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**ASPECTS OF MOTIVATING ADULT STUDENTS OF ENGLISH AT AN
ADULT HIGH SCHOOL**

MA thesis

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ABSTRACT

The purpose of this MA thesis is to find out how the length of the break influences adult students' motivational intensity, L2 anxiety and group cohesion in the process of learning English at Tartu Adult High School. In today's fast changing world adult education is becoming more and more important because the number of adult students is growing. Adult high schools give a second opportunity for those grown ups who, for some reason, have quit their studies but have now reached a decision to graduate basic school or high school. As there are mature students with various length of break between their previous and present schools, it is relevant to investigate how this factor influences their motivation to study English as an L2 at Tartu Adult High School.

The thesis is divided into two chapters. The first chapter presents a literature overview of the interpretation of motivation in the main contemporary theories starting from the beginning of the 20th Century and finishing with Dörnyei and Ushioda's viewpoints on it. For the reason that the aim of this research is to study adult students' motivation to learn English as an L2, the main principles of adult learning are also explained at the end of this chapter. The second part of Chapter 1 focuses on Dörnyei and Ushioda's L2 motivation, L2 anxiety, group cohesion and Dörnyei's L2 self-system.

The second chapter provides the analysis of the results of the survey completed by 59 students at Tartu Adult High School. The survey is based on previously published surveys by Clément and Kruidener (1983), Gardner (1985), Lukmani (1972), Pierson et al. (1980) and Roger et al. (1981). The questionnaire consisted of 16 sections and investigates students' orientations and attitudes towards the purpose of learning English, L2 anxiety, motivational intensity, group cohesion, self-evaluation of their English competence, satisfaction, frequency and quality of inter-ethnic contact, English teacher evaluation and personal information. Due to the focus on L2 motivation the sections of motivational intensity, L2 anxiety in class and group cohesion were chosen to be examined more precisely. The students were divided into three groups according to their breaks between their present and previous schools: 1) group 1 with the break of less than 10 years; 2) group 2 with the break of 10-19 years; and 3) group 3 with the break of more than 20 years. The results of the survey revealed that the longer the break the higher L2 anxiety the students have. It was also found that the students with a shorter break tend to be more confident, but less motivated. All three groups are of the same opinion about their classmates and would like to have similar ones in their class.

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LIST OF ABBREVIATIONS

L1- native language or the first language someone learned

L2 – the second language that is not a native language

ZDP – zone of proximal development

INTRODUCTION

The importance of investigating the engagement of grown-ups in their further studies can be seen in the fact that according to Statistics Estonia in 2017 the per cent of adult students in formal and non-formal education has reached 17.3 of the whole population aged 25-64 which is 1.6 per cent higher than in 2016. This indicates that more and more grown-ups continue their studies in different forms and levels. This is also one of the reason why this MA is relevant on a broader scale – it hopes to contribute to the field of foreign language learning by adult speakers.

This study is focused on the main aspects of adult students' motivation in English classes at Tartu Adult High School. The main question the current thesis focuses on is the following: how the length of the break between present and previous school, adult students' L2 anxiety, L2 motivation and group cohesion affect each other in the process of studying English as an L2. It is hypothesised that the adult students' level of L2 anxiety in the process of studying English at Tartu Adult High School rises due to the factors such as group cohesion and the length of the period between studies at the previous and present school.

The thesis consists of an introduction, two chapters, a conclusion, a summary in Estonian, references and two appendices. Chapter 1 gives an overview of changes in defining motivation and the position of a student in contemporary theories of motivation during the 20th century, but also what to keep in mind when teaching adult students. Chapter 2 analyses L2 learners' motivation and factors that influence it according to the theory of Dörnyei and Ushioda (1994, 2001, 2012, 2013, 2014, 2017).

