachers. If a commitment by the class, the teacher, and the school can be made, real steps towards improving classroom practice and motivation can be made.

Lesson activity: Increasing motivation through reflection	
Situation	<ul style="list-style-type: none"> - Students have participated in the activity. - (optional) Students have reflected in this way before
Goals	<ul style="list-style-type: none"> - Students are able to reflect on lesson activities and their learning process - Students can evaluate what they learned and why (not)
Activity	<ul style="list-style-type: none"> - Learning content: practice reflection skills by using the reflection form, practice argumentation, practice group communication - Activity: personal reflection, group/classical discussion - Material: material of lesson activity, reflection form
Testing	<ul style="list-style-type: none"> - Focussed on the value and argumentation of feedback, and use of meta-cognitive skills - Reflection forms will be collected and kept to keep track of the reflection process and progress
Motivation	<ul style="list-style-type: none"> - Giving value to personal experience - Using communicative tasks to improve classroom practice

7. Discussion

This study aimed to find out what motivates students and teachers of senior years at a Dutch secondary school, and to turn the subsequent observations in practical suggestions and proposals for lesson materials. To find out what motivates students and teachers, previous research was analysed and motivating and demotivating factors were collected to form a questionnaire for both the participant groups. These questionnaires were presented to the students and teachers of senior years of the Veluws College Walterbosch in Apeldoorn.

Research questions and previous research

The first research question was what motivates Dutch senior year EFL students. Looking at previous research into student motivation this would largely come down to students experiencing autonomy, competence, and relatedness (Ryan & Deci, 2000). This can take the form of students being able to include their personal interest in the lesson materials, or being able to influence the lesson content to fit their proficiency level. This ensures the students is challenged at the right level, and can earn valuable positive experiences (Woolfolk et al., 2013; Vygotsky, 1980). Using the English language in a realistic manner is also important for students. Communicative language education turns the language into a skill that can be trained, and with which students can come into contact with others around the world (Brandl, 2008; Dörnyei & Ushioda 2011). Another very important factor for students is their teacher. A motivated teacher generally motivates students (e.g. Dörnyei & Ushioda, 2011), and teacher competence is an important motivating element in many studies (e.g. Sakai & Kikuchi, 2009). On the other hand, an incompetent teacher, or a teacher who is unreasonable cold and stern towards their students can be very demotivating (e.g. Bahramy & Araghi, 2013).

The relationship between students and teachers is also an important answer to the second research question; what motivates Dutch senior year EFL teachers. As with student motivation, Ryan and Deci's (2000) Self-Determination Theory gives a firm framework for teacher motivation. Having autonomy in designing a curriculum and lesson content gives teachers the opportunity to be creative,

and find fulfilment in their constant journey through their chosen field (Hastings 2012). Feeling confident in one's abilities as a teacher and having the opportunity to develop those abilities (Dörnyei & Ushioda, 2011) fosters feelings of competence (Ryan & Deci, 2000). Demotivating factors for teachers are factor that inhibit the motivating factors mentioned above, alongside with having adequate materials to support their lessons (Shoaib, 2004).

The third question, how can these factors be translated into lesson content, is harder to anchor firmly in theory than the other two. When looking at most lesson materials, most do not give an overview of the research they were based on, or how they aim to motivate the people using them. This study, then, tried to make the link between theory, results, and materials as clear as possible. Forming general suggestions for classroom practice gave a more streamlined path towards motivating lesson materials, since it allows for space to creatively adapt these suggestions, rather than trying to fit every single factor into a lesson plan.

Results from this study

The results from this study largely confirmed the theory detailed above. For students, a focus on the practical use of English is motivating. Having a motivated and competent teacher is also important. Demotivating factors are boring lesson content based mainly on a textbook, and negative experiences such as bad test scores. For teachers, having freedom in designing their curriculum and lesson content is very important. This includes the opportunity to work with other EFL teachers and colleagues from other subjects. These two factors drive teachers to stay creative, and to continuously find new ways to present content to their students.

The five suggestions that were created by looking at these results and the theory were as follows: a focus on the practical use of English is necessary, with explicit knowledge like grammar taking a supportive role to the practical tasks. The option to include personal interest, and the option to work with other subjects, give both students and teachers the opportunity for personal growth as well as exploration of the subject. Finally, reflection can be used as a feedback mechanism that monitors motivation and the changes that were made to the curriculum to improve that motivation.

Not all the factors were equally prominent in each of the lesson activities. Instead, the choice was made to focus on a few at a time. This way, some of the suggestions could take a more prominent role, whilst the other suggestions took on a conditional role to make sure the activity is able to function. The materials together suggest a way in which different suggestions can be more prominent, but on the whole still create a balanced and motivating programme.

