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# **Motivation in the classroom: Teachers' perspectives on what motivation is; how you attain and sustain it**



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# **Motivation in the classroom: Teachers' perspectives on what motivation is; how you attain and sustain it**

Daniel Kvick

## **1. Abstract**

The aim of this essay was to explore the issue of motivation and gain better understanding of what motivation in the school environment is all about. Is it just a term we use in our everyday life without putting any meaning into what we really mean by it? I have centered my work around the following questions:

1. What is motivation in school?
2. What makes for a motivating school task?
3. How do teachers best motivate their students?
4. What motivates the teachers?
5. Why is it that some students just can't be motivated?

The research for this essay was carried out in two ways. The first part was to complete an online survey, which was then e-mailed to several teachers in the Laholm area. The second part consisted of a series of interviews with four different teachers which centered around the questions stated above. The teachers, who were between the age of 31-51, were all working at Osbecksgymnasiet in Laholm (Upper-Secondary-school) and were all teaching different sets of subjects (English, French, Maths, Swedish, Physical education, and Sciences). Interviewing teachers from a variety of subjects rather than just focusing on English gave me an opportunity to compare attitudes towards the different subjects. The interviews were carried out in the school, and varied between 44 minutes to 1 hour and 24 minutes

Keywords: motivation, intrinsic motivation, extrinsic motivation, immediacy



## 2. Introduction

Motivation is the foundation of everything in life. We need it to be able to get up in the morning and transport ourselves to our various jobs or schools. We need it to withstand boredom or struggle. Some people need motivation just to know whether or not to live. But what exactly is motivation? The Swedish dictionary (Nationalencyklopedin) describes it as a "psychological term for the factors within an individual that raises, forms and aims the behavior towards certain goals. Theories about motivation explain why we on the whole act and why we do certain things rather than other things" (<http://www.ne.se.ezproxy.bib.hh.se/lang/motivation>)<sup>1</sup>(Author's translation)

On that basis, it is clear that it is a psychological aspect of our life. It is a sort of biological drive that we all have inside us, something that keeps us moving (Dörnyei & Ushioda, 2011, p. 3). You could make a comparison with wild animals. They are all motivated to find food and to survive. That inner drive is something inherited in their genes. As humans we have the same type of genetic drive to survive. At the same time, we are also motivated to make progress. We want to make our lives better. We want to see and experience new things and grow both as an individual and as a group. This motivation is also driven through language and culture. We learn to do things by putting into practice what we have seen and heard. The first place in which we learn about language and culture is usually in the home together with our families. It is the place where we hear our first sounds and speak our first words. It is also where the quest for finding out more about the world starts, and it usually starts with the help of our guardians.

As a child growing up you have a responsibility to listen to your primary caregivers and do what they tell you to do. For the most part, all children do this to a certain degree and learn how the world functions not only through their own eyes, but also with the values imposed by their nurturers.

It is with this background that the child later on ends up within the compulsory school system where they are usually tutored by someone other than one of their primary caregivers; a totally new person with a mission to make them do things they would not necessarily do if they were to stay at home

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<sup>1</sup> psykologisk term för de faktorer hos individen som väcker, formar och riktar beteendet mot olika mål. Teorier om motivation förklarar varför vi över huvud taget handlar och varför vi gör vissa saker snarare än andra.



all their life. Personally, I believe the majority of children enjoy school, at least for the first few years when it is new and exciting. They get to make new friends and learn new things. Children forage for knowledge and information the same way certain organisms forage for food (Schumann, in Dörnyei, 2002, p. 21).

Unfortunately, later on in life something happens. All of a sudden reality catches up with us. We no longer believe that we can build a helicopter and fly to the moon, or think maths is fun and exciting. Reading starts to become more and more complicated and the texts just keep getting longer. Another thing that happens is that teachers start to monitor our work, and evaluate what we produce. They also make assumptions about who we are or what we need based on the tasks we do and the material we hand in. The joy of asking questions out of curiosity and reading about sharks and learning how to write have now been exchanged for more serious subjects that also determine if we are ready for higher education.

This is also the time in our life where we start to review all of our actions from a motivational perspective. We ask ourselves "Do I really want to do this? Do I have time to do that? Why should I do that task? What good does it do me if I read this novel or write this paper?" Motivation now becomes a big factor in our lives. But when does it happen? Why does it happen, and how can the teacher convince their students that being motivated really matters?

Hattie (2003, p. 2-3) discusses five different influential variances that come into play when determining a student's future success. These five variances include what the students bring, their situation at home, the school's situation, the principal's influence, peer effects and the teachers. What it comes down to is that only **one** of these five variances has any real effect on improving student's motivation. In short, the responsibility for motivating students lies with the **teachers**. They are the only ones who truly can make a difference in a student's education.

Thus, the teacher is a very important person to every student, especially in the early stages of their life. The teacher's main aim is to motivate students to become successful learners, and the best way for them to do so is to create a learning environment where the students feel they belong, where they can learn and where they can get support from both teachers and fellow students (Lightbown & Spada, 2006, p.64)

Something else that is also highly important for students in order to succeed in school is their relationships with other students. Class-mates should share a common bond that surpasses the boundaries of class, sex, race or religion. Together they should be able to help each other out and learn how to be successful by comparing results and giving advice:

Enjoying positive relationships with peers also can lead directly to resources and information that help students learn. By virtue of the fact that they are socially accepted, it is reasonable to assume that students who get along with their peers will also have access to peer resources that can promote the development of social and academic competencies. These resources can take the form of information and advice, modeled behavior, or specific experiences that facilitate learning. (Elliot A. & Dweck C., eds, 2005, p. 289)

My original intention of finding out more about motivation was centered around language learning, and learning English in particular. However, as time went by, I realized that motivation in the classroom is such a wide area of investigation that it would be foolish of me to limit the research to the English class when trying to gain a good "overview" of the subject.

As motivation is the topic of this essay, I also felt that it was important to find a way of motivating the reader to engage with my research. Thus, it became important for me to write this essay in a form that was readable to a wide audience, academics and teachers alike. It is for this reason I also carried out the research through a qualitative rather than a quantitative approach and use a more informal and less conventional style in my writing. Rather than quantify my results, my aim is "to provide a rich and vivid description so that 'the reader can vicariously experience what it is to be in the same situation as the research participants'" (Johnson and Christensen, in Dörnyei, 2007, p. 292)

My intention in carrying out the research was never really to find any definitive answers but instead to pose questions that would give teachers a chance to reflect subjectively and conjure up their most honest feelings on the topic of motivation in a school context. Therefore, I deliberately give the teachers the strongest voice in this work and allow them to tell their own stories and shift the voice of the experts in the literature to the background. I have chosen to weave literary quotes and references together with the teachers' answers and my own thoughts throughout the essay in order to make it more meaningful:

”Qualitative research offers writers the freedom to have their own as well as their participants voices heard, which can be turned into a powerful presentation tool [...] the qualitative writer has all the ingredients at his/her disposal to produce a vivid, detail-rich, dramatized story which can be a far better read than a report of the results of a multiple analysis of variance.” (Sandelowski, in Dörnyei, 2007 p. 293)

In this way the essay contains far more details than a traditional academic essay, a more ”informal tone” and ”describes multiple meanings” (Dörnyei, 2007, p. 293).

As with many texts that have been written in this format, the researcher’s involvement tends to make itself known throughout the text. The inclusion of quotes from interviews reflect the subjective feelings of the participating teachers, and also allow me, the researcher, to add my voice. To ask a question regarding something as wide as motivation and to expect an answer without the researcher’s involvement in the discussion is not only less interesting, but also very impractical, as their constant involvement leads the discussion into new areas and can evoke thought processes that weren’t originally intended.

## **Literature Review**

Although my aim and priority is to present the teachers’ voice in this essay, rather than that of the ”experts” I will explain briefly what the literature says about motivation in general, and in the school context in particular. As mentioned earlier, the Swedish dictionary (Nationalencyklopedin) defines motivation as a ”psychological term for the factors within an individual that raises, forms and aims the behavior towards certain goals”. In my opinion, this definition of motivation is not particularly clear. It is summarized in a neat way, but to better understand how motivation in the school context is attained, we need to take a closer look at what other literature has said about it.

Ausubel (in Abdesslem, 2002, p.3) lists six factors in determining motivation:

- (i)- the need for exploration or probing the unknown,
- (ii)- the need for manipulation or causing change to the environment,
- (iii)- the need for mental or physical activity,
- (iv)- the need for stimulation by the environment; this included other people, other thoughts and feelings. The above four factors gave rise to a fifth factor
- (v)- the need for knowledge, "the need to process and internalize the results of exploration, manipulation, activity, and stimulation, to solve contradictions, to quest for solutions to problems and self-consistent systems of knowledge [...] The sixth factor which may be a consequence of the fifth one was
- (vi)- the need for ego-enhancement."

The first factor can be compared to an inner desire that I mentioned earlier in this essay, when I said that I believe all children enjoy school, and the learning that comes from being naturally curious. The second factor refers to children experimenting in order to discover the nature of things and the possibilities all new discoveries present. The fifth and sixth factors neatly sum up what motivation is all about, namely "the need for knowledge" and "ego enhancement". According to Ausubel (1996, p. 44) "ego-enhancement" is associated with an achievement motive. "The achievement motive in children is characterized by their perception of performance in terms of standards of excellence". He also mentions that ego-enhanced tasks are "pursued as a source of either derived or earned status" (p. 43).

Dörnyei (2001, p. 134) talks about The "10 Commandments for motivating language learners". Although these commandments are specifically designed for language learning, I think they also work as a sound foundation for any learning situation. They are as follows:

1. Set a personal example with your own behavior.
2. Create a pleasant, relaxed atmosphere in the classroom.
3. Present the tasks properly.
4. Develop a good relationship with the learners.
5. Increase the learner's linguistic self-confidence.
6. Make the language classes interesting.
7. Promote learner autonomy.
8. Personalize the learning process.
9. Increase the learners' goal-orientedness.
10. Familiarize learners with the target language culture.

The first four set of commandments work in every situation, as they generally describe an ideal class-room situation in which everyone is relaxed and knows what to do. Increasing the learner's linguistic self-confidence can basically be interpreted as an increase in self confidence in any kind of subject, be it language learning or biology. The same goes for number 6, because making your class interesting is what it is all about.

Number 7-10 are also general and can be applied to all subjects. Number 10 can also be applied to any other context, as it is essential to familiarize students with everything that surrounds any given subject. This allows them to understand that the subject is not only dealt with in school, but can be applied just as well in the real world. For instance, it is important for a teacher to promote learner autonomy (no.7), as it will make the students more independent rather than relying on their teachers for guidance. It will be easier for them to search for information by using techniques given by the teacher instead of constantly having to ask them for the correct answer.

Dörnyei (2011, p. 20) also discusses something called the "goal-setting theory". He believes that in order to reach success in a task, you should have specific and attainable goals. He outlines the theory in the following five points:

1. The more difficult the goal, the greater the achievement.
2. The more specific or explicit the goal, the more precisely performance is regulated.
3. Goals that are both specific and difficult lead to the highest performance.
4. Commitment to goals is most critical when goals are specific and difficult (i.e. when goals are easy or vague it is not hard to get commitment because it does not require much dedication to reach easy goals, and vague goals can be easily redefined to accommodate low performance)
5. High commitment to goals is attained when (a) the individual is convinced that the goal is important; and (b) the individual is convinced that the goal is attainable (or that, at least, progress can be made towards it).

Maehr & Yamaguchi (in Salili, Chiu and Hong, 2001, p. 134) also mention similar ideas concerning goal setting/orientation:

Task goals focus on the task per se: progress in learning and mastering a skill, intrigue with an unanswered question. [...] Task goals (compared to ego goals) are more likely to be associated with deep processing, the use of more effective learning strategies, and the lesser use of self-handicapping - with an overall more adaptive learning pattern

Both views establish goal setting or goal orientation as the primary aim for students, in a belief that adopting that kind of attitude when attempting a task is likely to generate good results.

In my essay, I have centered my work around the following questions:

1. What is motivation in school?
2. What makes for a motivating school task?
3. How do teachers best motivate their students?
4. What motivates the teachers?
5. Why is it that some students just can't be motivated?

As a part of my research, I describe a situation where I introduced a motivating task during my teaching practice with a group of students in a secondary school. The task consisted of writing personal letters in English to real people living in Scotland. I describe the task, what the students did and what their reactions were, and what I learned from it. This section will be found in Appendix A.

### 3. Method

#### 3.1 Participants

The data for this research project was gained through questionnaires and semi-structured interviews conducted with teachers in the Laholm area. As I am becoming a teacher, I am, first and foremost, interested in listening to what experienced teachers have to say about motivation in the classroom. Thus, my aim was to contact as many teachers as possible, regardless of age and at which level they teach in schools within the Laholm area. I wanted to restrict the data collection to schools in close proximity to where I live and eventually hope to work. I then went online to collect the e-mail addresses for all the teachers concerned and then sent out an email containing an online questionnaire and a request for volunteers to be interviewed. I received several answers from teachers who were keen to help and willing to be interviewed. I replied to all the respondents saying I would stay in touch and plan meetings at times convenient to any parties involved.

