



A thesis on researching motivational teaching

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Missing: 'Motivation' Reward if found!

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Preface

In this report I want to find out more about the approaches there are for English teachers to get different classes with different types of pupils motivated as well as acquiring information about and researching the differences in motivation between genders. Hopefully this will help me in improving my own lessons and becoming a better teacher.

This thesis is my final assignment for my education at Fontys Higher Education, EFL Teacher Training in Sittard.

I would like to take this opportunity to thank some people who have helped me during the research and writing process of this final thesis. First of all, I would like to thank my colleagues and pupils at Bonnefanten College in Maastricht. They have helped me acquire research results, which I needed to add more value to this thesis. I would also like to thank my supervisor of this thesis, Hannie Lucassen. She has helped me during the writing process and supplied me with a lot of useful information. And I would like to thank my family who have put up with me and supported me throughout the entire research and writing process of this report. And my last special thanks goes to my sister, who has helped and pushed me several times through the whole process even though she was very busy writing her own thesis.

Linda Vallen

Geleen, June 2012

Summary

Motivation is a current issue. Constantly it is questioned whether today's pupils are motivated to learn, and what the educational system can do to get them more motivated and willing to learn. I myself questioned this as well, during my first working experiences at three different secondary schools and experienced differences in gender concerning their motivation. Therefore I wrote this report. In this report there is one main question, namely: what are the best approaches to get different groups of pupils motivated for and during the English lessons? My final goal was to present approaches and instruments which I could link to different groups of pupils and to different circumstances, with the goal to get these groups or individual pupils motivated during English lessons.

In order to answer this main question and reach the final goal, I investigated several resources. To make sure I used the most suitable and reliable sources, I read a lot of articles and studies on the topic of my research. Because there was quite a lot to be found, I decided to make a selection of appropriate articles, while using one book in particular, which was written by Dörnyei. To make my research more suited for my own situation, I did a survey amongst the pupils and colleagues of the Bonnenfantencollege in Maastricht.

In the first chapter it was important to understand the definition of 'motivation'. The book 'Researching Motivation' provided me with a great number of different approaches and techniques of how to get people motivated. I made an elucidation of the presented techniques to make clear how these techniques could be used in practice. The first few chapters of the research clarify the aspect of motivation and its techniques and approaches.

In the following chapters, I had to find out more about the differences in gender and their motivation. Firstly, I used articles and studies to theorize this aspect of the main question of this research. According to the studies and articles, it shows that genders do differ on several levels, and also in school performances and attitudes.

After determining the underlying information about motivation and differences in gender, I could do my field research. During lessons I tried to use several techniques, but most of the results were found by using questionnaires for both the pupils and the teachers. The outcomes of these two parties are very much similar. Both pupils and teachers agree that pupils get motivated if a teacher offers structure in a lesson. Next to that, enthusiasm, humour, creativity and variety in lessons are important to get the pupils motivated. If the atmosphere is safe, secure and relaxed, the pupils will feel this and get more interested and motivated as well. One aspect did not match the theories and my hypothesis, namely the fact that no difference in motivation was found between genders.

The last thing that I needed to do to answer the research question, was to link the collected results of the questionnaires to the theories written in the first chapters of the research. Because of the fact that all the techniques and approaches to handle demotivation can be effective, it was important for me to find the ones that I could use in practice and I would feel comfortable using. I could conclude that especially the 'creating the basic motivational techniques' approach fits best with both the teachers, pupils and myself. The subgroups in this approach include applying structure and humour in a class, being enthusiastic and creating a good atmosphere in class, while having varying lessons. Not every sub group of any other motivational technique matches the results of the surveys.

However, some of the sub groups of the other techniques do relate to both the answers of the pupils and teachers.

In the end, my goal of this research was to be able to present approaches and instruments which I could link to different groups of pupils and to different circumstances, with the goal to get these groups or individual pupils motivated during English lessons. By linking the results from the surveys of the teachers and pupils to the theory, while having in mind my own teaching style, I have been able to set some approaches which can be very useful during lessons, while staying true to myself.

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Introduction

To finish my education at Fontys Higher Education, EFL Teacher Training in Sittard, we had to do a research related to the final year's trainee school, but I had already finished my last year's teacher traineeship. In November 2011 I started my first real working experience as a teacher, which was at a havo/vwo-school in Maastricht. After a few weeks, I noticed that two classes of the same year and level differed a lot. One class, which included a lot of boys and only a few girls, was very chaotic and noisy while the other class, which included a lot of girls and only a few boys, was much more chatty and giggly. I experienced a great difference in the feeling I had while teaching those classes and next to that, it was noticed that the two classes behaved differently to my style and behaviour in teaching. That is how it made me think of my topic for my final thesis. I did not know what caused these differences and I did not know what to do to change it. At my current job at BonnefantenCollege in Maastricht, great differences were also noticed. These two experiences made me choose the topic of my thesis, namely; motivation. At the BonnefantenCollege I also did my field research.

First of all, the search on the Internet started to find some related, current information about the topic of my thesis. I noticed that this topic was a discussion point in today's newspapers. Some teachers were assuming that teaching as in the old days was much better. They were referring to the fact that decades ago, people were educated by gender. Girls had to go to girls' schools and boys to boys' schools. This idea has been old-fashioned and outdated for a long time, while there are more and more researchers and teachers who support reintroducing separate classes. It motivated me to investigate my chosen topic even more, when it appeared to be a current issue. I questioned myself, whether it is really true that pupils are differently motivated or not and if so, what should we know as teachers to get them better motivated.

To mix these two different aspects, the following research question was set up: what are the best approaches to get different groups of pupils motivated for and during the English lessons? The final goal was to present approaches and instruments which could be linked to different groups of pupils and to different circumstances, with the goal to get these groups or individual pupils motivated during English lessons.

To make sure that the research question was going to be answered and the final goal was going to be reached, the literature research was divided into two parts. In the first part it is focused on motivation, which starts in chapter 2. In this chapter the definition of motivation is defined.

Motivation has been researched before and all these views on motivation are briefly explained in chapter 3. Mostly thanks to reading 'Researching Motivation' by Dörnyei, a great number of techniques and approaches connected to motivation have been set up, which can be found in chapter 4.

The second part of the literature research is focused on the target group, vmbo-pupils. In chapter 5 the development of an adolescent is discussed, while in chapter 6 the vmbo school system and its pupils are highlighted. To finish this part of the literature research, it is ensured that the theorised differences in gender were made clear and obvious, which can be found in chapter 7. The field research can be found in chapters 8 and 9. Chapter 8 shows the results of the questionnaire which was answered by pupils, while chapter 9 shows the results of the questionnaire answered by the teachers. After linking these parts, a clear conclusion has been made in the last chapter.

Chapter 1 Methodology

§1.1 Realisation investigation and research question

Motivation for this research

From the experiences I have gained, during teacher traineeships and work, I noticed a big difference between boys and girls and between pupils with the same gender concerning their motivation. This made me think about the motivation of pupils in general and made me wonder about how I motivate pupils and how I could and should deal with the differences in class to get every single pupil motivated. Furthermore, I also noticed a big difference between my two different jobs. One of my jobs is providing remedial teaching for pupils who need extra help in learning English (one-on-one teaching), while the other job is being an English teacher in front of classes which include about 28 pupils at once (classroom teaching). I noticed that I had to approach both situations differently to get the pupils motivated.

Motivation is a current issue. Constantly, it is questioned whether today's pupils are motivated to learn, and what the educational system can do to get them more motivated and willing to learn. These days it is also discussed whether separate schools are a solution to the question of how to get pupils more motivated to learn. Moreover, these days it is more stressed that there seems to be a big difference between boys' and girls' attitudes in learning and there is even a discussion about creating separate classes in schools for some courses again. It is thought that boys need to have some competition in learning and that they get motivated when they are challenged by others, while girls become insecure with competition in learning and prefer a safe environment to learn.

Research Question

My motives and stated questions result in the fact that I have chosen the topic 'The motivation of pupils' as an appropriate and useful subject of my final thesis. Not only because the topic attracts my attention and interests me a lot, but also because I think this research can provide me (and maybe others) with useful approaches to get pupils motivated, and in addition because the topic is topical in society. Moreover, it is applicable to my current situation.

At the moment, I do not know which approaches are applicable for the target groups in different situations. I want to find out what I could or should do to get pupils, in groups and as individual, motivated to learn.

That is why my research question is the following:

What are the best approaches to get different groups of pupils motivated for and during the English lessons?

To answer this research question, I have to divide it into the following sub questions:

- What is motivation?
- What has already been investigated on motivation?
- What are the theories and constructs based on motivation?
- Are there any theorized motivational techniques based on practical use?
- What is the target group?
- What do we know and what should we know about the target group (vmbo-pupils)?
- What has already been investigated and clarified about the differences in gender?

Final goal

The research is started with the following goal:

At the end of this thesis, I want to present approaches and instruments which I can link to different groups of pupils and to different circumstances, with the goal to get these groups or individual pupils motivated during English lessons.

Defining target group

Both before and during the research I noticed that the subject of motivation is very wide and there are a lot of aspects to this subject to investigate. That is the reason why I chose to research only some facets of the subject.

1. The age groups / the classes:

Articles and literature focus only on the motivation of different age groups. Because of the fact that I work within the secondary school education system and the research question is formed on the basis of my experience in secondary school teaching, I am limiting the target group to pupils between 12 and 16 years old. This includes pupils from the first year up till the fourth year of the vmbo-department¹, which is an age group that involves puberty. I have chosen to research this target group as one and the same, and not to separate it per class.

2. Boys and Girls:

Within the research I make a distinction between boys and girls; in particular because from my own experience and as learned from existing researches, it has been shown that boys and girls need different approaches to get them motivated.

§1.2 Research Field

My research takes place at the secondary school situated in Limburg, the Netherlands. The participating schools are 'Graaf Huyn College' in Geleen and 'BondefantenCollege' in Maastricht. These schools provide me with the target groups I chose to research and these are the two schools at which I will be working during the period I am doing this study.

To make sure the research and its target group is not too average and too general, I chose to limit it to the vmbo-department. From experience I have noticed a great difference between the motivation of vmbo-pupils and higher level pupils, which would make the research too various as well.

§1.3 Data collection methods

For collecting the data I used different data collection methods, which makes sure there is triangulation in my research. The methods I used are:

- Literature research
- Interviews with teachers
- Interviews with pupils
- Questionnaires
- Testing and trying out approaches myself during lessons/work

¹ Vmbo : The vmbo (voorbereidend middelbaar beroepsonderwijs, literally, "preparatory middle-level vocational education") education is a school track in the Netherlands. It lasts four years, from the age of twelve to sixteen. It combines vocational training with theoretical education in languages, mathematics, history, arts and sciences. Sixty percent of students nationally are enrolled in vmbo. Vmbo itself has four different levels, with in each level a different mix of practical vocational training and theoretical education combined.
Source: wikipedia

Part A: Literature research

Chapter 2 Motivation

§2.1 What is motivation?

The word motivation originates from the Latin verb *movere*, meaning 'to move'. Because the term 'motivation' contains a lot of different meanings, it is hard to put down its concrete meaning.

The term and meaning of motivation has been investigated for over centuries, with various outcomes. Over the years, the sub consciousness of motivation has been researched and thought to be the most important aspect of the meaning of motivation. However, through the second half of the twentieth century, research on motivation was more focussed on the consciousness processes. Now, in the twenty-first century, it is claimed that motivation is moved by emotions in motivational psychology.

To tell the truth, all these views are correct; the emotional dimension of human motivation is as important as the cognitive dimension. Most researchers agree that motivation concerns the choice of particular actions, the persistence with it and the effort expended on it. Motivation is responsible for why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it. If we translate this into the educational system, motivation deals with the issue of setting up relevant conditions to make sure that learners will perform to the best of their qualities and abilities.

In conclusion, motivation is concerned with the factors that stimulate or avert the desire to engage in behaviour.

§2.2 Process of motivation

It has been debated through the years whether motivation is a cause or an effect of learning, with the conclusion that it functions in a cyclical relationship with learning.

The positive cycle and negative cycle can be put down as following:

High motivation → High achievement → High motivation

or:

Low motivation → Low achievement → Low motivation

However, this is too simplistic as to how it works in real life. Motivation slowly evolves, through a complex mental process which is hard to identify. This mental process involves goal setting, planning, action control, evaluation and all other factors. These different phases in the process of motivation can, and mostly are, formed by different motives. Next to that, motivation is not a constant factor, which makes it even harder to identify. Motivation ebbs and flows in complex ways in response to different internal and external factors.

To put it more clearly down on paper, you can also say that motivation involves three stages.

1. Activation (Energize); the concerned person gets motivated, it starts him off and gets him going.
2. Guidance (Direct); the concerned person determines what he does, makes his choices and follows his interests.
3. Maintenance (Sustain); the concerned person makes sure that this activity and including motivation continues over time.

§2.3 Conclusion

It can be concluded that *“motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritised, operationalized and (successfully and unsuccessfully) acted out.”*² It can also be said that motivation involves in three stages, namely: activation, guidance and maintenance.

² Source: Dörnyei and Ottó's definition of L2 motivation. Book: 'Teaching and Researching Motivation', 2nd edition, p.6

Chapter 3 Different theories on motivation

It can be concluded from previous paragraphs that motivation is hard to identify or define and that several researches from the past focus on different factors and components to theorise motivation. In this paragraph three main theories and constructs on motivation will be presented, divided into sub constructs.

Cognitive theories of motivation focus on the instrumental role of mental structures, beliefs and informative-processing mechanisms in shaping individual behaviour and action. Motivation is viewed as located within the individual, though naturally the individual's cognitions and perceptions may be influenced by various social and environmental factors. I will present these models to make sure the constructs are obvious and clear. In short: three main constructs of motivation have been theorised, which can each be divided in sub constructs.

- Expectancy Value theories
 - Expectancy of success
 - Task value
- Goal theories
 - Goal-setting theory
 - Goal-orientation theory
 - Goal content and multiplicity
- Self-determination theories
 - Intrinsic motivation
 - Extrinsic motivation

§3.1 Expectancy-Values Theories

These theories are based on the idea that individual's motivation depends on their expectations how well they will do the activity and how much they value its achievement. Atkinson, who created this theory, added two important components in this model:

1. Need for achievement: individuals, with this need to achieve activities/goals for intrinsic reasons, work very hard and continue to achieve their final goal.
2. Fear of failure: the drive to do well is based on avoiding negative facets instead of reaching a positive goal.

According to this theory, achievement motivation was taken to be the sum of need for achievement, the probability of success and the incentive value of successful task fulfilment minus the sum of fear of failure, the incentive to avoid failure and the probability of failure. So; Achieving motivation = (Need for achievement + Probability of success + Incentive value of successful task fulfilment) – (Fear of failure + Incentive to avoid failure + Probability of failure).

It can be concluded that achievement-oriented behaviour was seen as the resultant of a conflict between approach and avoidance tendencies, according to Atkinson, 1974.

A. Expectancy of Success

This variant of the expectancy-value theories is one that focusses on the expectancy of success and can be divided in three subgroups:

- 'Attribution processes' is based on the idea that past achievements and/or failures help people to

get less or more motivated. An example of this approach of how motivation works is the following. It helps to motivate a learner when he had a great mark in the past for that subject. Because of this success in the past, the learner will be more motivated for this subject. (Graham)

- The 'Self-efficacy Theory' is based on the idea that the more a learner believes in himself, the more he will achieve. Consequently, if the learner's self-efficacy is not strong or even weak, it will not end in achievement. (Bandura).

- The 'Self-worthy Theory' is based on the idea that a learner needs self-value. A learner knows his own capabilities and if these are not as good as he wants them to be, he does not want to show it to others and hides it by learning less to blame the learning instead of blaming his capabilities.

B. Task Value

Most theories of the expectancy-value models are focused on the expectancy component. However, this variant of the theory is more focused on the value-component and defines it in four different components. The first one is the 'attainment value' which is the personal importance of mastering a skill and doing well on a task. Next to that is the 'intrinsic value' which is the own, personal interest in a skill and the enjoyment coming from performing the activity. Thirdly, the 'extrinsic value' which is being aware of the relationship between the skill and the future advantages. And finally the 'cost' which is the negative value component, such as the time and effort, emotional costs as fear of failure. These four components of value determine how intense the behaviour of a learner is towards the will to learn and motivation. The better these four components interplay, the bigger the intensity of the learner's behaviour.

§3.2 Goal Theories

The word 'goal' is related to the words 'need' and 'drives'. These theories are focused on three key areas: - goal-setting, - goal orientation and - goal content and multiplicity.

A. Goal-Setting Theory

This theory explains the differences in goal attributes. Goals may differ in specificity, difficulty and goal commitment. Learned from past researches is the following outcome:

1. The more difficult the goal, the greater the achievement.
2. The more specific the goal, the more precisely performance is regulated.
3. Goals which include specificity and difficulty, lead to the highest performance.
4. When goals are specific and difficult, commitment to reaching goals is most critical.
5. High commitment is attained when the learner is convinced the goal is important and the goal is attainable.

This approach concludes that when the final goal is learning an L2 language, more sub goals should be put down, such as passing tests, to empower motivation.

B. Goal-orientation Theory

This variant of the goal theories includes two contrasting goal constructs of orientation, but creating a mixture of these two will be an important aspect of reaching achievement and achieving goals. The two contrasting orientations are:

- **Mastery orientation:** focus on learning the content. The belief that effort will lead to success and the emphasis is on one's own improvement and growth.

- Performance orientation: focus on getting good grades, outdoing other learners, on demonstrating ability. The emphasis is on achieving a goal and getting public recognition.

C. Goal content and Multiplicity

While the two previous theories focus on individual performance and achievement, this variant of the goal theories shapes goals that are not performance, achievement or competence related. The idea of this theory believes in exploring social goals and it draws attention to the role of social and emotional wellbeing in motivational learning.

§3.3 Self-determination Theories

This theory is the most well-known theory, and more familiar by the naming of 'Intrinsic versus extrinsic motivation theory'.

A. Intrinsic motivation

Intrinsic motivation (IM) is behaviour for its own sake in order to experience pleasure and satisfaction, for example, the joy of doing an activity.

Intrinsic motivation is defined as the stimuli that are coming from inside. In other words, our individual motives to learn are not controlled by rewards or pressures, but by their own feeling. This type of motivation arises from internal factors, as the naming indicates. Learners who are involved in a task because of their intrinsic motivation appear to be engaged, because they are motivated by the activity itself and not by its goal. In short, "Intrinsic motivation refers to rewards provided by an activity itself". (Morris & Maisto, 2002)

Here is an example of intrinsic motivation within educational settings:

A pupil had to learn a whole list of new vocabulary and included sentences. This time he does the learning, because he wants to learn how to speak English correctly. He does not have to, because he gets a grade or he wants to pass. He wants it himself, because he has set a goal himself, which is learning how to speak English correctly, including learning new words and sentences.

The three subtypes of Intrinsic motivation are:

1. To learn: engagement for the pleasure and satisfaction of understanding something new.
2. Towards achievement: engagement for satisfaction of surpassing oneself.
3. To experience stimulation: engagement to pleasant sensations.

B. Extrinsic motivation

Extrinsic motivation (EM) is behaviour with a specific goal in mind, for example, getting good grades. Extrinsic motivation concerns the stimuli that are coming from outside. In other words, our individual motives to learn are controlled by an outside source. It is one of the most powerful motivations. It is effective when a learner is motivated by an outcome that is external or somehow related to the activity in which he is engaged. In short, "Extrinsic motivation refers to rewards that are obtained not from the activity, but as a consequence of the activity." (Morris & Maisto, 2002)

Here is an example of extrinsic motivation within the educational settings:

A pupil has to learn a whole list of new vocabulary and included sentences. The pupil does not like learning lists of new vocabulary, but he learns everything perfectly anyway, because he wants to get a good grade and eventually pass this school year.

This type of motivation can be divided into four subgroups of extrinsic motivation:

1. External regulation is the least self-determined form of extrinsic motivation, such as teacher's praise.
2. Introjected regulation involves rules that the student accepts, to make sure he does not feel guilty, such as rules against playing truant.
3. Identified regulation is the motivation that occurs when the student sees the activity as useful and identifies with its behaviour, such as learning a language to perform his hobby better.
4. Integrated regulation is the advanced form of extrinsic motivation and involves the student's values, needs and identity, such as learning a language because it is part of an educated culture one has adopted.

And amotivation (AM) is the lack of any kind of motivation.