This study and Curriculum.nu and the SLO

The results, suggestions, and lesson materials also resemble the observations and plans by the SLO and Curriculum.nu in that both steer towards lessons that focus more on communicative language tasks and a personal learning experience. This implies that the results from the study are reflected in the current educational landscape in the Netherlands. Even though these research groups do not include improving student and teacher motivation as a focal point of their work, their suggestions for change are alike to the ones proposed in this study. What this study adds to their work is the idea that it is as important to improve the situation for teachers as it is for students. This study cannot go into matters such as salary and workload, but we can make positive changes for teachers by looking at classroom practice and the focus of lesson content.

Limitations

There are limitations to this study. The aforementioned overlap between the results and previous studies might be because the questionnaires themselves were firmly based on those previous studies. Some of these studies also used each other as references, and nearly all used similar aspects of social psychology to form their theoretical base without critically reflecting on them. This is not bad per se, but it does lead to the questionnaire having a setup that would confirm these previous studies, rather than find new insights and results that would disprove expectations. The open questions at the beginning of the questionnaire were added in part to combat this, since they gave participants the opportunity to freely express their ideas about motivation without being influenced by the factor questions. The fact that, for instance, the communicative use of English came forward as an important

motivator in these questions, gives more weight to these observations as they did not only come from previous studies, but are on the minds of the participants themselves as well.

This study could not include all factors from previous research in the questionnaire, because the questionnaire would have been too long to properly function. So some factors were grouped together with similar factors in order to cover as many factors as possible in an appropriate frame for the questionnaire. An issue with the teacher questionnaire specifically, is that there were fewer studies to take factors from to create the questionnaire. It is not as representative for teacher motivation because the background on teacher motivation, and especially Dutch secondary school senior year EFL teacher motivation, is much smaller than the background on student motivation. Other factors had to be excluded because this study focusses on classroom practice. For instance, factors concerning teacher salary, class size, and the set-up of the central exam, need to be addressed on a different level than this study operates on. This leaves room for more improvement to be made in other areas as well as classroom practice.

One limitation to this study is that the lesson materials are not tested in classroom practice, and their influence on student and teacher motivation remains theoretical and invalidated. This would be another opportunity for further research, and pre- and post-testing can give more insight into the effects of implementing these activities. Even though these specific activities were not tested, the Veluws College has used an assignment similar to the essay assignment in appendix 8. Students were asked to write an essay, with the subject of the essay coming from Religious Education class ('levensbeschouwelijke vorming'), and the Dutch teachers working on the essay structure and writing style. The grading of these essays was likewise divided between the RE teachers and the Dutch teachers. Talking to someone who used to teach at the Veluws College, it appeared that students enjoyed this assignment, as it combined two assignments into one which saved time, and they were free to choose the subject for their essay from a broad list during RE class. Teachers also enjoyed the opportunity to work with their colleagues, and the change from the 'standard' essay subjects was described as welcome. Even though the assignment in appendix 8 was created not knowing this had

been done before at the school, it does show that subject-transcending assignments are already being implemented, with success.

Further research

In theory, each school could do this study, using either this questionnaire or one that is similarly based on known (de)motivating factors, and get results that hopefully represent their student and teachers well enough to make positive changes in classroom practice. This could even be done for each subject, which allows for comparisons between the subject and perhaps to school-wise changes to improve student and teacher motivation. A project like this would have the added advantage of having more time to first collect information on the motivation of students and teachers themselves, instead of having to rely fully on previous research for the factors. This way, the questionnaire and thus the study can be tailored to the school and give more precise results and suggestions for improvement.

Advise for classroom practice

Implementing the suggestions might ask for investments from the school, teachers, and students, as some changes require behavioural changes or introduce new ways of educating and learning into classroom practice. However, if these type of activities are continuously included into the lesson programme both students and teachers can get used to them. In addition, trying out different teaching and learning methods will challenge both teachers and students to evaluate the way they teach and learn, keeping the lesson content fresh for both. Especially when reflection activities are included in the programme, motivation can be monitored and the inventions judged. This is difficult because the school year is over relatively quickly, and motivation is fickle, changing often and quickly depending on the circumstances one finds themselves in. But, it is still a way to get as close to the ideal motivational state as possible.

Conclusion

This study has aimed to map student and teacher motivation in senior years of Dutch EFL secondary education, and to propose lesson materials that improve student and teacher motivation for English as a foreign language education in senior years of a Dutch secondary school. The full senior

year student body of a school took part in a questionnaire-based field study. Based on the results from this field study, suggestions to improve student and teacher motivation have been formulated, and lesson materials have been created according to these suggestions.

More communicative language tasks were desired by both participant groups. More explicit linguistic lesson content, such as grammar and vocabulary, still has to be a part of the curriculum, but should work as a support of the main communicative language tasks. The possibility to include personal interest in the lesson content will allow students and teachers to use the language as a tool to further their interests, and to dive deeper into English as a subject. Working with those other subjects has shown to be an option that can inspire teachers to learn from their colleagues and develop their teaching practice. Lastly, reflection activities are important to monitor the influence lesson content has on students and teachers. These five suggestions, together with general motivational theory, have formed the basis for the lesson materials that were created.