#### 3.2 Online Survey

In the e-mail to the teachers, I explained that I was aware of their tight schedules. I did not want to bother them too much because I know how much time and energy they have to spend on lesson planning and execution, and the evaluation of student work, (not forgetting all the time they spend on administrative tasks such as reporting student absence, planning for field-trips, marketing etc). That is also why I decided to create an easy-to-complete online survey in Swedish, consisting of multiple choice questions (with optional areas for filling in extra thoughts if needed). I used [www.surveymonkey.com](http://www.surveymonkey.com), a site specifically designed for creating individual surveys.

The questions were designed as a multiple choice questionnaire. For example:

Q. *To what extent do you feel that motivation is key to a students performance?*

A: No meaning at all	C: Big meaning	E: No opinion
B: Little meaning	D: The most important thing of all	

I always gave an option of answering "no opinion, don't know or don't remember" just in case none of the other alternatives were appropriate. There was also a small box at the end of each question that provided an opportunity for detailed answers if desired. (See appendix)

In hindsight, it occurred to me that I could have got more out of the question if I were to pose the alternatives differently. The alternative "No meaning at all" was not necessary as there appear to be no teachers who believe that motivation has no meaning at all.

All and all, I managed to arrange a total of four interviews (all with teachers in the same school), and received a total of eight returned questionnaires

### **3.3 The interviews**

Prior to the interviews I equipped myself with an iPhone as a recording device. As I had written down all of my questions in a document which I opened on the phone, I was able to easily sit back and enjoy the conversations without having to continually bend over to write down what the interviewee said. The disadvantage, however, was that I had to listen to the recordings and then translate them into English. However, I believed that the work would be worth it, as I could fully concentrate on the interview and ask the teachers relevant and interesting follow-up questions.

The interviews were carried out in Swedish. The recorded material was then transcribed, and the quotes I decided to use in the essay were roughly translated. Therefore, the quotes in this essay do not exactly match the answers I got in Swedish; they are my own rough translations. The full answers in Swedish given by the teachers (With fictitious names) are at the end of the essay (see appendix B).

The next section of the essay is framed by the questions posed and the teacher's answers given. Thus, the answers are analyzed, compared and discussed within the same section. There are also sub-headings when I indicate the occurrence of a theme. The respondents (aged between 31-51) will be referred to as T1, T2, T3 and T4.



## 4. Results + discussion

### 4.1 What does motivation mean to you?

To understand the relationship teachers have with the word "motivation" I wanted to begin by posing a very broad question which would allow them to come up with their own definition and perceptions of "motivation in the school context". It gave them a chance to reflect deeply on what motivation means to them and how they work with it in their everyday teaching.

For me, motivation in a school context is all about inspiring students to learn certain subjects for the joy of learning something new, and to convince them that what they are learning is actually helpful for them, not necessarily right now, but in the long run. According to Stipek, (in Salili, Chiu and Hong, 2001) "motivation is an important factor in maximizing children's learning". This view was supported by most of the teachers interviewed:

*T1: It's what it is all about! Motivation is the most important thing. If I can get my students motivated my job becomes so much easier. If you get them motivated they will perform their tasks even if they find them boring because they understand the purpose of doing them. You have to see the purpose of what you do. Motivation is my biggest mission.*

Students can often be troublesome when it comes to doing things which they consider are of little importance. Similarly, if a task feels difficult and if they do not manage to understand it they will often just surrender and say that the task is not that important. However, as T1 said, "*Motivation is my biggest mission*". If all teachers shared the same type of view, students would perhaps feel that it is worth undertaking the task, even if it is boring and seems unimportant at the time. However, to most students, the importance of a task is not always a convincing argument for why they should learn something. Even if teachers feel they can evoke inner motivation in students, it is not guaranteed that they will actually do the task

#### 4.1.1 Inner or outer (Extrinsic Vs. Intrinsic)

Extrinsic motivation is more simply known as "outer" motivation, i.e. motivation that stems from expectations from society or even family. Intrinsic or "inner" motivation, on the other hand, is when you choose to undertake a task without any "external" expectations or pressure. You do it

because you want to. My only problem with the latter concept is the fact that it is impossible to know if a student really feels true inner motivation on its own terms, or if s/he feels inner motivation due to the fact that s/he has been influenced by parents, friends or society.

**T2:** *In the best of all possible worlds students have an inner motivation that will make them feel that the subject is interesting enough that they will embrace the knowledge for the sake of their own amusement. Honestly though, that is not very common. You read a lot of subjects in upper secondary school, and to be able to find an inner motivation for all of those subjects is a utopia. Students are often driven by outer motivation, like "what will mom and dad say?" "What will the teacher say?" But if we can lure the motivation closer and closer towards the student we have done a good job.*

As we can see from the two answers above, motivation is often seen as something teachers need to nurture in a student - they have to. It is their job to activate the motivation that lies inside the student and encourage them to acquire new knowledge. However, one can also argue that students can feel just as motivated, even if their motivation is not necessarily anything to do with acquiring specific knowledge for the sake of becoming an enlightened human being. Motivation can be just as important when trying to gain a particular grade. Unfortunately, gaining high grades does not necessarily equate with a deep understanding of the subject.

**T3:** *They should want to learn for the sake of learning and not for the sake of their grades, that is where you have the biggest issues. They can be motivated to learn, but they are motivated to learn because of a grade and not motivated to learn for the sake of being enlightened.*

**T3:** *Sometimes it feels like the students think that "why don't you just give me that grade so I can move on to the next thing? What difference does it make if I understand it or not? I just want the grade to be able to get in to my preferred school!"*

Sakui & Cowie (2011, p. 205) believe that "There is some evidence that EFL teachers view intrinsic motivation, the motivation to carry out an action such as learning a language for its own reward, as being the best form of motivation". The fact that students can become motivated to reach a certain level of understanding seems to be something teachers strive for. Conversely, the motivation to get a certain grade does not appear to be regarded as positively by teachers as the motivation to learn something for inner purposes. Why is it that motivation is not as highly regarded when it comes to preparing for a test, or striving to reach a certain grade? If students are able to reach a score on a test does it not prove that they have reached a certain level of understanding?

I can only ask myself to what degree I was able to learn for the sake of learning for life, or just to learn in order to pass a test and get a grade. I think I wanted to learn for life. I have always been the kind of person who loves to ask questions and longs to find out how everything in society and nature works, and I think all children have that curiosity, particularly between the ages of 1-13. However, as discussed with T3, something usually happens at the beginning of adolescence, and by the time most of them reach the age of 8-12 they start to realize that the world is not the perfect place they originally thought it was. They finally learn that they cannot fly a helicopter to the moon because grownups have told them that it doesn't work that way. Their creative thinking becomes stifled and they are forced to think logically instead, which is one way of viewing it.

#### **4.1.2 The fear of being evaluated**

It could also be that it is at the age of 11-13, or even earlier, that students start to get evaluated. Maybe it is the evaluation part that creates a feeling of uneasiness in many students and makes them afraid of failure. Suddenly everyone has started to tell you that you have to start producing good results in order to get somewhere in life.

In the educational contexts that allow children considerable freedom to initiate activities and complete tasks without pressure to conform to a particular model or to get right answers, children selected more challenging tasks, were less dependent on an adult for approval, and evidenced more pride in their accomplishments (Salili et. al, eds, 2001, p. 282-283)

When they reach that level, many students start to realize that it may harm them to ask questions out of curiosity. They are afraid that asking a "stupid" question might lower the teacher's perception of their knowledge and in the long-run harm their final grade.

*T3: I think the students don't want to learn too much because they feel they only have a limited amount of space for memory in their brain and they only want to use that space for something important [...] They are very afraid of asking questions, because they are afraid that the question might make their final grade worse*

I believe a lot of students can relate to the statement above. It is no secret that young students tend to feel stressed in school, ([http://www.mynewsdesk.com/se/radda\\_barnen/pressreleases/sex-av-tio-elever-upplever-stress-i-skolan-671731](http://www.mynewsdesk.com/se/radda_barnen/pressreleases/sex-av-tio-elever-upplever-stress-i-skolan-671731)) part of that could be due to feeling anxious about making yourself look incompetent, but also a fear of not getting the help you need. Asking a question to gain information about something you feel you have to know can be intimidating for many people, not only children. School is no exception. It doesn't matter that school is supposed to be a learning environment which allows all types of questions to be asked. Most students know that everything you do and say in school can influence your overall grade, so you have to be careful with what you say. However, many teachers are aware of this and tell their students in advance that they are allowed to ask "silly" questions, because we are all in a learning environment where it is ok to fail, and where it is ok not to understand something immediately.

## **4.2 What makes for a motivating school task?**

All students have their own perception of what makes for a motivating and fun task. Some students love to engage in group activities, whereas others may prefer a lecture from their teacher, where they just have to sit back and listen to the teacher's knowledge of the subject. It is very important, however, that teachers do not just become comfortable with their way of presenting knowledge, and stick to the same old routine. They have to reinvent themselves all the time in order to make classes interesting for all their students. Varying tasks is essential if you want to avoid having students that are bored (Lightbown & Spada, 2006, p.65) However, it is also important to know to what extent the students' opinion of what makes for a motivating task matches the teacher's.

"The principal way that teachers can influence learners' motivation is by making the classroom a supportive environment in which students are stimulated, engaged in activities that are appropriate to their age, interests, and cultural backgrounds, and, most importantly, where students can experience success. This in turn can contribute to positive motivation, leading to still greater success". (Lightbown & Spada, 2006, p.185)

A supportive environment is something that I have mentioned before, and which I return to, as I feel that it is one of the most important things teachers have to build up in order to motivate their students. Using a wide variety of different class-room activities is just as important, but if you, as teacher, are not able to convince your students that it is ok to fail, you will never get them motivated.

Once the teacher has established a level of trust with their students it is time to start thinking of the relevance of what is being taught in the class-room. One way of finding that relevance is to ask oneself what is important for young people today? What specifically is it that is most important for students in my particular program? What are they interested in? Maybe it is Facebook or Instagram? Maybe it is money or partying, or something as simple as relationships. English teacher, Sara Sjölund, for example, engaged her students in a project where they got the opportunity to act as news reporters (<http://www.lararnasnyheter.se/alfa/2012/11/15/tv-nyheter-fick-fart-pa-engelskan>). Teachers need to constantly try to figure out how to balance tasks that are fun and/or useful with what students regard as important. Sometimes teachers come to a point where they have to make their students understand that fun will not, however, always be associated with their interests, but something that they need to understand the purpose of:

*T1: I have to know about the goal, where are we headed? You often refer to the syllabus about why you do this and that. They (The students) have to understand that what they think is fun, may be fun because they understand what they are doing. If they understand the purpose of something it becomes more fun.*

So, a motivating task is something that is fun? Fun, according to T1, is not necessarily what the students find amusing or entertaining, but which is rather something that they have associated with and understood. I agree with the above statement to a point. I agree that it is easier to do something if you know what you are doing, but would I enjoy a task just because I understand it? Not necessarily. I still think it is very important that you do something that students can relate to. It doesn't have to be all about their own personal interests, because that wouldn't work in a class with 25 other students, so you have to be more general. The main thing is that they are able to relate to it in some way. This is not always easy, but it is something all teachers strive for.

#### **4.2.1 Useful or fun activities**

**T3:** *Some areas of science class can be relatable and relevant for students in practical programs. Areas such as energy and things like that. Biology on the other hand is something they can't seem to see any purpose of studying. But even if they may not see the relevance in it, I can still be like "but, sometime it may be good for you if you find yourself in a situation were this is being discussed, like how fast bacterias grow, then you can feel tricked by what is being written in the newspapers. Should I believe this? Is this reasonable? What is scientific thinking? If you don't know anything you can't determine whether or not something is reasonable or relevant".*

In the example above, the teacher tries to explain that it might be good for students to know things in order to avoid being tricked by the media. This relates back to my earlier discussion on the purpose of learning. Students should be encouraged to learn for their own benefit rather than to pursue a particular grade. That is perhaps what the old school used to stand for, and to some degree still does, even though the students nowadays have different reasons for learning. T4 talked about how students in the past saw school as the only way to realize their own goals (see p. 38). The grades were important to them as well, but school at that time used to be about educating for life rather than a place you went to in order to get grades and then leave. I will discuss this in more detail later on in the essay.

To be more concrete, what exactly is a motivating task? Is it all about being relevant? Is it about having fun? And is it really ok to say that a task has to be fun?