Intrinsic motivation, extrinsic motivation and amotivation are experienced by every human being and have influence on one's behaviour, achievement and motivation. These three kinds of motivation can be characterised on three different levels:

1. The global level: a general orientation to interact with the environment.
2. The contextual level: engagement in particular spheres of human activity.
3. The situational level: engagement in specific activities at a particular time.

People will be more self-determined in performing a particular behaviour to the extent that the social environment supports the following fundamental human needs:

- Autonomy: experiencing oneself as the origin of one's behaviour.
- Competence: having a sense of accomplishment.
- Relatedness: feeling connected to others.

§3.4 Motivation and Context

Human action and thus motivation, is always embedded in physical and psychological settings of varying breadth and abstraction and logically, all environmental dimensions have a certain amount of influence on one's cognition, behaviour and achievement.

A. Contextual influences on Motivation

The contextual influences on learning motivation can be divided into two areas: instructional context and social and cultural influences.

Features of the instructional context

There are three types of classroom structure:

- Competitive: focus on how learners perform relative to one another.
- Individualistic: focus on individual learning goals.
- Cooperative: focus on working together to achieve a shared goal.

Research suggests that competitive classroom structures can lead to an increasingly motivational attitude, while low achievers may be put down even more. Poor self-esteem, disaffection and learned helplessness can be the result in the behaviour of these learners. Individualistic structures, on the other hand, can shape motivation self-efficacy towards personal progress, while cooperative learning is more likely to generate self-efficacy among all the students of the group.

Social and cultural influences

For the average student 'school' stands for their social life and not for their academic basis for the future. The following summing up presents some of the factors that have a great influence on one's motivation and behaviour.

- Teachers: affect the motivational quality of the learning process in a positive and negative way. Whether a learner gets motivated by a teacher depends on broad factors, such as the teacher's personality, attitudes, enthusiasm, distance or immediacy, professional knowledge/skills, classroom management style.
The role of teachers is complex in engaging the learner's learning process, and everything a teacher says or does influences the learner's motivation in different ways.
- Peer Groups: are a powerful influence on learner's motivation. Especially young learners are more easily affected, since they experience a totally new environment at school with new fellow-students. In the middle of their process of becoming an individual and exploring their interests, peer groups have a great influence. Peer groups can have a positive as well as a negative effect on a learner's motivation.
- Schools: may have an important role in socialising learner's motivation as well, depending on the school's climate and policy: school-wide stress on accomplishment, general expectations on students' potential, school-level authority and management structures, teachers' sense of efficacy, grouping practices, evaluation practices, promoting ability tracking etc.
- Parental and Family: various family characteristic and practices are linked with school achievement and play a great part in a learner's motivation.
Pressure, high confidence in the child's abilities, a supportive affective family and highly motivated role models are factors that shape a student's motivation.
- Culture and Society: social and cultural values can be interpreted as ideas about what is wrong or right in thought and action, according to a specific group of people
interpreted = conceived, normative= prescriptive.

B. Integrating motivation and context: contemporary perspectives

Context is something that always changes, is hard to identify and is not conceived in static terms because it is a developing process. That is why the relationship between individuals and context is of great complexity, most of all because it changes, evolves and emerges all the time.

There are three major situative perspectives that represent the currently thinking in the field:

1. The sociocultural context becomes adjusted to the goals, standards and values of the collective participants who define that context and shape its practices. People are not just products but also active producers of their own social and cultural environment.
2. The self-regulation theory is concerned with exploring the interactions between people and the environment and how they work together in the controlling of their own activity and motivational process.
3. This theory emphasises the daily changes in development, environment and complex dynamic system of a human being. Everything changes and so do feelings, behaviour and mood, which makes behaviour and its change very hard to identify. The change in everything is smooth and is an on-going process of life and is seen as a part of a contextual system.

§3.5 Conclusion

It can be concluded that there are three main theories and constructs on motivation, which are all divided into sub constructs.

The expectancy value theories are based on the idea that individual's motivation depends on their expectations on how they will do the activity and how much they value its achievement. The two subgroups of this theory focus either on the expectancy of success or on the task value.

The goal theory is linked to the words need and drive and is focused on three key areas, namely: goal-setting (put down more sub goals to reach the final goal), goal orientation (a mix of effort and improvement and achieving and recognition) and goal content and multiplicity (exploring social and emotional goals). The self-determination theory is also known as the intrinsic versus extrinsic motivation theory, and these two sub constructs focus on whether the will to achieve a goal is coming from the inside or from the outside.

Chapter 4 Motivational Techniques

After understanding the theoretical constructs and research insights on motivation, I will continue to lead the research to practical techniques based on the theories and find out to which extent it can be put into practice. Dörnyei (2011) has presented key units for putting down motivational techniques, which I am going to use in this chapter. It can be divided into four sections, which all have sub groups to make sure it is as detailed as possible, just as motivation is as well. I have put down the following overview³ to make sure the chapter has a clear and logical division.

1. Creating the basic motivational conditions
 - a. Teacher behaviour and relationship with the students.
 - b. Pleasant, supportive atmosphere in the classroom.
 - c. Cohesive learner group with appropriate group norms.
2. Generating student motivation
 - a. Enhancing the learners' language-related values and attitudes.
 - b. Increasing the learners' expectancy of success.
 - c. Increasing the learners' 'goal-orientedness'
 - d. Making the teaching materials relevant for the teachers.
 - e. Creating realistic learner beliefs.
3. Maintaining and protecting motivation
 - a. Making learning stimulating and enjoyable.
 - b. Presenting tasks in a motivational way.
 - c. Setting specific learner goals.
 - d. Protecting the learners' self-esteem and increasing their self-confidence.
 - e. Allowing learners to maintain a positive social image.
 - f. Promoting cooperation among the learners
 - g. Creating learner autonomy.
 - h. Promoting self-motivating learner strategies
4. Encouraging positive self-evaluation
 - a. Promoting attributions to effort rather than to ability.
 - b. Providing motivational feedback.
 - c. Increasing learner satisfaction and the question of reward and grades.

§4.1 Creating the basic motivational conditions

The most important of these basic motivational conditions are:

- A. Teacher behaviour and relationship with the students.
- B. Pleasant, supportive atmosphere in the classroom.
- C. Cohesive learner group with appropriate group norms.

³ The overview showed above is a self-made schedule to make sure the chapter division is clear and structured.

A. Teacher behaviour and relationship with the students.

This aspect includes:

- Mutual trust and respect: talk with students on a personal level, let them know you care for their progress and recognize their individual effort, show commitment towards students' learning, then you will get it back as well.
- Enthusiasm: commitment and excitement in body language as well as in spoken language.

B. Pleasant, supportive atmosphere in the classroom.

A tense classroom climate creates anxiety with students, which will obviously not help the learning process, leave alone the stimulation of motivation. Pupils should be able to express their opinion and feel they are protected from ridicule and embarrassment. Inspiration and enjoyment should be present to create a supportive and pleasant atmosphere in the classroom.

C. Cohesive learner group with appropriate group norms.

This motivational condition concerns the norm system in a group of students. Group norms are social products: you can affect a complete group when a norm is long-lasting and constructive. A norm system should be put up in the early beginning of the group formation. It should be openly discussed, the majority should agree and accept it.

§4.2 Generating initial motivation

It is a fact that pupils have to go to school until they are sixteen years old. Even though this is an obligation, they need to contribute actively to get a positive attitude towards the subject they are learning. To achieve this, there are five strategies formed by Dörnyei:

A. Enhancing the learners' language-related values and attitudes.

The individual's subjective value system reflects a person's position in the social world, based on his past experiences. Motivating individuals can be achieved by promoting positive language-related values and attitudes, which can be divided into three main value dimensions:

- Intrinsic value: get a student's curiosity and attention, and create an attractive image for the course.
- Intercultural value: use authentic materials, show the cultural background and promote contact with native speakers.
- Instrumental value: remind students that mastering the L2 is a goal, not only a means to reach another goal. You can do this by letting them know and realise that mastery of the L2 is needed to accomplish their valued goals, the L2 plays a role in the world and the L2 is of great use for themselves and their community, and as a teacher you can establish incentive systems that offer extrinsic rewards for successful task completion (grades, prizes etc.).

B. Increasing the learners' expectancy of success.

Students will never get motivated if they know or feel that they will not succeed eventually. To make sure they can succeed you can:

- Offer them preparation and assistance.
- Make sure they know exactly what success in the task involves.
- Remove obstacles to succeed.

As Brophy (1998) summarises: "The simplest way to ensure that students expect success is to make sure that they achieve it consistently".

C. Increasing the learners' 'goal-orientedness'.

It is a fact that many students do not understand the reason why they are involved in a learning activity or do not understand the final goal. To increase the group's goal-orientedness would be a beneficial issue. The ways to achieve this, can be done by creating a group discussion to outline the goal or to personalize the goals to individual students. It is important to make clear and obvious the way towards reaching the goal.

D. Making the teaching materials relevant for the learners.

When learners do not see a point in learning a subject or doing an activity, they will not be motivated at all. It demotivates them, because they experience it as something that does not have a relevance whatsoever to their lives. This experience is unfortunately very common among teachers, while much of the motivational advice offered to teachers boils down to the following principle: find out your students' goals and the topics they want to learn, and build these into your syllabus as much as possible. Learners are willing to learn as long as they see it as useful and think it is worth learning or doing it.

E. Creating realistic learner beliefs.

To prevent hinder to L2 acquisition, it should be clear what the realistic goals to reach are for every student. Far-fetched expectations, notions and prejudices are in the way of the learning process. Learners need to develop an understanding of the L2 acquisition and a reasonable criterion for progress. And they should be aware of the fact that L2 acquisition can be achieved in different ways. The learner needs to find out what the best strategy for him is to achieve the goal.

§4.3 Maintaining and Protecting Motivation

Because of L2 acquisition, interests can ebb away at learners' behaviour. An effective motivational repertoire can help to prevent this from happening. The following areas are relevant for classroom application, to present an effective motivational repertoire.

A. Making learning stimulating and enjoyable

By breaking the monotony of teaching and making the tasks more interesting.

B. Presenting tasks in a motivational way

Introductions can be made exciting, by adding this in an inspirational instruction. Explain the purpose and utility of a task. Whet the students' anticipation of the task. Provide appropriate strategies for doing the task.

C. Setting specific learner goals

Setting individual sub goals so that learners experience a sense of control over their learning process and own interest. There are six main principles of what a goal should cover:

- The goal should be clear and specific, as detailed as possible.
- The goal should be challenging and difficult, but realistic.
- The goal should be measurable and be clearly evaluated.
- The goal should have a completion date.
- The goal should be set, together with the students, with sub goals that lead to the major goal.
- The teacher should provide feedback that increases the students' self-efficacy for obtaining the goal.

D. Protecting the learners' self-esteem and increasing their self-confidence

If a student has basic doubts about himself, they will be unable to grow and shine as learners. How to increase a learner's self-esteem and confidence can be done as follows:

- Teachers can teach students that competence is changeable and controllable.
- Teachers can emphasise what the students can, instead of what they cannot do.
- Teachers can give students the feeling that they have a contribution and create classroom situations where they can demonstrate positive features and offer help. This is most useful for the more quiet learner.
- A small word of praise or encouragement from the teacher can be enough.
- Teachers can make the learning context less stressful and provide the learners with strategies to cope with anxiety-provoking situations.

E. Allowing learners to maintain a positive social image

Providing opportunities for everybody to play the main character's role in one way or another is an effective method to make the pupil feel good about the course and role he plays. Avoid criticism and corrections that can be humiliating. Working on the group as a whole in order to establish norms of tolerance and acceptance. Examples of class rules to foster peer acceptance are:

Let's try to help each other. Let's try to listen to each other. Let's respect each other's ideas. It's okay to make mistakes etc.

F. Promoting cooperation among the learners

Cooperation proves to be good for learners' self-esteem and self-confidence because:

- They are dependent on each other and they have the same goals.
- The expectancy of success is likely to be higher.
- It is effective in learning and response to pupils' needs for belonging and relatedness.
- The pupils will feel an obligation and responsibility to each other.
- A pupil's unique knowledge is needed for the group to succeed.
- Less anxiety and stress, which sets a positive emotional tone.
- Autonomy.
- Satisfaction of completing is increased by shared experience and joint celebration.
- Judged by commitment to the team.

G. Creating learner autonomy

These days' language-teaching methodologies assume that being active and independent in learning, - that means, being and becoming an autonomous learner – is beneficial to learning. This assumption is based on the humanistic psychology; which believes that learning by yourself and investigating and discovering on your own stimulates the learning, and the educational psychology; which believes that learning strategies and being self-regulated are of great importance in the learning process of a pupil. To foster learner autonomy is to allow students to make real choices, to share responsibility with the students for organising their learning process and to give them positions of genuine authority. Next to that, fostering learner autonomy can be effected by encouraging student contributions, peer teaching and project work. Learner autonomy is associated with the independence and personal control of the learner on his own development and learning behaviour.

H. Promoting self-motivating learner strategies

The previous paragraphs (A until G) were more focussed on teachers and how they can motivate students, while this section is more about how to get the students to get themselves motivated.

An important role of teachers is to raise their students' awareness of relevant self-regulatory strategies and to remind them to appropriate times of the usefulness of these.

Dörnyei has divided self-motivation strategies into 5 main classes:

1. Commitment control strategies: for helping to increase learners' original goal commitment.
2. Metacognitive control strategies: for monitoring and controlling concentration.
3. Satiation control strategies: for preventing boredom and adding interests.
4. Emotional control strategies: for managing emotions and moods.
5. Environmental control strategies: for eliminating negative environmental influences.

§4.4 Encouraging positive self-evaluation

There are three areas of post actional strategies. Using appropriate strategies can help teachers realise their students to evaluate their achievements and encourage them for the upcoming goal to be achieved.

A. Promoting attributions to effort rather than to ability

To promote effort attributions, in failure situations, teachers should put an emphasis on the low effort as a strong reason for achievement. If a student did not learn enough or much, make the student realise what he can achieve if he had learned. Point out knowledge/skills that were missing and communicate to the students that these are unstable and can be mastered.

B. Providing motivational feedback

This aspect is only one element of motivationally effective feedback. There are a number of other important issues to consider in this respect.

Providing motivational feedback:

- Informational feedback: comments on progress and competence.
- Controlling feedback: judges performance against external standards.
- Observing models: draw attention to the fact that others are coping with a certain task and provide relevant positive examples and accomplishments to let the students realise that it is within the students' means.

Positive persuasive element:

- Communicate that the teacher believes that the student is capable of reaching a certain goal. When a teacher tells the student his capability of reaching a goal, the student experiences high efficacy.

Strategies:

- In the L2 learning process, a learner strategy has been shown to play a great role and one way of ensuring the success strategy training is by giving regular strategy feedback.

Certain feedback can have negative impact on the learner's behaviour:

- pity instead of anger after failure.
- offering praise after easy tasks.
- unasked offers of help.

C. Increasing learner satisfaction and the question of reward and grades

Satisfaction is a major component of motivation. To create a feeling that gives the student satisfaction, you can allow students to create finished products that they can perform or display, you can encourage them to be proud after accomplishing a task, you can take stock from time to time of their general process or you can celebrate success and use motivationally appropriate rewards.

Mind that rewards are only useful if they have high salience, non-contingency and are unusual and unnatural. The first characteristic of rewards is high salience, which means that the rewards are attractive and presented in a highly conspicuous manner. The second, non-contingency, means that rewards are given for participating in the activity, instead of being sequent: the first thing depends on the second in order to happen. The third characteristic of rewards is that they are unnatural and unusual, which means that the rewards are not natural outcomes of the behaviours but are artificial control devices.

Thus, a reward should be very attractive and be presented in a striking manner and reward should be given because of participation, not on achieving a certain goal. This is hard to achieve, because schools focus on grades. While schools focus more on the students' outcome, it should actually focus more on the learning process itself.

§4.5 Conclusion

Dörnyei has presented a foursome motivational techniques, which all have sub groups.

Creating the basic motivational conditions is the first motivational technique mentioned in this chapter. It focuses on the behaviour of the teacher and the relationship between the teacher and the pupils, on the atmosphere in class and on the group norms.

Even though pupils are obligated to go to school, they need to get a positive attitude towards the subject and that is discussed in the 'generating initial motivation'-technique. To achieve this, there are five strategies formed. Motivating pupils can be achieved by promoting language-related values and attitudes, making sure they know that they can achieve eventually, increasing the group's goal-orientedness, making the pupils see the subject as useful and setting realistic learner beliefs.

The maintaining and protecting motivation technique focuses on presenting an effective motivation repertoire, which can be achieved by making the tasks more interesting, adding inspirational instructions, setting individual sub goals, by increasing learners' self-esteem and confidence, providing opportunities to establish norms of tolerance and acceptance, promoting cooperation, creating learner autonomy and by getting pupils to get themselves motivated.

The fourth motivational technique focuses on encouraging positive self-evaluation. This technique focuses on using strategies that help the pupils realise to evaluate their achievements and to encourage them to achieve the upcoming goal. This can be done by promoting attributions to effort, promoting motivational feedback and encouraging them to be proud of accomplishing a task.

Chapter 5 Target group: The development of an adolescent

The word puberty originates from the Latin word *pubes*, meaning pubic (hair) and *pubertas*, which refers to the period from which a child develops to an adult. On average, this period takes place between the eleventh and eighteenth year. It is very difficult to estimate one's age in this period of life, because the body and mind have to deal with changes in all different fields; physical, emotional, social and mental. These changes and new developments are not equally divided over the years. A girl might be fully developed physically in her thirteenth year of life, while emotionally and socially she is only a child. Obviously, this can also be the other way around. All these changes in these years of life can make a person insecure. Therefore, I will pay attention to the various developmental areas that are important to understand an adolescent.

§5.1 Mental development of an adolescent

From the age of eleven, children will develop a different way of thinking. They are able to see connections between situations and happenings, and they do not necessarily need to see everything to understand it. They are capable of creating more insight and overview. They start exploring characteristics in others and start developing their own opinion of people who they think are inspiring, hopeless or childish. Nothing is logical anymore and everything needs to be discussed. Adolescents see the world only from their own sight/view. They are the centre of their world. For example, a girl who has her monthly period thinks the whole world knows she has it and she thinks everyone notices her sanitary napkins, while in fact, no one notices or even cares. Or a boy, who blushes during a lesson, thinks everybody will remember this weeks after. Adolescents do not understand that parents care about dirty clothes on the floor and keep nagging about picking them up and putting them in the laundry. Appointments or domestic chores, such as doing the dishes or putting out the rubbish are being forgotten. They have much more important things on their minds: themselves and their relationship to their environment. Adolescents have a lot of various interests. They learn how to reason about problems and can indicate what their motives are. Their memory is enormous, among other things the ability to store and categorize information systematically. They learn how to understand theories and develop the capacity to abstract thinking.

Who am I?

Adolescents discover that the world is bigger than their own family and classroom. All of a sudden, many new questions get fired at them: Who am I? What am I capable of? What do I want? What do I think? What do people think of me? Do I like boys or girls? All these new insights and questions make an adolescent insecure. People they used to look up to, such as parents or teachers, are now seen as old-fashioned or uninteresting. The development adolescents are in, comes from new experiences at home, at school, from friends and from society. These young adults start experimenting, start looking for some adventure and want to find out what the consequences are of their actions. Bit by bit they learn what their preferences are: a girl may prefer dance music, she may prefer wine, she may prefer sitting alone in her room, she might find out that she does not want to end up behind a desk, or maybe that she feels Dutch and Moroccan at the same time. Besides, they learn more about themselves because of the way others react to them or judge them. In this period, positive experiences are extremely important, but misfortunes are part of this too. Misfortunes make sure the person learns how to deal with these situations, learns his own limits and learns how to handle things differently.

§5.2 Social development of an adolescent

In the years people are in their puberty, their social life takes a central role. Friends are at the heart and within a group people learn what is allowed, what is not allowed and what they are capable of. The power to cooperate is great and working together is possible. Tactics in team play are naturally developed and rules are applied conscientiously, while they stick to it themselves. Adolescents approach others by intuition, and they will take into account the interests of others during conflicts. They become independent, while they do need the appreciation and acceptance of their friends badly. This need continues to increase during puberty.

The group of friends

Adolescents search for peers. They want to establish new contacts, experience new situations, explore the world, fall in love etcetera. In this period, parents are not popular with adolescents. Adolescents among themselves understand better what they are going through. Therefore, they seek support from each other and want to share their experiences. They do not have to explain much and get fewer comments. Teenagers want to belong to a group where they feel at home and they do a lot to achieve this, such as skipping classes at school or risking punishment from their parents. Dealing with peers and being around them is important for further development to adulthood. They learn social skills, such as how to ask a girl on a date, what to do and do not tell or how to behave at a party. By being part of a group of peers, adolescents learn a lot about themselves and others: who will support them, what can you expect from them, what can they expect from you, who to trust etcetera. However, not every adolescent is looking for support in a group of friends or peers. Some prefer to search for their own way to development.