These suggestions have been translated into lesson materials by focussing first and foremost on practical use of English. One activity focussed more on teamwork and verbal communication by introducing roleplaying games into the classroom. Puzzles and quests like this can be scaled to students' levels and give them a clear goal that they can work towards together with their teammates. The second activity has looked more at the options for subject-transcending assignments by actively linking other subjects to an essay assignment. This way, students' personal interest can be the focus of the content of the essay, whilst the English component focusses on language proficiency, argumentation, and writing style. Lastly, recommendations on how to include reflection activities have been given.

This study has found that lesson materials that motivate both students and teachers should include a focus on communicative tasks, with explicit linguistic instruction supporting these tasks. It also calls for the inclusion of personal interest and the possibility to work with other subjects. Lastly, reflection can be used to monitor motivation and make changes where necessary. If lesson materials are created with these suggestions in mind, student and teacher motivation is facilitated and can grow.

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Appendix 1 - Student questionnaire

Voor we beginnen, een stukje theorie.

Elke dag maak je heel veel keuzes. Hoe jij met die keuzes omgaat, en wat je uiteindelijk gaat doen, wordt bepaald door jouw *motivatie*. En je motivatie wordt weer bepaald door verschillende factoren die we kunnen onderverdelen in twee soorten: motivators en demotivators. *Motivators* zijn factoren die jou aanzetten om iets te doen. Honger hebben is bijvoorbeeld een motivator om iets te eten te maken. *Demotivators* zijn factoren die jou ervan weerhouden om iets te doen. Hagel is bijvoorbeeld een demotivator om naar buiten te gaan.

Vaak ben je niet alleen maar gemotiveerd of alleen maar gedemotiveerd, maar is je motivatie een combinatie van motivators en demotivators. Denk aan een schoolvak wat je niet interessant vindt, maar waar je een docent voor hebt die heel leuk les geeft en manieren vindt om je uit te dagen en je te betrekken bij de les. Op dat moment bestaat jouw motivatie voor dat schoolvak uit een demotivator, het feit dat het vak niet interessant is, en een motivator, de docent. Hier bovenop komen nog talloze andere factoren, denk aan drukte voor andere vakken, je persoonlijke omgeving en omstandigheden, of je die dag wel of niet ontbeten hebt... Samen is het erg veel, maar je kan bijna elke factor apart nemen en kijken of deze een motivator of demotivator is, om op die manier een beeld te krijgen van jouw motivatie. En dat is wat we bij dit onderzoek gaan doen.

1. Wat is je leeftijd?
2. Wat is je geslacht?
3. Wat is je klas?
4. Op een schaal van 1-6, hoe gemotiveerd/gedemotiveerd ben jij voor Engels?
5. Noem eens iets wat jou motiveert aan het vak Engels?
6. Noem eens iets wat jou demotiveert aan het vak Engels?
7. Als je nu, per direct, iets zou mogen veranderen aan het vak Engels, wat zou dat dan zijn?
8. In hoeverre vind je de volgende factoren, die over de docent gaan, motiverend of demotiverend?
 - a. Als een docent goed les geeft
 - b. Als een docent niet goed les geeft
 - c. Als een docent een stijl van lesgeven heeft die ik prettig vind
 - d. Als een docent een stijl van lesgeven heeft die ik niet prettig vind
 - e. Als een docent een heel hoog niveau Engels heeft
 - f. Als een docent zelf niet zo heel goed is in Engels
 - g. Als een docent goed om gaat met verschillen in niveau tussen leerlingen
 - h. Als een docent niet goed om gaat met verschillen in niveau tussen leerlingen
 - i. Als de persoonlijkheid van een docent past bij die van mij
 - j. Als de persoonlijkheid van een docent niet past bij die van mij
 - k. Als een docent zelf gemotiveerd is om les te geven
 - l. Als een docent zelf niet gemotiveerd is om les te geven
9. In hoeverre vind je de volgende factoren, die gaan over Engels als schoolvak, motiverend of demotiverend?
 - a. Als het gevraagde niveau bij mij past
 - b. Als het niveau wat in de klas gevraagd wordt te moeilijk of te makkelijk voor mij
 - c. Als er veel leerlingen in een klas zitten
 - d. Als er weinig leerlingen in een klas zitten