English as a second language is taught in all adult high schools in Estonia, but there is very little research done about adult students' motivation to study it in such a form of formal education as a high school for adults is. When doing research on motivation we should, first of

all, clarify how to understand the definition of motivation and also explain how adult students participate in the learning process studying English as an L2. These are the two main theoretical concerns that will be looked at in the present thesis.

During the 20th century the understanding of ‘motivation’ and ‘motivating’ has changed in a remarkable way and the focus on different aspects of motivation has shifted during that period. If we present these changes made during that period on a timeline, there is a concept of motivation as an external force influencing passive students on the one end and the idea of autonomous students with self-regulation on the other end. Many theories have tried to explain the essence of motivation, but they did it in a way that Dörnyei (2013: 8) would call as reductionist models of motivation which vary in selection of principal factors to anchor the theory around. These theories propose only some key factors and for that reason they are not able to characterise motivation in a holistic way as a complex of human behaviour.

In the first half of the 20th century, motivation was seen as a way of adaptation to the conditions surrounding a person, e.g. acting to fulfil one’s basic needs or to avoid unpleasant situations. According to the behaviouristic approach, motivation was explained as an external force which influences students’ behaviour in a process where passive learners guided by their teachers were not responsible for the results of their learning. The first movement towards contemporary theories of learning can be seen in Vygotsky’s socio-cultural theory of mind in his work *Mind in Society* where it is seen as a part of social process having mutual influence between the learners and the social context. Learning takes place under the guidance of a competent teacher by the principle of zone of proximal development (ZPD) which means that the tasks given to the students should be on a suitable level of difficulty (Vygotsky 1978: 86).

In the second half of the last century theories about motivation were influenced by the cognitive approach in psychology where motivation is seen as located within the individual though affected by various social and environmental factors which impact individual’s

cognition and perception (Dörnyei 2011: 13). Cognitive theories focus on learners' expectations, feelings and attitudes during the studying process and encourage them "to use mental learning strategies to analyze, hypothesize, and deduce information so their minds are actively engaged in the learning process" (Williams et al. 2015: 8).

In the present period the prevalent view on motivation is represented in the research done by Dörnyei and Ushioda concerning the factors of learning English as a second language. This is a conception that "accommodates contextual, personal, and temporal dynamics, and considers motivation as a part of self-realization, as part of becoming a person we would like to be" (Williams et al. 2015:114). The main principle of this approach is the image of possible-selves: 1) ideal L2 self and 2) ought-to L2 self. The discrepancy between the current self and previously mentioned selves is seen as the main motivating force of learning. Ushioda adds the notion of autonomous learners who "are involved in the management of their own learning and in shaping it according to their own personal interests, they are also exploiting and nourishing their intrinsic motivation" (Ushioda 2011: 223).

When analysing students' motivation one of the most significant factors is their age. Adult students' motivation is different from the one that teenagers have. For adults, learning is not the only way to succeed as they have more social roles than teenagers do and grown-ups may have already made a career in various specialities. Adult students mainly continue their studies for practical reasons if they need a change. They bring into the classroom their personality, beliefs, relationships with other people, but also their problems of everyday life such as family and work. They have already gathered some life experience which can be called "bringing in the outside" (Bigelow et al 2010:11).

The study systems in adult high schools differ from the ones in full-time schools because according to Estonian Lifelong Learning Strategy 2020 the role of a school and a teacher is to encourage a student to become more independent to cope with changes in the surroundings and

becoming responsible for their own improvement and studying (Estonian Lifelong Learning Strategy 2020: 7). The teachers are not seen as sources of information, but as transformational leaders who produce “shifts in their followers’ beliefs and values and thus motivate them to perform beyond standard expectations of performance” (Dörnyei and Kubanyiova 2014: 87).

Becoming an independent learner in English classes does not mean that the students have individual tutoring, because learning a foreign language is a process where social roles and relations with other classmates are emphasized (Williams et al 2015: 29) . According to Jean Lave and Etienne Wenger language classes can be seen as a community of practice where learners and teachers cooperate by sharing and learning together (Williams et al 2015: 28).

