The Role of Motivational Strategies in the Upper Elementary Classroom

A systematic literature review about teacher strategies that promote self-confidence, motivation and a conducive learning environment

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Abstract:
The aim of this literature review is to investigate which strategies teachers use to motivate pupils to communicate orally in English. The literature review also investigates how these teacher strategies affect pupils. The methodology used for this investigation is a systematic literature review. Various databases have been used when searching for literature. Scientific articles and theses have been searched for. They have also been read and analyzed before they have become a part of this review. The results indicate that some teachers feel insecure when speaking English. Therefore Swedish is spoken in many language classrooms. Teachers speaking in front of the class is the traditional way of teaching, and it does not seem to be a strategy who influences pupils positively. If teachers speak the target language among pupils they often get more motivated and focused pupils who feel comfortable speaking English. Young pupils are fast learners. By exposing them to the English language in early ages they receive great opportunities to learn a foreign language and strengthen their self-confidence. Drama, songs and rhymes are preferable strategies to use when teaching young learners. What position teachers decide to take in the classroom is also a significant element when teaching foreign languages.

Keywords: Motivation, self-esteem, strategies, teacher role, target language, foreign language
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1. Introduction

In society of today the English language is all around and by being able to communicate in English many opportunities to work and study occur (Skolverket, 2011a, s. 32). When it comes to using the English language people in Sweden generally show a high level of proficiency (Hyltenstam, 2002, p. 47). Hyltenstam (2002) argues that one reason for people in Sweden being such high performers in speaking English, is that the Swedish language is closely related to the English language (2002, p. 48). Even though most people in Sweden know how to master the English language it is not to be forgotten that it is easier to talk in the mother tongue than in a foreign language (2002, p. 48). This makes the use and practice of foreign languages so important. The curriculum demands more of pupils than before since the English language is spreading. Schools in Sweden can chose whether they want to start the English learning process for pupils as early as the first grade (2002, p. 48).

My personal experiences have shown that pupils believe it is both scary and difficult to speak in a language other than their mother tongue. I also believe that pupils’ self-confidence plays an extremely important role when it comes to learning a new language. The self-confidence is particularly important when it comes to learning how to use the language orally. My hypothesis tells me that if you do not try to use a foreign language you will never learn to communicate. Many pupils may be embarrassed to speak English and are afraid of making mistakes.

This literature review will investigate how teachers can help pupils to dare to speak English as a foreign language. The focus on which strategies teachers use to motivate pupils in grades 4-6 to speak in a foreign language, will be central. This review will investigate pupils’ self-confidence and its importance in learning situations. This literature review will search for significant elements that encourage learners’ oral communication skills, and which elements motivate pupils to speak in a foreign language. Teachers should increase their oral proficiency in English by using the right strategies to make pupils feel confident and motivated.

1.1 Research aim

The overall aim of this literature review is to investigate the role of motivational teacher strategies in the English upper elementary classroom of grade 4-6. The following specific research questions are asked:

What strategies do teachers use to motivate pupils in grade 4-6 to speak English?
What effect do motivational strategies have on pupils' willingness to speak in the classroom?

2. Background

Previous research indicates that teachers have the most influence on pupils and their language learning (Estling Vannestål & Lundberg, 2012, p. 25-26). If the teacher is interested in a subject and believes that it is fun, it will affect the pupils in a positive manner. Teachers who do not like the teaching subject or feel insecure while teaching, it will affect the pupils as well, but this time in a negative way (Estling Vannestål & Lundberg 2012, p. 25-26). The teacher can help the learners to speak by teaching them useful phrases while communicating orally (Pinter, 2006, p. 58).

Children primarily learn to speak after being exposed to oral language. A child who is listening to one phrase or sentence every day, will understand the meaning after a while. When the understanding exists passively the child can after a while begin using it actively (Pinter, 2006, p. 56). Therefore the teacher must possess the ability to expose pupils to important phrases in other languages (Pinter, 2006, p. 57).

Estling Vannestål and Lundberg (2012) assert that one reason for the lack of pupils’ motivation and interest in learning a new language is due to lack of pupils’ self-confidence. One important thing that Börjesson (2012) indicates is that pupils must dare to speak the new language. Without trying to use it they will not learn (2012, p. 2). Pinter (2006) expresses similar sentiments as Börjesson (2012). She states that it takes self-esteem to speak a foreign language (2006, p. 62).