- e. Als het duidelijk is wat mijn doel is tijdens de lessen
 - f. Als het doel van de lessen onduidelijk is
 - g. Als we tijdens de les steeds dezelfde soort activiteiten doen
 - h. Als we tijdens de les steeds verschillende soorten activiteiten doen
 - i. Als de faciliteiten op school (laptops, multimedia, boek, etc.) veel gebruikt worden
 - j. Als de faciliteiten op school (laptops, multimedia, boek, etc.) weinig gebruikt worden
 - k. Als er vooral uit het boek gewerkt wordt
 - l. Als het boek vooral ondersteuning is op wat we in de les doen
 - m. Als de lesinhoud aansluit bij mijn eigen interesses
 - n. Als de lesinhoud niet aansluit bij mijn eigen interesses
 - o. Engels is een verplicht vak
 - p. Als de lesinhoud zich vooral richt op het eindexamen
10. In hoeverre vind je de volgende factoren, die gaan over jou persoonlijk situatie, motiverend of demotiverend?
- a. Mijn positieve ideeën over Engels en mensen die Engels spreken
 - b. Mijn negatieve ideeën over Engels en de mensen die Engels spreken
 - c. Als mijn sociale omgeving (vrienden, familie) een negatief beeld hebben van het vak
 - d. Als mijn sociale omgeving (vrienden, familie) een positief beeld hebben van het vak
 - e. Als ik positieve ervaringen heb met het vak
 - f. Als ik negatieve ervaringen heb met het vak
 - g. Als ik hoge scores haal op een toets/werkstuk/opdracht
 - h. Als ik lage scores haal op een toets/werkstuk/opdracht
 - i. Als we vaker kleinere toetsen/werkstukken/opdrachten moeten maken
 - j. Als we minder vaak maar grotere toetsen/werkstukken/opdrachten moeten maken
 - k. Als ik veel zelf mag bepalen wat ik in de les doe
 - l. Als de lesinhoud bepaald wordt door de docent
11. Deze vraag is specifiek voor leerlingen bij wie het leren (van een taal) beïnvloed kan worden door bijvoorbeeld ADHD/ADD, ASS, dyslexie, slechthorendheid/slechtziendheid, etc. Als deze vraag niet op jou van toepassing is, of wil je hem liever niet invullen, vul dan "niet van toepassing" in.
- a. Als het leren (van een taal) beïnvloed kan worden door bijvoorbeeld ADHD/ADD, ASS, dyslexie, slechthorendheid, slechtziendheid, etc.
12. Als jij iemand bent bij wie het leren (van een taal) beïnvloed kan worden door ADHD/ADD, ASS, dyslexie, slechthorendheid/slechtziendheid, etc., kun je dan in het kort aangeven wat jou het meest motiveert en demotiveert bij het leren van een taal? Mocht deze vraag niet op jou van toepassing zijn, of vul je hem liever niet in, dan mag je hem overslaan.

Appendix 2 - Teacher questionnaire

Voor we beginnen, een stukje theorie.

Elke dag maakt u heel veel keuzes. Hoe u met die keuzes omgaat, en wat u uiteindelijk gaat doen, wordt bepaald door uw motivatie. En uw motivatie wordt weer bepaald door verschillende factoren die we kunnen onderverdelen in twee soorten: motivators en demotivators. Motivators zijn factoren die u aanzetten om iets te doen. Honger hebben is bijvoorbeeld een motivator om iets te eten te maken. Demotivators zijn factoren die u ervan weerhouden om iets te doen. Hagel is bijvoorbeeld een demotivator om naar buiten te gaan.

Vaak bent u niet alleen maar gemotiveerd of alleen maar gedemotiveerd, maar is uw motivatie een combinatie van motivators en demotivators. Denk bijvoorbeeld aan een situatie waarin u heeft afgesproken om te gaan eten met vrienden die aan de andere kant van de stad wonen. U moest langer doorwerken dan gedacht en komt erg moe thuis. Ondanks het feit dat u eigenlijk liever op de bank was blijven zitten gaat u toch onderweg naar het etentje, omdat het toch altijd wel erg gezellig is met deze mensen. Op dat moment bestaat uw motivatie uit een demotivator, de vermoeidheid na een lange dag werken, en een motivator, de mensen met wie u gaat eten. Hier bovenop komen nog talloze andere factoren, denk aan uw persoonlijke omgeving en omstandigheden, of u die dag wel of niet ontbeten hebt... Samen is het erg veel, maar bijna elke factor kan apart genomen worden om te kijken of deze een motivator of demotivator is, om op die manier een beeld te krijgen van uw motivatie. En dat is wat we bij dit onderzoek gaan doen.

1. Wat is uw leeftijd?
2. Wat is uw geslacht?
3. In welke klas(sen) geeft u les?
4. Hoeveel jaar geeft u les (rond naar boven af op hele jaren)?
5. Op een schaal van 1-6, hoe gemotiveerd bent u om Engels te geven?
6. Noem eens iets wat u motiveert aan (het geven van) het vak Engels?
7. Noem eens iets wat u demotiveert aan (het geven van) het vak Engels?
8. Als u nu, per direct, iets aan het vak Engels zou kunnen veranderen, wat zou dat dan zijn?
9. In hoeverre zijn de volgende factoren, over sociale aspecten van lesgeven, voor u motiverend of demotiverend?
 - a. Als ik veel samenwerk met mijn collega's binnen en buiten de sectie
 - b. Als ik vooral zelfstandig werk binnen de sectie
 - c. Als ik hechte banden heb met mijn collega's
 - d. Als collega's sociaal verder weg van mij staan
 - e. Als ik in mijn eentje mijn voortgang in de gaten moet houden
 - f. Als ik feedback kan krijgen van en geven aan collega's
 - g. Als ik feedback kan krijgen van leerlingen
 - h. Als mijn leerlingen gemotiveerd en geïnteresseerd zijn
 - i. Als mijn leerlingen niet gemotiveerd of geïnteresseerd zijn
 - j. Als leerlingen het vak Engels positief waarderen
 - k. Als leerlingen het vak Engels negatief waarderen
 - l. Als ik kan werken met jongeren
10. In hoeverre zijn de volgende factoren, die gaan over Engels in de school, motiverend of demotiverend voor u?