Interacting and relationships between the members of a group can have either positive or negative impact on students’ self-efficacy or linguistic confidence which influence their attitudes and emotions toward learning the language. Language classroom is often called “a face-threatening environment” (Dörnyei 2013: 91) where students feel anxious when making mistakes and prefer to be silent in order not to get laughed at by others. At the same time, if there is a collaborative and respectful atmosphere in a group it increases students’ satisfaction and their effort to improve their language skills is stronger.

1 MOTIVATION AND APPROACHES TO IT IN CONTEMPORARY THEORIES OF MOTIVATION

In the first chapter the concepts of motivation are outlined by giving an overview of the changes in understanding the processes of studying English as a foreign language. The main contemporary theories of motivation are presented to analyse the position of a student in it and the influence of learning environment on the student and the studying process. Since the main object of this study is to examine adult students' attitude towards learning English as a foreign language, the main aspects of teaching adults are also introduced. To analyse the factors which affect students' motivation when studying English as a foreign language it is essential to understand what motivation is and how the conception of it has changed during the 20th century.

When we see or hear the word 'motivation' anywhere it seems to be understandable what it denotes, but it does not mean that everybody understands it in the same way. Ushioda (2008: 19) implies that the origin of the verb 'motivate' stems from Latin *movere* which means 'to move', and "motivation concerns what moves a person to make certain choices, to engage in action, and to persist in action" (Griffiths 2008: 19). *Oxford Advanced Learner's Dictionary* adds the meanings "to make somebody want to do something, especially that involves hard work and effort" or "to give reasons for something that you have stated" (2010: 998). According to *Cambridge Advanced Learner's Dictionary* 'motivation' is "enthusiasm for doing something" (2005: 823). Dörnyei and Otto define motivation 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, operationalised and (successfully or unsuccessfully) acted out" (Dörnyei and Ottó 1998: 65). This study prefers the viewpoint of Ushioda and Dörnyei because they explain in the

most comprehensive way the essence of motivation especially when analysing the process of studying foreign languages which is simultaneously personal and social.

In the words of Dörnyei and Ushioda (2013) there are many motivation theories but none of them includes all types of possible factors of motivation and reaching a 'supertheory' to involve them all is not realistic. However, Dörnyei and Ushioda (2013) mention that there are some things most researchers agree on. These are *direction* and *magnitude* of human behaviour, that is: the *choice* of a particular action; the *persistence* with it and the *effort* expended on it. They also state that motivation is responsible for: *why* people decide to do something, *how long* they are willing to sustain, *how hard* they are going to pursue it.

As mentioned already, the main characteristic feature of motivation theories is lack of comprehensiveness which leads to the reduction of key motives captured in a particular theory. Dörnyei and Ushioda compare it to a "loosely knitted net (which symbolises human behaviour)" (Dörnyei and Ushioda 2013: 9). When lifting it up and holding different knots one can see various shapes, but the rest of the net is the same all the time. Most of the theories choose from the whole set of motives their own key aspects affirming that all the rest will be included. These theories consider only a homogenous set of behavioural events and for that reason are insufficient to examine real-world problems effectively (Dörnyei and Ushioda 2013). In the words of Weiner theories that are based only on one main concept, e.g. reinforcement, self-worth, optimal motivation or something else, are not able to deal with the complexity of the studying process in the classroom (Dörnyei and Ushioda 2013: 9). The problem is that there is no single and simple explanation of what motivation is, because in reality humans' behaviour is more complicated than just a few motives to do something. Weiner mentions that a relevant theory "is applicable across many domains of behaviour and provides insights into (accurate predictions about) why behaviour is initiated, maintained, directed and so forth" (Weiner 2009: 64).

In the historical overview presented by Williams et al. (2015) the sequence of motivational theories and an analysis of interconnections between various viewpoints on motivation is given starting from the early theories and continuing with behaviourism, cognitive approaches, humanism and sociocultural theories. While Williams's viewpoints are general, Dörnyei and Ushioda give more detailed analysis of different theories and their main statements.