According to Börjesson (2012 p. 1) pupils should find their own ways to learn a foreign language. She asserts that pupils need to be their own prime mover. They can not only rely on their teacher. Börjesson points out that the teacher is the person who are supposed to help the pupils with this. Pupils and teachers together have to create a comfortable surrounding where the opportunities to succeed are greater than the risks to fail (Börjesson, 2012, p. 2).

To be able to speak a foreign language competently could be difficult but that is a goal most language learners wish to achieve. One issue in learning a new language is the importance of pupils' personal interests and to take advantage of them during the lesson planning (Pinter,
By using the pupils’ personal interests the pupils will feel closer to the subject (2006, p. 56). A second issue is to adjust the language according to the context. In the classroom pupils should learn the differences between talking to a family member and for example the authorities (Börjesson, 2012, p.14). A third issue is the importance of giving pupils the chance to develop by increasing the degree of difficulty in tasks. Pupils who do not get this chance will lose the motivation to learn a foreign language (Estling Vannestål & Lundberg, 2012, p. 29). A fourth issue is the importance of co-operating with the pupils’ parents. By motivating the parents to help their children it will be easier for the children to learn a foreign language (Pinter, 2006, p. 60-61).

Dörnyei and Czisér created a list of the ten most important motivational strategies (see table 1). The first strategy is to be a role model to pupils since they are affected by their teacher. Secondly it is important to create a safe learning environment. The third strategy shows the significance of handing out the task in a thoughtful way. The relationship between teacher and pupils comes as number four. Whether pupils want to please the teacher or not depends on their relationship. Pupils’ self-esteem and the importance of improving it, is point number five. In the six strategy the importance of creating interesting lessons is listed. People get motivated when things are interesting. Number seven states the importance of pupils’ awareness of how they can affect their own learning. To make language lessons personal comes as strategy number eight. Pupils get motivated when the teaching is personal and they can relate to the subject. The ninth strategy is to set goals. Pupils need goals to aim for. The last strategy focuses on acquiring knowledge of cultures where they speak the target language (Dörnyei & Czisér, 1998, p. 215-218).

<table>
<thead>
<tr>
<th>Number</th>
<th>Strategy</th>
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<tr>
<td>1.</td>
<td>Be a role model for pupils</td>
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<td>Create a safe learning environment</td>
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<td>3.</td>
<td>The significance of handing out the task in a thoughtful way</td>
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<td>4.</td>
<td>The relationship between teacher and pupils</td>
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<td>5.</td>
<td>Pupils’ self-esteem and the importance of improving it</td>
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<td>6.</td>
<td>Create interesting lessons</td>
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<td>7.</td>
<td>The importance of pupils’ awareness of how they can affect their own learning</td>
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<td>8.</td>
<td>Make language lessons personal</td>
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<td>9.</td>
<td>Set goals</td>
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<tr>
<td>10.</td>
<td>Get knowledge about cultures where they speak the target language</td>
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2.1 The Swedish Curriculum
In this section the connection between the Swedish Curriculum and this literature review is described. The previous Swedish Curriculum Lpo 94 is also compared to the present Swedish Curriculum Lgr11.

In Sweden the public school system was established in 1842 and at that time the most central part of teaching was to spread Christianity, and to raise the children (Lundgren, Säljö & Liberg, 2010, p. 48-50). To raise the level of Swedish education, English became a compulsory subject in 1950 (Richardson, 2010, p. 111).

In Lpo 94 the abilities were not as clear as in the present Swedish Curriculum. Lpo 94 said that pupils should be able to communicate in English in both speaking and writing (Skolverket, 1994, p. 10). No more specific description of the abilities in English were mentioned, which differs from Lgr 11, which specifically clarifies the kind of communication skills pupils should develop (Skolverket, 2011b, p. 17).

The English curriculum from the Swedish National Agency for Education (Skolverket, 2011a) states that pupils should develop their communicative skills in school, to a high standard. Pupils are supposed to learn how to communicate in English during their years in school. To increase pupils’ self-esteem is also included in the English curriculum from the Swedish National Agency for Education (Skolverket, 2011, s. 32). When pupils are motivated and self-confident they will be more able to dare to speak a foreign language (Skolverket, 2011, s. 32).

Pupils should be able to use topics they are aware of and various things that appear in their everyday-life, like sports and other events. While pupils are communicating they should be able to express their mental states and understandings (Skolverket, 2011a, p. 33). As a beginner in the process of language learning one suggestion is that young learners could describe themselves and their family and then develop the tasks from what they already know (Skolverket, 2011b, p. 17).