- a. Als er vanuit de school extra waardering is voor uitblinken en het deelnemen aan extra activiteiten
 - b. Als er vanuit de school geen extra waardering is voor uitblinken en het deelnemen aan extra activiteiten
 - c. Als ik vrijheid in de indeling van het curriculum en de lessen heb
 - d. Als de indeling van het curriculum en de lessen strak vast staan
 - e. Als ik veel zelfstandigheid krijg bij het inrichten van mijn lespraktijk
 - f. Als mijn lespraktijk vooral voor mij ingericht wordt (door anderen, PTA, etc).
 - g. Als er weinig verschillende faciliteiten in de school zijn
 - h. Als er gevarieerd aanbod is aan faciliteiten binnen de school
 - i. Als ik een grote klas heb
 - j. Als ik een kleine klas heb
 - k. Het lesgeven op zichzelf
 - l. Als de les- en curriculuminhoud vooral gericht is op het eindexamen
11. In hoeverre vind je de volgende factoren motiverend of demotiverend?
- a. Als ik mijn eigen interesses kan verwerken in de lesinhoud
 - b. Als ik voornamelijk vanuit de onderwerpen in de methode werk
 - c. Als ik veel mogelijkheden heb om mijzelf en mijn lespraktijk te verbeteren
 - d. Als ik geen tijd/ruimte heb om mijzelf en mijn lespraktijk te verbeteren
 - e. Als ik ruimte heb om binnen mijn vakgebied door te groeien
 - f. Als ik mijzelf binnen mijn vakgebied niet verder kan ontwikkelen
 - g. Als de lesinhoud vaak verandert en ik nieuwe dingen kan doen in de les
 - h. Als de lesinhoud hetzelfde blijft en ik geen nieuwe dingen doe in de les
 - i. Als ik vertrouwen heb in mijn kunnen als docent
 - j. Als ik twijfels heb over mijn kunnen als docent
 - k. Mijn eigen positieve ervaringen met Engels op de middelbare school
 - l. Mijn eigen negatieve ervaringen met Engels op de middelbare school
 - m. Lesgeven als roeping

Appendix 3 - Students' results, motivation

Results of the open question "Name something that motivates you about the subject English" in the student questionnaire.

What motivates you about English	havo 4	havo 5	vwo 4	vwo 5	vwo6	havo	vwo	Totaal
	N	N	N	N	N	N	N	N
Subject related								
Teacher	8	5	2	4	2	13	8	21
Lesson content	10	2	6	7	1	12	14	26
Getting high grades/being good at English	10	14	13	19	14	24	46	70
Getting low grades/not being good at English		5		1		5	1	6
Graduate/pass the grade		14		9	7	14	16	30
Social aspects of English class	2		2	1	5	2	8	10
Personal use of English								
Use of English at home				1	1		2	2
Use of English in media	11	3	11	6	5	14	22	36
Use of English on holiday	1	2	2	4	2	3	8	11
International character of English								
International use of English (wereldtaal)	11	23	20	14	15	34	49	83
English as a communication tool	12	13	17	17	16	25	50	75
Future importance								
English is important for later	14	9	12	6	9	23	27	50
English is important for my future studies	6	6	5	9	8	12	22	34
English is important for my future career	4	1	5	3	2	5	10	15
English as a language								
The language itself	6	9	13	3	7	15	23	38
Improving linguisticly	15		9	3	4	15	16	31

Appendix 4 - Students' results, demotivation

Results for the question "Name something that demotivates you about the subject English" in the student questionnaire.

What demotivates you about English	havo 4	havo 5	vwo 4	vwo 5	vwo6	havo	vwo	Totaal
	N	N	N	N	N	N	N	N
Subject related								
Speaking and presenting	2	4		3	3	6	6	12
Reading and literature	15	21	6	12	19	36	37	73
Listening	5	2		2	1	7	3	10
Writing	1		1			1	1	2
Grammar	50	17	19	19	1	67	39	106
Vocab	7	13	6	14	2	20	22	42
Language learning in general	5	8	4	3	2	13	9	22
Amount of (home)work	17	11	31	21	5	28	57	85
Coursebook/method	1		1		32	1	33	34
(repetitive) Lesson content	4	13	11	33	4	17	48	65
lesson content not relevant to real life				9		0	9	9
Inappropriate level								
Level is too high/low self-confidence/proficiency	12	12	17	6	1	24	24	48
Level is too low/low uptake	18	16	5	12	7	34	24	58
Teacher								
Teacher themselves	5	5	10	5	1	10	16	26
Teaching style	4	4	4	2	1	8	7	15
Tests								
Tests in general	1	4	3	3	3	5	9	14
Getting low grades		4	7	4	4	4	15	19
Disconnect lesson content - tests	1	4		3	3	5	6	11
Cambridge exam before school exam				3	3	0	6	6
Tests not valuing real world skills	1		2	1		1	3	4
School factors								
English is mandatory		1	1	4		1	5	6
Physical environment	1					1	0	1
School itself is demotivating	3	2	2			5	2	7
Class hours	10		1	1		10	2	12
Social environment			3			0	3	3
Personal reasons								
Feelings of boredom	16	18	11	14	14	34	39	73
Others	5	1				6	0	6
Pressure to perform					3	0	3	3