**T4:** *I usually turn it the other way around. Instead of saying that the students should have a fun time in school I say that it should be meaningful. It is not prohibited to have fun, but the most important thing is that it should be meaningful. Only then I think you will experience motivation.*

Of course everyone has their own perception of what fun is, but in general terms it must be a task than is doable for the majority of the class. As mentioned before, if you have a class of 25 students, how can you create a task that is doable for every single learner? It is possible to lower the bar and make the assignments easier so that every one can understand? Unfortunately, I suspect it will only help the students with lower abilities. The higher performing students will think that it is too easy and finish their work ahead of everyone else: As a result, the teacher has to keep feeding them with extra work to avoid them becoming restless.

**T3:** *You have to try to find the common denominators. For instance the fact that they are trying to get their driving license. Is it good to leave the computer on all the time? How much does it cost to replace normal lamps with low energy lamps?*

So, in general, motivation comes from learning about something which could be useful in the student's life; something that they feel is both relevant and interesting. It could revolve around everyday advice such as how much you would save if you used lower energy lamps in your house. Unfortunately, teachers will eventually run out of money-saving ideas and have to teach something that is less useful to the students at that point in time.

**T3:** *My last resort is to refer to the curriculum. "It is what it is, we have to learn this. We have to go through this. You may love it or hate it, but you can't complain to me. The curriculum can only say what we have to know, but I can say why we have to know it.*

Fortunately, for whichever subject being taught, there is always a specific curriculum which states what the students should be working on:

Teaching in the course should cover the following core content:

- Content and form in different kinds of fiction.
- Living conditions, attitudes, values and traditions, as well as social, political and cultural conditions in different contexts and parts of the world where English is used. The spread of English and its position in the world.

(Curriculum for English 5, p. 3)

The first example taken above from the English curriculum for students in upper secondary school mentions in an almost vague way that the students should study different kinds of fiction and culture within the English-speaking countries. It is interesting to note that it does not state exactly what specific tasks of fiction the class should focus on, but gives the teacher a lot of room for interpretation:

Knowledge can be expressed in a variety of forms [...] Teaching should not emphasise one aspect of knowledge at the cost of another. [...] It is also the responsibility of the school to ensure that each student [...] can use non-fiction, fiction and other forms of culture as a source of knowledge, insight and pleasure, (Curriculum for the upper secondary school, p. 6 & 8)

Thus, the curriculum does not detail how subjects should be specifically taught, only that it is necessary to learn about general areas, and that knowledge can be taught in different ways. If an English-teacher has to teach some of the works of William Shakespeare, they are free to choose which works to focus on, and how to teach them.

Obviously, not all parts of the curriculum are equally appealing. You also have to take into account that most teachers do not always have the energy or resources to be as creative as they would wish to be. At times they will be forced to teach their students about certain areas in a "dryer" way. When that moment arrives, the teacher has to be ready to give the students an explanation for why it is important for them to learn about a specific topic or grammar point that may not interest them. This may not motivate the students greatly, but it is necessary.

#### **4.2.2 Having high demands**

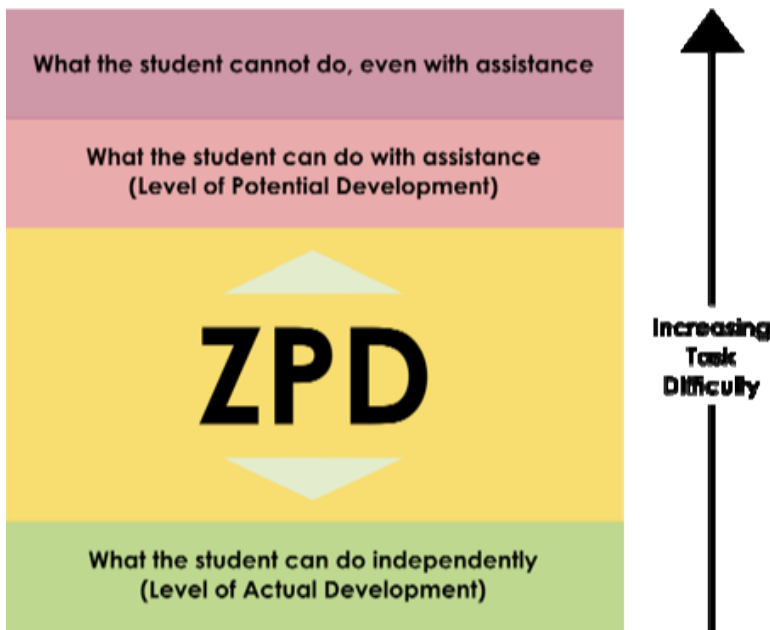
T2 talked about how important it is for the teacher to have high demands on his students, and that they all needed to understand that he really knew what he was talking about: *"This is what is expected of me. The teacher's demands are important. You have to do a shitty job in order to get knowledge"*. This may be what every teacher desires; to have students that understand that the demands on them are high, and the teacher wants them to do a lot of hard work in order to accomplish their goals. However, it is rare to find a class in which everyone does what they are told without question.

On the other hand, teachers could adopt Dörnyei and Ushioda's (2010, p. 20) goal-setting strategies:

1. The more difficult the goal, the greater the achievement.
2. The more specific or explicit the goal, the more precisely performance is regulated.

By setting personal goals, students will be motivated to reach higher levels of achievements. Each goal however, should be specific but not too easy. T2 believed that his students were more motivated if they knew that the goals were high and that he expected them to perform their best. Psychologist Lev Vygotsky described a theory, in which he claimed that a child can always reach a higher level of understanding which he coined "the zone of proximal development" (ZDP).





However, that progress is achieved in small steps, each task must be slightly more difficult than the last. The goal must not be too high to be achievable. Thus, the teacher must be aware of what the next step is for each individual student. Angela Lui (2012, p. 2) describes the possible difficulties involved with this model:

Students are most receptive to instruction within their ZPD because it represents the next logical step in their ongoing skill development. In contrast, without reliable information on students' constantly evolving ZPDs, it is difficult to identify who is ready for more challenging material and who needs additional assistance.

This quote describes how difficult it is for teachers to really know how high they can raise the bar in terms of difficulty for their students. You will always have students that will demand more challenging tasks, and you will always struggle with students that will think everything is too hard. In order to give each student a task that is attainable, you have to really know their limits. You have to evaluate their skills and determine which level of difficulty that will be suitable for them, otherwise you will end up with a group of dissatisfied young students that will never reach their full potential. It is the teacher's responsibility to include each student's individual needs and to make sure that each student is "stimulated to use and develop all their ability" (Curriculum for the upper secondary school, p. 9)

In Appendix A, you can read more about my own experiment of creating a motivational task for a group of students in 7th grade. The task consisted of writing personal letters in English to real people living in Scotland. I describe the task, what the students did and what their reactions were, and what I learned from it.

### **4.3 How do teachers best motivate their students?**

I believe most teachers would agree that their job is not always as appreciated as it should be (<http://www.gp.se/nyheter/debatt/1.2208477-sla-inte-pa-hart-pressade-larare>). They have to grind through tough days where nothing seems to work for them. There are days when no student seems to be motivated to do anything at all. In my opinion, what separates a bad teacher from a good teacher is that a good teacher never quits, and believes that there is always a way to convince a student that they have to keep trying. A lot of teachers have quite a few tricks up their sleeves, and are aware of what kind of techniques will best motivate their students. I asked the teachers in the survey if they had any special techniques for motivating students. Unfortunately, none of the respondents were able to give any examples of techniques, which could indicate that I may not have formulated the question effectively. I was curious to find out if any of their motivational techniques would correspond to what I have read in the literature. However, although the survey revealed that only one person did not know any techniques at all, and four of them knew one or two, three respondents were aware of quite a few

On the other hand, when I speak of motivational techniques, I think of all the different ways a teacher can make a student motivated to learn. It can be how they communicate with them, how they mention student's names in examples or if they encourage their students with rewards. According to the website [www.smartteacher.org](http://www.smartteacher.org)<sup>2</sup> there are over 100 different ways to get students motivated. Among many other things, they point out that you should:

- Enhance the attractions and minimize the dangers of learning
- Promote open communication and discussion”
- To make student progress visible is very important.
- Show students their progression and how they have actually improved

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<sup>2</sup> <http://www.smartteaching.org/blog/2008/08/100-motivational-techniques-to-take-learning-to-the-next-level/>

### 4.3.1 Showing students their progress

At the beginning of a school year, many teachers give their students a specific task. In one interviewed case, an English teacher revealed that he tells his students to write a whole page about themselves, or what they have been doing during their summer holidays. He then asks them to hand their papers in, and keeps them safe in his drawer for two years, at which stage he then returns the papers to the students to show them how they wrote at the beginning of upper secondary level. He points out how bad their grammar and spelling was, and comments on the huge amount of progress they have made. I imagine it must be a very inspiring moment for many of the students, as they now have concrete evidence of their progress.

Even if this is a very useful technique, I still think that it is crucial for most students to constantly be reminded of how well they have progressed. One can't wait until the end of a term when the grades have been set and then tell them that they have improved. I guess that is what performance reviews<sup>3</sup> are for, as well as the continuous comments made on the student's progress throughout their time in school.

The most common way of reminding students about their progress is by giving them tasks and tests that generate a grade. Grades are usually given for a final assessment task which falls into the category of summative assessment. Christian Lundahl (in Borg & Edvinsson, 2012, p. 15) says that:

Summative bedömningar är bedömningar, som sammanfattar (summerar) elevens kunskapsnivå i förhållande till något kriterium, till exempel en betygsskala, ett statistiskt värde eller en norm. De kan användas för att beskriva resultat på olika nivåer, på skol- och huvudmannanivå eller på nationell nivå<sup>4</sup>.

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<sup>3</sup> Utvecklingssamtal

<sup>4</sup> Summative assessments are assessments, which summarizes the student's level of knowledge in relation to a certain criteria, for example a grading scale, a statistical value or a norm. They can be used to describe results on different levels, on school- or leadership or on a national level.

On the other hand, formative assessment takes a more long-term view. It focuses on what the student learns as part of the process towards a graded summative piece. A summative assessment such as a graded book-report would give an immediate response. The teacher who showed his students their progress in the section above was working with formative assessment. The work didn't give them an immediate grade, but rather an indication on how well they had progressed during their time in school. Lundahl (in Borg, 2012, p. 16) says that: "Formativa bedömningar syftar till att utveckla elevens kunskaper men även lärarens undervisning under själva utbildningsprocessen. De används alltså för att påverka och forma lärandeprocesser"<sup>5</sup>:

*T2 It is always important to notice a student when they are doing something good. "Catch them doing something good", especially with problematic students, to really catch them when they are doing something really good and give them credit for it, both small and big things.*

To be noticed in life is very important, especially when you are young and a bit insecure. If a teacher is able to catch students while they are doing something good they can turn the student's self image around. This is particularly effective for an under performing student with very low self esteem, who believes there are not many things in school they think they are particularly good at. However, if they are noticed when they seem to understand something that the teacher has explained, or if the teacher leaves a positive comment at the end of a submission, maybe they will be motivated enough to really try to work harder in all other situations.

#### **4.3.2 The respected teacher**

The importance of being a good and respected teacher also comes into the equation when it comes to how teachers best prepare themselves to motivate their students. I can recall several teachers from my time as a student that just weren't "there" mentally. Physically they were there, but their minds just seemed as though they were on vacation. Those teachers could never engage us, no matter how much they tried to convince us that what they had to teach was relevant. Could that have been because they were bad teachers? I doubt it is the reason, as many of them were quite competent and seemed to know what they were talking about. I believe it was something they did or rather something they did not do that made us impossible to teach. I think a lot of it is to do with the fact that many of them did not want to be there. They did not seem to enjoy meeting us and did

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<sup>5</sup> Formative assessments aim at improving the student's knowledge but also the teacher's education process. They are therefore used to influence and form learning processes.

not really see us as equals with relevant things to say. If no one ever showed any interest in us, why should we have shown interest in them?

### 4.3.3 Immediacy

What many of those teachers lacked was a behavior called "immediacy", which could be described as something many teachers do to bring themselves closer to the students. "Immediacy" is a concept first defined by the social psychologist Albert Mehrabian. (<http://serc.carleton.edu/NAGTWorkshops/affective/immediacy.html>) In agreement with Mehrabian, I also believe that in order to encourage "immediacy", a good teacher should:

- Address students by their name
- Use terms like "we" and "us" to refer to the class
- Smile at the class while talking
- Give feedback to students
- Remove barriers between self and students
- Ask students how they feel about things

If a teacher instead "distances" themselves from the class, it is no wonder that some of them are unable to motivate their students. Teacher 2 gives an excellent example of how important it is to him that he shows interest in his class:

*T2: First of all I have to make it obvious that I enjoy being here, and I like you! That is number one. I am glad to be here and I am glad that you are here. Now today we shall work with this and that (...) It is important that students have a huge trust in me [...] More than ever teenagers today want to be seen, that is their number one need.*

One of the other things I think is important to point out when it comes to creating motivational activities is, as mentioned earlier, that it is necessary to separate what is "fun" from what is "meaningful". A fun activity can only take you so far, but if it is both fun and meaningful it becomes something much more.