Emotional development of adolescents

The eleven to fifteen-year-old teenager wants to show what he or she is made of. This indicates the strengthening of the ego. The teenager wants to be somebody. It is the age at which they want to pay a heavy price to show themselves. They just want to belong and give and do a lot to achieve this. In this period, they are better capable of expressing their thoughts and talking about themselves becomes important as well. Although, most of the time they like and enjoy it, when it gets negative or confronting it gets difficult and is experienced as not being liked.

Psychosocial development, problem behaviour and crime

Developmental criminologists pay much attention to the beginning of criminal activity. Scientific research shows that age can be linked to the degree of crime, this is called age-crime curve. The age-crime curve shows that from the age of twelve or thirteen criminal behaviour is growing rapidly. The peak of criminal behaviour is between the fifteenth and seventeenth year of life. After that, criminal behaviour occurs less and less.

§5.3 Conclusion

The attitude of an adolescent is generally characterized by a growing maturity and the search for identity. Regularly, the childish behaviour may still emerge in the early years of puberty. In addition, adolescents are often noted as cross and rebellious, which is a normal and logical part of their development; indeed, they are just looking for their own identity and being obstructive is a part of that. Research shows that adolescents with normal psychosocial development may display behaviour that is offending or criminal. To some extent, this is part of the development as it should be. It

involves bullying at school, throwing things in class, spraying graffiti or fare dodging. This kind of behaviour is related to the normal development of becoming an adult. A teenager is indeed self-centred in nature and has little control over his impulses. Friendships are often instrumental (the 'what is in it for me' attitude). The majority of light criminal behaviour or problem behaviour is therefore linked to the psychosocial developmental stage at puberty.

Logically, no adolescent is and behaves the same. Appearance is important for every teenager, but one likes to use lots of makeup, while the other wants to be more natural. One drowns himself in love, the other keeps it under control. The attitude towards school can vary widely, from truancy to enjoying school and finishing it fast. Not all teenagers experiment with drugs; one wants to try it all, while others keep far away from drugs and alcohol. All of these characteristics and behaviour of adolescents should be kept in mind, while working and dealing with them.

Chapter 6 VMBO-pupils

§6.1 What is VMBO?

VMBO education is a school track in the Netherlands that focusses on practical learning, on the future jobs the pupils will eventually end up in and most of all, on the pupils' needs. Every vmbo-pupil has to choose from four different pathways which fits him best. In accordance with this it is made sure the pupil can learn about the subjects that really interest him and that help prepare him for his future job. Because vmbo-pupils are allowed to choose between different subjects, it means that most of the pupils can drop all the subjects they really dislike.

When we listen to teachers and read about teachers who are talking about the differences between pupils and their levels, most of them call vmbo-pupils 'different'. They probably refer to these pupils with this term, because they have experienced that these pupils need another approach and teaching method than they are used to applying with higher level pupils. In this chapter, the average vmbo-pupil will be characterized and described in comparison with higher level pupils. This needs to be done to find out what these pupils need to learn and what is needed to improve their skills in class. The characterization and description could only have been done by reading numerous articles and linking this theory to my own experiences as a (trainee) teacher.

§6.2 Own experience

VMBO-pupils and their learning styles

When one is walking through the corridors in between lessons these days, one thing will be noticed by everyone. When it is time for the pupils to go to another classroom to start the next lesson, you notice that all these pupils are walking with their heads down and looking and typing on a small multimedia device in their hands, probably a Blackberry or iPhone. They are probably looking on the internet for something, texting a friend or they are maybe even chatting with this friend on their mobile. When entering the next lesson, they are asked to put this multimedia tool away a couple of times. Halfway through the lesson the teacher has asked this question for about 5 to 10 times and finally, someone needs to hand in their mobile. That is why this group is called the 'Multimedia generation' or the 'digital generation'.⁴

The sketch of pupils using multimedia tools I outlined above is recognized by many. Educators, teachers and policymakers express their concerns about the pupils' 'cannot live without'-behaviour towards the use of multimedia.

A study by Attema, Kaminski and Van der Maas (2008) confirms that the majority of teachers (of mbo-classes⁵) are worried about the communicability of the pupils. The majority of teachers all notice a decrease in face-to-face communication between pupils, which worries them.

However, there are great differences between vmbo-pupils and higher level-pupils which are necessary to keep in mind and which are necessary to know in this research. One, and straight away the most important, difference between these pupils is their way of learning. This great difference between teaching vmbo-pupils and higher level-pupils is that vmbo-pupils are more focussed on the

⁴ Source: De Haan & Van 't Hof, 2006; Duimel & De Haan, 2007.

⁵ MBO: **V**ocational **e**ducation or *vocational education and training* (VET) is an education that prepares trainees for jobs that are based on manual or practical activities, traditionally non-academic, and totally related to a specific trade, occupation, or vocation. It is sometimes referred to as technical education as the trainee directly develops expertise in a particular group of techniques. Source: Wikipedia.

practical aspect of learning, which is what I have experienced too. By using interactive exercises, warming-up games, or other activities in which pupils are expected to act, perform and be active, the pupils get more stimulated. Meanwhile, in higher level classes the book is used more often.

Research confirms this by finding that vmbo-pupils read less than vwo-pupils for relaxation. Vmbo-pupils are educated for more practical work, which is one of the reasons why they do not read as much as higher school types. Another reason is that these pupils are less motivated to read; vmbo-pupils experience reading as a boring and tiresome activity⁶. The recent changes in the use of media can partially be interpreted as a regeneration of reading, although a different kind. Even though the use of Internet does not completely relate to reading texts, but also to visual aids and sound, the rise of reading is 'in' again. This new style of reading is of course different from the old one; you read from a screen but most importantly, it is more interactive and is more skimming and scanning. Noticing the fact that reading texts on the internet includes visual aids and sounds as well, a pattern can be noticed. When words and visual aids are combined, it makes reading more useful, interesting and it fits the needs of vmbo-pupils perfectly. The way lesson material is offered in classes is more important for vmbo-pupils than for havo- or vwo-pupils. These pupils learn better and more when the curriculum is offered visually and in words, than only in words⁷. Vmbo-pupils attach more value to visual aids, in comparison to pupils of other school types. Images are not only important for brightening up a page, but they give a pupil a meaning for the word. Visual aids show aspects of the text and provide additional information⁸.

It can be concluded that vmbo-pupils feel that reading is boring and tiresome, while the popularity of 'new' reading is increasing because of the fact that pupils start reading more on multimedia tools.

This reading includes more visual aids and sounds, which is exactly what vmbo-pupils need. As said before, vmbo-pupils are educated in a more practical way and learn better when they not only read it or hear it from the teacher, but if they also see it in real life and even better, experience it!

The vmbo-pupils' characteristics forces the vmbo secondary education system to focus especially on the practical training. Referring back to the first paragraph in this chapter: vmbo-pupils are 'different', or in other words: vmbo-pupils need another approach because they learn differently than higher level pupils. Comparing vmbo-pupils with higher level pupils makes it clear and very obvious that vmbo-pupils need a different learning style. They are not suited to sit, read and study a lot in comparison to the higher level pupils. Next to that, vmbo-pupils do not have the ability to concentrate and listen for a whole lesson. They need guidance, which has to be brief and complete, and then they want to do and experience it themselves. Vmbo-pupils need and attach more value to control, are more practically focussed and learn best by doing, seeing and experiencing.

We can assume that vmbo-pupils are set to a highly practical way. They do not prefer reading long texts, but have a preference for learning by doing. They express their interest in the subjects in a more applied way. They want the material preferably in a concrete way to be able to process it and they are happy with doing practical subjects. They seem to have a preference for a more concrete way of processing the material (application, examples, practice). Next to that, these vmbo-pupils need much support and approval in their handling. They can do a test perfectly, but need enough guidance during the whole process of working. Learned from research, we can conclude that the students who control their learning, and who are motivated and confident in their skills, have the best learning performance. It is therefore important that vmbo-pupils are helped during their

⁶ Source: Tellegen & Lampe, 2000.

⁷ Source: Mayer, 2005.

⁸ Source: Veen & Jacobs, 2005.

activities and during the learning process. These pupils need guidance in finding their own, best way of learning (learn how to learn best) and the belief in their ability to learn should be strengthened. For higher-level pupils these skills and abilities are natural and expected, while vmbo-pupils need more guidance and practice to create the ability to learn on their own. That is why it is important to pay attention to teaching these pupils how to learn: by handing them all different strategies for planning, guarding, evaluating and controlling their own process of learning.

Based on researches among pupils in the vmbo in the past, we can assume that vmbo pupils are highly practically-oriented. They have an aversion to reading, but a preference for learning by doing. The pupils express their interest in the subjects in a more applied manner. They want to process the material preferably in a concrete way and are happy when they are allowed to do more practical tasks. They seem to have a preference for a more concrete way of processing the material (application, examples, think, practice). In the regulation and motivational activities they generally need much more support. They are usually not very likely to do these activities themselves. It is shown that pupils who control their learning process (control activities), who are motivated and confident in their skills (motivational activities) have the best learning performance. It is therefore important that vmbo pupils are helped by regulation and motivational activities. Learning to perform the specified learning and thinking activities should be central in the education system of the vmbo, thinking about learning to learn and strengthening the learning of these pupils. It is important to realise that in the educational system of the vmbo attention should be paid to planning, monitoring, coordinating, evaluating, seeking, interpreting and processing information. These should be the basic features of the educational system.

VMBO-pupils and their social life and behaviour

In the previous section on VMBO-pupils and their learning styles I started by visualising the way these pupils walk through corridors. With this section, I want to start by visualising the beginning of a lesson I often experience.

While I am waiting for the entire class to enter my classroom and waiting for the moment to start the lesson, a lot of things have already happened. One by one the pupils enter the classroom with all different things on their minds. One shouts: 'Miss, do not ask me anything today, I am in a really bad mood!', while the other one walks up to me and asks me about my weekend. In the meantime, two girls are brushing their hair and the boys are discussing last night's soccer match. When finally every pupil has entered the classroom and sits on his chair, I ask them about their personal life; how they are, if something exciting has happened or who won their match at the weekend. After this, we can focus on today's tasks. Of course the pupils need their books and I make them realize that they indeed need their books on their table to start the lesson.

This kind of start of a standard lesson with a vmbo-class is typical. Where higher-level pupils are better at focussing on the moment and concentrating on the most important thing, vmbo-pupils need transition from their life at home to their life at school, and a transition from one course to the following course. From experience I have learned that vmbo-pupils need a moment to tell their story and experiences, before you can expect them to start something completely different.

Next to that, I have noticed that vmbo-pupils are very open and honest. They are not afraid of telling what they have got on their mind and do this without any sense of shame. Whether the thing they want to tell is positive or negative, they blurt it out and say it anyway. The result of this characteristic of most vmbo-pupils, is that it is not very hard to build a relationship between vmbo-pupils and teachers. Teachers can easily ask vmbo-pupils about their social life, while creating a bond. It is

scientifically proved to be true that vmbo-pupils learn better for a specific course if the relationship with the course's teacher feels safe and secure. Especially for vmbo-pupils, it is important for the teacher to involve them in the group and in activities to make sure they feel they belong and do matter.

As said in the previous section of this chapter, these days pupils live in a multimedia world. They are used to their mobile phone and computer and want to take their multimedia gadgets everywhere as far as they can. This is also noticeable in a classroom setting. Teachers notice that pupils are not as communicative as they used to be, but it is just the way you approach it. In fact, pupils communicate the whole day: through their mobile, MSN and internet use. Of course, this is not the 'old-fashioned' conversation, but pupils 'talk' more and more to each other. Years ago, pupils came to school and saw their friends before and after school or during breaks, so most of their social life did not take place at school. However, nowadays, they bring their social life to school by bringing their mobile phone to school. Not only before and after school or during breaks, but also during classes they are able to communicate to whoever they want to. This results in the fact that pupils can bring their problems from their social life into the classroom, which can influence their behaviour or mood during their English class. As a teacher it is important to understand this fact and to respond to this fact by applying it in your classroom to an advantage. The multimedia gadgets are not removable, so it is better to use them as an advantage and apply them in class.

§6.3 Conclusion

I can conclude that today's pupils are involved with multimedia; it attracts their attention and interests them. Most of all, it can be concluded that vmbo-pupils are more practical and visual better than theoretical. Because of the fact that adolescents feel insecure when they are in unknown surroundings and situations, pupils should feel safe and secure in classroom settings. They have to feel important and equal to improve and optimize their learning behaviour. It is also important to know that vmbo-pupils want to do things on their own and want to experience things, but they need guidance and checks while doing this. Besides, they need handles and clear, short explanations before handling. It is important to keep in mind that pupils need a lot of approval, and that vmbo-pupils bring their social life into the classroom. All these typical characteristics of vmbo-pupils are useful to know so as to understand today's vmbo-pupils.

Chapter 7 Differences in Gender

In this chapter I will go further into the theories of differences in gender. By reading several articles and books and by learning from my own experiences, I have found that boys and girls are different in a lot of areas. That is why I will put down the results in sections per area and then explain the overall most important differences in gender for his research. At the end, a self-designed schedule will conclude all the findings. To research the differences in gender, first of all, it should be clear how these differences have arisen and how these are explainable. It is affirmed that differences between genders are caused by three factors, namely biological, socialization and cognition.

The differences between genders caused by the biological factor assumes that these differences are congenital and focuses on the existence of differences between men and women based on genes and hormones. Androgens are male hormones (women own these hormones as well, but to a lesser extent) which are associated with aggression. This is related to the different nature instincts. Men and women differ in possibilities because of the expectations and social roles they used to have. For example, men can run faster because they used to hunt and had to make sure the family had food. The differences between genders caused by the socialization factor assumes that these differences are taught (nurtured). Children are influenced by the behaviour they observe. They also learn the expectations the surrounding area has of their behaviour. Subtle remarks, such as 'boys play soccer, girls do ballet' are called gender-essentialist statements and implicate that these notes are always true for the relevant group. The media, such as TV shows or radio programs, use different stereotype personalities, from which the children learn as well.

Gender refers to personality traits, behaviour, activities and interests of an individual of one sex that are socially accepted. Gender roles are the actual behaviour according to social norms to say something or someone is typically male or female and are culturally dependent. Men and women differ in possibilities because of their expected functions and roles in society in the past. Gender roles in social environments also mean expectations and behaviours in a particular culture to dictate what is masculine and feminine in the context of social relations and transactions, instead of only determining by biological (related from blood) or intrapsychic (related from or within the mind or self) factors. According to Dowsett (2003), it is well-known that male and female characteristics and behaviour are variable and change over time, and in different circumstances, they are not consistent across cultures. For example, in the past women were always at home, while now they operate largely outside the house. Values, beliefs and norms are part of and play an important role in the many cultural constructs that influence sexual behaviour.

The differences between genders caused by cognition relates the previously called factors to the understanding of the differences. According to Kohlberg, children experience three stages in the childhood to understand the differences in gender:

1. Gender identity: being aware of your own gender.
2. Gender stability: being aware that gender is a stable factor over time.
3. Gender constancy: realising that gender is consistent, despite the inconsistent behaviour.

§7.1 Physical differences in gender

Six or seven weeks after the conception, the Y chromosome makes that the male fetus is converted and developed into the male form. This not only affects the primary sex characteristics before and after birth, but also affects the framing, muscle strength, energy handling, growth rate and in particular the construction and growth of the brains. Very bluntly formulated: in the different parts of the brains, the boys' brains get extra stimulated by testosterone in the right brain, while the left half gets more inhibited. Spatial awareness, kinesthetic intelligence, creativity and much of the emotion processing are controlled in the right half of the brain, also called the 'holistic' or 'analogue' brain. Language, logos, ratio and some mathematics are controlled in the left half of the brain; the conscious thought. Boys' brains are more lateralized, while girls have the functions mentioned above more spread in both halves.

The connections between the two halves develop more slowly and later if you are a boy; boys take a little longer for connecting the two parts and it is their challenge to activate and control the stimuli they have experienced before the connection is made between the two parts (Woltring, in press). Every pediatrician knows that boys, until their tenth birthday, are much more vulnerable in almost all health areas than girls. In special education, boys are overrepresented. Testosterone is a wonderful hormone, but it is also a somewhat difficult 'high energetical' hormone. In relation to adrenaline, the boys' energy can sometimes splash in all directions. At birth, the average testosterone level in boys' brains and body is very high, then drops quite quickly, but remains well above the much lower level of testosterone in girls' brains and body. Around the third or fourth year of life the level rises substantially to come down thereupon. But at the eleventh or thirteenth year of life the level of testosterone rises by about 800% and remains at that level until the midlife period. Therefore, it is the boys' and men's task to direct and control the energy, which calls for reflection, planning and organizing. For reflection on your motion, you need language, which is formed by the connections between the left and right half in the brain. Girls develop their fine motor skills earlier (such as writing), have a greater processing capacity for what they hear, have rather a large vocabulary, make rather long sentences with more adjectives, express their emotions in long discussions, with the result that they practise their ability to reflect constantly. While girls grow regularly with their substantial physical changes between eleven and fourteen, boys experience an increase of energy around their eleventh year of life. The boys' brains have to get more re-wired in comparison with girls' brain. Girls from the age of twelve until fourteen are ahead of the physical and mental development of boys, and therefore often focus on some older boys. From puberty, girls have the task to learn to love themselves.

As just mentioned, the male's right half of the brain is more developed at the expense of the left hemisphere. The consequences are on average that men perform better in mathematics (the right hemisphere) and women perform better in languages (the left hemisphere). In addition, there are other differences found in the brains. The long-term memory of men is better developed, while women have a better short-term memory. Also, women have more gray matter in their brain, which is responsible for processing information, and have a larger corpus callosum, which is the part of the brains that connects the two halves. This allows women to process stimuli faster. Delfos writes that this could be the cause that women can do several things at the same time, while men are better at concentrating on one subject. Of course, every brain is unique and works differently.

§7.2 Social cognitive differences in gender

Girls develop their fine motor skills earlier (such as writing), have a greater processing capacity for what they hear, have rather a large vocabulary, make rather long sentences with more adjectives, express their emotions in long discussions, with the result that they exercise their ability to reflect constantly. Girls easily attach emotions to language. Displeasure is extensively expressed and shared with much ado. In boys' ears that is the 'complaining and gossiping', while in the meantime they are wary of the sharp tongue of the girls. Boys communicate more physically and visually, and if they tell long stories, they are sometimes at odds with their emotions or their behaviour. Their own story tests them as if the brain halves are working on their own.

Girls have the task to learn how to be confident and to keep standing in a world where men dominate. Boys have the task to learn how to control their energy and lead it in the right direction. They also need to learn to recognise their different emotions, reflect on them and learn how to handle them. Finding meaning in work and do tasks that involve caring, is a great challenge for them. Girls report more communal needs, such as intimacy, love and support, than boys. However, boys report more communal needs than agentic needs, such as competition, power and status, just as girls. Boys and girls do not differ in agentic needs. Moreover, the relationship between agentic and communal friendship needs and social preferences are the same for both girls and boys.

Girls show their emotions more openly in their facial expressions, language and gestures and they are more accessible for social cues from others. They are more aggressive in attacking social problems, they gossip and reject others. Boys are more physically aggressive than girls, and this is tolerated more as well. Boys who like doing a 'female' activity get comments more often than the other way around. Girls are also better at self-regulation than boys.

The influence of social media

As discussed in chapter 6 of this research, social media play a big role in pupils' life and from research, it appears that girls are more sensitive than boys when it comes to this. In a research published by the BBC, it seems that more than a quarter of the children between the age of eight and fifteen think social media, such as twitter and facebook, are more important than their family. But more important, these networks have more influence on girls than on boys. Girls name friends, family and then social media as most important in their life. While boys first choose family, followed by money and friends. Only six per cent of boys choose social media in their top three, in comparison to forty per cent of girls.

Another research about the sexual difference between boys and girls focused on 'gender and videogames'. The stereotype thoughts about boys and girls appeared to be true and it was confirmed what most people think. Girls love more realistic games in which they have to manage a household, keep a pet alive and do social activities, while boys are more interested in speed, violence and competition.