Appendix 5 - Students' results, changes

Results for the question "Name something that you would change about the subject English if you could" in the student questionnaire.

What would you change about the subject English	havo 4 N	havo 5 N	vwo 4 N	vwo 5 N	vwo6 N	havo N	vwo N	Totaal N
Subject related								
Reading						0	0	0
Less reading	20	10	4	4	5	30	13	43
More reading	3	2	1	6		5	7	12
Speaking and presenting						0	0	0
Less speaking and presenting	3	6	2	2	2	9	6	15
More speaking	10	17	3	5	5	27	13	40
Writing						0	0	0
Less writing			1			0	1	1
More writing	1		1			1	1	2
Listening						0	0	0
Less listening	2	1		1		3	1	4
More listening		2	1			2	1	3
Grammar						0	0	0
More grammar explanation	4	3	3			7	3	10
Easier or no more grammar	34	6	10	5		40	15	55
Vocab						0	0	0
Less or no more vocab	5	12	7	2	5	17	14	31
More vocab	7	2				9	0	9
Communicative tasks						0	0	0
More focus on communicative skills	17	14	10	20	9	31	39	70
Excursions and contact with native speakers	1	6	7		2	7	9	16
Lesson content						0	0	0
Less (home)work/lighter workload	5	1	9	8	1	6	18	24
Modernisation, gamefication, use of media	7	7	9		4	14	13	27
More freedom in curriculum	2	1	6		1	3	7	10
More fun, interesting, variation in lesson content	5	1	3		14	6	17	23
Teacher								
Teacher themselves	1	3	11	4		4	15	19
Teaching style	3	3	5	2	1	6	8	14
Tests								
Better reading tests (no more Cito)		4	1	6	8	4	15	19
Better listening tests (no more Cito)	11					11	0	11
Fewer tests/no more tests	2	2	1	4		4	5	9
No school exam after Cambridge	1					1	0	1
Better balanced tests, different grading	3	2	4	4	3	5	11	16
Would not change anything								
Would not change anything	8	7	4	5		15	9	24
Don't know what to change	5	7	4	3		12	7	19
Personal feelings								
Appropriate levels, options for excellence	3	6	2	6	5	9	13	22
Social aspects of class			3			0	3	3
Pressure to perform				2	1	0	3	3

Appendix 6 - Teachers' results, open questions

Results for the question "Name something that motivates you about the subject English" in the teacher questionnaire.

What motivates you about teaching English	<i>N</i>
Subject related	
Communicative possibilities of English	3
English language itself	2
Creativity in creating lesson materials	1
Literature	1
Student related	
Motivated students	2
Succesful students	1
Seeing uptake in students	1
Working with students	1
Personal experiences	
Previous positive experience	1

Results for the question "Name something that demotivates you about the subject English" in the teacher questionnaire.

What demotivates you about teaching English	<i>N</i>
Subject related	
Lack of freedom in curriculum	2
Repetitive curriculum	1
Revision work	1
Teaching grammar	1
Student related	
Demotivated students	3
Number of students in class	3
School related	
Adminitration around teaching	2
Not having enough time to prepare	1

Results for the question "Name something that you would change about the subject English if you could" in the teacher questionnaire.

What would you change about the subject English	<i>N</i>
More communicative tasks	4
Content of the school exam	1
Fewer tests	1
More excursions and contact with nativ	1
More time with individual students	1
Smaller classes	1

Appendix 7 – example of an RPG based puzzle room

Students are divided into groups of 5-6, and each player gets a sheet with information on their character and any items their character has. The 6th character is there as more of a support character. The first 5 characters' abilities and items are essential to solving the puzzles. The players get 5 minutes at the start to get to know their characters and take a look at their items.

The puzzle is set up in the room on separate tables for each piece. The puzzle is divided into the number of groups that are in the class. Each part of the puzzle must be solved. The puzzles are designed in a way that it would be impossible for one group to finish the puzzle in the time given, so it becomes a relay of sorts. Each group goes through each puzzle, writing down what they do in the form of a manual. Each group reads the manual, improves it where needed, and the final or pre-final group should be able to go through the puzzle using the full manual. Each group writes a new version of the manual, so at the end there are several versions of the manual, and changes can be tracked. Because every group starts over with the puzzle, the manual will be checked multiple times. The final product of each puzzle will be analysed by the teacher.