Watching movies was something that I thought was "fun" when I was in school. It didn't really matter which subject it was, I was just glad to see the big TV get rolled into the classroom, and the teacher carrying a videotape of unknown content. It was so exciting and most of us couldn't wait to see what was going to be shown. Normally the movie was always followed by a set of tasks related to gaining a deeper understanding of its content. The teacher obviously had an idea that showing the movie was not mainly for pleasure but was also of educational value. However, in hindsight, it seemed as if some teachers used watching videos as an "easy" task and which had not been prepared in depth. Luckily, the majority of teachers did appear to have put a lot of thought into every task we did, as every good teacher should do.

One thing that has been happening more often in schools today is that teachers include the student's interests as part of the learning process. An example is Sundqvist (in Lannvik Duregård, 2011) who saw the possibility of using the student's interest in computer games to make them more interested in learning English. In her opinion it is important to make the students aware of the fact that what they have learnt outside of school is equally important. She also mentions that "Det finns många skäl till att datorspelning är bra för språkinläring, visar forskning. För det första är det ofta lustfyllt, vilket höjer motivationen"<sup>6</sup> (<http://www.lararnasnyheter.se/alfa/2011/12/13/ta-fritiden-klassrummet>).

So in the end, what it boils down to, is that every student is in school to learn something. The teachers can best motivate their students to learn by making them seen and heard, and by acknowledging their interests. It is also important to monitor their progress and make them aware of how well they have improved. Giving them a task that is fun is also very important; not fun in the sense that they are entertaining in their own way, but fun because they are relevant and meaningful and lead the students to becoming better learners.

#### **4.4 What motivates the teachers?**

My concept of a typical teacher is a person who truly enjoys teaching and spending time with young people who are all in need of a helping hand. They are motivated to do the job despite the hard work and a salary that does not match the amount of work they do. The most important part of their

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<sup>6</sup> Science shows that there are many reasons that playing computer games is good for language learning. Firstly, it is zestful, which increases motivation

job is the reward of seeing students grow. Deci, Kasser and Ryan (in Dörnyei 2011, p. 161) believe that "Guiding the intellectual and emotional development of students, whether in nursery school or graduate school, can be profoundly gratifying for teachers, satisfying their psychological needs and contributing to their growth as individuals". Teachers are not motivated by money, fame or glory. They are in the job because they enjoy seeing the smiles on peoples faces when they have finally understood how easy it is to understand basic maths, or the difference between regular and irregular verbs.

*T2: If I don't have a motivational climate where we can succeed or fail together I wouldn't get anywhere. It's not my work assignments I long for, but it is the students that I want to meet. I have been driving from Halmstad to Laholm for over 13 years and I still enjoy it, all thanks to the students.*

*T4: When it comes to planning there can be some problems or questions that I find important to bring up. I think that you as a teacher can elevate your students one level further to understand certain questions, such as philosophical questions or different literary texts. The students will only see it for what it is, but with a few tricks I can explain to them why they should understand it in a bigger perspective. The school has a mission, to form the students into good citizens, but also a mission of enlightenment.*

So, the reasons teachers feel motivated can be many. It can be to feel a certain pride in knowing that you have an important job to enlighten the students, or it can be as simple as just spending time with them. In most cases this works in both ways; a motivated teacher generates motivated students (Larsson & Nilsson, 2006). However, if a teacher is not motivated enough, then I think it will have a negative effect on the students. In section 4.3.3 discussed the importance for teachers to use immediacy to connect with the students. If they fail to display "immediacy", students will immediately sense that something is wrong. However, a teacher could also be an expert on the theory of immediacy, but still be unmotivated, which could lead to negative results for the students who rely on the teacher's motivational spirit.

#### **4.5 Why is it that some students just can't be motivated?**

From my days in school I can recall several times where teachers have just given up on different students, and who could blame them? It is the teacher's job to motivate the students, but is it also the teacher's job to force a student to do something they don't want to do?

Many teachers that I have had the privilege of talking to during my different VFU-periods have all shared the common belief that it is a waste of time to nag un-motivated children and spend all their energy on them, instead of devoting it to those who actually want to learn something. But what is it that makes some students unmotivated?

#### 4.5.1 Everything is different now

One of the reasons for why students do not feel motivated could of course be because they have a life outside of school that the teacher is not aware of. It is possible that some students come from homes that influence them in a very negative way:

*T1: You have to ask yourself; What does my life look like? What am I doing with myself? What is my self-image? [...]Parents and friends are very important. The teacher's level of status is very low. If you come from a home which is hostile towards learning<sup>7</sup> and you have very low self-confidence maybe also coupled with a lot of social issues, and problems with your friends and things like that, you won't be able to reach them all the way.*

Alternatively, many teachers believe that:

*T3: They are living too much in the moment. They want to see quick results. "If I don't need to know it now, it doesn't matter if I need to know it later on". They are not as forward thinking anymore.*

Is this an opinion shared among many teachers? Do students nowadays really live in the moment? I'm not so sure if it is only the students of today that only live in the moment. I don't think the time we are living in should get all the blame for how hard it is for students to think about their future. In fact, I would argue the opposite. If we go back more than 15-20 years the job-situation in Sweden was very different to what it is today. More young people were able to find employment after graduating directly after the upper end of compulsory school and without having to attend upper secondary level.

Nowadays, you are not even guaranteed a job after graduating from the highest level of education possible. I think students today are more aware of that reality. This makes them more serious about

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<sup>7</sup> inlärningsfientligt



learning for life, since they fear that their hope of getting their dream job could vanish if they fail to take in every little piece of information available.

However, that tends to be only relevant for the goal-oriented students, there are still many other types of students who will only learn what is necessary in order to pass and get their grades. T3 knows a great deal about how students act in school, and her interpretation of why so many students lack motivation nowadays is indeed relevant. She is supported by T4 who shares a similar view on why students of today are reluctant to engage in learning:

*T4: I don't think students take part in the lessons the same wholehearted way people did in the past, because there was nothing better to do. If you were there you were there! And that follows you through your whole life, that you are where you are. But nowadays you are both here, there and maybe even at another place at the same time.*

These quotes present a view of students living too much in the moment. Everything that is going on right now is of great importance in their life. In the quote above, T4 tries to explain how a young person can be in the class-room yet at the same time can be somewhere else. There are too many exciting things going on right now at this very moment. For a young adult to miss one of these moments could mean a lot to them in terms of social contexts. In a time where building networks of friends is more important than ever, missing out on gossip, or planning an upcoming party or something similar could be devastating for a lot of them. The chance of being alienated is real, and, therefore, staying updated is more important than ever, maybe even more important than listening to what the teacher has to say.

Something that has to be mentioned in this section is the fact that the school has really changed in terms of trying to do something about those students that are unmotivated or who have issues in- and/or outside the school. Here T1 talks about what their school does if an unmotivated student remains unmotivated and refuses to do anything:

*T1: If it's only something temporary it's not serious if it is only one or two classes that gets affected. But if there is a student where things are going on all the time and I can't reach that student I have to do something [...] In the past they were quicker to judge students and be all like "He is dumb or he is slow". Nowadays the school is constantly searching for methods to do things differently with students. Maybe it isn't always possible, but you can always get in contact with that student very quickly.*

The Swedish curriculum is very clear when it comes to including everyone in the school. The following quotes are from the curriculum for the upper secondary school (<http://www.skolverket.se/publikationer?id=2975>):

The task of the school is to encourage all students to discover their own uniqueness as individuals and thereby actively participate in the life of society by giving of their best in responsible freedom. (p. 4)

Teaching should be adapted to each student's circumstances and needs. (p. 5)

The Education Act stipulates that education in each school form should be equivalent, irrespective of where in the country it is provided. National goals are specified through the norms for equivalence. However, equivalent education does not mean that teaching should be the same everywhere, or that the resources of the school are to be allocated equally. Account should be taken of the varying circumstances, needs and the students' level of knowledge. There are also different ways of attaining the goals of education. Special attention must be given to those students who for different reasons experience difficulties in attaining these goals. For this reason, education can never be the same for all. The school has a specific responsibility for students with functional impairments. (p. 5)

It is always encouraging to know that no matter how bad the situation a student can be in, the school will always try to do their best to remedy the situation, and give the best help possible to the student that might be having difficulties. It hasn't always been that way. In the past you could very easily be regarded as a "stupid" child that was unable to learn, and any opportunities for participating in further education were limited.

#### **4.6 Is it harder for teachers to motivate students today than it was 20 years ago?**

The world is continually changing. The understanding of technology is no longer limited to those with advanced technical skills. Today it seems as if everyone is able to use some sort of device that takes up most of their attention; attention that should be directed towards the teacher or the task at hand, and not anywhere else.

Was it easier for students 20 years ago to pay full attention in class? Or is that just something we tell ourselves to deny the fact that students always have been the same to a certain extent, but with different things that have attracted their attention?

**T1:** *In one way you could say so, because there is a much broader supply<sup>8</sup> today. More things that calls for their attention. In one way it was easier in the past because there was less competition from other media.*

In the survey, teachers were asked if they could remember how much their own teachers worked with motivation during their own school years. Five out of the eight answered that their teachers did it very rarely while one replied that they barely did it at all. This gives you a little perspective of how teachers themselves remember if they were motivated or not. From their answers, it would appear that it was not as common to work with motivation in the past. So, in a way one might consider motivating students was easier in the past, or perhaps, it could be because they always did what they were told.

#### **4.6.1 The fight for children's attention**

Yes, media was very different in the 80's and 90's, and even more different in the 70's. At that time the students did not use computers to work with all the time. They didn't have mp3-players or smart phones that were so easy and fun to use that it is simply impossible to pay attention to a teacher who is trying to tell you about important things. Picking up your iPhone is much more tempting.

**T2:** *Yes it is more difficult today. Simply because of the fact that there are more things fighting for their attention. We as teachers want their attention, but so does Facebook and Instagram and blogs about fashion, computer games. The competition for their attention is stiff.*

I agree that this is a very common problem that teachers have to face. In this digital age we are living in, it is no wonder that there are some things that are more interesting than listening to the teacher. The same view is also shared by T4:

**T4:** *The last ten years there have been a lot of interference from computers, and now it's all about smart phones that dominates. The social life like Facebook etcetera. It's tough.*

There is definitely a pattern to what some teachers believe is a major reason for why it is more difficult to make the students pay attention in class. Social Media has struck the world like wildfire, and it doesn't seem as if it will stop in the near future. If a student knows that many of his or her

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<sup>8</sup> Utbud

friends are logged into Facebook or any other social media site they might feel tempted to pay attention to what's going on there. As mentioned before, the risk of missing out on any thing in the world of social media is serious. Things are happening all the time, and to many of the students, that world is more tempting and represents their reality in a way the schools cannot match.

*T1: There are people who are sitting with their cellphones or computers and laughs during class, and I understand that it is not I who are funny, because that wasn't especially funny. Many of the students think they are so good at multitasking, but they are fooling themselves when they only listen with one ear and tries to do two things at once*

According to T1, There are two types of students who sit with their smart phones and try to do other things during class. One type seems to ignore the fact that a class is going on and instead spend their time watching funny videos or looking at pictures just to pass time. The second type are those who very subtly pick up their phones and answer a few texts or watch something on social media applications. The latter type appear to pay attention to the teacher's instructions, but just can't stop themselves from accessing the tempting world of social media. T1 points out they are fooling themselves, that kind of multitasking is practically impossible. Full attention is needed to be able to completely understand what is going on.

#### **4.6.2 The changing role of the teacher**

However, is this world of smart phones and computers the only reason why it seems to be difficult to motivate the students to do some work during class? Hasn't there always been something that seems more interesting to students, regardless of the era? Should media really get all the blame for the lack of student motivation? Maybe it could also have something to do with the role of the teacher.

*T1: The teacher's role was different. The teacher was a person of higher status, but on the other hand you also lost a lot of people, or just ignored [...] Today it is harder to motivate because the competition is harder, but we put more effort into every one and reach much further.*

Out of all of the comments about how hard it is to reach students due to the lack of motivation T1's comment made me realize how much better the school is today than 30 years ago. I can't personally reflect on what school was like in the past, but those I have spoken with, teachers and non-teachers alike, all have said that teachers in the past did not put as much effort into dealing with students that weren't motivated or that didn't seem to understand.