1.1 Early Theories and Positivist Approach

One of the first theories about the essence of learning and motivation was Hull's 'drive theory', developed in 1943, which was based on the idea of needs and deficits that create drives which impact behaviour (Williams et al. 2015). In Hull's point of view motivation is externally controlled and human beings get motivated in order to satisfy their basic needs, e.g. avoiding to get hurt or approach enjoyment. A goal is seen as "a reinforcing state of affairs towards the attainment of which a behavior sequence of an organism may be directed by its intent" (Hull 1937:16).

The next influential theory based on positivist approach and external motivation is behaviourism. According to Williams et al. (2015) in the early part of the twentieth century a scientific approach called logical positivism was dominating in studies about human behaviour. To explore learning and human behaviour researchers used controllable experiments which were conducted under unchanged conditions. In case of students they analysed the effect of praise or methods of correction on their results of responding and achievement. Motivation is seen as an external force which influences a human being to behave in a certain way. Learners do not participate in this process actively, they only react to stimuli, which is one of the examples of reduction when only certain things are examined under constant conditions.

Dörnyei and Ushioda (2013) state that the aim of this approach was to construct general linear models to make learning behaviour and context predictable by using a suitable kind of motivation. Behaviourist approach to learning is spread all over the world because of its simplicity and ease of control by different institutions.

On the contrary to the previous ways of investigating learners and learning, sociocultural view positions the individual in the centre of the process. Learning is seen as a social process where the social environment and individuals impact each other mutually (Williams et al 2015). One of the most remarkable representatives of this theory is the Russian psychologist Lev Vygotsky who developed his theory in 1920s and 1930s. As the authorities supported behaviorist ideas of learning, his works were not accepted in Russia those days and were published after being translated in 1960s in Western countries (Williams et al 2015).

In Vygotsky's (1978) point of view learning is a process which takes place when an unskilled person is doing a task under the guidance of another person, usually a teacher whose supportive talk or scaffolding helps a student to manage to get a positive result. One of the main ideas in his theory is ZDP or zone of proximal development which is "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978: 86). According to Vygotsky the student's actual level should be established using a test where a student needs to solve the tasks alone. This is necessary to give a learner the tasks a student is able to understand with the help of the teacher. Learning takes place when the task is on a suitable level, because if it is too simple, a student might not be interested to do it, but very difficult tasks are not understandable even under the guidance of a teacher.

The shift in taking students not as machine-like objects, but being active in the learning process, continues in cognitive theories. The main issue of cognitive theories is the impact of

students' mental processes and their instrumental role on making decisions about their learning. The expectancy-value theories describe to what extent students' behaviour is dependent on the expectance of success and the value of it (Williams et al. 2015:102). According to Dörnyei and Ushioda (2013) expectancy-value theories see motivation within the individual, but it may be influenced by various social and environmental factors. There are two main factors that impact students' decision about doing the task: the expectancy of success in the given task and the value this person attaches to the task and the rewards after doing that. Both of these factors are inevitable in order to put effort into work and complete the task successfully. Individuals make motivated decisions only in case they have expectations to do the task successfully and get the results they value (Dörnyei and Ushioda 2013). This can be compared to Vygotsky's theory where the student is interested in doing a task if the result of the process is reachable and raises student's confidence.

Atkinson in his *achievement motivation theory* explains that "achievement-oriented activity is always influenced by the resultant of a conflict between two opposed tendencies, the tendency to achieve success and the tendency to avoid failure" (1957: 371). In Atkinson's (1966) words situations which include activities with challenge arouse individual's need for achievement in order to avoid failure. The higher the need for achievement the more it influences an individual's personality, behaviour and learning. Bernard Weiner (2009) claims that achievement motivation theory was the first one where motivation was seen as a systematically changeable function. Bernard Weiner (Dörnyei and Ushioda 2013) also pointed out that people try to understand the causal determinants of their past successes and failures and that different types of causal attributions affect behaviour differently.