To keep a conversation going pupils must know what to ask and show interest by using supportive body language. Pupils ought to learn what language they should use in order to be as respectful as possible. They must use proper language and speak clearly (Skolverket, 2011a, p. 34). If pupils do not believe in their abilities they would not dare to be a part of a conversation in different situations (Skolverket, 2011b, p. 8).
Listening to spoken English is important when learning to use the language (Skolverket, 2011b, p. 6). Teachers must encourage their pupils and help them to create an interest in learning languages. Today English is a global language and pupils must be aware of the advantages of using a language that is used world-wide (Skolverket, 2011b, p. 10).

2.2 Theory

This section will introduce various theories about language learning and motivation. These theories could support the investigations for the role of motivational teacher strategies in the English upper elementary classroom of grade 4-6

Regarding learning a second language Krashen has a theory about oral communication skills. Krashen argues that pupils should never be forced to communicate orally, as the pupils are the ones who should take the first step to communication (Krashen, 1982/2009). When pupils have been acquainted with a foreign language for a longer period they will develop their oral communicative skills into speaking the language fluently (Krashen, 1982/2009). The language learner has to be a part of the dialogue in order to learn how to communicate in English as a foreign language. Therefore Krashen asserts that the language learner has to be a part of the conversation (Krashen, 1982/2009, p. 61). Krashen advocates three factors that influence a person who is learning a foreign language. These important factors are: motivation, self-confidence and anxiety (Krashen, 1982/2009, p. 31). A pupil who is motivated to learn, believes in him- or herself and feels comfortable will learn more easily. On the other hand a pupil who lacks motivation and self-confidence will find it more difficult to learn a foreign language (Krashen, 1982/2009, p. 31).

MacIntyre has similar ideas as Krashen about foreign language learning. He claims that pupils need to feel comfortable with the surrounding environment. They need to believe in themselves and they need to have the willingness to learn (MacIntyre, 2007). MacIntyre illustrates his theory with a pyramid that contains six different layers (see figure 1). The environment and the pupils’ personality is at the base and at the top of the pyramid there is use. The pupils’ personality plays a big role when learning a foreign language even if the environment is relaxed. Some pupils are curious and fascinated, while some pupils are reluctant and cautious when being introduced to something foreign. Even if the classroom environment is convenient and
the pupil is willing to learn; the pupil needs to actually practise the language (MacIntyre, 2007). Above the base layer of the pyramid there is cognitive context. This layer consists of the relation between pupils’ willingness to learn and pupils’ anxiety towards learning. The next layers contain self-confidence and motivation. Here anxiety and fear have to be overcome in order to give self-confidence room to grow (MacIntyre, 2007). The level that represents the top of the pyramid is made of willingness to use the foreign language in real situations. He insists that all these elements are included in the process of language learning (MacIntyre, 2007).

Figure 1:

3. Methodology

In this section the methodology of this literature review is described.

3.1 Design

The design of this paper is a systematic literature review. A systematic literature review involves searching the literature for specific studies that answer the research questions (Eriksson Barajas, Forsberg & Wengström, 2013, p. 32). To create a systematic literature review one must motivate the purpose of the review, create research questions and search for relevant articles and theses in different databases that are followed by a strict and critical judgement of quality (Eriksson Barajas et al., 2013, p. 32). The process includes analysing and discussing the chosen literature (Eriksson Barajas et al., 2013, p. 32).
3.2. Databases and search words

The databases which have been used while searching for articles and theses for this literature review are Summon, Eric (Education Research Information Centre), Dart Europe and Google Scholar. Libris and DiVA (Digitala Vetenskapliga Arkivet) were also used but did not give many results at all, and consequently they were excluded from the searching process. Summon is the database that was mostly used because it covers many other databases. Google Scholar was also used frequently. It was especially used to find articles and theses in full text.

The search words which are the base of the searching process were chosen with consideration to the research aim and questions. Since the aim of this review is to investigate the strategies teachers use to motivate their pupils to speak the search words were: English communication pupils, kommunikation på engelska, English in Swedish classrooms, engelska mellanstadiet and pupils communicate in English. Since the word communicate was too broad and needed to be narrowed down, another search was made with these words: pupils speak English, willingness to speak English, self-confidence in English, motivate pupils, motivated pupils, encourage pupils to speak English, foreign language speaking, speak English elementary school, motivational strategies elementary school and effects of motivational strategies elementary school.

3.3 Selection criteria/strategies

Some demarcations are needed while searching for literature. To have the opportunity to investigate current scientific research the search was limited to show only research between the years of 2005-2015. The literature has also been peer reviewed which means that it possesses a high quality that has been examined by objective reviewers (Eriksson Barajas et al., 2013, p. 61-62).