Today schools really try their hardest to save every student from failing. It is of such importance that it is even prescribed in the school curriculum:

It is also the responsibility of the school to ensure that each student has completed a national programme or other nationally determined education with its own diploma goals in the upper secondary school, or an introductory program as set out in the student's individual study plan (p. 8)

**All who work in the school should:**

- be observant of and support students in need of special support, and
- cooperate in order to make the school a good environment for development and learning.
- reinforce each student's self-confidence, as well as their willingness and ability to learn (p. 9)

T1 also mentioned that the teacher played a different role in the past. The teacher was a person that people looked up to and wanted to listen to, because their knowledge was the student's key to gaining a better understanding of how something worked. This, in turn, could help the student get somewhere in life.

## 5. Conclusions

In conclusion, the most important things I have learned from this study are first and foremost that many teachers really need time to reflect and speak about how they feel about their job. All my four interviewees told me how good they felt after having done the interview. It made them think about topics that they rarely reflect on. Motivating students is something that is second nature to most teachers. However, everyone needs to sit down and reflect on their daily work from time to time.

I have also learnt that student motivation does not only come by itself. It is a collaboration between a motivated teacher and a student with good self-esteem. If students don't believe in themselves, it does not matter how hard teachers try to motivate them. Self-esteem comes from within, and a good teacher knows how to improve students' self-esteem and eventually their self-confidence in various subjects.

Having the ability to persevere through tough times when nothing seems to help can also be very effective in the quest for making every student seen and heard. In fact, teachers have to possess extremely high levels of intrinsic motivation themselves in order to survive the job. Most of the students will never realize how hard you have worked, and your colleagues will probably not know about it either, and it may seem as if you have done all this hard work for nothing. But I guess that's just what being a teacher is all about.

### **5.1 Outer (Extrinsic) motivation**

Most often, students are driven by extrinsic motivation, which means that they will try harder if pressurized by their parents and society. Most teachers I spoke with wish their students to be driven by intrinsic motivation, and the will to learn something in order to become enlightened (Sakui & Cowie, 2011, p. 205). However, that is more of a utopian view, since students, particularly those at upper secondary level are required to focus on a number of subjects. To be able to be driven by an intrinsic motivation in all subjects is more or less impossible. Therefore, I do not think it is necessary to feel intrinsically motivated in all subjects. The most important thing is that all students take their education seriously, and understand how great an opportunity they are given in school.

Extrinsic motivation does not have to be a bad thing. If you look at professional athletes or successful businessmen they will all have different reasons for how they were able to find the motivation to reach the higher level. Some may be driven by the pressure of their home environment, and some may be driven by the feeling of being invincible. However both intrinsic and extrinsic motivation can be used to reach our goals, as long as we are also ready to work hard.

### **5.2 Evaluation**

Giving grades to young students has been a hot topic in Sweden the last couple of years. At present, children start getting their first grades in the sixth grade with some politicians wanting to give children grades even earlier than that: (<http://www.expressen.se/nyheter/moderaterna-vill-ha-betyg-fran-arskurs-tre/>).

In one of the interviews, a teacher commented that some students start to lose interest in school because they are afraid of being evaluated. They are afraid of getting a particular grade they or their parents will not like, and at that age it is difficult to understand the values of a grade. I think it

is possible that young children have not developed a habit of having their work graded. Therefore, a negative grade may make them think that they are incompetent and that can hurt their self-image.

It doesn't have to mean that giving grades earlier is a bad thing. As mentioned above with extrinsic motivation, grades can be an incentive which can give many students the will-power to try and reach higher grades.

### **5.3 It is ok to fail**

Teachers can be creative and have as many different ways of teaching things as possible. However, what is more important than all the different creative ideas is the generating of a learning environment that tells students that it is more than ok to fail. Failing is one of the first steps towards success (<http://www.publikt.se/artikel/misslyckas-en-vag-till-framgang-44963>). Students will always feel more motivated to try more challenging tasks if they know that their teacher won't judge them too hard if they are wrong.

From the interviews it would appear there are always a handful of students in each class that refuse to answer questions or take on challenging tasks because a fear of being wrong or failing too hard will harm them in the long-run. I think it is extremely important for all teachers to keep reminding their students every day that they have to dare to ask stupid questions. They have to dare to take on a too big project, because all of those things are a part of the learning experience.

### **5.4 Following up student's work and acknowledging each student**

One effective thing some teachers do is to give students evidence of what they have learnt. They often save everything students produce and later on show them the difference between work they have created currently and work they created at an earlier stage in their learning.

I don't know if it is as easy in all subjects to record progress as it is for the language subjects. Written and spoken texts will produce good evidence of progression and it is easier to monitor how much more a student knows from one period in time to another. If all students are given evidence of how much they have learnt, maybe it will convince them that they are actually more than capable of repeating that success in other areas as well.

The most important thing for children in school and in life is to be noticed. They want to be acknowledged for the work they have done and for skills they possess. To monitor their work and to be able to show them many comparable stages of development gives them a sense of being seen. It gives them the feeling that the teacher has paid attention to them and has given them proof of how much they have improved over a certain period. If more teachers were able to adopt this practice, and at the same time really see each student and give them the required amount of attention, I think we could solve many educational problems.

Students need to know that the teacher likes them, and that they enjoy being there (See section 4.3.3 on immediacy). A class shouldn't be treated as a class, but rather as a group filled with individuals that all need attention.

### **5.5 See the purpose and prepare for the future**

It is also all about being able to see the purpose in what you are doing. Students need to be educated in relevant areas that prepare them for life, and a teacher's biggest mission is to see those needs. Students will never try to learn things that they believe are not important, and if all teachers can demonstrate how their particular subject is important for the student's future, then it will be easier for them to convince the students that they actually have to learn. Students need to see the purpose in what they are doing, otherwise they will lose interest.

Students also have to be reminded that they are in school as a preparation for life, and not only because they are there because of parental pressure. A common problem with many young people today is that they live too much in the moment, and are unable to find anything that they believe is necessary to know in the future.

Life is a long journey, and you have to pack your bags in order to prepare for it.

### **5.6 A final word**

How do you get motivated students? My overall conclusion is that it all starts with the teacher (Hattie, 2003, p. 2-3). If teachers are motivated, everything is easier. If teachers believe in what they do, the students will respect them more. All teachers have to challenge their students. It should never be impossible, but always within reach. You do that by knowing your students. You talk to them and get to know them. You open up to them and ask them about themselves. You



make them see that you are interested in them, that you actually like to be there and that you want to get to know them. If you do that, getting to know their skills isn't that far away. You should always stay relevant, which means that all tasks should in some way be relevant to their life, or their future life. Everyone needs to be seen. Everyone needs a helping hand, no one should be left out just because they don't seem to understand something. Remember that it is ok to fail. If everyone is on board, the climate in the class becomes a whole lot better, which makes for a better learning environment.

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## **Appendix A**

### **The Scotland letters**

My latest VFU-period was at a secondary school. When I was there I got the chance to spend time with a group of 7th graders. One of the tasks I had prepared was for them to write a letter to my University teacher's three nieces in Scotland. At first they were not sure what to make of it. However, the more I explained who these girls were and what their names were, the more excited the majority of the students became.

Everyone in class started writing eagerly, and most of them finished on time. I think that if this had been a situation where they had to write to an imaginary person, they wouldn't have been as motivated. This time they knew that this letter would be read not only by the teacher, but by an actual person. I think it really triggered the students' motivation and made them try their hardest, even those who normally wouldn't have tried very hard.

Eight weeks later I returned to the school. By this time I had received replies to the letters from my teacher's nieces. The funny thing was that two students who first entered the room immediately asked if I had received any answers from the girls in Scotland. Nearly six months had passed since the writing of the letters, but these students did not waste any time in asking, so I guess they were pretty motivated to see what the replies contained.

As I had planned a series of tasks for the class to do, I did not want to spoil the surprise of telling them immediately that the answers had arrived. I waited until the final 10 minutes of the class and asked them if they remembered the letters they had written at the end of last term. Everyone started to listen more carefully, and when I revealed that I had the replies, they literally flew out of their seats. Some of them were so excited that they started walking around in preparation for what they were going to read. As I handed them their individual replies, they quickly turned to the back of their task sheets where the replies were. People started walking around asking each other what had been written to them. Some students eyes shone brightly and many of them instantly asked if they could write a reply.

One student walked over to another student and "high fived" him because he somehow felt that the reply was very personal and he wanted to share the moment with his friend. This specific student

just happens to be one of the most troublesome students in the class, someone whom I have had plenty of encounters with. From the first moment I met him that week until the moment he received the reply he had refused to work, and spent the time walking around the classroom disturbing the other students or sat with his cell-phone or computer not doing anything he was supposed to.

However, the moment he read his letter, everything changed. All of a sudden he looked happy and energized. It was as if this very specific moment actually mattered to him. The writing of the letter had been a very personal thing for him. He had written about himself and his family, and sent the letter to a real person, a person of his own age. When the reply to his letter arrived he finally had a moment where he felt motivated, or at least looked motivated.

This sort of reaction was all due to the fact that he finally got to do something that felt relevant for him. Everything else we had done in class had felt unimportant. Nothing had made sense to him, and it almost seemed as nothing could be done in terms of encouraging him to do something.

However, to get a reply from something he had written prior to that day, must have been as relevant as anything. This was real. He had been seen and heard, which is one of the most important things.

### **Their reply**

The first time I gave the students the task of writing a letter they were given the instructions a week earlier. This had given them time to prepare and think of meaningful and interesting things to write about. At that time, they were very eager to get going and many of them used more than one full class to write the letter.

This time was different. Many of the students hadn't been expecting to get their letters answered. I'm sure a few of them had even forgotten about the task, but as it was, they all got their individual letter back, and everyone was very happy.

When I told them that they were going to write replies again, they had to gather their thoughts once more and come up with something to write about. This time, however, they had less time to think about what to write, and even less time to do the actual writing. This time I did not even mention whether or not they were going to be graded on the task or not, In fact no one even asked if it was going to be graded. This actually surprised me a bit, because in most cases, students are aware that everything they do is usually graded or used for grading purposes.

Compared to all other times I had to teach this class, this time felt very different. Everyone immediately got involved and started thinking about what to do, even the students whom I had had prior difficulties motivating. They were motivated enough to write at least one full page. In particular, the one student who was such a hassle to even make him sit down and pay attention. He didn't make a sound for most of the class. He was sunken down by his desk thinking and writing all he could. He kept asking me how to spell things and for my opinion if certain things were ok to write. Obviously he had moments when he made a scene and joked around with his friends, but, all in all, he was very composed and did what he was told to do, which was a major improvement from all the other times I had had the pleasure of teaching him.

### **What I learned from it**

I think the little classroom "letter writing" experiment demonstrates that it is possible to motivate even the most difficult students in a class. T4 and T3 mentioned that tasks should be meaningful and that one has to find the common denominators in order to make the tasks relevant for the students. This task worked because it was meaningful and personal to the students. It was relevant because the respondents were the same age and shared a lot of the same interests. The fact that they had all been seen and heard made them appreciate the task even more. I am not saying that doing tasks like this is an easy thing to do. You obviously have to provide a variety of tasks and do all the other things necessary to make their education more complete. However, it is possible to reach everyone if you, as a teacher, are equipped with the proper tools, such as time and energy, and a little bit of imagination and creativity.

## 8. Appendix B

Letter to the teachers:

Hej. Mitt namn är Daniel Kvick, och jag är lärarstudent på Högskolan i Halmstad. Några utav er kanske rentav kommer ihåg mig, eftersom jag även skickar detta meddelande till lärare och före detta handledare som jag varit i kontakt med under min VFU (Osbecksgymnasiet och Veinge 7-9).

Jag är för närvarande inne på mitt tredje år, och läser just nu min sista termin i mitt andra ämne engelska. I denna tredje och sista termin ingår det att vi ska skriva C-uppsats, och det är därför jag vänder mig till er, både till er som redan känner igen eller kommer ihåg mig, men också till er som jag hoppas kunna lära känna.

Området jag valt att inrikta mig på handlar om motivation i undervisning. Hur lärare motiverar elever, vad som är bra motivationstekniker, vad som kännetecknar en motiverande klassrumssituation och andra liknande frågeställningar.

Min allra högsta önskan är givetvis att få en chans att få låna en stund utav er oerhört dyrbara tid, och sitta ner och genomföra en kort intervju där jag ställer några frågor rörande motivation i skolan.

Som lärarstudent har jag full förståelse för att ni som lärare har en hel del att stå i, och att ni kämpar för att få tiden att räcka till. Därför respekterar jag om ni känner att en intervju inte fungerar att genomföra. Skulle ni ändå känna att ni vill hjälpa mig en stor bit på vägen, så har jag utformat två alternativ:

Alternativ ett är helt enkelt att vi sköter intervjun via telefon. Då föreslår jag att vi håller kontakten via mail och tillsammans kommer överens om en tidpunkt då det fungerar för oss båda att sitta ner ostört och prata.