According to Graham (Dörnyei and Ushioda 2013) the most common attributions are: ability, effort, task difficulty, luck, mood, family background, help or hindrance from others. Graham (1990) emphasizes the role of students' and his classmates' performance history. For

example, if a student is praised after doing a simple task, the recipient may feel insufficiency in the capability of doing more demanding tasks. At the same time, the students with low-ability tend to have common failures and as a consequence their low self-ascription reduces their expectations to success. Teachers should be aware of their students' capabilities and previous failures or achievements, but also give tasks of suitable level of difficulty (which was already mentioned by Vygotsky). To derive satisfaction from a successful result a student must have put some effort into doing it.

Determined with the conflict between success and failure the theory of achievement has nowadays given an impact to focus on competence which can be explained as a psychological need to be able to do the task or cope with the situation (Williams et al. 2015:150). On the one hand, if the learners understand that the task is beyond their learning competence they are likely to give up. On the other hand, in case of being aware that learning tasks do not raise their level of competence they may get demotivated and not do the task (Williams et al. 2015:103). When doing a task, students with low sense of self-efficacy concentrate on themselves while the learners with the sense of high-efficacy pay their attention to the task (Dörnyei and Ushioda 2013:16).

1.2 Dörnyei and Ushioda about Motivation

This study is based on Dörnyei and Ushioda's interpretation of motivation mostly because of Dörnyei's statement of L2-self and Ushioda's viewpoint on an autonomous learner. From their works it can be seen that they share each other's basic ideas about motivation, otherwise they would not have written together a fundamental book called "Teaching and Researching Motivation".

Although Dörnyei has claimed that there is no such thing as ‘motivation’ (Dörnyei 2013: 1), he defines that “motivation is an abstract, hypothetical concept that we use to explain why people think and behave as they do” (Dörnyei 2013: 1). He adds that it can be seen as ‘an umbrella term’ which includes various motives such as the desire of a raise in salary or idealistic beliefs such as the desire for freedom (Dörnyei 2013:1). The variety of factors influencing motivation has led Martin Covington to say that “motivation, like the concept of gravity, is easier to describe (in terms of its outward, observable effects) than it is to define. Of course, this has not stopped people from trying it“ (Covington 1988: 1).

We may intuitively know the construct of motivation, but there is not clear agreement on the exact meaning of it. The teachers use the term ‘motivation’ because it is convenient for them to do it. Every teacher would like to have motivated students who are eager to study and have high results in a particular subject at school. It is quite conventional for teachers to use traditional rewarding or punishing methods to impact on students’ behaviour and to demonstrate control over the situation in order to lead the students in a required direction (Williams et al. 2015:101).

According to Dörnyei and Ushioda, motivation is a gradual mental process which starts with “initial planning and goal setting, intention formation, task generation, action implementation, action control and outcome evaluation“ (2013: 6). Another point of view is that there are positive cycles where high motivation leads to high achievement and increases motivation whereas low motivation generates low achievement and reduces motivation. Dweck, McCombs (Dörnyei and Ushioda 2013) and other researchers have explained in their works how the negative cycles can be broken by the cognitive processes such as learner’s self-perceptions and viewpoints on events. Talking about lifelong learners and their *will* which McCombs (1991) explains to be a person’s innate state of motivation, she admits that empowerment of *will* is possible when to instil positive belief in students and make the

atmosphere of studying supportive for growing motivation. In contrast, insecurity and negative atmosphere hinder natural motivation to evolve and grow.

The role of context has been mentioned already in Vygotski's socio-cultural theory according to which a teacher is seen as a gardener who takes care of flowers making conditions for better growth (1991: 83-84). Dörnyei illustrates the role of context with the words of an American biologist Lewontin who has said that every single organism starts its life

“as a single cell, a seed or fertilized egg, that is neither tall nor short, neither clever nor dull, and through a process of differentiation a unique organism is formed with individual features and functioning patterns ...Changes in size, shape, and function occur continually throughout life until the moment of death” (2017: 79).