There were some important steps to think about while choosing literature. The first step while searching was to read the titles of the articles and theses and decide whether they were relevant or not. Some search words gave a lot of hits and not all headings were read. The headings were read from the top of the list of results and when they started to feel too irrelevant no more headings were read. If the headings were considered relevant the abstracts were read. If they still felt applicable the full text was read, which also had to be easily accessible. After reading
the full text a decision was made as to whether it was relevant for this review or not was made. Another limitation that needed to be considered was to only use articles and theses with studies based on pupils in grades 4-6. In other words pupils aged 9-12. The literature that was found but not included in the review, either did not answer to the research aim and questions of the literature review or was not focused on pupils in grades 4-6.

3.4. **Analysis**

The content of the studies that have been chosen for the thesis have been analysed according to their aim, methodology and results (Eriksson Barajas et al., 2013, p. 114). For articles to be selected they had to answer the aim and research questions of this literature review. They had to get through the limitations made for this review regarding age of informants and year of publication. When reading the chosen studies various themes and patterns were categorized, which made similarities and differences easy to detect (Eriksson Barajas et al., 2013, p. 147).

Even when only choosing peer reviewed literature it does not mean they do not have to be checked for their quality (Eriksson Barajas et al., 2013, p. 85). Therefore to further appraise the quality of the articles and theses they have been exposed to a questionnaire containing ten questions (see Table 2). The questions can be answered by YES or NO (Eriksson Barajas et al., 2013, p. 176). One YES equals one point. The articles and theses that were given mostly YES answers where the ones with high quality, and to be included in this review they needed YES on half of the questions or more.

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<th>Questions for analysing the quality of the chosen literature.</th>
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<tr>
<td>1</td>
<td>Does the author describe the aim?</td>
</tr>
<tr>
<td>2</td>
<td>Are the research questions clearly described?</td>
</tr>
<tr>
<td>3</td>
<td>Is the study easy for the reader to follow?</td>
</tr>
<tr>
<td>4</td>
<td>Is the date of publishing visible?</td>
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</tbody>
</table>
5. Were there a sufficient number of people in the studies? | YES | NO |
--- | --- | --- |
6. Are ethical aspects described? | YES | NO |
7. Is the methodology described? | YES | NO |
8. Are the results reliable and do they answer the aim? | YES | NO |
9. Is there any result discussion? | YES | NO |
10. Are the limitations and reliability described? | YES | NO |

The studies that were chosen for this literature review were challenged by these questions and all of them got YES on at least half of the questions. That is the reason why the articles and theses were included. The articles and theses have also been analysed whether they are relevant and answer the questions of this literature review or not (Eriksson Barajas et al., 2013, p. 147).

When the relevance analysis was completed the studies were read carefully and important content and themes were noted. At first the results were divided into two parts based on the research questions. The important parts and themes of the articles and theses were transmitted into the review under the question the content or theme answered. When all relevant data was gathered under the correct headings they were read once again, and then they were rewritten and became the section of results. During the rewriting process the two divided parts were changed into one section since the results turned out to go hand in hand.

3.5. Ethical aspects

When creating a literature review it is important to consider ethical aspects (Eriksson Barajas et al., 2013, p. 69). It is important to show all the results and not only the ones which suit the thoughts of the author of the thesis (Eriksson Barajas et al., 2013, p. 70). During the process of choosing articles and theses for the literature review it is important to choose reliable sources with high validity (Eriksson Barajas et al., 2013, p. 106). It is important to only use the author’s words and not change them (Eriksson Barajas et al., 2013, p. 69).

Comparatively Björkdahl Ordell lists ethical principles based on the Swedish Research Council in Dimenäs (2007, p. 26). She describes the most central parts of the ethical principles written by the Swedish Research Council. What was not mentioned in the previous paragraph is that the researcher must inform all participants about the aim of the review. The participants have a decision to make whether they want to be a part of the review or not. The information about
people in the review must be protected and the results can only be used for research (Björkdahl Ordell, 2007, p. 26-27). All these ethical aspects have been considered during the process of this literature review.

4. Results

4.1 Search process

By searching for literature which answers the research aim and questions for this literature review, it became clear that finding research regarding pupils in grades 4-6 was difficult. The databases mostly showed results for pupils in upper secondary school.

The searching process started in Summon, which is a database that contains other databases. At first all search words contained communicate, but it turned out to be too broad, with too many results, and thus no article or thesis that was relevant for this review was found. The search words were narrowed down a bit, but these words also seemed to be too broad. The articles and theses that were found by these words did not answer the research aim and questions, and if they did the studies were not based on pupils in grades 4-6. Many different search words were used without giving any relevant literature, but then the term foreign language learner resulted in one included article.