And then the mobile phone: the most used gadget found in secondary schools. Girls tend to have a mobile phone more often than boys: 81 per cent against 77 per cent. An American study named 'Teens and Mobile phones' shows that girls do not only text more, they also do this for several more reasons. It is common to text friends several times a day for 86 per cent of the girls, for boys this percentage is only 64. Also, 84 per cent of the girls have long conversations via SMS about personal matters, for boys this is only 67 per cent. Even schoolwork is more often subject of the messages among girls than boys. From these statistics it can be concluded that girls communicate much more than boys do; whether in 'real life' or by using multimedia tools.

§7.3 Machismo and Marianismo

As pointed out in the introduction of this chapter, the differences in gender are not only innate, but are also caused by influences of the environment. Within the VMBO-department, a large part of the pupils are raised in a non-western environment, where differences between men and women are more culturally determined than in the Netherlands. It is therefore important to be aware of this and I will discuss it briefly. Gender roles, in which traditional role attitudes prevail, may consist of 'Machismo' and 'Marianismo'.

I will clarify the concept of 'Machismo'. Mainly in Latin American culture the separate roles of men and women plays an important role. The term 'Machismo' is often used to refer to the male sex. This means that the man is authoritarian, masculine, tough, independent, physically strong, brave and protective of his family.

The female counterpart of machismo is the gender role 'Marianismo'. The term 'Marianismo' defines the ideal woman, modelled by the virgin Mary, the mother of Jesus Christ. Within this term apply concepts such as virginity, chastity, honour and shame, obedience and willingness to serve. (Gil & Inoa-Vazquez, 1996 quoted in Ortiz-Torres et al, 2000).

Women who fit within the Marianismo ideas, are generally women who work indoor for their family, their husbands and sons, and who expect some household help from their daughters. (Quinones Mayo & Resnick, 1996; Melhuus, 1990; Vasquez-Nuttall et al, 1987 quoted in Salyers Bull, 1998).

The life goal of Marianistic women is to become a mother (Geldstein & Pantelides, 1997).

Women are often suppressed, have little control over their relationships and have fewer options to solve problems than men (Ortiz-Torres et al, 2000).

Especially (young) women with no or low education and women from the lower social classes often belong to the group of Marianismo. They often remain loyal to their fixed Marianistic role. Important determinants of affecting Marianismo are school, education, residence and work outside.

In addition, the geographical place of residence is an important determinant according to Salyers Bull (1998). Women in rural areas will often be more Marianistic than women who live in the city. There are more possibilities in terms of school, education and work in the city.

§7.4 Differences in school performances

Boys do significantly less well in education, score much higher when it comes to risk behaviour, traffic accidents, excessive alcohol abuse, other drugs, suicide, small and large crimes. Immigrant boys run the risk of ending up in the margin for a large part, especially now we are in a recession. It is reported in several articles that one in three young people, especially boys, have (some severe) drinking problems. Schools report impulsive behaviour, difficulties with sitting still for a longer period, lagging school performances, difficulty with communication, truancy, conflicts with teachers, disorderly conduct in and around the school, aggression and destructive behaviour. This not only leads to feelings of insecurity among students and school staff, but also to school dropout or runoff of boys to lower level schools.

Boys learn a language best by doing. By doing and acting you literally 'make' new connections. In this, they can be extra supported when they are ready for it and to which extent they are ready for. For example, not repressive, such as in: 'What are you doing there?' in which the boy gets forced to control his language and to communicate with others. It is better to ask it curiously and encouraging, such as in: 'What are you creating or making? Can you tell me?'.

On average, boys become mature more slowly and more irregularly than girls. Boys more than girls have the task to control their energy and manage it properly. They have the task to learn to control

their emotions, reflect on them and learn how to handle them. Finding meaning in their work and doing caring tasks are a great challenge for them. In all this, it is good to realize that it is nonsense to reduce them to their sex and gender role. This means that it should not be considered a women's task, no matter the gender role or sex, everyone should be taught how to do caring tasks and other tasks and skills which only one sex is expected to manage.

Boys do not need to be kneaded into the format of the ideal, perfect pupil that many recognise in many girls, but they earn space and support their natural conditions to become balanced men. Boys get more attention in the interaction with educators and teachers than girls, but this attention is often more negative than positive; correcting them with an undertone of annoyance. On the one hand, they have to sit still, try to write neatly (which is too early for them), have to listen and talk a lot, while on the other hand, they are given too much free space, which they cannot structure themselves with the result that they go too far in the eyes of the educators and teachers. And all of this leads to more negative feedback again. This makes school a real torture for boys, which they hope to escape from as soon as possible. Boys need more movement and space for experimentation within clear boundaries. They ask for more contact with the 'leader' and clear structures. Girls have the ability to use their self-regulation skills at an early age and do not have the exploding energy that boys have.

The relation between praise and students' attitudes is less clear, because there are certain differences in behaviour between boys and girls. In particular, high levels of praise and high proportions of praise focused on work are associated with boys' confidence only. Praise does not appear to have similar positive effects on girls' self-concepts. If you are a girl, you think the teacher has high expectations for you, because the teacher asks you many academic questions and considers your questions worthy of the rare praise that is given out in response to a student's question. In contrast, if you are a boy, you think the teacher has high expectations for you, because the teacher asks you many academic questions and praises your answers but does not praise your questions. Students are undoubtedly aware of the subtle variations in the meaning of teacher behaviour and should act according to those variations. Considering that boys and girls are influenced by different experiences, girls seem more reactive to criticism and less receptive to the effects of praise than boys, but these differences again are slight and not consistent across trials. One major discrepancy emerges: girls' self-perceptions are more strongly related to their achievement level than boys'; in contrast, the girls' self-perceptions relate less strongly to their previous grades than boys, when they are in elementary schools. The reason for this discrepancy is not clear. Possibly girls form more stable self-concepts than boys do at a young age but become less certain of their self-evaluations as they enter early adolescence. The self-perceptions of boys seem to be more affected by the immediate situation, especially positive teacher feedback, than the girls' self-perceptions. This difference might make boys' self-concepts more resilient to negative classroom experiences during school years.

§7.5 Conclusion

I will summarise this chapter by using a schedule to clarify and simplify the explained differences in gender.

	BOYS	GIRLS
PHYSICAL	<ul style="list-style-type: none"> • XY Chromosome • Testosterone: High energetical hormone. It is the boy's task to direct and control this hormone, and thus energy. • The male's right half of the brain is more developed at the expense of the left hemisphere. • Men perform better in mathematics (the right hemisphere). • The long-term memory of men is better developed. 	<ul style="list-style-type: none"> • XX Chromosome • Estrogen • Girls from the age of twelve until fourteen are ahead of the physical and mental development of boys. • Women have a larger corpus callosum: women can do several things at the same time. • Women perform better in languages (the left hemisphere). • Women have a better short-term memory.
SOCIAL COGNITIVE	<ul style="list-style-type: none"> • Boys communicate more physically and visually. • Boys have the task to learn how to control their energy and lead it in the right direction. • Boys first choose family, followed by money and friends. 	<ul style="list-style-type: none"> • Girls easily attach emotions to language. • Girls have the task to learn how to be confident and to keep standing in a world where men dominate. • Girls name friends, family and then social media as most important in their life. • Girls communicate much more than boys do; whether this is in 'real life' or by using multimedia tools.
SCHOOL PERFORMANCES & ATTITUDE	<ul style="list-style-type: none"> • Boys do significantly less well in education, score much higher when it comes to risk behaviour, traffic accidents, excessive alcohol abuse, other drugs, small and large crimes. • Boys learn a language best by doing. • Boys need more movement in experimentation within clear boundaries. 	<ul style="list-style-type: none"> • Girls have the ability to use their self-regulation skills in their early years of life and do not have the exploding energy that boys have. • Girls learn a language best by learning, because they use their self-regulation skills to learn. • Girls seem more reactive to criticism and less receptive to the effects of praise than boys.

Part B: Field research

Chapter 8 Results: Students' Opinion

In this chapter I will discuss the results from the questionnaires, which the pupils have answered. In total, I have questioned 176 pupils: 85 boys and 91 girls. This includes two classes of every school year of the TL⁹-level, which includes 2 first-year classes, 2 second-year classes, 2 third-year classes and 2 fourth-year classes. The questionnaire consisted of several multiple choice questions, where the pupils were allowed to tick more than one box to make their choice, and some open questions, where pupils had to explain their answers given to the multiple choice question. The questionnaire is attached in the appendix. The percentages of the charts and pies are also attached in the appendix, which are all numbered by figure to make it easy to find and very structured. Of course, some obvious percentages are mentioned in the text, but to see all the percentages the appendix should be consulted. See appendix number 1 and 2.

First of all, the answers to the questionnaires show the differences in interests between boys and girls. It is striking that both boys and girls name music as the most favourite interest. The most noticeable difference is that girls have more interest in fashion, while the boys do not name this at all (23,6% against 3,2%). Instead, they prefer doing computer games or playing on the computer. Going out and playing sports are on average equally popular among boys and girls.

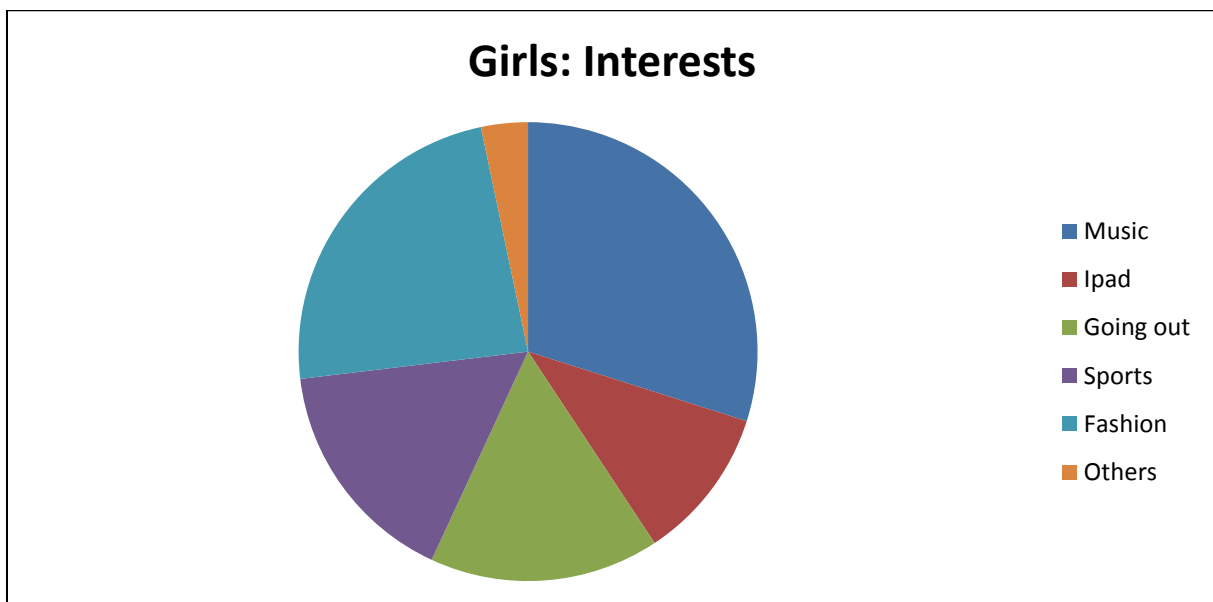


Figure 1: Girls Interests

⁹ TL-year: this is one of the four levels in which the VMBO secondary school system is divided. From highest to lowest level: TL, GT, KB and BB.

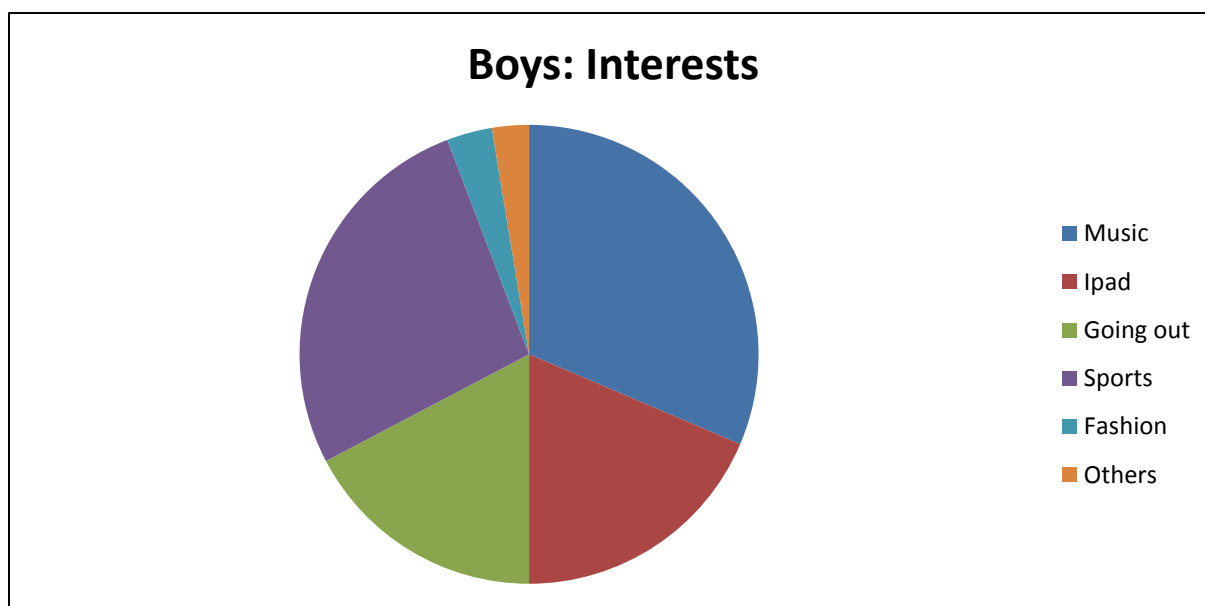


Figure 2: Boys Interests

The differences in age are based on the class division; first class up to the fourth class. It is striking that for all ages, music is the most popular interest, but all along the line this drops from 34,% until 27,9%. As the pupils get older, the interest in going out gets more popular. Next to that, sports is also very often chosen by all the age levels. The first year-pupils' interests are also playing computer games or playing on the Ipad (with 25,5%), while this is not the case for the other older age groups (only 10%).

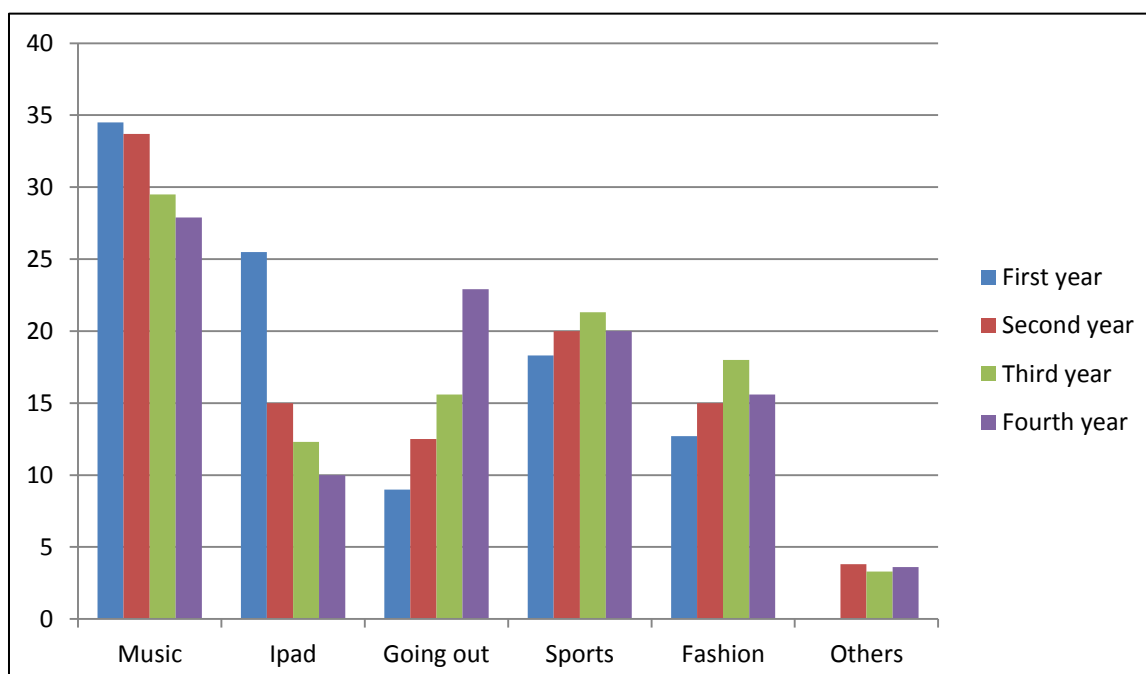


Figure 3: Interests per class

§8.1 Differences in gender

The questionnaire focuses on several aspects. Attention is given to subjects which boys and girls do and do not like and the reason for their choice. Boys and girls are also questioned about their opinion

about teachers: what do they think is important a teacher includes in the lesson or what should a teacher do or absolutely not do during the lesson and again, their explanation for their given answers. Also, they are asked to indicate what they consider important to get motivated and they are asked what makes them uninterested and less motivated in a lesson or subject.

Most and least favourite subjects

The pupils are asked to mark their most and least favourite subjects, by answering open questions. Based on those answers, subjects are linked and categories are made. Firstly, I will explain these categories: Dutch, German, English and French are linked and are transformed into the category 'Languages', the subject drawing is linked to handicraft and technology and these are named the category 'Art'. Maths, ICT and economics are linked as well and are named 'Maths/Economics', just as drama, acting and music, which are transformed into the category 'Acting/Music'.

Boys and girls are giving several different affiliations for the subjects they do and do not like. Boys often have a great preference for sports, while the number of boys mentioning drawing, history and biology is extremely low (21,4% against 9,6%). Girls are less unanimous in their choice and mention diverse subjects. In proportion, languages are called most favourite among boys and girls and are in second place. This is striking, because languages are also number one in the list of least favourite subjects, for both girls and boys. It appears that especially Dutch, the first language, is experienced as a not enjoyable and disliked subject. Furthermore, the subjects French, German and English are alternately experienced as negative or positive. Economics and Mathematics are often mentioned as least enjoyable course.