In Dörnyei's opinion *uniqueness* and *general* in every human being's mind influences the development and use of language and the complexity of the structure of motivation which includes assessment of a learning situation or using volitional control when making decisions (2017: 83). Ushioda supplements that motivation is not located only within the individual, “but is socially distributed, created within cultural systems of activities involving mediation of others” (Dörnyei and Ushioda 2013:33).

Starting from the last decade of the 20th century the role of context has been growing when a shift was made towards emphasis on interaction between individuals and the environment with its socio-cultural factors (Dörnyei and Ushioda 2013: 8). Motivation was not seen only within the individual, but as a process where individuals participate actively in creating their socio-cultural environment (Dörnyei and Ushioda 2013).

It confirms that the students in the classroom are also actively involved in forming the environment where they study and for that it is essential to ask: how do we treat and see them? Are they autonomous agents or is their motivation seen just as “the function of the social norms, values, meanings and identities which make up the sociocultural context?” (Dörnyei and

Ushioda 2013:36-37). Nolen and Ward (2015) influenced by Vygotsky support the idea of situative approach where individuals are a part of social contexts which are repeatedly co-constructed and negotiated by their members and they find that the analysis of the students' motivation should also show how the system impacts the individuals.

Dörnyei and Ushioda (2013) agree that context is not simply an external background to the student, but an unstable dynamically changing social environment which is influenced by mutual interactions between the student and the environment. Furthermore, the latest research affirms that learner characteristics is also variable in nature and includes complex of constellations that affect each other and the social environment (Dörnyei 2017: 82). In other words, both motivation and social environment are changeable, and both depend on each other.

1.3 Adult Learners and their Motivation

In the previous part motivation was examined in a general way, but as this study focuses on adult students' motivation to study English at Tartu Adult High School, it is necessary to discuss about the impact of age and social status on the process of studying and motivation. First of all, it has to be clarified who may be considered to be an adult learner and how the factors of age and social status affect studies at a later period of life. The basic characteristic features of the study process and motivation in a school for adults are necessary to be discussed in order to make an analysis of the results based on answers to the survey described in the second part of the thesis.

Ross-Gordon defines that “the adult learner is responsible for making personal decisions in day-to-day life, in many cases decisions that also affect others” (2003:43). Parrish (cited in Duboviciene 2014) claims adult learners to be the biggest group under the term called nontraditional students who, compared to teenagers, have a different social and psychological

status which has a particular impact on their motivation. They are not just students, but also parents, workers or employers and can have many more positions in a society and as a result of that they have to share their time between family, work and studies.

To demonstrate the most remarkable difference between the thinking of a child and an adult Ross-Gordon (2017) gives an example of a father and her daughter after seeing a bird flying in the sky when a little girl just saw a new kind of bird, but her father remembered the past sightings and all the facts that he knows about this bird, “because adult’s prior knowledge and past experiences influence the focus, motivation, and processing of knowledge and skills“ (Gordon-Ross 2017: 221).

Rogers (2007) affirms that younger students have better memory capacity and ability to learn by repeating even if the material they are studying is incomprehensible while older people use their *crystallized intelligence* which is more sophisticated judgement that they have gained through experience. Kegan sees adult learning as “progressive development toward more complex ways of understanding the self and the world” (Ross-Gordon 2003: 46). Knowles et al. (2005) claim that becoming an adult does not happen instantly, but as a result of development and this process continues in the adulthood.