After trying different search words in Summon the database Google Scholar was used. Just like Summon many search words were used. The words Engelska mellanstadiet gave one relevant article, but the article was not in full text so another title search in Summon was used to find this article. In Summon the article was found and it is included in the literature review. Another study was found in Google Scholar by searching for motivational strategies in language. Most of the studies were international, but by using the search words lärande i engelska i de tidigare skolåren one Swedish licentiate thesis could be included.

Dart Europe is a database that was recommended by a librarian at Dalarna University. Many search words were tried but no relevant literature was found. Many search words were used in Eric (Education Research Information Centre) as well, but no relevant study was found there either. Examples of these searches can be seen in Appendix 1.
The articles and one licentiate thesis that are now included in this review contain English as a foreign language in grades 4-6. Not only previous research in Swedish classrooms are used; international studies are also included. Even though these search criteria have been considered, some exceptions have also been made. The article by Christie (2013) is based on pupils in Great Britain learning French as a foreign language, and was chosen because of the content of strategies teachers use while teaching a foreign language.

4.2 Analysis

The chosen articles and thesis have been analysed using a questionnaire (see Table 2) to see whether their relevance is high or not (Eriksson Barajas et al., 2013, p. 176). One YES equals one point. To be included in this review they needed to get at least five points. In Table 3 the results of the analysis of the literature are summarized.

<table>
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<tr>
<th>Design of study</th>
<th>Author</th>
<th>Title</th>
<th>Methodology</th>
<th>Points</th>
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<tbody>
<tr>
<td>Empirical study</td>
<td>Lundberg, G (2007)</td>
<td>“Teachers in action”</td>
<td>Lectures, seminars and written reports</td>
<td>10</td>
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The studies have been read and patterns between the different studies have been identified (Eriksson Barajas et al., 2013, p. 147). The most common themes of these studies are the strategies of raising pupils’ self-confidence, creating a comfortable learning environment and keeping the English lessons in English. The use of drama and familiar subjects are also of frequent occurrence in the studies. For more detailed information see Appendix 2.

4.3 Brief Summary

The overall aim of the chosen articles, the methodology for how the studies have been made and also where the studies take place, are explained and summarized in this section.
Ahlquist (2014) conducted a study based on the *Storyline approach*, the purpose of which is to create a fictive reality, since the relationship between pupils and the English language is close while roleplaying. Her study is based on observations, interviews and video recordings in Swedish classes, of pupils between the years 11-13. The aim of the study is to find out what effects the *Storyline approach* has on young English learners. According to the results it has the effect of motivating pupils to speak English, since they feel close to the subject matter. The subjects are always relevant to pupils, since teachers choose subjects that are easy for pupils to relate to. Pupils were motivated by group work and role playing, which created a comfortable classroom environment. It has also been shown that young pupils learn easily.

Christie (2013) created a study based on observations, interviews and video recordings and his investigations were carried-out in Great Britain, with English pupils learning to speak French. The investigations are divided into two groups. One investigation of pupils aged 11-13 and one for pupils aged 14-16. The aim is to investigate what elements and what tasks encourage pupils to use the target language in foreign language lessons. Main points of the results is the importance of teachers’ use of the target language in the classroom, and the importance of keeping the language simple to make it easier for pupils to understand. Other findings that are important are group work, self-confidence and well-planned lessons.

Cheng and Dörnyei’s (2007) study is based on a questionnaire in which teachers were asked how they motivate their pupils to learn a foreign language. The study was made in Taiwan and the participants were 387 teachers of English. The study investigates teachers from elementary school through to university - 50 teachers participated from elementary school. Some findings from the results are the use of familiar subjects which capture pupils’ interests. It is also important to create a comfortable learning environment, while the teacher’s role is also crucial. It is shown that teachers who are among their pupils, is a preferably strategy to the traditional way of standing at front of the class.

Another study is based on an in-service training course and is created by Lundberg (2007) in Sweden. The aim for this study was to investigate how English teaching can be developed. 146 teachers started the developing course and 123 teachers finished it, and passed the course of five terms. Every teacher wrote a report about language learning and in this study the reports are summarized and gathered. Raising pupils’ self-confidence is central, in the results of the
study. Other important strategies from the results are the use of repetitions, role playing and exposing pupils to English speaking movies and radio programmes. What is also of importance is teachers using another role than the traditional way of teaching.