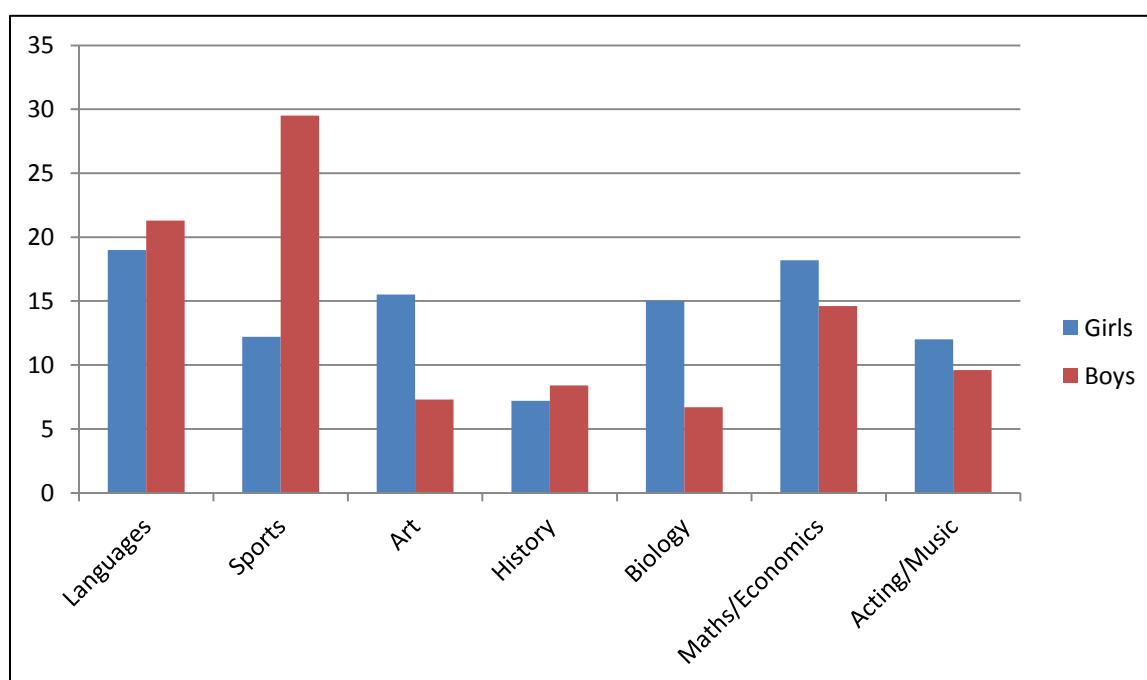


Figure 4: Most favourite subjects per gender

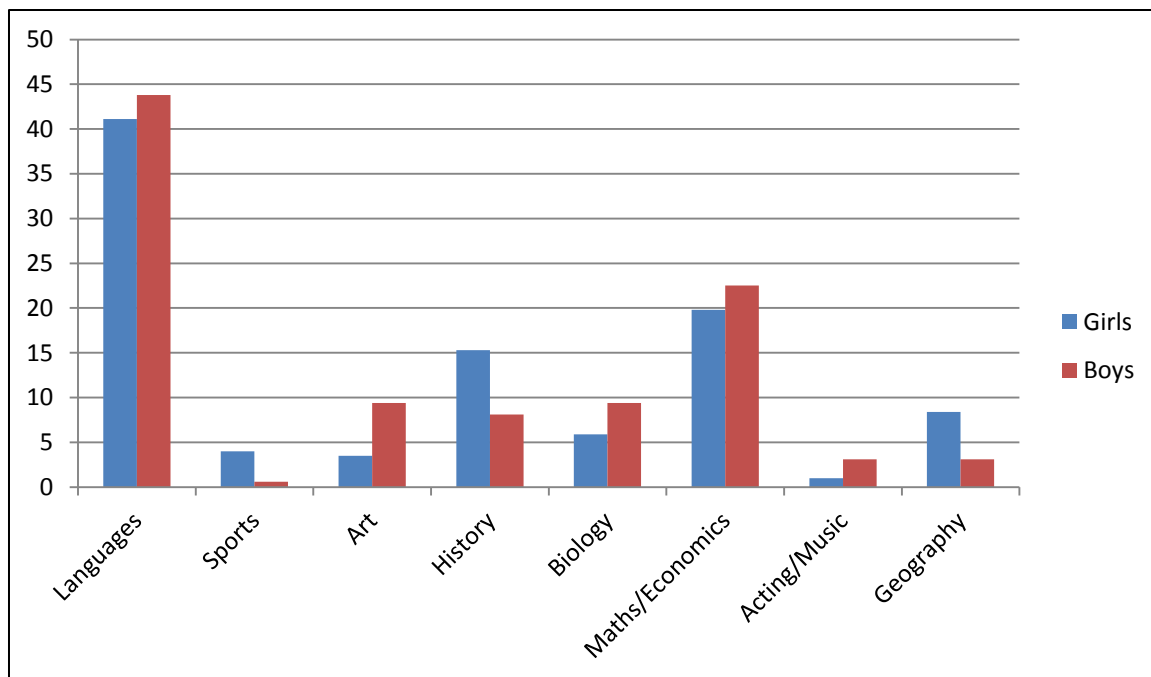


Figure 5: Least favourite subjects per gender

Because it is very noticeable that many subjects are called both most favourite and least favourite subject, the pupils are asked to explain their reason for making their choice. Again, both genders answer this question with the same major reason: 'because they are good at it' (girls: 27,4% and boys: 32,3%) or 'because they like the teacher' (girls: 17,3% and boys: 15,1%). Knowing that they need it for their future job or having a lot of varying lessons are other reasons why pupils like a subject.

The most obvious difference is that more girls than boys experience it as important and prefer to do things individually, while most boys especially mention not having to do homework as an important argument to like a subject (13,5% against 8,1%). These results are also reflected in the discussion of arguments for the least favourite subjects. For both genders being bad at a subject is a good reason to dislike a subject, next to 'having boring lessons'. A lot of pupils dislike a subject because they do not see a point in that particular course. Again, boys more than girls experience that not having to do lots of homework as very positive and it is striking, again, that girls experience working on their own as a positive aspect. In the meantime, boys name working on their own as a very negative thing during a lesson. Another reason often named is disliking the teacher of the specific subject.

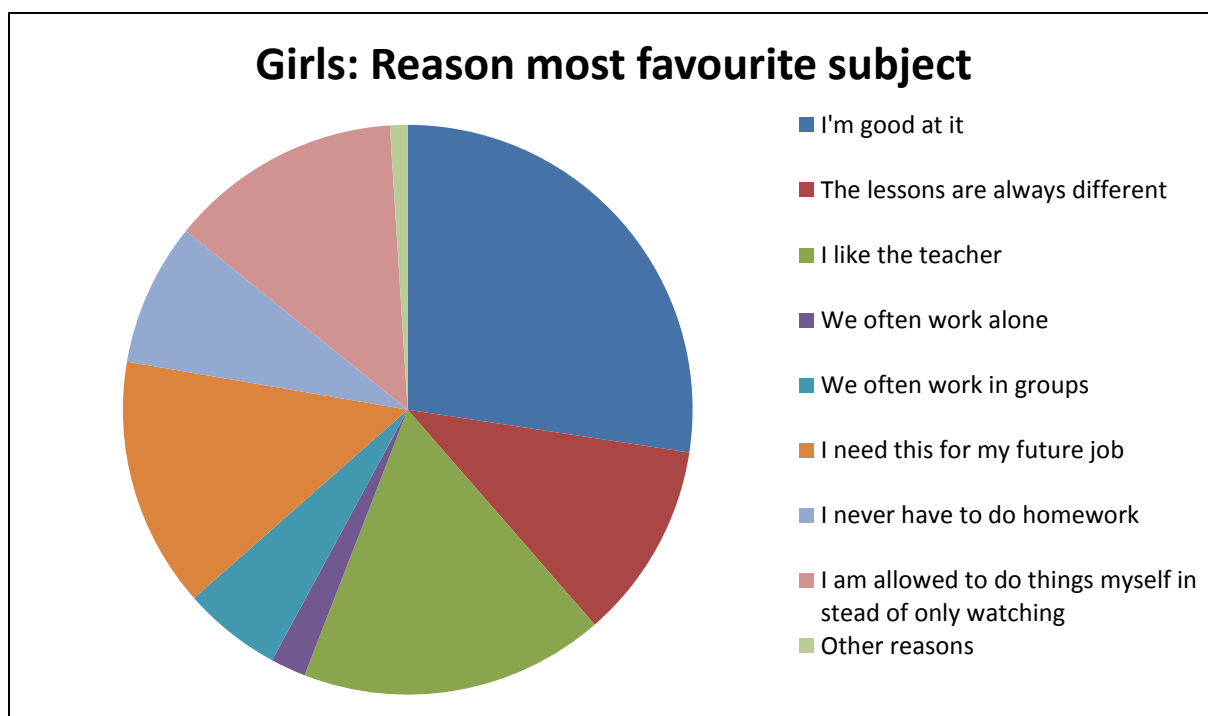


Figure 6: Girls: Reason most favourite subject

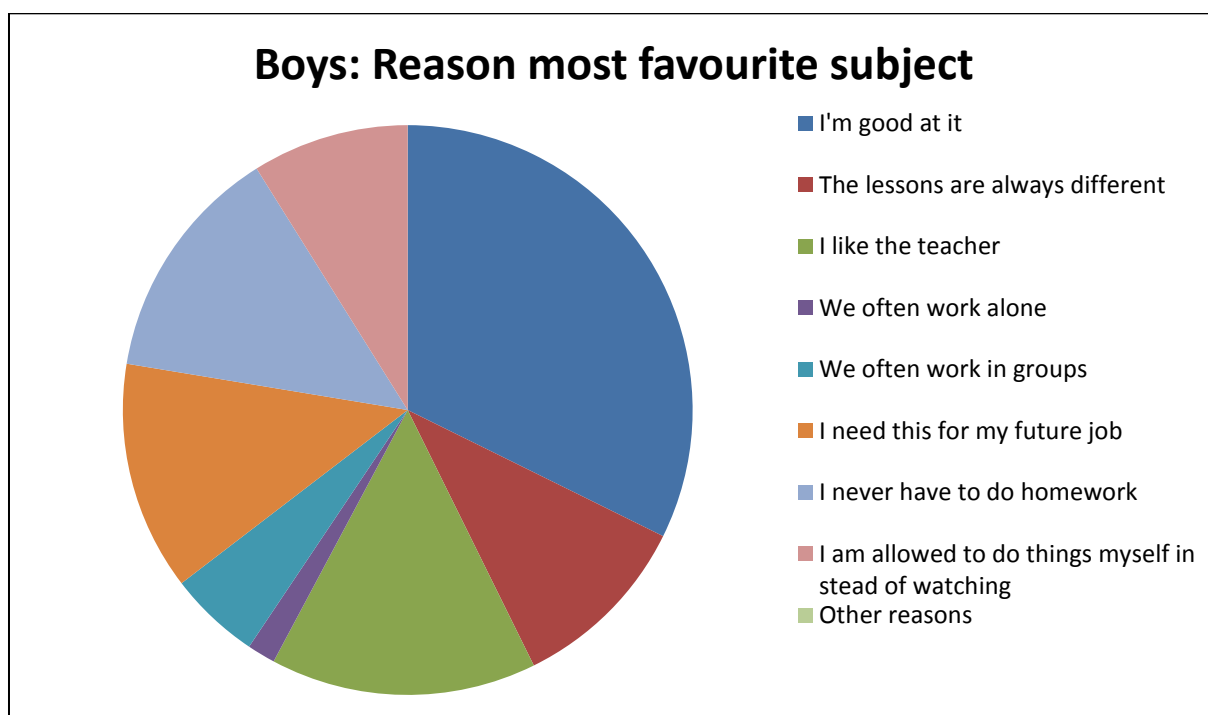


Figure 7: Boys: Reason most favourite subject

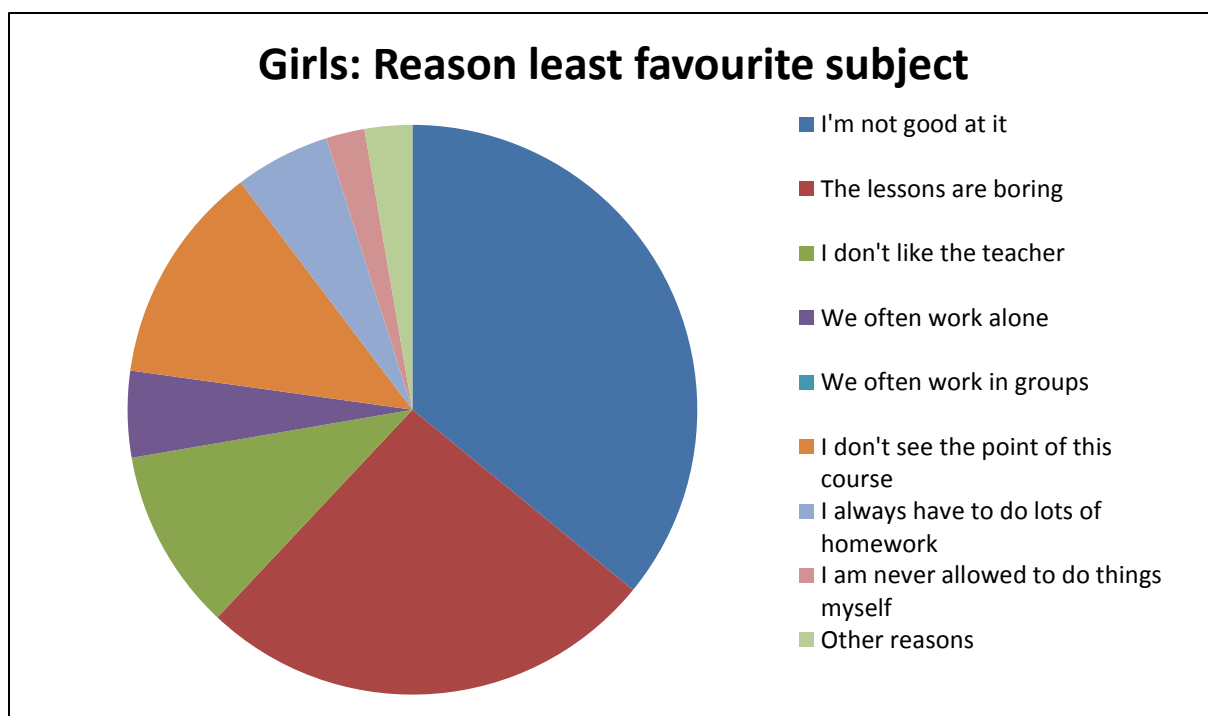


Figure 8: Girls: Reason least favourite subject

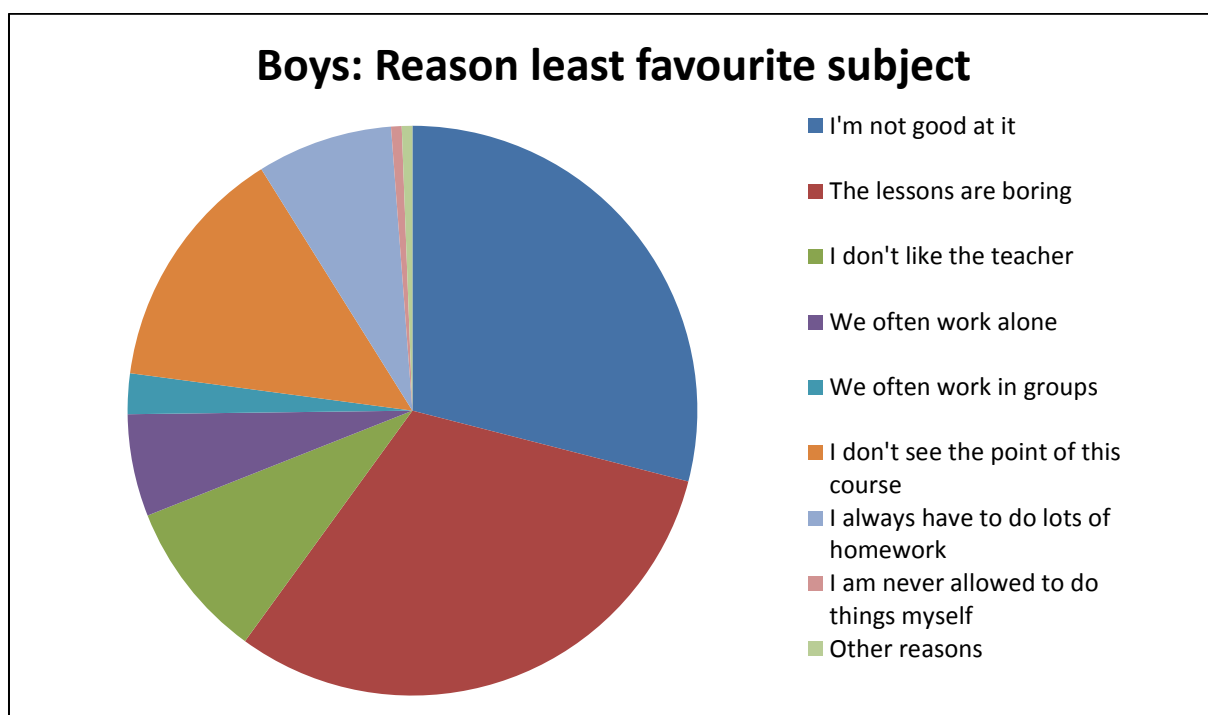


Figure 9: Boys: Least favourite subject

It is striking that most girls like subjects such as maths, economics, languages and acting/drama, while these subjects are also the least favourite subjects. The pupils like their chosen subjects because they are either good at it or they like the teacher. Next to that, realising that they need the subject for the future or having varying lessons, make a subject liked as well. They absolutely do not

like a subject when they are not that good at it, the lessons are boring and they do not see the point of that course.

Where the girls' opinion is very widely spread, the boys' opinion is not. Especially languages, maths and economics are ticked by the boys, but sports stands out with over 29%. Most boys like a subject because they are good at it, but also because they are allowed to work together or like the teacher. The reason for making their choice does not differ that much between genders. The subjects mostly disliked by the boys are languages, maths and economics. Again, it is very striking that subjects are both named most and least favourite per gender. A subject is liked when boys are good at it, when the lessons are always different and when they like the teacher. Unpopular subjects are subjects which boys are not good at, when the lessons are very boring and when they do not see the point of having this course. Boys and girls do differ, mostly in interests, but they also show similarities.

Gender differences in motivation

Firstly, the pupils were asked to answer the question about what they consider important in a teacher. The answer to that question shows us the following results. The boys' answers are more dispersed, but give the same image as what the girls sketch. Clearly, both groups share the opinion that lots of explanation is wished in a lesson (19,3% and 24,9%), that lessons should be varied (25,4% and 21,2%) and more creative (18,9% and 17,2%). Also doing assignments outside the book is experienced as positive. Other categories are mentioned as well, but less frequently.

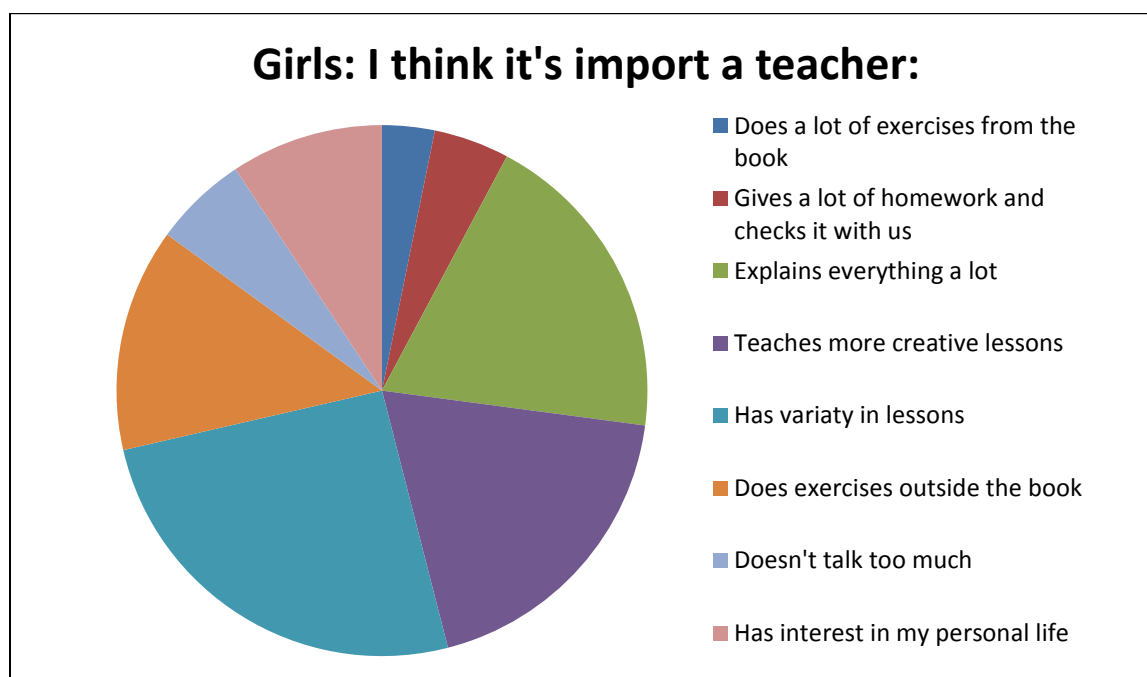


Figure 10: Girls: I think it's important a teacher:

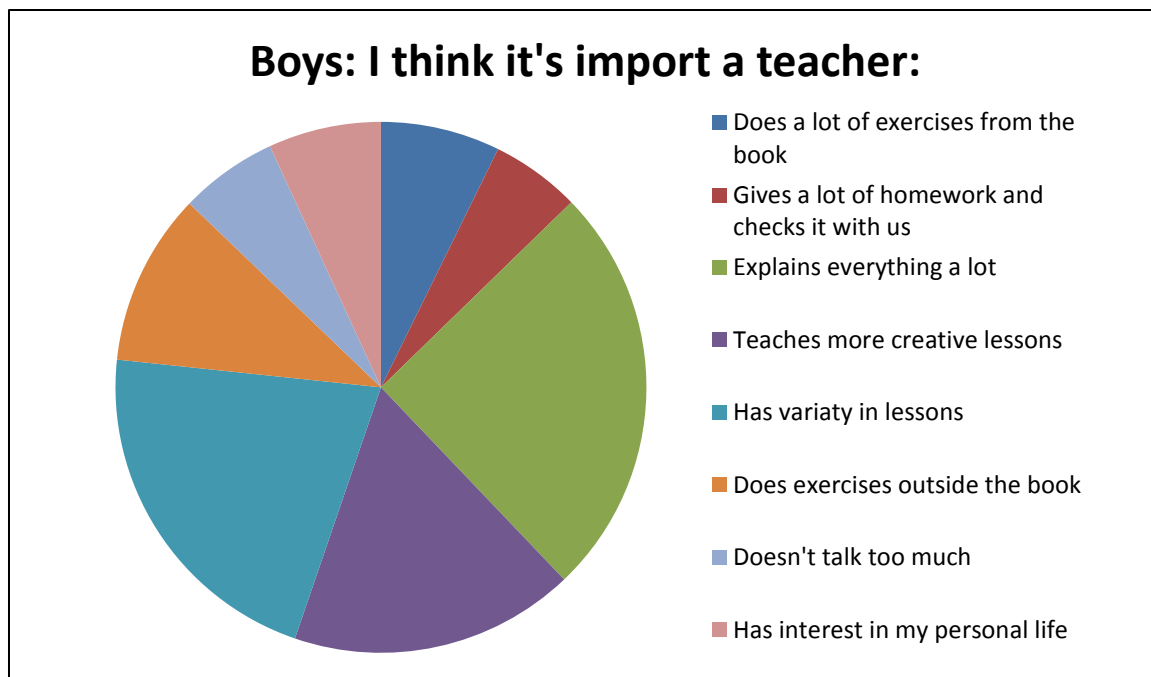


Figure 11: Boys: I think it's important a teacher:

Another question asked in the questionnaire is about the pupils' opinion about when they do their extra best for a specific subject. Again, the various possible answers offered are ticked several times in the surveys. Most often, when the subject is liked (27,1% and 25,9%), the pupils do their extra best, but the other answers are ticked as well by both the girls and the boys.