Learning objectives

Skill based objectives

- Students can use English for the duration of the activity
- Students use group communication to solve puzzles
- Students can write, improve, and use a manual

Knowledge based objectives

- Students repeat knowledge of past tenses from last term
- Students practice future tense

Gameplay

1. All conversation must be ENGLISH (help each other with vocab/grammar/etc.)
2. Write down everything you do as a manual; use the proper tenses (think about the difference between duration of actions (simple/continuous), etc.)
3. You get 1 hint during each puzzle. Call your teacher if you need it.
4. Do not confer with the other groups.
5. You have to go through all the steps in the manual. No skipping to the end!

Examples of characters

The Athlete:

You are strong in both body and mind. You can meditate for hours and hold a squat for at least as long. You have been given a key and a note by your neighbour before they disappeared.

Items: A small key

Strong points: Strength, concentration

The Reader:

You have read so many books, you're basically a library. You have specialised in astronomy and mythology.

Items: a book of astronomy

Strong points: Intelligence, astronomy

The Chemist:

You excel in chemistry. The way the world works has always been of interest to you, and you know how to change the world so that you can use it to your advantage.

Items: a book of science

Strong points: Intelligence, chemistry

The Mechanic:

You are very technically versed. You like small and precise things such as locks and machines. There is no machine you cannot fix, and no lock you cannot pick.

Items: toolbox

Strong points: Precision, mechanics

The Artist:

As someone who likes to capture moments and feelings, you have a very good memory.

Items: Art supplies

Strong points: Drawing, memory

The Joker:

You are not only the life of the party; you know how to save one as well. You know the healing power of music and you use it to help your friends whether it for a scratch or heartache.

Items: Instrument of your choice

Strong points: Music, healing

Example of a manual

- On the table are the following things:
 - o Pen and paper to write the manual on
 - o A ripped-up poem
 - o Items (bottles with: heart of a white dove, water, the voice of a songbird, dragon's tears; a piece of rope; matches; a glass; a flower)
 - o An altar on which 5 items can be placed, numbered 1-5
 - o A pack of tarot cards
 - o A box with a 3-number lock
- The goal of the puzzle is to find one specific tarot card. The game leader will tell you when you have found it.

How to solve the puzzle

1. Start with the pieces of the poem. These must be assembled, which can be done by looking at the indications of time in the poem. After assembling the poem in the right order, you can place the five items mentioned in the poem on their corresponding place on the altar (first item = 1, second = 2, etc.)
 - a. In the beginning I was but one
But after doing this my loneliness was done.
Five things you will need for this
Place them on the table and witness.
First, that which beats for friends here and there *heart of a white dove*
Flying on the wings of an animal so fair.

Following the beat, the melody must come
 Without this, the song remains dumb.
 Now, in the middle we find what can bind
 All and everything else we might find.
The second half will start with fire
 So, find what will lit up the pyre.
Lastly, we will need an angel's purest tear
 Which has to be made, cannot be found here.
 Bring these five together and see
 What was in the box will now finally be free.

Voice of a songbird

Piece of rope

Matches

Holy water → has to be purified (see chemist book)

2. After placing these ingredients on the right place on the altar, the game leader will give you a box.
3. The box contains pictures of several tarot cards, but the letters have been jumbled. Each card has a symbol on the other side, ignore that for now. Place the letters in the correct order to find the following cards:
 - a. The tower
 - b. The sun
 - c. Strength
 - d. The tower
 - e. The star
 - f. The moon
 - g. Gemini
 - h. Death
4. There is also an envelope in the box which contains images of constellations. Again, the letters are jumbled. Unscramble them to find the following three star signs. These must be matched to the tarot cards.
 - a. Leo – Strength (lion on the card)
 - b. Gemini – Lovers (two people)
 - c. Virgo – Empress (female character)
5. Turn these cards around and look at the symbols. These can be found on pages in the books that two of you have. Add the number of these pages together and use the outcome to open the number lock on the box.
6. The box contains four puzzle pieces, three with the word 'no' somewhere on them, one with the word 'yes.' Find the one with 'yes' on it.
7. When you have the correct puzzle piece, the game leader will tell you to look under the table. You will find a box with a puzzle there. Complete the puzzle. It will show an image of the three constellations that you have found. When you turn the puzzle around, you will see the sentence 'You have found the final clue, again it is a verse. Now find the image of the centre of the universe.'
8. Find the tarot card for the sun.
9. You win!

Appendix 8 – example of a subject transcending lesson activity

Students will spend a term writing an essay on a topic from another subject. The topic of the essay will depend on the other subject. The teacher teaching the other subject will be partially responsible for scoring the essay, focussing on the content. The English teacher will focus on the linguistic and stylistic aspect of the essay. The essay will be argumentative. If the school decides to link this assignment to the final project (profielwerkstuk), it can be expanded to become the full documentation and written portion of the project. This depends on the way the school views the final product. This also means the assignment can be spread out over a longer period since there is more documentation involved.