4.4 Content analysis

Five categories characterize the results when analyzing the chosen literature for this review. The five categories are: the environment and pupil’s self-esteem, games, drama and songs, the use of the target language, familiarizing subjects and create well-planned, interesting lessons and the teacher role. In this section these categories of strategies will be explained.

4.4.1. A comfortable environment provides self-esteem

One important issue teachers are expecting to solve is to create an environment where mistakes are accepted and the willingness to learn is central (Cheng & Dörnyei, 2007, p. 162). According to the study pupils’ self-confidence happens to be an important part when it comes speaking a foreign language. Pupils’ self-confidence are increasing when the classroom environment is comfortable. The environment is decided by the mood of the group (Christie, 2013, p. 6). In Storyline pupils are divided into groups for several weeks, which seems to have an effect of raising pupils’ self-confidence (Ahlquist, 2014, p. 40). When belonging to a group pupils have a spirit of community, which makes them feel more comfortable to speak a foreign language (2014, p. 41). The pupils’ summary of the Storyline approach was “fun” (2014, p. 42). To arrange competitions between groups is one activity that strengthens the feeling of becoming a group (Christie, 2013, p. 14). According to Christie’s (2013) study, pupils become competitive and therefore speak the target language without being anxious (Christie, 2013, p. 11). It is also argued that pupils who are afraid of making mistakes in public get motivated by working in a group (Ahlquist, 2014, p. 44).

Creating goals for pupils to achieve is important. Their self-esteem gets stimulated, when the goals are accomplished (Cheng & Dörnyei, 2007, p. 163). Consequently, stimulated pupils lead to a comfortable environment. Another factor that provides a comfortable environment is found in Lundberg’s study. Teachers in Lundberg’s (2007) study indicate that introducing the English language to pupils at early ages is good for pupils’ self-confidence, which leads to a comfortable environment. Very young pupils do not have the same concerns for what is embarrassing as older pupils have. They are not as anxious as older pupils and they learn fast. When pupils feel
embarrassed they have a lack of self-confidence, which means that the classroom environment cannot be comfortable (Lundberg, 2007, p. 101). Introducing the language to pupils in early ages and planning lessons after the pupils’ knowledge, is an effective strategy to make the pupils believe in themselves and increase their self-confidence, which ultimately leads to a comfortable environment (Lundberg, 2007, p. 91).

4.4.2 Games, drama and songs
It has been argued that games, drama and songs are useful strategies when helping pupils to dare to speak English. It has been stated that when pupils are playing a role they feel more comfortable to speak. The reason for this is that it is not embarrassing to represent someone else (Ahlquist, 2014, p. 40). Lundbergs’ (2007) study also establishes that embarrassment can be forgotten by playing games and roles (Lundberg, 2007, p. 94). Using soft animals or dolls is also a good strategy to use to play down the seriousness of the speaking exercise (Lundberg, 2007, p. 99). Teachers should not be afraid of playing the same game or singing the same songs, because repetitions are an important factor in the learning process. Repetitions are important particularly for young learners (Christie, 2013, p. 8). Pupils like to use their whole body when learning. Games, role plays, songs and rhymes are preferred and are a contributory cause for pupils to become motivated (Lundberg, 2007, p. 124). Role play in groups satisfies different needs. Pupils can teach each other and learn from each other (Lundberg, 2007, p. 138).

4.4.3 Use of the target language
The mother tongue is used much more than the target language in many language learning classrooms. It seems that one reason for the lack of use of the target language is that many teachers do not have a degree for teaching the language, and therefore feel insecure (Lundberg, 2007, p. 87). What is important in the language learning classroom is the use of the target language while communicating (2007, p. 87). Pupils may think it is difficult to understand, but it is important that teachers continue talking English even if that feeling occurs in the pupils. Teachers even feel that pupils listen better when the teacher speaks in the target language (2007, p. 112). Gestures and body language are central and make it easier for pupils to understand when teachers speak English in the classroom (2007, p. 110). Teachers must use a language at the right level that is easy for pupils to reuse (Christie, 2013, p. 7). Another useful strategy is to show pupils text as well. An example of giving pupils text to read while the teacher is talking is using a PowerPoint (2013, p. 8). Pupils do not only learn when they listen to their teacher
speaking the target language. Another strategy is to expose pupils to an English movie without a subtitle. Pupils will feel satisfied and their self-confidence will increase when they realize they understand (Lundberg, 2007, p. 112).