Alternativ två är att ni går in på länken nedanför som innehåller en enkät på 10 frågor. Det är korta frågor med 3-5 svarsalternativ, följt utav ett frivilligt kommentarsfält:

<http://www.surveymonkey.com/s/8DFSJ5M>

OBS! Till er som gärna vill hjälpa mig med en intervju får också väldigt gärna klicka på länken och fylla i enkäten. Som sagt, all tänkbar hjälp är till väldigt stor nytta för mig.

Om ni vill göra en intervju, eller har några frågor rörande enkäten så tveka inte att svara på detta mail, eller slå en signal. Jag finns tillgänglig i stort sett hela tiden, både på telefon: [0768-552808](tel:0768-552808), eller e-mail: [daniel@kvick.nu](mailto:daniel@kvick.nu). Deadline för att boka intervju eller svara på enkät är fredag 26 april

Ha en fortsatt god vårtermin!

Varma hälsningar, Daniel Kvick

## 9. Appendix C

Questions and answers to the teachers. Due to confidential reasons, the names of the respondents in this section are completely fictitious.

### Intervjufrågor

1. Om jag säger motivation i skolan, vad tänker du direkt på då?

**Stinas svar:** Det handlar om allt. Motivation är ju det viktigaste. Kan jag få mina elever motiverade, så blir mitt jobb mycket enklare. Får man dem motiverade så gör de sina uppgifter även om de tycker uppgifterna är tråkiga för de förstår syftet med det. Man måste se målet med det man gör. Motivation är mitt viktigaste uppdrag

**Hampus svar:** I den bästa av världar har eleverna en inre motivation. Att de tycker att ämnet är så pass intressant att de vill förkovra sig för sitt egna nöjes skull. Helt ärligt är inte det speciellt vanligt. Du läser väldigt många ämnen på gymnasiet, och att finna en inre motivation i alla ämnen är en utopi. Ofta drivs eleverna av en yttre motivation. Vad ska mamma och pappa säga? Vad tycker läraren? Kan vi locka in motivationen närmre o närmre elever, då har vi gjort ett gott jobb.

**Maries svar:** Att få eleverna att vilja lära sig. De ska vilja lära sig för sin egen skull och inte för sina betygs skull, det är där man har de största problemen. De kan vara motiverade att lära sig, men



de är motiverade att lära sig för ett betyg och de är inte motiverade att lära sig för livet. Första målet är att få ett betyg, för utan betyg kommer vi inte in. Och så kommer nästa steg, jaha, nu ska jag till högskolan. Ibland känns det som: ”kan du inte bara sätta betyget, det spelar väl ingen roll om jag kan det eller inte?”. Jag vill bara få betyget så jag kommer in. ”Men jag kan inte ge dig betyg bara för att du ska komma in, du ska ju kunna det när du kommer dit”, ”Jag men det problemet tar vi då, jag ska bara klara mig i tre år till, så att jag får betyg och kan lära mig i tre år till - sen ska jag lära mig det jag behöver”. Jag tror att eleverna inte vill lära sig för mycket för att de känner att de bara har ett begränsat utrymme, och jag måste spara det utrymme till något viktigt. I fysik vill de förstå hur saker funkar, och de ställer bra frågor. Men i matten kommer de aldrig, där har de väldigt svårt att se det vardagliga i det hela. De är väldigt rädda för att ställa frågor, för de är rädda att det drar ner deras betyg i slutändan. Man märker att det är så många elever som är så skoltrötta, som tänker: ”bara jag får mitt godkänt nu, så är det över sen”. Man vill övertyga dem att de kan mer och att det kan vara värt att satsa, men de orkar inte. Skolan är inte så viktig längre.

**Frans svar:** Om det handlar om eleverna, så är det ju att de ska ha ett motiv för sina studier, ett mål egentligen. Som de tänker att skolan är en möjlighet för dem att förverkliga det målet. Skolan är en viktig del av vägen för att nå det målet, och det kan ju vara ett kortsiktigt mål som att man vill komma in på en viss utbildning, men det kan också vara ett långsiktigt mål som att man vill bli ett visst yrke, att förverkliga sig själv. Denna bild av skolan har förändrats med tiden. Om man backar bandet till 50- eller 60-talet så såg alla skolan som att det var vägen, den enda vägen. Tyvärr är det nog inte riktigt så idag. Det är delvis skolans eget fel, men inte bara skolan utan det är ett samhällsproblem.

2. Vad är en motiverande uppgift enligt dig?

**Stinas svar:** Jag måste veta målet, vart ska vi? Man försöker ofta referera till ämnesplanen om varför du gör de o de. De (Eleverna) måste förstå att det som i deras mening är roligt, kanske är roligt för att de förstår det de gör. Om de förstår syftet med övningen blir det roligare.

**Hampus svar:** En uppgift som en elev kan relatera till på något sätt. Om jag undervisar en fordonsklass i ämnet ergonomi, då kan jag ju försöka genom att använda tänkta miljöer få det att handla om fordon. Man behöver inte lyfta mjölkkartongen eller annat, utan då kanske ett par vinterdäck, och då kanske uppgiften får relevans. Att låta elever skapa sina egna uppgifter såsom

projektarbete är inte alltid någon bra idé. För det finns många elever som tycker det är jättejobbigt att behöva driva saker själva. De vill mycket hellre bli tillsagda vad de ska göra. Man vill alltid ha en tydlig bild av vad som förväntas av en. Tydliga instruktioner är alltid önskvärt. Vi behöver en blandning av inre och yttre motivation

**Maries svar:** Nånting de tycker är intressant. När man försöker göra en motiverande uppgift försöker man dels komma på vad de tycker är intressant och vad jag tror att de kommer ha nytta av och samtidigt vill jag kunna förklara för dem varför de kommer ha nytta av den, helst ska ju de också se nyttan med det, dels för de betygen jag ska sätta, och de kursmålen vi måste svara till, sen också, var kommer de behöva detta i högskolan. För de högskoleförberedande programmen var nyttan av denna uppgift finns i högskolemiljö, men för yrkesprogrammen ska det vara antingen nyttigt i deras vardag, eller för deras yrke, annars gör de den knappt. Vissa delar i naturämnen kan yrkesprogrammen se som relevanta att kunna såsom energi och liknande, däremot biologi hade de svårt att ta till sig och se nyttan med. Men trots att de inte kanske ser det relevanta i det, så kan jag ändå vara som: ”men, någon gång kanske du vill kunna vara i en situation där det här diskuteras, om t.ex. hur snabbt bakterier växer, så att man inte känner sig lurad av det som står i tidningarna. Ska jag tro på det här? Är det här rimligt? Vad är vetenskapligt tänkande, är det här rimligt? Kan man ingenting så kan man inte bedöma rimlighet. Jag hade en elev på fysikprovet ny som räknade ut att 2,5 dl kaffe vägde 250 kg. Den sista utvägen är att förklara att det här är kursmålen, så här är det, detta ska vi lära oss. Vi måste genomföra detta. Ni får klaga på det om ni vill, men inte på mig. Kursmålen kan bara säga att man ska kunna det, men jag kan säga varför man ska kunna det. När det handlar om pengar, då vaknar dem till, och tänker att det här är viktigt, nu ska jag nog vara med här.

**Frans svar:** En uppgift som hänger ihop med den övergripande planen. Den här uppgiften för mig närmare det delmål eller målet som jag vill uppnå. Klarar jag det här momentet kanske klarar ett nationellt prov. Man kanske tänker att jag kan ha användning av det här i framtiden, och jag får dessutom ett betyg i det. En annan del kan ju vara att det känns meningsfullt i största allmänhet. Jag brukar vända lite granna på det och istället för som eleverna säger att det ska vara roligt i skolan, så säger jag att det ska vara meningsfullt. Det är ju inte förbjudet att ha roligt, men det viktigaste är att det är meningsfullt. Då tror jag man upplever motivation.

3. Vad är en motiverande uppgift enligt dina elever?

**Hampus svar:** Vad har jag för nytta av det här? Intresseaspekt. Eleverna får göra väldigt mycket i deras inriktning, och får väldigt profilerade alternativ till sina program och lektioner, såsom fitnes eller skateboard eller vad som helst. Det är det här som förväntas av mig. Lärarens krav är viktigt. Man måste göra skitjobb för att tillgodogöra dig kunskap.

**Maries svar:** Man får försöka hitta de här gemensamma nämnarna, som t.ex. det här med att de tar körkort. Är det bra att ha datorn påslagen hela tiden? Vad kostar det att byta ut till lågenergilampor, vad sparar man? En teknikklass hade räknat ut att de kunde ha ledlampor i julbelysningen och alltid ha det tänt, för det skulle ändå kosta mindre än om man hade vanliga lampor, och fick släcka hela tiden.

**Frans svar:** Det är väl när de ser att nånting hänger ihop, eller att en viss uppgift för mig ett steg närmare mina mål, alternativt det är bra att kunna. Ett ämne som engelska t.ex. är ett ämne som har väldigt hög status för det är väldigt många som känner att det är bra att kunna. Även matematik kan vara ett sådant tydligt ämne. Det är de eleverna som knäcker koden om att skolan är vägen till målet som allt blir lättare. De fattar att saker och ting är viktiga att lära sig för att nå målet de har satt upp. Dels genomskådar de ju hela skolsystemet och inser att det är betygen som är viktiga, och att jag lär mig något viktigt.

#### 4. Hur gör du för att bäst motivera dina elever?

**Stinas svar:** Att synliggöra deras framsteg är väldigt viktigt. Visa dem en utveckling och att de verkligen har blivit bättre. För många nya elever tar det dessutom väldigt lång tid innan man ”landat” och hunnit anpassa sig till det nya livet på gymnasiet, för att sedan klara av att lära sig. I början får man nästan vara lite fyrkantig för att få igång dem. Som lärare måste man också försöka vara nytänkande, för att eleverna är faktiskt väldigt konservativa, och gör det de tror att jag vill ha. Om elever säger: ”Vi vill titta på film”, då är ju det att göra det enkelt för dem, och mitt uppdrag är ju inte att göra det enkelt för dem. För att använda liknelser: Om jag leder dig in i ett flygplan som ska till Kanarieöarna, och du sitter där och tror att du är på väg dit, men planet landar i Luleå istället och det är kallt och trist, då blir ju du förbannad för att du inte kan gå till poolen. Visst, du flög och levde i en illusion om att du var på väg till Kanarieöarna, men i slutändan visade det sig att du

hamnade i Luleå. Slutmålet är att bli bättre på engelska. Även om de tror att de kan nåt så ska du motivera dem att de ska lära sig något nytt.

**Hampus svar:** Först och främst låter jag det lysa igenom att jag gillar att vara här, och jag gillar dig, det är nummer ett. Jag är glad för att vara här och jag är glad för att du är här. Nu idag ska vi kämpa med det här och det här. Det blir allt mer och mer viktigt att skapa en relation med mina elever för att kunna lära mina elever något. Det är viktigt att jag har ett förtroendekapital, att elever känner att de kan komma till mig med allt. De ska tycka att jag är en vettig typ. Ungdomar vill mer än nånsin bli sedda, och det är deras främsta behov. Se mig, så ordnar sig det mesta. Jag har krav på eleverna. Du är här och nu, jag förväntar mig att du presterar och jag har krav på dig, annars blir man inte trovärdig.

**Frans svar:** Det är svårt. Det kan vara väldigt svårt för de ser inte meningen över huvud taget det det vi håller på med. Det kan också vara jag som är dålig på att nå dem. Jag har som mål med min undervisning att allt jag undervisar ska på något sätt knyta an till deras liv. I svenska kan du ju t.ex. välja att läsa någon litteratur som knyter an till deras värld. Då försöker jag visa dem att det här kan handla om relationer eller kärlek eller makt som är några grejer som elever tycker är väldigt intressant. Det ska kännas relevant för dem.

5. Vad gör dig motiverad i ditt yrke?

**Hampus svar:** Om man kan få ett motivationsklimat, och då är vi återigen inne på det här med relationer. Har jag inget motivationsklimat där vi får lyckas tillsammans och misslyckas tillsammans då når jag ingen vart. Det är inte mina arbetsuppgifter jag längtar efter, utan det är ju mina elever jag vill träffa. Jag har pendlat från Halmstad till Laholm i 13 år och jag trivs fortfarande, allt tack vare eleverna. Däremot om jag ska köra in en dag och vi har en studiedag för oss lärare med en uppgift vi ska jobba med då kan jag få verk i kroppen av jobbångest.