This plan is designed for a seven-week term in which English classes focus on writing as the main skill. During this term, grammar will involve sentence structures and a repetition of tenses. The focus of the essay will be the content and the structure of the essay, but students will be instructed to pay extra attention to the tenses throughout the term. This way, without having to fill the lessons with book-based grammar education, students can still focus on their tenses and incorporate them in their writing.

Learning goals

Skill based goals

- Students can write a 2-page essay, working with a set structure and writing style.
- Students can peer-review another student's work by giving constructive criticism.
- There is room for a skill used in the other subject, for instance an experiment in science or use of sources for history.

Knowledge based goals

- Students can show variation in tense use in their essay (past, present, future), and use the proper tenses where needed.
- Students show knowledge and proper use of chunks to create structure in their essay.
- Students can write factually correct content about the other subject.

Materials

- Example of essay structure, to be handed out to students in week 1.
- A list of vocabulary commonly used in essays.
- Example essays of different quality, including explanation on their assessment.
- Review forms to use when reviewing own and other's work.
- Recap and repeat materials about tenses adapted to individual student's needs.

Grading

- Teachers will have to work together and discuss the essays together to come to a final grade. Students will receive an English grade for the use of English, and a grade for the other subject for the content of their essay.

Weekly schedule for essay writing term

Week 1: subject and introduction to essay writing

English

- What makes a good essay? Students are given several essays to study, guided by several questions about essay writing. These questions will concern patterns like paragraphs and main sentences, and what they like and dislike about writing styles. The essays will have to be selected by the teacher to show the students that there are different options, but also share enough similarities in structure that students can pick up on features that are essential.
- *If possible and available, students can bring in their own previously made essays (for what subject is not important, and the essay can be either argumentative/informative. As long as it can serve as material that can be analysed it can work. It is especially valuable if the essay comes with feedback so the student has an idea on what can be improved.)*
- Theory. The structural elements of an essay will be explained to the students, and a list of chunks and sentences will be given.

Subject X

- After consulting with the teacher of the subject they want to write about students pick a subject for their essay.

Week 2: collecting and structuring information

English

- Information on structuring information is given. What is important information, what is less important, what can serve as an example, etc. Students are presented with several English texts on different subjects, value the information in the essays, and fill out their evaluation in a form that uses the structuring techniques that they have learned in week 1.

Subject X

- Students start collecting information on their topic. Each piece of information will be accompanied by one of the forms given out in English class.

Week 3: first draft and feedback

English

- Students write a first draft of their essay. The focus is not on perfection (which is made very clear) but on the structure of the arguments and the information. The start of the first draft will be written in class and finished at home. Hand in before Sunday.

Subject X

- Find more information on the subject. Option to talk to the teacher about the essay.

Week 4: find additional information/counterarguments

English

- Theory on logic in counterarguments is discussed. What is a comeback, how do you deflect a counterargument, etc. Greek/classical languages teacher is brought in to speak on debate and logic in the classical world and its relation to argumentation and logic today.

Subject X

- Find more information on the subject. Find an expert in the field you are writing on (can be a parent, teacher, scientist, politician, etc.) and try to ask them a few questions.

Week 5: second draft and feedback

English

- Students receive filled out feedback form from both teachers. After reading the feedback, students write down what they are going to change in their second draft. The second draft will

be more of a plan, rather than a full re-do of the first draft. This will only be done if the first draft is very bad, but due to the large amount of structure provided we hope the change is small that this actually has to happen.

Subject X

- Students have the opportunity to research their subject more and talk to the teacher.

Week 6: repeat of theory, writing during class

English

- What makes a good essay? Reflect on week 1. What is different, the same? What have you learned specifically?
- Students start writing their essay in class, with the possibility to ask final questions. Finish the essay at home.

Subject X

- Final chance to talk to subject teacher about the content of the essay.

Week 7: hand in final version

English

- Students hand in final version of their essay, including the documentation/forms that they have collected over the term.

Appendix 9 – example of a reflection activity

This activity goes through several forms. First, classical discussion allows students and teachers to freely discuss the activity, what happened during the activity, and what they think the uptake was. This open discussion opens the classroom to think about the activity. If done correctly and more often this creates a safe environment in which students and teachers can be valuable and are allowed to speak their mind and give their opinion value.

After the class discussion, students and teacher(s) individually answer the questions below. Their aim is to expose more of the learning process and the way in which the idea behind the lesson activity was put into practice. This requires transparency in the lesson content, so that both teachers and students know what they are reflecting on, what their goals are, and how theory is translated into classroom practice. The inclusion of questions on the personal learning process allow for personal development, and will allow students to monitor their activity and teachers to monitor students' learning progress.

What activity are you reflecting on

Activity:

Who did you work with:

Any other subjects:

Answer the following questions about the activity

What did you learn?

What did you need to learn?

How did you learn this?

What else did you want to learn?

What did you like about the activity/What didn't you like?

Which part of the activity would you most like to do again?

What part of the activity would you change? How?

What did the teacher do well? What could be improved?

What did your classmates do well? What could be improved?