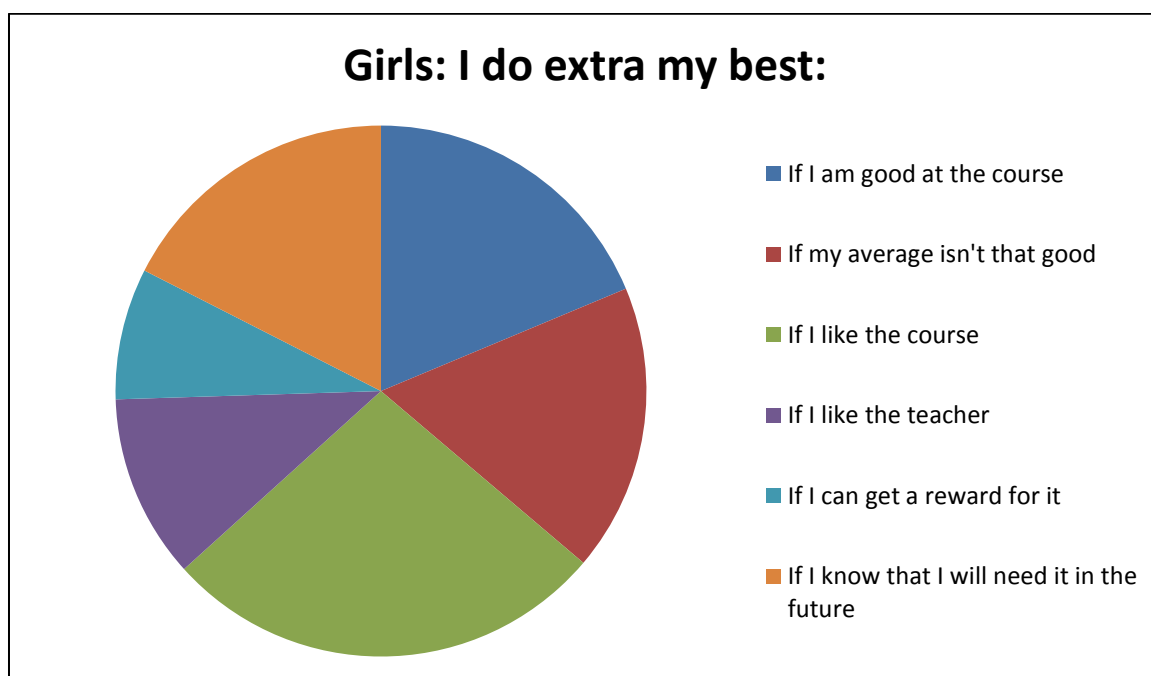


Figure 12: Girls: I do extra my best:

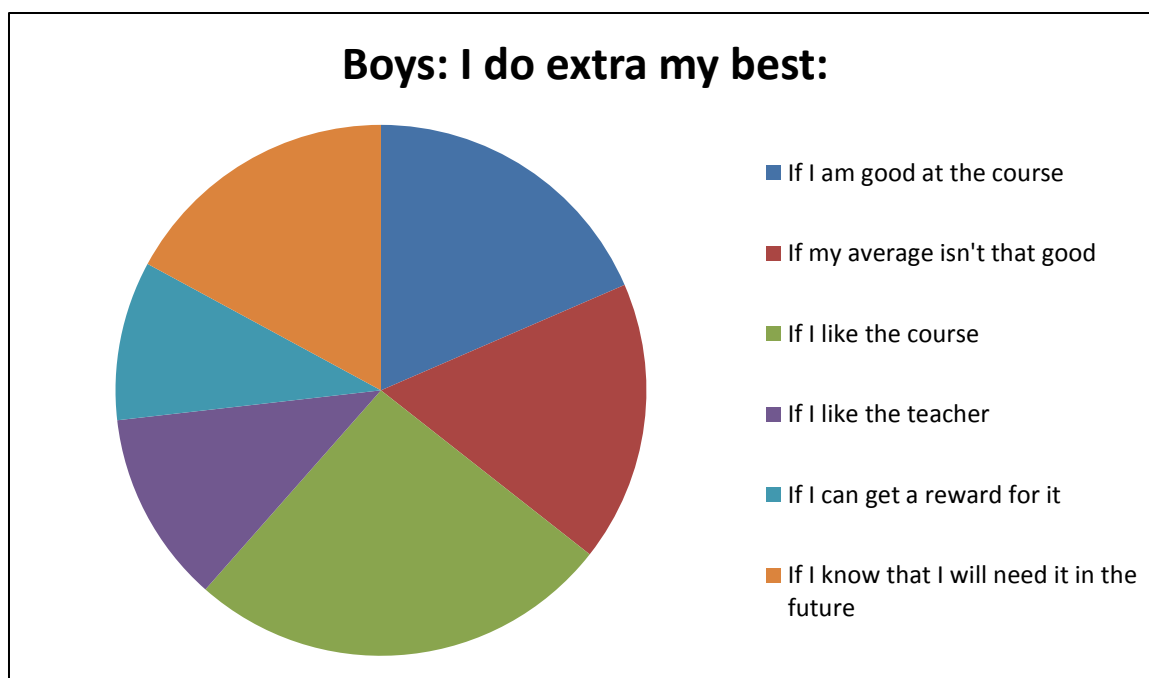


Figure 13: Boys: I do extra my best:

§8.2 Differences in age

In the previous section, the differences in gender were not very large or noticeable. Therefore, in this section the main differences in age will be discussed. To measure these differences, I made a classification per class. First year pupils are on average 12 years old, while the average in the fourth grade is 16 years old. Just as in the previous section, the pupils' answers are observed by looking at their most and least favourite subjects and their added explanations of their choice. Next to that, the focus is also on the differences in motivation and their opinion about their extra commitment to a subject. This will be done per class, meaning per age level, and not by gender this time.

Most and least favourite subjects

The answers for most favourite subjects seem to differ. The first year's pupils choose drama, music and drawing as their favourite. The older the pupils get, the more these three subjects disappear in their list of most favourite subjects. However, it should be noticed that the fourth year pupils do not have these courses anymore. It is also striking that the older the pupils get, the more theoretical subjects, such as economics, biology, maths and history, increase in popularity. Next to that, there is a great difference between the first and the second-year pupils involving the category 'Language'. While hardly anyone of the first formers chooses a language as a favourite course (only 7,1%), a lot of second year pupils do choose it (34,5%). There is only a small difference between the third and the fourth-year pupils and their choice of language as a popular subject.

Least favourite subjects seem to be the languages among all age levels, next to economics and mathematics. First year pupils show a bit more variety, naming geography, history and biology as least favourite subjects; i.e. the theoretical subjects. It is also noticeable that especially the languages, economics and maths are both named most and least favourite subjects overall. That is why it is important to find out about the pupils' reasons for choosing their answers.

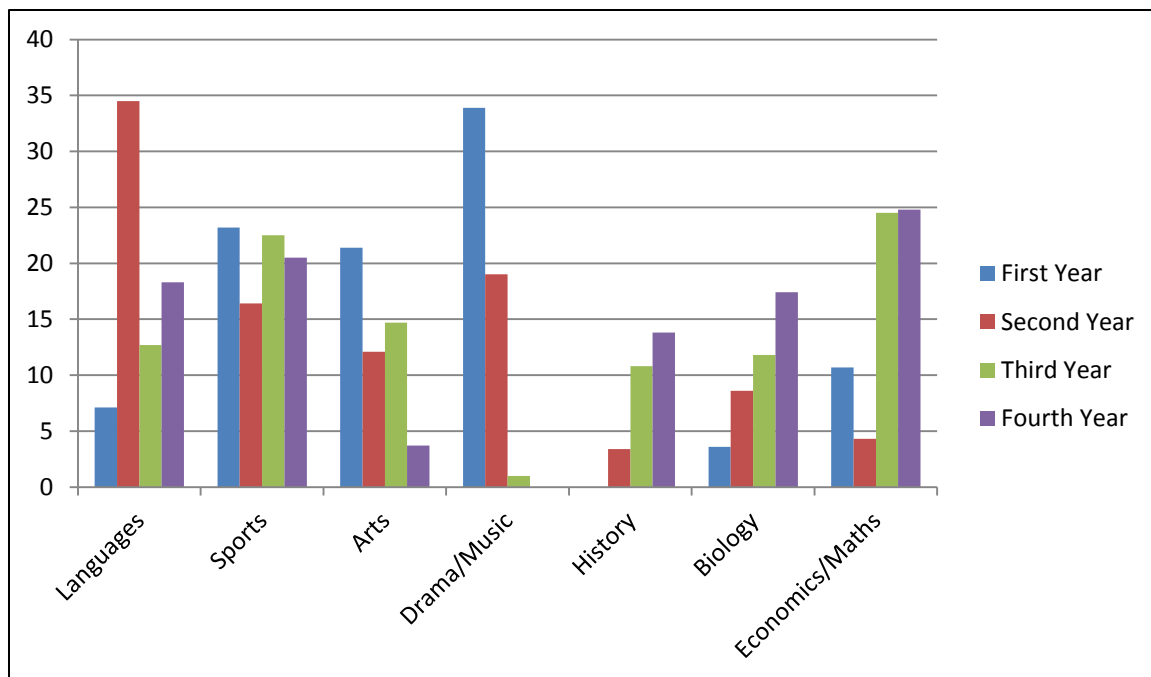


Figure 14: Most favourite subjects per age group

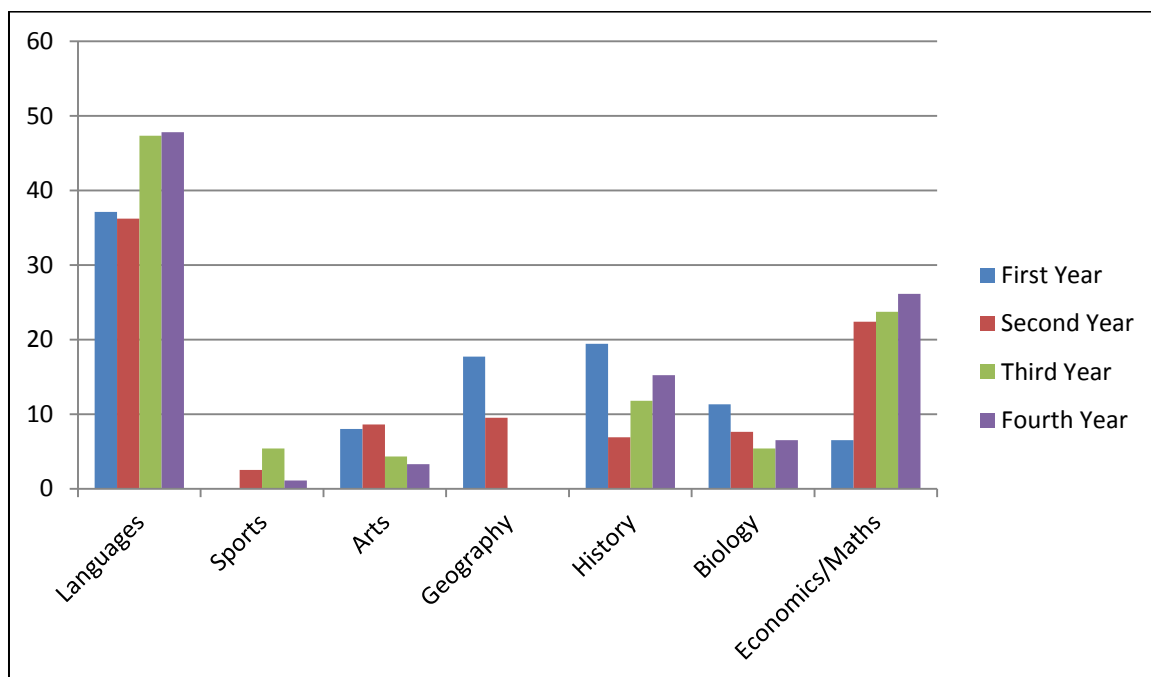


Figure 15: Least favourite subjects per age group

The older the pupils get, the more often the reason 'because I am good at it' is chosen as the reason for liking a subject. First formers choose 'liking the teacher' as an important argument, and so do the second, third and fourth year pupils, but in a declining line. For first year pupils, working in groups is an important factor (more than 12%), while hardly anybody of the other age groups cares about that (only 2,7%). For them it is of great importance whether the subject is useful and needed for their future job or not. It is also noticeable that a great number of pupils attach value to doing things on

their own and to having varying lessons.

Boring lessons and lessons which pupils are not good at, are the most chosen reasons to choose a subject as least favourite. A lot of first formers include that they do not see the point in those subjects; especially history, geography and the languages are linked to that reasoning. Next to that, having a teacher they do not like is named several times among different age levels, together with getting lots of homework for that particular subject.

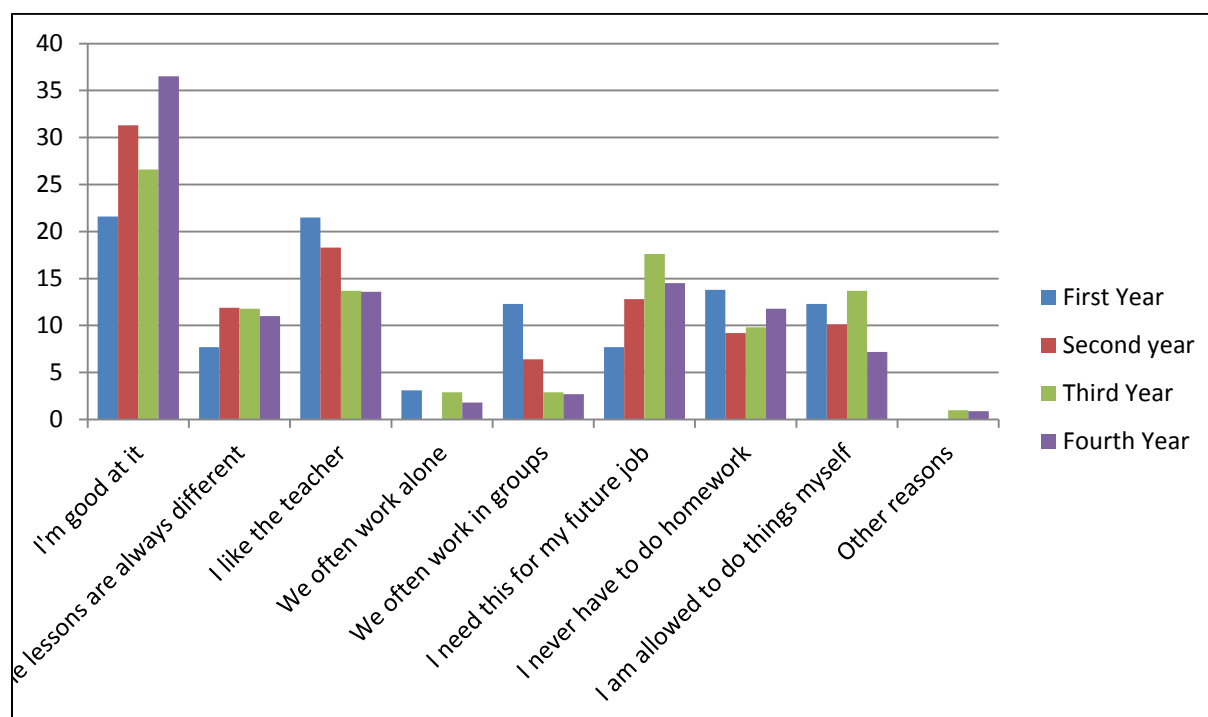


Figure 16: Reasons for liking a subject, per age group
'I like a subject, because ...'

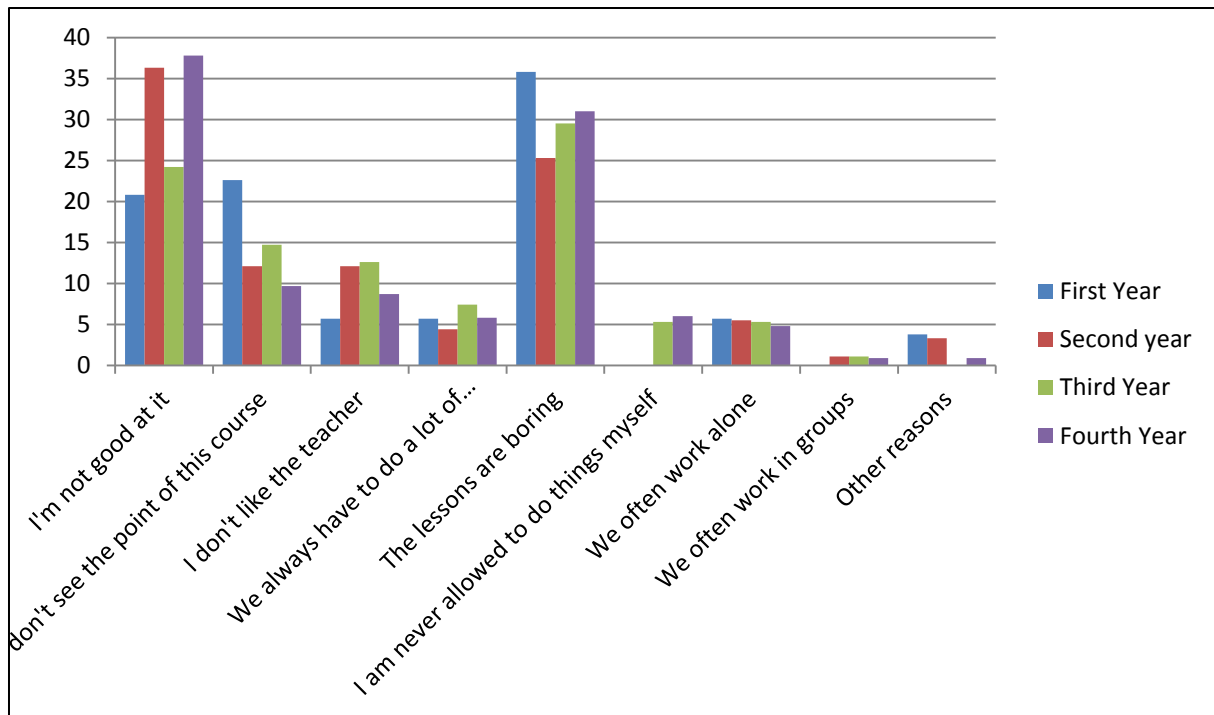


Figure 17: Reasons for disliking a subject, per age group
'I dislike a subject, because ... '

Age differences in motivation

Pupils seem to have different reasons for liking or disliking a teacher. While I was examining and reading the answers given by all the pupils, I noticed that pupils per age group think a teacher should have certain characteristics and should do and include different aspects in a lesson.

Getting enough and clear explanations during the lesson is very important for all the age levels.

Pupils indicate that they find it very important to understand the subject matter to make sure they can participate during the lesson. First year pupils mention creative lessons as important, and so do the other age level but fewer. The older the pupils get, the more they want more variety in the lessons. Next to that, doing tasks outside the book seems to be important as well. It is striking that the first and fourth year pupils experience it as pleasant when a teacher shows some interest in their personal life, while the second and third year pupils hardly do. On the other hand, second years mention doing and checking homework in the classroom as important, while the other age groups do not name this at all.