**Maries svar:** Att eleverna vill. Alla elever vill inte lära sig, men de flesta vill. De flesta tycker att det är ganska roligt här. Alla lektioner är inte roliga, och ibland är man trött, ibland är eleverna trötta, och så är det bara. Det kan inte vara roligt alltid. Vissa klasser är jobbigare att ha än andra, som t.ex. klasserna man måste motivera hela tiden, de klasserna är rätt jobbiga. Sen är de klasserna som bara vill lära sig för betyg, de är rätt tråkiga också. Känslan av att de förstår, att se glädjen i att

de själva har förstått, och att det faktiskt inte var så svårt som de trodde. Ibland lägger man oerhört mycket energi på att motivera elever som inte vill lära sig, men någon gång måste man bara låta det vara, för det tar för mycket tid ifrån de eleverna som faktiskt vill lära sig. Sen är det också jobbigt att gå till jobbet när man känner att man hade kunnat göra mer, man hade kunnat gjort ett bättre jobb.

**Frans svar:** Arbetsförhållande och lön kan vara en sak, omständigheter och så. När det handlar om planering så kan det vara vissa problem eller frågor som jag tycker är viktiga att ta upp. Jag tror att man som lärare då kan föra eleverna en nivå upp för att förstå vissa frågor, såsom filosofiska problem eller olika litterära texter. Eleverna ser det bara för vad det är, men med vissa knep kan man förklara för dem varför de borde förstå det i ett större perspektiv. Skolan har ju ett uppdrag, både att göra eleverna till bra medborgare, men också ett upplysningsuppdrag, som vi visserligen har kommit ifrån. Vi har mer och mer gått från ett upplysningsuppdrag till ett underhållningsuppdrag, vilket märks i skolan idag. När du får en elev att förstå något, antingen intellektuellt eller själsligt så finns det ju så klart en tillfredsställelse i det. Jag tycker skolan borde ta ett större ansvar och inte bara undervisa i syfte att man ska känna till det ena eller det andra, utan framförallt för att man ska kunna förstå mer.

6. Hur viktigt tycker du det är att en skoluppgift går att relatera till verkligheten?
- a. Hur gör du för att relatera ditt innehåll till verkligheten?

**Stinas svar:** Om man har ett ämne som matte, så är det ju bra om man kan relatera det till verkligheten så att man ser att man har nytta av den. Vissa har en förmåga att göra saker väldigt teoretiskt, och det är bra, för vi behöver människor som når långt. Har du en intellektuell nivå så bara kör! Vissa har inte det och vissa behöver det inte, och därför kan det ju vara bra att förankra det i verkliga situationer. I engelskan kan det vara bra om vi hör på engelska att det är engelsmän som talar och inte bara övningar gjorda för skolsituationer, men med språk har vi fördelen att rätt så mycket är verkligt ändå, för vi har ju engelska omkring oss hela tiden. Nu skriver vi företagsbrev i ettan, och även om de tycker det är döttrist så kan det vara bra om du övar på detta, för det blir mer formellt språk. Genom att öva på riktiga situationer så blir det lite mer förberedd inför verkliga situationer.

7. Varför lär vi oss detta? Hur ofta får du den frågan, och hur brukar elever reagera på ditt svar?

**Stinas svar:** Man får faktiskt inte frågan så ofta som man tycker att man borde få. För vi uppmuntrar dem ändå till att ställa frågan.

**Hampus svar:** Inom idrottsundervisningen är det en fråga man får rätt så ofta, för det är så mycket konstiga grejer vi håller på med. Vi spelar till exempel spökboll. Det är ju en sport som inte ens finns, varför ska vi då hålla på med den? Där måste vi redan innan, under och efter förklara för eleverna vad övningen ger, och varför vi håller på med den. Vi gympalärare är nog rätt bra på det. Vi säger inte att vi ska ha en basketlektion, utan att vi vill träna på koordination, och använda oss av metoden basket. Har vi då förklarat vad man får ut av den övningen kan man då få en elev som tänker sig att ”då kan ju jag träna intervallträning på träningscykeln istället” - Ja, det kan du ju göra, men du missar ju fotarbetet, koordinationen och samarbetet med laget osv, och då har man fört ett resonemang med eleven om varför han behöver vara med på övningen.

8. Det finns väldigt få studier som visar varför elever inte är motiverade. Vad är din syn på varför elever inte är motiverade?

**Stinas svar:** Föräldrar och vänner är ju väldigt viktiga. Lärarens status är väldigt långt ner. Kommer man då från ett hem som är lite inlärningsfientligt, och man har ett dåligt självförtroende kanske också kopplat med något socialt problem, och problem med kompisar och liknande, då går det ju inte att nå fram. Är det bara något som är tillfälligt så är det ju ingen fara om det rör sig om enstaka lektioner. Men om det är en elev där det hela tiden händer saker och jag inte når fram, då måste jag göra nånting. Jag får höra mig av med andra kollegor och höra vad deras syn på eleven är. Förr var man snabbare att döma en elev, typ som ”äh, hon är dum i huvudet, eller han är slö”. Nu försöker man hela tiden se efter vad är det skolan kan göra annorlunda? Det kanske man inte alltid kan, men man ska väldigt snabbt få kontakt med eleven. Det är väldigt viktigt att man upptäcker vad personen är bra på, för om man som människa inte känner att man är bra på något så blir man snart helt knäckt.

**Hampus svar:** Man får fråga sig själv; Hur ser livet ut? Hur har jag det med mig själv? Hur är min självbild osv? Många elever har man motiverat redan dagen innan en idrottslektion för man förbereder sig inför att man ska ha idrott dagen efter och har packat gympapåsen och rent mentalt

förberett sig. Sen finns det den gruppen som helt enkelt inte gillar idrott. Folk som skolkar från idrotten har haft ganska goda grunder, för det finns inga tydliga kunskapskrav som säger att jag ska kunna det här o det där för att kunna få ett högre betyg. Det finns många svar på varför folk inte är motiverade, men sen har man också konkurrens från smartphones osv. Att sköta en sån är ett heltidsjobb idag. För de som är väldigt aktiva på bloggar, facebook, twitter osv så läggs väldigt mycket tid ner på det. Sedan har vi också elever som lägger ner hela sin tid och energi på att göra karriär på att bli så duktig som möjligt på ett dataspel, vilket påverkar hela deras tillvaro. Jag hade en elev som försvann i en vecka från skolan, och då fick jag höra av hans kompisar att det hade kommit en ny upplaga av ett spel, som han satt hemma och spelade. Ett par elever spelade guitar hero i ett år i hopp om att bli bäst i världen.

**Maries svar:** De lever för mycket nu. De vill se snabba resultat. Behöver jag inte kunna det nu, så spelar det ingen roll om jag behöver kunna det sen. De tänker inte så långt fram längre. De lever bara här och nu. De har aldrig vart mer vuxna än nu, de tror att de kan allt redan. Efter gymnasiet så inser man att man kanske inte var så smart. Det finns så mycket annat runt omkring. En hel lektion kan försvinna om det har hänt nånting innan med pojkvän/flickvän eller kompisar. Skolan är inte så viktig, det finns så mycket annat som är viktigt. De ska förbereda sig för vuxenlivet, och skolan kommer alltid i andra hand. De orkar inte vara intresserade av allt, för det är så mycket annat som tar tid. Skolan kanske inte är så viktig just nu. Ibland kan de inte ens bry sig om en viss kunskap just nu för att nationella proven är ju inte förrän om tre månader, ”varför ska jag kunna det här nu?”. De se är betygsinriktade är motiverade, men inte på annat än det som kommer på proven osv, för det har de inte tid med. En skola utan betyg hade inte fungerat till en början, för de skulle inte förstå varför de skulle lära sig någonting.

**Frans svar:** De ser inte att skolan är vägen. De ser att skolan är en förvaringsplats som inte har med mitt liv att göra, och då är det klart att man inte känner motivation. Sedan är det ju som många andra säger att det finns fler störande moment omkring, och med störande menar jag inte bara i negativ mening, utan att skolan har fått konkurrens. Dels kan vi använda de här konkurrenterna, och det gör vi ju, som med film och tv och massa saker som är bra och styra det på sitt sätt. Nu de senaste 10 åren har det ju vart mycket med datorer som stört, och nu är det ju mycket med telefoner som dominerar. Det sociala livet såsom Facebook mm. Det är ju svårt. Jag tror inte att elever på samma sätt tar del av lektioner på samma helhjärtade sätt som jag tror folk gjorde förr, för det fanns inget bättre o göra. Om man var där så var man där, och det gäller ju egentligen hela livet, att du är

där du är. Men nu är du både här och där, och kanske på något annat ställe samtidigt. Det hör man ju talas om folk på fester som sitter och letar efter en bättre fest, och då ger dom ju inte den festen en bra chans, och då kan man jämföra det med skolan. De ger inte lektionerna en chans. Är du inte på tå och är intresserad så kommer du inte in i det. Det är samma sak med fotboll. Om du är på en match så sitter de där med telefonen, då kan du ju inte njuta av matchen utan då är du ju nån annan stans. Det finns också ett samhällsklimat idag som bygger på genvägar. Kopplingen mellan hårt arbete och lön finns inte idag, och det finns i skolans värld också.

9. Tror du det är svårare att motivera elever idag än för 20-30 år sedan?

**Stinas svar:** På ett sätt kan man tänka det, för det är ett mycket större utbud. Fler saker som drar och sliter i dem. På ett sätt var det lättare förr för att det var mindre konkurrens från andra medier. Lärarens roll var annorlunda. Läraren var en statusperson, men å andra sidan var det också väldigt många personer man tappade, eller som man helt struntade i. Man nådde längre till de som lyssnade och ville, men dem som man inte nådde var ju hjälplöst förlorade, för en lärare kunde ju konstatera att ”ja Pelle han är ju knäpp, eller underbegåvad”. Idag är det svårare att motivera för att det är hårdare konkurrens, men vi anstränger oss ändå mycket mer och når längre. Så det är väldigt dubbelt. Det finns folk som sitter med telefoner och datorer och skrattar under lektionen, och det fattar jag ju att det inte är jag som var rolig, för det här är ju inte speciellt roligt. Och vissa elever tror att de är så duktiga på multitasking, men de lurar sig själva när man bara lyssnar med ett öra och försöker göra två saker samtidigt.

**Hampus svar:** Ja, av den enkla anledningen att det är fler som slåss om deras uppmärksamhet. Vi lärare vill ha deras uppmärksamhet, men det vill Facebook också, och instagram och modebloggar, dataspelsbranschen. Vi är många om bollen.

**Frans svar:** Det finns fler störningar idag som gör att de inte dras med. Man kopplar heller inte utbildning och ett bra resultat i skolan med en bra framtid. I viss mån är i och för sig skolan viktigare idag, för du kan inte komma ut och få ett industrijobb idag om du inte klarat av skolan. Skolan har ju också blivit mer segregerad, för många av de bästa eleverna har ju försvunnit in till Halmstad, och de eleverna hade behövts här, för de hade kunnat satt en annan nivå för sina klasskamrater. Oavsett segregering så klarar sig de duktiga alltid, och i viss mån de ambitiösa, de klarar sig rätt så bra. Och många duktiga elever lämnar ofta sin gamla hemort och åker till stan, och



då tycker politiker att skolorna i städerna blir bättre för det kommer någon duktig invandrare eller liknande, men alla hans kompisar då? Som är kvar i förorten, de hamnar ännu mer på efterkälken.

10. Två väldigt vanliga situationer för en elev att vilja lyckas i skolan är antingen strävan efter att lyckas och nå höga mål i sig, eller att de är rädda för att misslyckas och känner sig pressade från olika håll. Vilken utav dessa situationer tror du är vanligast i dag?

**Stinas svar:** Man måste motivera dem att tänka efter själva vad som är bra för dem. Vi måste hela tiden motivera för att hålla upp elevernas uppmärksamhet uppe och inte riskera att tappa dem. Även små och tråkiga delmoment utgör en total kunskap i slutändan.

**Hampus svar:** I början är det nog rädslan av att misslyckas, men det svänger nog. I första terminen i ettan är rädslan för att misslyckas större. Men därefter ska man ha lyckats etablera ett motivationsklimat som tillåter eleverna att misslyckas. Problemet med idrotten är inte att man misslyckas, utan att man misslyckas inför öppna ridåer och riskerar att se klumpig ut. Viljan att lyckas ökar med tiden om vi skapar ett klimat där det är tillåtet att ha fel och våga ha fel. Tillåt eleverna att skoja och jävlas på skoj med dig som lärare, men absolut inte i en idrottssituation med andra elever

**Maries svar:** Det beror ju på vilken typ av elever. Tyvärr är det nog mest så att de är rädda för att misslyckas. För många av de eleverna jag har de misslyckas ju när de får ett vg. De är rädda för att få låga betyg så de inte kommer in på sina högskolor. Det är inte så att de vill lyckas och få ett bra betyg och kunna allt för att kunna komma in, utan de vill undvika att få så låga betyg som möjligt för att riskera att inte komma in. Tyvärr är det så att det är den diskussionen man hör mest. De är rädda för motsatsen, ”vad händer om jag bara får ett g eller vg?”. Sen om det är de själva som sätter pressen på sig eller om det är utifrån är en svår fråga. För vissa tror jag har föräldrar som förväntar sig att de ska bli ett visst yrke. Vissa har fått höra från tidig ålder att ”du som alltid haft så höga betyg är det väl självklart att du ska bli läkare?”, då kan jag fråga, men vill du bli läkare? ”Men jag har ju MVG i nästan allt, då ska man väl bli läkare”. Då måste jag förklara för dem att de faktiskt kan välja något annat. Mycket av pressen kommer nog väldigt mycket utifrån. Det är nog inte läraren som sätter press. De vill bara att de ska lyckas och jobba på.