4.4.4 Familiar subjects and interesting planned lessons
The teacher’s role is to find questions that are central and purposeful to the pupils (Ahlquist, 2014, p. 41). In Storyline the tasks are based on issues pupils may face in real life, such as introducing yourself, helping a friend or buying a bus ticket (2014, p. 40-41). It is stated that when interest is high pupils are eager to put in a greater effort to learn more of that topic (Cheng & Dörnyei, 2007, p. 161). This is why constructing tasks that capture pupils’ interests is important (2007, p. 170).

Well-planned lessons is a factor of success while teaching a foreign language. Since some teachers feel insecure teaching languages, it is really important to plan the lessons and also set goals for the teaching (Lundberg, 2007, p. 105). A planned lesson also makes it easier to keep talking in English (2007, p. 111). A prearranged lesson is of great importance since it leads to pupils speaking English spontaneously (Christie, 2013, p. 8). When the lesson is prearranged it is easier for teachers to find subjects that are interesting to pupils.

4.4.5 Teacher role
Teachers influence their pupils both positively and negatively, which is why the importance of being an inspiring teacher is essential. Teachers must be a role model. Pupils who can tell that their teacher loves a subject by the way the teacher behaves, are getting inspired and motivated to learn. How much effort teachers make has also affects pupils’ motivation in language learning (Cheng & Dörnyei, 2007, p. 161).

In many language learning classrooms the teacher stands in front of the classroom talking to pupils, who are supposed to repeat what the teacher said. According to Cheng and Dörnyei (2007, p. 170) most pupils think this is boring. Research confirms that to motivate pupils to speak in a foreign language the lessons must be interesting and fun. This means that teachers need to play another role in the classroom (Cheng & Dörnyei, 2007, p. 170). Some teachers
agree in being a part of a circle among their pupils, to make them feel more comfortable in speaking the target language (Lundberg, 2007, p. 116).

As mentioned in section 4.4.2 repetition is good when learning a new language. Repetition or routines are highly valued while teaching young language learners. In Lundberg’s (2007) study it is argued that routines to start a language lesson are good for learners’ motivation (2007, p. 106). Teachers can use the same phrase, wear a special garment or do a special exercise in every English lesson.

5. Discussion/ conclusion
In this section results from the chosen studies will be discussed along with literature from the background of this thesis. The methodology will be discussed, and whether changing it would affect the results or not. To clarify the results of this literature review a conclusion will be made.

5.1 Result discussion
In this section the content of the review will be discussed along with literature from the background of this thesis. The overall aim for this literature review is to investigate which strategies teachers in grades 4-6 use when motivating pupils to speak English as a foreign language. The aim is also to investigate how teacher strategies effect pupils. MacIntyre’s layers of willingness to communicate will be used to illustrate the roles of motivational strategies as seen in the examined literature.

5.1.1 Teacher strategies
When it comes to teacher strategies the different studies had many similar results. One conclusion of this is that even though these studies are created in different parts of the world, teachers use similar strategies to motivate their pupils.

The social and individual context in MacIntyre’s pyramid is layer number six, and contains intergroup climate and personality. This layer is the base of the pyramid of willingness to communicate and is therefore the biggest. According to the literature the classroom environment is extremely important. Teachers and pupils have the responsibility to create a
comfortable learning environment together. When they have accomplished that environment the motivation grows for both teacher and pupils (Börjesson, 2012, p. 2). Every single person in the classroom needs to put in some effort to create a comfortable environment. It is not enough when only some people are trying. When the motivation exists it increases pupils’ self-confidence as well.

According to the literature self-confidence is one of the most important factors when learning a foreign language, which makes MacIntyre’s pyramid interesting. Self-confidence is only mentioned in layer number four, which is called *Motivational propensities*. Layer number four also contains *interpersonal motivation* and *intergroup motivation*. Since layer number four is divided into three, the part of self-confidence is not as central in the pyramid as it is in the literature for this review. Self-confidence is more central to Krashen’s theory, where self-confidence provides one factor out of three (Krashen, 1982/2009, p. 31).

Layer number two, *behavioural intention* contains *willingness to communicate*, is also central to this literature review. Since Krashen (1982/2009) argues that pupils’ willingness to communicate is important and since the results in this literature review reveal that pupils learn more when they are interested in the subject (Cheng & Dörnyei, 2007, p. 161); it implies that pupils’ attitude plays a significant role when learning a language.