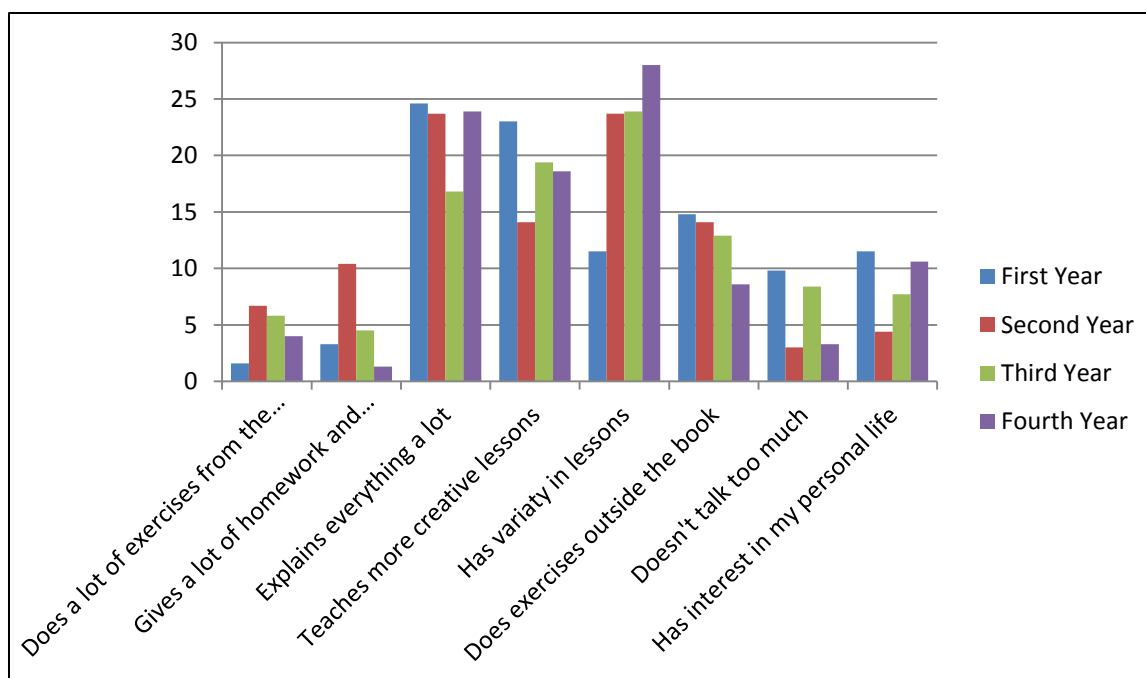


Figure18: 'I think it is important a teacher ... '

Pupils indicate that they do their best when they like a subject (on average more than 26% of every age group). Two other reasons to do their extra best for a subject are 'because they are good at a subject' and 'because they should get better grades to get a better average mark'. It is striking that all the answers are often ticked, which means that there are a lot of reasons to be motivated and do their extra best. Also, getting a reward or award, liking the teacher and knowing that they need it in the future have often been chosen as important to get motivated. That is why it is hard to get one clear answer out of this question.

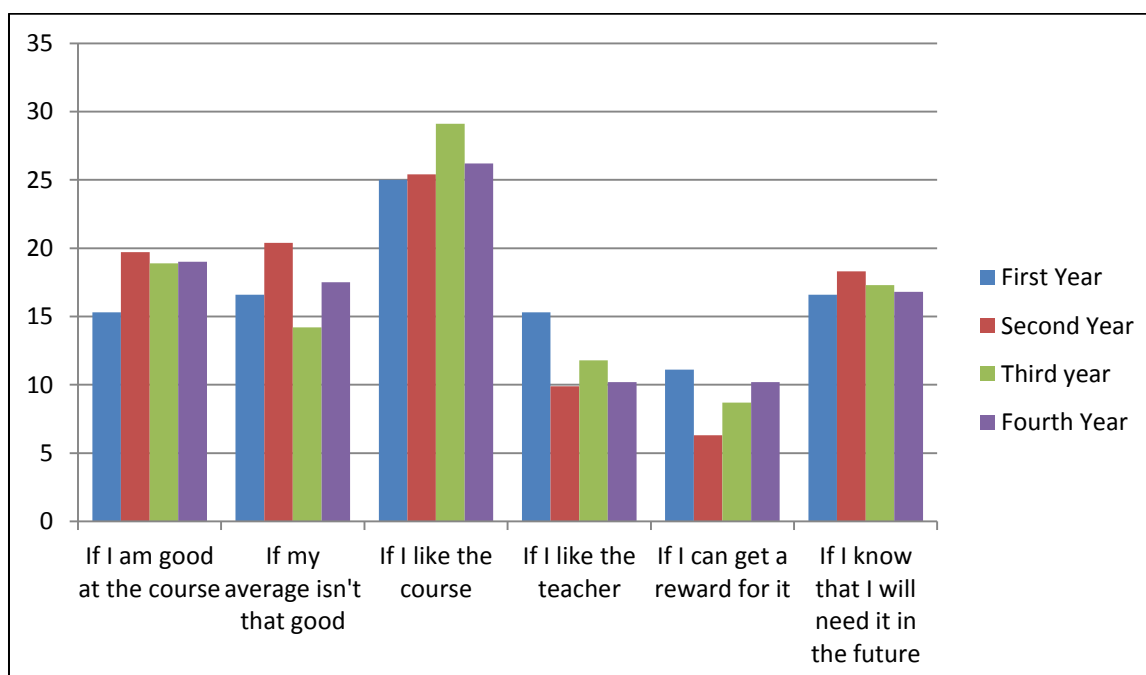


Figure19: 'I do my extra best ... '

§8.3 Results linked to the theories

When the results of the pupils' questionnaires are linked to the theories discussed in the previous chapters, we can conclude some similarities that support the theories, but there are also some differences.

The results of the pupils show that the interests in gender correspond, namely all the ages and both genders name 'music' as most favourite interest. There is, however, one big difference between gender and their interest; boys mention playing computer games often, while girls do not. On the other hand, girls mention fashion very often, while boys do not. This difference between genders can be linked to the theory of 'machismo' and 'marianismo'. Even though it is possible that girls indeed like shopping and fashion more than boys, it is probably influenced by the environment as well.

Next to that, the results also show that the older the pupils get, the more they are interested in going out. This outcome can be linked to the period in which the pupils are, the puberty. In the first class, pupils are only twelve years old and are just exploring what they want and prefer, while pupils in the fourth year, who are already over 16 years old, think they are already grown up and know what they want. However, most of them are still in their puberty and want to belong to a group and fit in. Adolescents feel grown up, mature and 'older' when they are allowed to go out, which is why going out is an interest that belongs to puberty.

The results show us that most of the boys mention sports as most favourite subject. The number of pupils mentioning sports is extremely high (almost 30%) in accordance with the other percentages. It has been theorized that boys are more practical and need to have space to experiment and do things, which is possible during P.E. lessons. Girls are less unanimous in their choice for favourite subject, which is also a typical female characteristic. It is again one of the prejudices that men do not have difficulties in making a decision, while women are much more difficult in making clear, obvious decisions, because they consider every possible option. It is striking that both genders mention languages, economics and mathematics as most and least favourite subject. If the theory has to be believed, girls are much better at languages, while boys have better mathematical skills. In this research that is obviously not the case.

The first formers mention the practical subjects as most favourite subjects, while the fourth-year pupils mention the more theoretical subjects. This can be linked to the theory about the adolescents. When a pupil is in puberty and starts becoming an adult, their capability of creating more insight and overview grows. This means that they are also better in making connections, which is needed in the more theoretical subjects. First-year pupils do not have this skill developed and are still more playful than adolescents, which makes it obvious for them to choose the more practical subjects. Besides, it is obvious that vmbo-pupils are not that good at theoretical subjects, because reading is experienced as an extremely boring and tiresome activity, according to the theories.

It is also very striking that the older the pupils get, the more they mention that they do their best for a subject if they know that they are going to need it for the future and they experience it as useful. This shows that they are looking to the future and are wondering what they are going to do for a living. They also mention variety in the lessons, because they start to discover their preferences and when they do not like a task or lesson, they will probably say it out loud, become rebellious and will probably not do anything during that lesson or task. It is also noticeable that there is a great difference in mentioning 'working alone' among the age groups. Fourth-year pupils are much more independent and have more experience in working alone. They know that they want to do it alone, because they have already realized that their interests and needs are different than those of other pupils. In contrast to the fourth-year pupils, the first formers mention working together and liking the

teacher as reasons to like a subject. These younger pupils still want to belong to a group and have to find out who they are as an individual.

The similarities between the theories and findings are mostly noticeable in the answers to the question about their opinion of a good teacher. The words structure and good, clear explanations are very common. This can be linked to the fact that vmbo-pupils need more guidance provided by a teacher. They do not have the capability to control their own behaviour, as higher level pupils do. Other results that match the theories are the results of the questions about their motivation. Girls mention 'being bad at it' as a reason to dislike a subject and do not do their best anymore, which is very obviously said in the theory. When girls experience something as negative, they are not capable of letting it go. They will remember this for a long time and are afraid of failure. This is the same for disliking a teacher. When a teacher did something the girl did not like, she will remember this for a long time and the teacher has to do a lot to make it up with her. It is also very noticeable that both girls and boys have ticked a lot of various boxes to this question about motivation. This shows that motivation is indeed a very wide spread feature and is hard to attack, as we have learned from the theories.

There are some disagreements between the results of the questionnaires and the theories. Both the girls and the boys mention variety in the lessons, having creativity in the lessons and working outside the book, which are all aspects that are not mentioned in the theory. It is also noticeable that only a few pupils mentioned the interest of the teacher in their personal life, while, according to the theories, pupils are being influenced when a teacher asks about them.

Chapter 9 Results Teachers' Opinions

The view of the teachers will be the main point discussed in this chapter. Again, I have chosen to use questionnaires to question the teachers. In comparison with the questionnaires of the pupils, these questions are open, so that teachers can express their opinion of what they feel is and is not important. The questions also focus on how teachers try to motivate pupils and what they know about the motivational techniques. The questionnaire is attached in the appendix. See appendix number 3. Per section, I will explain and indicate what the answers were mostly given by the teachers.

§9.1 Pupils' interests

Teachers (7 out of 7) indicate that pupils are mostly interested in multimedia. Pupils surf on the internet daily and many are busy with using their blackberry or other phone brands in schools. Also, teachers (3 out of 7) indicate movies and music as an important interest of the pupils. Internet sites, such as MySpace and Facebook, are popular among the youth, next to keeping in touch with each other over the phone. Communication is less direct, but it is very important in a pupil's life. Constantly, they want to be aware of the latest information and gossip from each other. The social aspect in school is therefore very important for pupils; the interaction with fellow pupils, hanging out together during breaks and talking to and about each other. According to teachers (42,8%) , pupils are very much involved with each other and want to be aware of how they appear at school. Two of the teachers explain that the reason for this behaviour is because pupils are busy finding their own identity and they want to belong to a group. In this stage of life, they are afraid of 'being different'. This is reflected in clothing and wearing certain brands, but also in terms of choosing friends and musical style and behaviour.

Teachers (71,4%) indicate that it is important to use these interests in classes and in school. For example, a first respondent writes the following: 'If you use a good course book in your course, that course book will already be connected to the interests of the pupils. Besides, you can also use examples from their daily lives in your classroom and you should be aware of the things that keep the pupils interested. So join their world and stay up-to-date'.

Furthermore, the use of computers and visual aids is what makes the lessons varied and less boring for the pupils, because it corresponds with their world, it stimulates them and encourages them to participate more often.

It is striking that some teachers (42,8%) say that they hardly ever use the pupils' interest in class. They find it very important to stick to their own teaching methods and do not do anything outside the book. On the other hand, some teachers do choose lesson themes closer to the interests of the pupils and try to adapt this in their lessons, for example when they are learning how to read texts.

§9.2 Motivating pupils

In the questionnaire, I wanted the teachers to answer questions about pupils' motivation. To point them towards the answers I could use, I made sure examples were given with the questions. This resulted in a lot of different answers, in which teachers claim to use all different motivational techniques.

- **Rewards:**

Teachers claim that they often use rewards to get the pupils motivated. One of the examples a teacher wrote down was that he rewards the pupils' working attitude during the lesson. The better they work, the more minutes they can use to chat at the end of the lesson or the less homework they get. Rewards by using compliments and positive notifications work really well, and even stickers and stamps are good items to get them motivated. Additionally, rewarding the pupils by giving them a challenge, doing a game or sometimes even handing out sweets works just fine as well. Teachers do indicate that punishment is sometimes necessary, but admit that rewards are better. They all agree that punishments should be rare, while rewards are much more important and should be used every lesson. They add that rewards by using compliments are the best way to give pupils a good feeling and make them want to participate in today's lesson. They conclude that pupils do not have to like a subject to participate well; compliments in combination with a good sense of humour can get them enthusiastic.

(7 out of 7 teachers agree with this answer)
- **Using up-to-date news facts:**

Pupils become more motivated when the current topic and news facts suit their interests. This is especially important when texts are used in class, according to teachers. If a pupil likes the topic of the text, they will read it better and are more concentrated.

(4 out of 7 teachers agree with this answer)
- **Structure:**

By ensuring that the lesson structure is the same per lesson and chapters are clearly constructed, pupils know where they stand. It provides guidance and structure. According to some teachers, that is what pupils need to get motivated and participate in their lesson.

(6 out of 7 teachers agree with this answer)
- **Closing lesson cycles:**

One of the respondents wrote down that he rewarded the pupils per lesson cycle and not per lesson. When a class participates very well and ends the lesson cycle, the pupils are rewarded with a film or a music lesson. This is some kind of reward, only not every lesson but after several lessons. It is a combination of rewards and structure.

(1 out of 7 teachers agrees with this answer)
- **Sense of humour:**

Most of the teachers agree that jokes and other kinds of humour are a very good aspect to get pupils motivated and interested. Besides, being open and responding nicely to pupils can be used as well.

(5 out of 7 teachers agree with this answer)
- **Open attitude towards pupils:**

Next to a good sense of humour, the attitude of a teacher matters. Teachers can motivate pupils by showing interest in their life, by giving them attention and by showing enthusiasm.

(5 out of 7 teachers agree with this answer)
- **Offering help:**

If pupils find it hard to motivate because they find something very difficult, this can be either on the subject matter, but also on personal matters, it is important to listen and help.

(4 out of 7 teachers agree with this answer)

- **Class' atmosphere:**
Students are sensitive to the atmosphere in the classroom. If teachers notice that pupils are very difficult to motivate, they try to change the class atmosphere. It is a teacher's task to determine and make sure the pupils feel safe, secure and welcome in a classroom.
(4 out of 7 teachers agree with this answer)
- **One-on-one conversations:**
According to teachers, this works especially best if pupils disrupt the class, are poorly motivated or have trouble participating. By showing individual interest in the pupil, listening and giving individual attention, pupils feel important. Spending extra time and giving them more attention is an often chosen approach, because the pupils find it hard to follow the speed of the lesson or because they do not understand the subject matter.
(1 out of 7 teachers agree with this answer)

Teachers (71,4%) indicate that it can be very difficult in some cases to get someone motivated. As a teacher you cannot do more than your best, try to motivate them in every way possible, but they agree that there has to be some kind of intrinsic motivation with every pupil. If a few pupils are less motivated, you can use various techniques to get them motivated and thereby vary these techniques until the appropriate one is found. Teachers (28,6%) indicate that if the situation arises that someone really does not want to participate, you should learn to accept it, even though this might be very difficult for a teacher. Of course, in some cases it is possible and necessary to refer a pupil to other institutions with the goal to get him motivated for school tasks.

From my own experience I know that there are often differences in motivation of students in a classroom. That is very difficult for a teacher, because every pupil has different needs and non-motivated pupils are often influential to the rest of the class. So I asked teachers how they handle this. From the results of the questionnaire, it shows that teachers (3 out of 7) find it important that pupils are treated equally. That is why dividing attention is important. However, there is enough space for pupils who have difficulty with the subject matter to give them some extra explanation and time, for example after the lesson or when pupils are working on their own. The pupils should know that there are possibilities to get help and to get extra attention when they need it. Teachers (2 out of 7) also include that they write some extra feedback when they are checking tests. This small, brief note will only give them an extra push and motivation to do better next time.

To the question whether teacher motivate pupils individually or as a class, they answered 'both' (5 out of 7). This depends on what the situation allows. Motivating the whole class at once is easily done by adding fun exercises, films or giving less or no homework and can be important to improve the class' spirit and team work. On the other motivating individually is done in smaller gestures, for example by a pat on the back, a wink, one small note about his working attitude or by phoning home.

§9.3 Differences in motivating per gender

After reading the pupils' questionnaires, I can indicate that there are differences between boys and girls. From there, I have presented a questionnaire to teachers on how they experience these differences and whether and how they deal with them.

Teachers (84,7%) out of believe that motivation does not depend on gender, but on natural ability, home situations, financial situations, school situations and age differences. It is very striking that teachers (71,4%) say that they do not motivate girls differently from boys and they do not feel there

is a connection between genders and motivation. However, they do experience difference in behaviour between genders in class. They notice that girls chat more often than boys and that boys are more easily distracted. Next to that, teachers (7 out of 7) do agree and admit that there are differences in approaching girls and boys. They say there are several tactics and ways of approaching when they talk individually with pupils or when they talk with a small group of pupils after the lesson about personal things. This helps to improve the relationship between the teacher and pupils.

§9.4 Tips & Remarks

Finally, I made sure there was some extra open space to put down some tips, remarks or feedback. Some of them do give some small tips on what does and does not work with regard to motivating pupils. They (4 out of 7) write down that pupils are often competitive and including an extra competitive element in lessons ensures that pupils will show better effort. Teachers (6 out of 7) indicate that punishment is not motivating, but rewarding is, but only if the reward is given when the pupil shows positive behaviour. Of course, sometimes punishment is inevitable. Being consistent and maintaining order is extremely important for pupils.

§9.5 Results linked to the theories

To the question what teachers think the pupils' interests are, most of the answers can be perfectly matched to the theories. They mentioned multimedia, including the Internet and smartphones, and linked this interest to the idea that pupils have the need to communicate often. Even though this way of communicating is less direct, it is an important aspect in the pupils' life. The theories support this idea. Pupils have the urge to communicate about everything and everyone and these days, this is mostly done by the use of multimedia. Teachers also answered that pupils communicate often, because they are afraid of being different and not belonging to a group, which is why they also spend a lot of time on their appearance. Again, this is supported by the theory about the vmbo-pupils and the chapter about adolescents.

To get pupils motivated, most teachers agree that they should use the pupils' interests in the lesson. This is contradictory, because they also say that they themselves hardly ever do this, because they want to stick to their own teaching style and the course book.

Other ideas to get pupils motivated and lessons more attractive are using multi-media in lessons and making sure the lessons are surprising and varying repeatedly, instead of boring. These ideas have already been theorized in chapter 4 and are associated to the 'making learning stimulating and enjoyable' subgroup of the 'maintaining and protecting motivation'-technique.

The teachers also mention rewards as a way to motivate pupils, which can be linked to the theory written in earlier chapters: in the sub group 'enhancing the learners' language-related attitudes'.

Other aspects such as providing structure and offering help are both linked to 'having an open attitude towards the pupils' and 'making sure the explanations are clear and structured', which are both mentioned in a sub group of the 'generating student motivation'- technique.

Notice that using up-to-date news facts and closing lesson cycles are not mentioned at all in the theories in earlier chapters. However, using up-to-date news fact can be matched to the interests of the pupils, which are important to include in lessons. Finishing lesson cycles can be matched to including rewards in a lesson.

There are other differences between the answers of the teachers and the theories. For example,

teachers mention competitive tasks as very important in a lesson to get the pupils motivated, while the theory has taught us that competitive tasks can be counterproductive for pupils who are insecure or who are not that good at the subject. Teachers also do not pay attention to the differences in gender and agree that every pupil should be treated the same, while the theories have mentioned that every pupil is different and should be treated differently. Next to that, teachers say that they try to motivate pupils per group and per individual, while the theories have discussed that every pupil needs a different approach to get motivated.

It is noticeable that the teachers mention all the three sub groups of the 'creating the basic motivational conditions' technique several times. 'Having an open attitude', 'creating enthusiasm and humour' and 'making sure the class' atmosphere is positive' are three aspects that summarise the mentioned technique and are important sub groups to make sure pupils get motivated and interested, according to the theories.