11. När en elev misslyckas att uppnå ett visst resultat, kan det i vissa fall bero på att elevens självförtroende är lågt, och eleven skyller då resultatet på att de inte är smarta nog, istället för att säga att de inte har förberett sig nog. Är detta ett vanligt beteende och hur handskas du med elever som inte tror på sig själva?

**Stinas svar:** En elev kan väldigt ofta säga att "Jag har läst i fem timmar och ansträngt mig jättemycket" Då får man försöka bena ut vad det egentligen är eleven har läst. Om du har pluggat i fem timmar, vad har du gjort då? För om du har pluggat i fem timmar så bör du kunna uppfattat vad som stod i provet. Man får diskutera med dem hur de har läst. Om man har läst väldigt mycket och länge, så är det ju för att de inte har varit fokuserade och haft fel studieteknik. Först får man försöka ge dem ett nytt försök och kanske säga: testa det här. Ge dem lite tips på hur man kan göra, och säg då att det fortfarande inte funkar, då kanske man börjar snegla på andra kollegor och funderar på om det kanske bara är i mitt ämne som hon har svårt att lära sig, eller hos flera andra, och om det är så att hon har svårt på fler ställen så får man kanske koppla in en specialpedagog, och sen börja utvärdera om eleven i fråga kanske har satt lite för höga mål för sitt eget bästa. Det kan vara orättvist att man försöker o försöker men inte lyckas. Och det är som med höjdhopp: Det är inte hur många gånger du försöker och övar som räknas, utan hur väl du lyckas. Stefan Holm var kort och fick kämpa stenhårt för att bli bäst, medan vissa andra kunde knarka vid sidan av. Det är inte rättvist. Då måste du som elev tänka efter: Vad gör du? Varför lyckas inte du? Hur gärna vill du lyckas? En del kan väldigt sent upptäcka om man har nån viss inlärningssvårighet.

**Hampus svar:** Det ligger ju lite i människans natur att man öppnar en väg utåt att skylla på om man skulle misslyckas. "Jag kan inte redovisa idag för Pelle hade inte med sig sina papper". Man måste kunna kritisera en elev och säga till dem att de inte har gjort sitt bästa, inte för att de slår en dålig passning eller tappade bollen, utan för att du inte kämpade ordentligt. Du gjorde inte ditt bästa. Mycket ligger i studietekniken. Om en elev säger att de har lagt ner mycket energi på ett prov och ändå misslyckats så kan det vara intressant att se på elevens instuderingsfrågor osv för att bedöma hur pass förberedda de egentligen varit. Det är sällan det handlar om att ingen förstår mina prov, utan bara det faktum att eleverna inte lagt ner tillräckligt med tid på att förbereda sig. Det gäller alltid att fånga det positiva i det de gör. "Catch them doing something good", speciellt med våra problemelever, att verkligen ertappa dem när de gör något riktigt bra och se till att berömma dem, både små och stora saker.

**Maries svar:** Dåligt självförtroende har jag två tjejer i teknikklassen som har, och de har inte dåligt självförtroende för att de inte gör så mycket, utan för att de räknar o räknar o räknar, men känner att de ändå inte kan detta, och då får jag säga att stopp, nu får ni lita på att ni kan det, ni klarade ju alla uppgifterna! Man måste få de att förstå att de faktiskt kan, att de faktiskt förstår. Om en utav dessa eleverna får en uppgift som hon klarar av och räknar ut, så tror hon att hon har fel för att det var så lätt, för hon intalar sig själv att hon inte kan matte. I vissa fall tror jag att de skyller på att de inte förberett sig tillräckligt för då handlar det inte om att de inte förstått, utan då håller man på nåt sätt ryggen fri. ”Det är inte det att jag inte kan, utan att jag inte började i tid”. För om den här eleven verkligen började i tid, och kämpade o kämpade men ändå misslyckas, då är det så jobbigt för den eleven att inse att man inte kan eller förstår. Då är det bättre att ta den lätta vägen och misslyckas genom att skylla på otillräckligt förberedelse. Det är många elever som är rädda att behöva lägga ner för mycket tid och sen misslyckas, och det är ju självförtroendet där. Att sitta och skriva fyra prov och få IG är inte så kul, hur ska man då orka förbereda sig för nåt sånt? Då kanske man ska testa en sak i taget för att se vad som är rimligt. Jag brukar göra prov som bara är G-frågor även om skolverket säger att man inte får göra så. Men jag har dessa elever som aldrig klarar vg-uppgifterna, och det blir knäckande för dem att läsa alla dessa frågor och känna att de inte klarar av provet på grund av de svåra frågorna. Varför då inte sätta dessa enkla G-uppgifter? Det kan vara bra att ge dem detta prov direkt istället för att de ska behöva kämpa sig igenom och misslyckas med ett svårt prov. Man bygger deras självförtroende genom att långsamt stegra deras svårighetsgrad. De måste känna att de har en rimlig chans att klara det.

**Frans svar:** Elever som hela tiden hänvisar till att de är dumma försöker man ju givetvis uppmuntra. Det kan också vara så att man vet att de har problem med teoretiska studier, då kan man kanske inte vara käck som helst, utan kanske antyda att det finns många andra saker man kan vara bra på och kan klara sig kanske ändå. Som lärare eller handledare ska man alltid vara steget före. Avståndet mellan elevgrupper och lärare ska ju inte vara för stort, för då händer ingenting. Det ska inte vara för litet heller för då blir det ju trivialt, utan man ska precis vara steget ovanför och få eleverna att vilja hoppa högre. Det kan man applicera på idrotten också, att det är ju ingen idé att det kommer en supertränare till en grupp sju-åringar för övningarna blir ju för svåra för dem. Man ska alltid vara inom den här kontaktytan. Det kan också vara en motivation, att leta efter kontaktytor.

12. Märker du någon skillnad på elevers prestationer om du innan en uppgift säger att den inte ska betygsättas?

**Stinas svar:** Eleverna vill ju ofta ha betyg. Jag har börjat betygsätta fler saker, men samtidigt blir det också att man har ont om tid. Det finns ingen anledning att jag skapar en oro eller osäkerhet bland eleverna om vart man är på väg, men det tar samtidigt mycket tid, och den tiden kanske hade varit bättre om man hade lagt på att vara med eleverna. Men det är svårt att säga. I språk blir dessutom allting betygsgrundande för du använder språket hela tiden och jag kanske inte betygsätter ditt sätt att tala just här och nu, men det ligger ju till grund för en framtida bedömning. Istället för att säga att man ska betygsätta dem kan man säga att man ska ge dem feed-back så att de känner att man kan skärpa till sig och ändå känna att man får tips på vad man kan förbättra osv. Elever tar inte alltid till sig av kritiken eller tipsen av den formativa bedömningen för de är bara intresserade av betygen. Sitter man och skriver en lång och detaljerad feed-back och de inte läser den så blir man rätt så sur. Man kanske ska använda responsen på ett sätt så att de själva får uttrycka vad det är de måste förbättra.

**Hampus svar:** Det händer ju inte. Allt du gör inom skolans väggar bedöms, direkt eller indirekt. Allt bedöms, men man kan inte sätta betyg och bokstäver på allt man gör, även om alla uppgifter man gör bedöms. Är det inte en bedömning, så är det i alla fall en utgångspunkt för en annan bedömning.

**Maries svar:** Ja, för jag tror att de är så mycket mer medvetna idag, de får så mycket fler intryck från andra ställen. De ställer mycket mer frågor om varför. För 20-30 år sedan var det tillräckligt motiverande att höra att läraren sa att du skulle kunna det. Sa de att du ska kunna det här så trodde man på det, men eleverna gör inte riktigt det idag. Ibland är det svårare och ibland lite lättare, för de ska ju inte bara blint lita på oss utan de ska ju ifrågasätta ibland. De behöver mycket mer yttre motiveringar, som ”varför ska jag kunna det sen”. Förr så kanske vi ifrågasatte också, men inte inför läraren. Det kan ju vara bra att ifrågasätta ibland, för man kan lära sig vissa saker på ett annat sätt. Förr gjorde man som läraren sa och ifrågasatte inte tekniken eller sättet att göra en uppgift, och det var ju inte alltid så bra.

**Frans svar:** Jag hade en sån situation i ett språkvetenskapligt moment där eleverna frågade mig om vi skulle ha något prov i detta, varpå jag sa nej, ni ska bara jobba med dessa uppgifter här, och

eleverna jobbade på i bra tempo men det märktes efter ett tag att eleverna nog förstod att det låg en del bedömning i det momentet, framförallt betygsjägarna som kämpade på lite extra. Men jag tycker inte att eleverna ska behöva jobba på så hårt hela tiden. Jag kan också ge dem en uppgift som handlar om att jag vill att de ska öva inför ett nationellt prov eller göra ett nationellt prov, och jag ska inte betygsätta det, utan ge dem feed-back, och då gör de ändå bra ifrån sig. De kanske inte maxar men de gör bra ifrån sig. De vill ju gärna ha betyg, och jag kan se det att betyget ibland står i vägen. Jag brukar säga att betyg är som sedlar; De är omsättningsbara i ett större system och rätt så praktiska, för om jag säger att jag gör ett arbete som ger mig 100 spänn, eller ett arbete som ger 1000 spänn, så tänker jag att det arbetet var mycket bättre än det förra. Och det är ungefär så eleverna ser det också. De orkar inte sätta sig in i vad betyget står för. Jag tror ändå att det spelar roll för en elevs prestation ifall det ska betygsättas eller ej.

## 10. Appendix D

The screenshot shows a SurveyMonkey survey interface. The browser address bar displays 'www.surveymonkey.com/s/8DFSJ5M - Motivation i skolan Survey'. The survey title is 'Motivation i skolan'. There are three questions, each with a Likert scale and an optional comment box.

**1. Till hur stor del anser du att motivation är bidragande till en elevs prestationer?**

Ingen betydelse alls      Lite betydelse      Stor betydelse      Viktigast av allt      Ingen åsikt

Eventuell kommentar

**2. Hur mycket känner du till olika motivationsstrategier?**

Känner inte till någon      Känner till någon enstaka      Känner till några stycken      Känner till ganska många      Ingen åsikt

Frivilligt - Vilken strategi använder du dig helst av?

**3. Hur mycket anser du att dina lärare jobbade med motivation under din egen skolperiod?**

Inte alls      Våldigt sällan      Våldigt ofta      Varenda lektion      Minns inte

Eventuell kommentar

**4. Anser du att du som lärare gör tillräckligt för att motivera dina elever i undervisningen?**

Ja  Nej  Vet inte

Om nej - beskriv varför

**5. När känner du att dina strategier för motivation inte räcker till?**

**6. Vad tror du är den största orsaken till att en elev misslyckas med en uppgift?**

Har bristande förståelse  Har inte läst på tillräckligt  Är inte tillräckligt motiverad  Annan orsak  Ingen åsikt

Eventuell kommentar

**7. Ungefär hur ofta måste du som lärare förklara för en elev varför de ska lära sig just ditt ämne?**

Varje lektion  En gång om dagen  En gång i veckan  Nästan aldrig  Har aldrig hänt

**8. OBS. Till språklärare: Anser du att det är svårare att motivera en elev att lära sig ett språk (ex. engelska, tyska, spanska etc.) än att lära sig något annat ämne?**

**8. OBS. Till språklärare: Anser du att det är svårare att motivera en elev att lära sig ett språk (ex. engelska, tyska, spanska etc.) än att lära sig något annat ämne?**

Ja  Nej  Lika svårt  Ingen åsikt

Om ja - motivera!

**9. OBS. Till engelsklärare: Skulle du säga att engelskundervisningen i mångt och mycket ser ut ungefär lika dant som för ca 15-20 år sedan?**

Nej, den är helt annorlunda och mycket bättre idag  Nej, den är helt annorlunda men det var bättre förr  Det har skett en liten förändring  Ja, det har inte förändrats någonting och det är jättebra  Ja, det har inte förändrats någonting, och det är inte bra!

Motivera

**10. OBS. Till dig som undervisat i minst 10 år: Hur mycket stämmer detta in på dig? - Jag motiverade mina elever mycket mer i början av min karriär än vad jag gör nu för tiden.**

Stämmer inte alls  Stämmer delvis  Stämmer till största del  Stämmer helt och hållet  Ingen åsikt

Om det stämmer, varför?