### 5.1.2 How teacher strategies effect pupils

According to the results in this literature review, group work is a preferably strategy when learning to speak a foreign language, and it refers to the *intergroup climate* and *personality*, which represents layer number six in MacIntyre’s pyramid. Working in groups is helpful when creating a comfortable learning environment, which leads to motivation and self-confidence (Ahlquist, 2014, p. 40). The factor where pupils’ personality is central is discussed in the results as willingness to learn. When pupils are interested in learning they will learn. The personality is also connected to self-confidence, since when you believe in yourself you will reach your goals.

Subsequently, self-confidence can be found in MacIntyre’s layer number four. As mentioned earlier in this review self-confidence is central in the results and it is also supported by Pinter
According to Börjesson pupils need to dare to speak, otherwise they could never learn (2012, p. 2); and according to the results in this review it is preferable to introduce the foreign language as early as possible. It has a great effect in pupils’ confidence (Lundberg, 2007, p. 91). Because of these results, one question about why pupils do not start to learn English earlier in school appears. What is interesting is that many things lead to greater self-confidence, but since many pupils and teachers lack self-confidence there are obviously many things that also can bring it down.

Since pupils feel supported by their group members when working in groups they get more confident, which leads to increased use of the foreign language. This refers to the factor of willingness to communicate, which is shown in layer number two in MacIntyre’s pyramid, and is about the importance of using a foreign language. The willingness to communicate is reached when the teacher creates lessons by the pupils’ interests, but by creating these lessons one problem may occur: there could be a huge difference between pupils’ interests, which means it could be difficult to motivate every pupil at every lesson.

5.2 Methodology discussion

The results of this literature review may have been different if the articles and studies involved in this literature review were not only based on young learners. If older pupils were involved the games, songs and rhymes may not have been factors of motivation. The issue of self-esteem would probably remain as a problem, even with older pupils, since the teachers can also suffer from poor self-esteem (Lundberg, 2007, p. 87). Other demarcations as the year of publishing might have an influence on the results. There is always a risk of missing something when demarcations are made. There may be some relevant articles and theses that are never found because of the year of publication demarcation.

In addition, search words are factors that are able to steer a whole literature review. Many search terms were too broad in the beginning, which also resulted in articles that were too broad in scope. An example of a word that was too broad was communication. If these articles would have been chosen anyway the results would have changed, and would probably not have answered the questions. If the search words would not include young learner or elementary school, the databases almost only showed articles based on older learners. The reason may be that most research are based on older pupils. The articles and theses that are used in this
literature review are based on investigations in Europe and Asia. The results might change if investigations from other parts of the world were involved.

Interviews and questionnaires are what the investigations in the literature are based on. Some investigations have been based on video recordings and observations too. This is important to notice, because the interviews could be separated from the observations, which is the reason both should be a part of the review.

This literature review focuses on what strategies teachers can use to motivate their pupils. Maybe a difference would appear if the focus was changed to: what strategies pupils can use to be able to communicate orally in a foreign language. How to direct the aim of the literature review is a significant task before the writing process begins, which decides the results.

5.3 Conclusion
The conclusions of this literature review are the significance for teachers to use motivational strategies when teaching English in grades 4-6. It is important to know how teachers affect pupils both positively and negatively. What also needs to be kept in mind is when pupils start their language learning process. It could have an influence on their self-esteem. There are different elements that are important and they all represent a part of the language learning process.

6. Suggestions for further research
The research involved in this literature review is based on teachers and pupils in Europe and Asia. For some teachers in a small town in Sweden this may not seem relevant. Therefore it would be very interesting to make an empirical study that investigates what teachers in different schools in this locality do to motivate their pupils to speak English in the classroom. This is important, since teachers will find it easier to compare themselves to teachers in local study. A suggestion is to investigate the topic in different schools, where different teachers could be involved. The methodology of the study could be a combination of observations and interviews, since they complement each other in a positive way. There is not enough of research on this topic, and it would be very interesting to use this topic in an empirical study.
7. Works cited


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### Appendix 1: Examples of searches.

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<tr>
<th>Database</th>
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### Appendix 2: Analysis of contents of the studies.

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<th>Results of the study</th>
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<td>Ahlquist, S (2014)</td>
<td>To find out what effects the Storyline approach has on young English learners.</td>
<td>Observations, interviews and video recordings.</td>
<td>Comfortable environment, group work, role play, raising pupils’ self-confidence, young children learn easily, familiarizing subjects.</td>
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<td>Lundberg, G (2007)</td>
<td>Investigates how the English teaching can develop.</td>
<td>A competence developing course.</td>
<td>Subjecting pupils to movies and radio with English sound, raise pupils self-confidence, young children learn easily, role play, repetitions, use target language, gestures and body language, well-planned lessons, teacher’s role among pupils.</td>
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