In the end, it is very striking that the teachers know how to get the pupils' attention, but they do little to nothing to achieve this. They know all the theories, because they use the correct terms, such as extrinsic and intrinsic motivation, but when it comes to applying it in a lesson, they forget about it and do the thing that is most comfortable for themselves and they feel most secure with.

Conclusion

Before starting this research, I asked myself the following question: What are the best approaches to get different groups of pupils motivated for and during the English lessons?

First of all it is important to explain the word motivation. Motivation is concerned with the factors that stimulate or avert the desire to engage in behaviour. Motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritised, operationalized and (successfully and unsuccessfully) acted out.

To answer the research question, I did a literature research and a field research. The literature research showed that there are several motivational techniques and approaches that can be used within a classroom setting. To choose between all these difference approaches, it is important to have a look at the results from the field research. The field research shows us that the differences in gender and age were not very large and noticeable. And if there are some differences, these are hardly worth mentioning. The differences that are striking, are the differences between age groups. It was noticeable that the interests of the younger pupils differ from those of the fourth year pupils. Their ideas of what they find important in a lesson or what they find important in a teacher vary more than they do between the genders, however, these differences are not extremely large or shocking.

It can be concluded that most of the pupils, no matter what gender or age, like a lesson, get interested and become more motivated if the lessons are creative and have lots of variety. If the pupils experience lessons as boring and one-tracked, they are less motivated. It is striking that most of the pupils agree that they need structure in a lesson. They find it very hard to concentrate and be motivated when it is very busy and chaotic during the lesson, which is also linked to the atmosphere in a classroom. The better the atmosphere and relations, the better the working attitude, they all agree. Next to that, they all agree that a teacher should use multi-media during lessons. Teachers should also be enthusiastic and use humour. This would make the pupils enthusiastic as well, which results in more motivation and interests again.

Besides the opinion of the pupils, the teachers were asked about theirs as well. The results of the surveys appeared to be not very different again and most teachers agreed on what they wrote down. Motivating pupils is mostly done per group and not per pupil. However, if a pupil is behaving badly and it is almost impossible to motivate the pupil, a teacher should use one-on-one conversations to get the pupil motivated and interested. Teachers also agree that rewarding is the best technique to approach pupils and to get them motivated. Punishment works counterproductive and will not give the expected and wanted reaction from the pupil. Next to that, teachers feel that it is important to stay close to yourself. They mention that it is very important to use techniques, which make the pupil feel secure and safe. A teacher should stick to his own ideas and approaches, to make sure the pupils know who you are and know what to expect from you. The answers to the questions of the surveys all correspond that a teacher should know different kinds of techniques, but mostly use the ones that fit them most. Lastly, most teachers mention the atmosphere in a class as an important aspect to get the pupils motivated. If the atmosphere is comfortable, safe and secure, but also fun and open, pupils will feel this and be more motivated as well.

To draw a concrete conclusion, the results of the teachers have been matched with the results of the pupils and then links those answers to the theories on motivational techniques. Because both the teachers and pupils mentioned atmosphere, enthusiasm, structure and rewards as important

aspects, we need to find techniques that fit these aspects best.

I believe that two out of a total of four techniques fit best with the learners', the teachers' and my own ideas, namely the 'creating the basic motivational techniques' and 'maintaining and protecting motivation'. As researched in chapter 4, all the chapters are divided into several subgroups. It can easily be concluded that 'creating the basic motivational conditions' fits best with both the pupils, the teachers and myself. This approach mentions teacher behaviour and the relationship with the pupils as important, next to creating a pleasant and supportive atmosphere in the classroom and working with appropriate group norms. The 'creating the basic motivational conditions' technique and its subgroups ('teacher behaviour and relationship with the students', 'pleasant, supportive atmosphere in the classroom' and 'cohesive learner group with appropriate group norms') all consist of the aspects the pupils and teachers have mentioned in their questionnaires. These aspects included words as enthusiasm, humour, structure, atmosphere, variety and creativity. Words that all fit with the basic motivational conditions. Besides, I feel that this technique fits me best as well, because the relationship and atmosphere is one of the major aspects to get them motivated and which fits my teaching style.

The 'Maintaining and protecting motivation' approach does not completely match with all the answers. Subgroup A until D ('making learning stimulating and enjoyable', 'presenting tasks in a motivational way', 'setting specific learner goals' and 'protecting the learners' self-esteem and increasing their confidence') do absolutely fit the requirements, such as being creative (by using multi-media), showing enthusiasm, offering structure and making sure the atmosphere in the classroom is safe and secure, while subgroup E until H ('allowing learners to maintain a positive social image', 'promoting cooperation among the learners', 'creating learner autonomy' and 'promoting self-motivating learner strategies') do not match with all the demands.

While the other two groups hardly match the results collected from the surveys, I do want to mention two subgroups, because I think these two do partly fit the requirements. 'Enhancing the learners' language-related values and attitudes' is one part of the generating student motivation approach, together with 'making the teaching materials relevant for the learners.' These include using creativity, rewards and multi-media as an important aspect to get the pupils motivated, because it makes sure the teachers have a lot of varying lessons.

My final goal at the end of this thesis was that I wanted to present approaches and instruments which I could link to different groups of pupils and to different circumstances, with the goal to get these groups or individual pupils motivated during English lessons.

By linking the results from the surveys of the teachers and pupils to the theory, while having in mind my own teaching style, I have been able to set some approaches which can be very useful during lessons, while being true to myself.

Epilogue

Writing this thesis was a valuable experience for me. Once I had to come up with a subject, I found out that it was not as easy as I thought it would be to think of one. I was afraid of picking the wrong subject, which would be too difficult to investigate. Finding enough information about it, while making it not too hard on myself were two aspects I kept in mind. In the year I had to do this research, I knew I was going to teach at three different secondary schools. This made me pick a subject that was useful around every classroom setting. I struggled with it for quite some time, but eventually I made up my mind after teaching different kinds of classes. I noticed a great difference in motivation between classes. After noticing this, I also noticed that these classes were different as well; in one class the boys ruled, while in the other class the girls were at an advantage over the boys. I noticed that I behaved differently in front of these classes to get them involved and participating. I knew that I wanted to do something about that and find out more about the motivations of pupils. Next to that, I wondered whether it is true that boys are differently motivated than girls, and vice versa. Once I came up with the subject, I wanted to make sure I had not chosen the wrong subject, so I went on the internet and started searching for information about the differences in gender and in motivation. There was lots of information to find on the Internet, which made it hard for me to focus on the most useful aspects and I had to make sure that the research would not get too large and extensive. In that way I would make it too hard on myself. But after selecting the most useful articles and books I could start to write down my own preferences. It was very important for me to make sure that the subject was applicable to more secondary schools, and indeed, the subject I picked was an overall issue to more schools. That is how I came up with the actual idea of writing on this subject.

I had some periods in which I did not know how to move on with the research, but luckily I had a coach who has helped me continue this report. When I wanted to use too much overall information, she slowed me down, or when I was going the wrong direction, she stopped me and made me think of it all. In the end, I believe that I did not experience enormous faults or complications when writing this report. In combination with three different working areas, I believe it went quite okay. I also believe that writing this report helped me become a better teacher. Now I have more knowledge on the differences in gender and the way pupils and people can be motivated. In practice, I now notice very obvious differences between pupils and in what way pupils gets motivated, while the other one needs a completely different approach.

At first, when I heard that we had to do research on a school related subject or problem, I did not become that enthusiastic. I did not know what doing research included and I did not see the point of the assignment immediately. After a while, I found out that it was not that simple as it sounded. Before the real field research could start, a lot of other sides of the subject had to be researched by reading literature or other studies. I also found out that it is very difficult to set clear goals in a research. You can write down a complete, clear hypothesis, but you never know how the research will evolve and where you will finally end up. After doing this research, I now realize what it all involves and I also realize that it is important for a teacher to have an investigative attitude to a certain extent. Now I know how to deal with problems that need some kind of research. I have had three jobs as an English teacher at three different schools during the last months and I have noticed that there are great amounts of problems or issues you run into. The first thing I did, was asking colleagues how they experiences those problems or issues. They indeed experienced the same problems, but I also noticed that they did not have a clear solution and they did not do much about

it. After sharing experiences, I started to search on the Internet but I found a lot of diverse, unclear answers to my questions, which did not fit my situation completely. That is why I think it is of great importance to have an investigative attitude as a teacher. If you want to find answers and solutions to your problems, especially when they are school wide, it is important to do research and moreover, it is important to know how to do research and find answers. I have realized that you can easily start a research, but it is much more important to think it through before starting and know what and how you want to do the research. Next to that, it is important to realize how much time and effort it will take to do and finish it. I believe that you need colleagues, and in some cases also pupils, to help you find answers and solutions to finish a research.

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Appendices

Appendix Number 1

Chapter 8 Pupils' questionnaire

In this appendix you can find an empty questionnaire, which have been answered by the pupils.

Vragenlijst Leerlingen			
<input type="radio"/> Jongen	<input type="radio"/> Meisje	Leeftijd: _____	Klas: _____
1. Interesses:			
<input type="radio"/> Muziek	<input type="radio"/> Uitgaan	<input type="radio"/> Sport	<input type="radio"/> Mode
<input type="radio"/> Ipad	<input type="radio"/> Iets anders, namelijk _____		
2. De leukste vakken vind ik (maximaal 3):			
3. Deze vakken vind ik leuk, omdat			
<input type="radio"/> ik er goed in ben		<input type="radio"/> ik dit later nodig heb voor mijn beroep	
<input type="radio"/> de lessen altijd anders zijn		<input type="radio"/> ik nooit huiswerk hoeft te maken	
<input type="radio"/> ik de docent graag mag		<input type="radio"/> ik in de les ook dingen zelf mag doen	
<input type="radio"/> we veel alleen moeten werken		<input type="radio"/> we veel in groepjes moeten werken	
<input type="radio"/> anders: _____		Leg je antwoord(en) uit: _____	
4. De minst leuke vakken vind ik (maximaal 3):			
5. Deze vakken vind ik niet zo leuk omdat,			
<input type="radio"/> ik er niet zo goed in ben		<input type="radio"/> ik er het nut niet van in zie	
<input type="radio"/> ik de docent niet graag mag		<input type="radio"/> ik altijd veel huiswerk moet maken	
<input type="radio"/> ik de lessen saai vind		<input type="radio"/> ik in de les nooit iets zelf mag doen	
<input type="radio"/> we veel alleen moeten werken		<input type="radio"/> we veel in groepjes moeten werken	
<input type="radio"/> anders: _____		Leg je antwoord(en) uit: _____	
6. Ik vind het belangrijk dat een docent:			
<input type="radio"/> Veel oefeningen uit het boek doet		<input type="radio"/> Afwisselende lessen geeft	
<input type="radio"/> Huiswerk opgeeft en dit nakijkt met ons		<input type="radio"/> Opdrachten doet buiten het boek	
<input type="radio"/> Veel uitleg geeft		<input type="radio"/> Niet teveel praat	
<input type="radio"/> Meer creatieve lessen geeft		<input type="radio"/> Interesse in mij heeft	

O Anders: _____

7. Wat moet een docent doen om te zorgen dat je met plezier met de les mee doet?

8. Wanneer is het voor jou echt moeilijk om met de les mee te doen?

9. Wanneer doe jij extra je best voor een vak?

☐ Als je er goed in bent

☐ Als je de docent leuk vindt

☐ Als je er niet zo goed voor staat

☐ Als je er een beloning voor krijgt

☐ Als je het interessant/leuk vindt

☐ Als je weet dat je dit later nodig hebt

O Anders: _____

Dankjewel voor het invullen van de vragenlijst!

Appendix Number 2

Chapter 8 Pupils' results

The following tables with the percentages of the pupils belong to all the pies and charts in chapter 8. It is structured per number of figure, including the pie's or chart's title. The number are the percentages of all the pupils: per gender or per age group.

	Girls: Interests
Music	29,9
Ipad	10,8
Going out	16,2
Sports	16,2
Fashion	23,6
Others	3,3

Figure 1: Girls Interests

	Boys: Interests
Music	31,4
Ipad	18,6
Going out	17,3
Sports	26,9
Fashion	3,2
Others	2,6

Figure 2: Boys Interests

	First year	Second year	Third year	Fourth year
Music	34,5	33,7	29,5	27,9
Ipad	25,5	15	12,3	10
Going out	9	12,5	15,6	22,9
Sports	18,3	20	21,3	20
Fashion	12,7	15	18	15,6
Others	0	3,8	3,3	3,6

Figure 3: Interests per class

	Girls	Boys
Languages	19	21,3
Sports	12,2	29,5
Art	15,5	7,3
History	7,2	8,4
Biology	15	6,7
Maths/Economics	18,2	14,6
Acting/Music	12	9,6

Figure 4: Most favourite subjects per gender

	Girls	Boys
Languages	41,1	43,8
Sports	4	0,6
Art	3,5	9,4
History	15,3	8,1
Biology	5,9	9,4
Maths/Economics	19,8	22,5
Acting/Music	1	3,1
Geography	8,4	3,1

Figure5: Least favourite subjects per gender

	Girls: Reason most favourite subject
I'm good at it	27,4
The lessons are always different	11,2
I like the teacher	17,3
We often work alone	2
We often work in groups	5,6
I need this for my future job	14,2
I never have to do homework	8,1
I am allowed to do things myself instead of only watching	13,2
Other reasons	1

Figure 6: Girls: Reasons most favourite subject

	Boys: Reason most favourite subject
I'm good at it	32,3
The lessons are always different	10,4
I like the teacher	15,1
We often work alone	1,6
We often work in groups	5,2
I need this for my future job	13
I never have to do homework	13,5
I am allowed to do things myself instead of watching	8,9
Other reasons	0

Figure 7: Boys: Reason most favourite subject

	Girls: Reason least favourite subject
I'm not good at it	35,9
The lessons are boring	26,1
I don't like the teacher	10,3
We often work alone	4,9
We often work in groups	0
I don't see the point of this course	12,5
I always have to do lots of homework	5,4
I am never allowed to do things myself	2,2
Other reasons	2,7

Figure 8: Girls: Reason least favourite subject

	Boys: Reason least favourite subject
I'm not good at it	29
The lessons are boring	31
I don't like the teacher	9
We often work alone	5,8
We often work in groups	2,3
I don't see the point of this course	14
I always have to do lots of homework	7,7
I am never allowed to do things myself	0,6
Other reasons	0,6

Figure 9: Boys: Reason least favourite subject

	Girls: I think it's important a teacher:
Does a lot of exercises from the book	3,2
Gives a lot of homework and checks it with us	4,6
Explains everything a lot	19,3
Teaches more creative lessons	18,9
Has variety in lessons	25,4
Does exercises outside the book	13,6
Doesn't talk too much	5,7
Has interest in my personal life	9,3

Figure 10: Girls: I think it's important a teacher:

	Boys: I think it's important a teacher:
Does a lot of exercises from the book	7,2
Gives a lot of homework and checks it with us	5,4
Explains everything a lot	24,9
Teaches more creative lessons	17,2
Has variety in lessons	21,2
Does exercises outside the book	10,4
Doesn't talk too much	5,9
Has interest in my personal life	6,8

Figure 11: Boys: I think it's important a teacher:

	Girls: I do extra my best:
If I am good at the course	18,7
If my average isn't that good	17,5
If I like the course	27,1
If I like the teacher	11,2
If I can get a reward for it	8
If I know that I will need it in the future	17,5

Figure 12: Girls: I do extra my best:

	Boys: I do extra my best:
If I am good at the course	18,5
If my average isn't that good	17,1
If I like the course	25,9
If I like the teacher	11,7
If I can get a reward for it	9,7
If I know that I will need it in the future	17,1

Figure 13: Boys: I do extra my best:

	First Year	Second Year	Third Year	Fourth Year
Languages	7,1	34,5	12,7	18,3
Sports	23,2	16,4	22,5	20,5
Arts	21,4	12,1	14,7	3,7
Drama/Music	33,9	19	1	0
History	0	3,4	10,8	13,8
Biology	3,6	8,6	11,8	17,4
Economics/Maths	10,7	4,3	24,5	24,8

Figure 14: Most favourite subjects per age group

	First Year	Second Year	Third Year	Fourth Year
Languages	37,1	36,2	47,3	47,8
Sports	0	2,5	5,4	1,1
Arts	8	8,6	4,3	3,3
Geography	17,7	9,5	0	0
History	19,4	6,9	11,8	15,2
Biology	11,3	7,6	5,4	6,5
Economics/Maths	6,5	22,4	23,7	26,1

Figure 15: Least favourite subjects per age group

	First Year	Second year	Third Year	Fourth Year
I'm good at it	21,6	31,3	26,6	36,5
The lessons are always different	7,7	11,9	11,8	11
I like the teacher	21,5	18,3	13,7	13,6
We often work alone	3,1	0	2,9	1,8
We often work in groups	12,3	6,4	2,9	2,7
I need this for my future job	7,7	12,8	17,6	14,5
I never have to do homework	13,8	9,2	9,8	11,8
I am allowed to do things myself	12,3	10,1	13,7	7,2
Other reasons	0	0	1	0,9

Figure 16: Reasons for liking a subject, per age group
'I like a subject, because ...'

	First Year	Second year	Third Year	Fourth Year
I'm not good at it	20,8	36,3	24,2	37,8
I don't see the point of this course	22,6	12,1	14,7	9,7
I don't like the teacher	5,7	12,1	12,6	8,7
We always have to do a lot of homework	5,7	4,4	7,4	5,8
The lessons are boring	35,8	25,3	29,5	31
I am never allowed to do things myself	0	0	5,3	6
We often work alone	5,7	5,5	5,3	4,8
We often work in groups	0	1,1	1,1	0,9
Other reasons	3,8	3,3	0	0,9

Figure 17: Reasons for disliking a subject, per age group
'I dislike a subject, because ...'

	First Year	Second Year	Third Year	Fourth Year
Does a lot of exercises from the book	1,6	6,7	5,8	4
Gives a lot of homework and checks it with us	3,3	10,4	4,5	1,3
Explains everything a lot	24,6	23,7	16,8	23,9
Teaches more creative lessons	23	14,1	19,4	18,6
Has variety in lessons	11,5	23,7	23,9	28
Does exercises outside the book	14,8	14,1	12,9	8,6
Doesn't talk too much	9,8	3	8,4	3,3
Has interest in my personal life	11,5	4,4	7,7	10,6

Figure 18: I think it's important a teacher ...

	First Year	Second Year	Third year	Fourth Year
If I am good at the course	15,3	19,7	18,9	19
If my average isn't that good	16,6	20,4	14,2	17,5
If I like the course	25	25,4	29,1	26,2
If I like the teacher	15,3	9,9	11,8	10,2
If I can get a reward for it	11,1	6,3	8,7	10,2
If I know that I will need it in the future	16,6	18,3	17,3	16,8

Figure 19: I do my extra best...

Appendix Number 3

Chapter 9 Teachers' questionnaire

In this appendix you can find an empty questionnaire, which have been answered by the teachers.

Vragenlijst Docenten

1. Algemene gegevens:

Aantal jaren werkervaring in het onderwijs: -----

Vak/Vakken: -----

Klassen (niveau en jaar): -----

2. Wat zijn volgens u de belangrijkste interesses van de leerlingen? Wat houdt ze bezig?

3. Gebruikt u de interesses van leerlingen in uw lessen? Zo ja, hoe dan? Zo nee, waarom niet?

4. Gebruikt u bepaalde motivatietechnieken om leerlingen te motiveren? (Denk aan; belonen/straffen/lesmethode/variatie ed.) Zo ja, welke? Zo nee, waarom niet en wat zorgt er dan voor dat de leerlingen gemotiveerd zijn of worden tijdens uw les?

5. Wat doet u verder in situaties wanneer u merkt dat leerlingen niet of nauwelijks te motiveren zijn?

6. Hoe gaat u om met verschillen in motivatie tussen leerlingen binnen 1 klas? (Bv. De een is minder geïnteresseerd in uw vak dan de ander. De een heeft veel complimenten nodig, de ander juist niet.)

7. Motiveert u leerlingen individueel of klassikaal? Licht uw antwoord toe.

8. Merkt u verschil in de motivatie tussen jongens en meisjes? Zo ja, welke verschillen?

9. En motiveert u jongens en meisjes op verschillende manieren? Zo ja, hoe dan?

10. Wat werkt goed en wat werkt niet goed, volgens u, met betrekking op het motiveren van leerlingen? -----

11. Heeft u verder nog tips / opmerking m.b.t. motiveren van leerlingen?

Bedankt voor uw tijd en moeite!