In the 21st century there are such huge and fast changes in our society and industry that lifelong learning is more and more needed and so is adult learning as one of its most essential aspects. Brândușa (2016) states that the most frequent reason why adults would like to start or continue their studies is that they need a change in their life. They may require a new competence to get a promotion or a new job, or they might need to adapt to changes in their work or working conditions. For that reason, Ross-Gordon (2003) considers that adult learners are able to concentrate on their studies better and are more motivated than younger students as they are more aware about their goals of studies. Adult students bring their knowledge and skills

into the classroom and “they also value learning through direct experience” (Ross-Gordon 2003: 44).

The results of Adult Education Survey (Głąbicka 2015: 58) conducted by Eurostat between 2005-2008 in all countries of the European Union showed that the main reason why adult people participate in learning are connected to their job (making a career, fear of losing their job, or starting their own business), but in addition to that people mentioned getting skills and knowledge for everyday life, being obliged to participate, obtaining a certificate, meeting new people and having fun which shows that they study because they want to. It appeared that working people are more interested in further studies than those who are unemployed and professionally not active. The survey also indicated that more than a half of young people under 30 are fascinated in studies while people over 60 are the least interested in educating themselves. In the words of Rothers et al. (2016) research demonstrates that young, employed and educated adults tend to continue their studies because of intrinsic factors such as interesting subject and personal development, but also as a result of the impact of extrinsic factors such as job related matters. At the same time adults who are less educated and unemployed or not qualified enough, have low motivation to get a better education. However, they may do it in order to get a job and higher self-esteem after their studies.

In the words of Bryson (2013) due to the diversity of adult students’ motivators the process of teaching and studying is complex and versatile demanding from teachers to have a certain amount of flexibility, sensitivity and empathy when communicating with the students and taking them as partners with equal rights of their own opinion. He also reveals that in addition to the variety of motivators there is multiplicity in each group expecting ‘multiformity’ instead of ‘uniformity’ to attend the goals in the process of teaching adults. A teacher has to show as much personal approach as possible to each student to get him/her involved in the

studying process, because it is unthinkable to compel adult students to study if they do not want to.

There are intrinsic and extrinsic motivations which influence adult learners' studies. According to Deci's (Deci and Gagné 2005) self-determination theory, intrinsic motivation indicates that students are doing an activity because they find it attractive on its own and they do it of their own free will. On the contrary, extrinsic motivation is done under pressure from outside in order to get a reward or avoid the consequences. Intrinsic motivation is autonomous because it is free of outside pressure, but extrinsic motivation is externally regulated by the conditions that evoke it. External motivation is needed when students have to do the activities that are not attractive for them. In the Rothes et al. (2014: 940) words extrinsic are adult students' motives that are connected with their professional or economic status while intrinsic motives express their desires about what to learn. Ross-Gordon (2003) claims that in spite of being motivated by external motivators such as job promotion, intrinsic motivators have a stronger effect on studies. Rothes et al (2016). have found that compared to the younger students the motivation of adults is more influenced by intrinsic motivators. Moreover, Brândușa (2016) asserts that it is necessary to instil confidence and positive self-esteem to retain adults' motivated and for that reason instructors must be aware of the motivators, the strengths and weaknesses in the characteristic of their students and choose suitable teaching and assessment strategies that ensure students' success. Duboviciene (2014) has found that because adult students' time is limited they would like to use it economically not for just playing around.

With grown-up students the age gap between them and their teachers is not so significant and in some cases they can be even older than a teacher. For that reason, students and teachers can be seen as equal partners who just have different roles. It might even happen that students are more experienced in various fields than their teacher. Bryson (2013) sees teaching adults as a dialogue between teachers and students, or between students and other students where

students at first get curious and finally synthesize new knowledge with their points of view. Duboviciene (2014) agrees that adult students have to be informed about the goals which must be realistic and acknowledge their success. Knowles et al. advise to make the learning contract to make learning objectives understandable for the student consisting of four parts: “learning objectives; learning resources and strategies; evidence of accomplishment of objectives; criteria and means for validating evidence” (2005: 268)

According to Rose-Gordon (2003) adults are considered to be self-directed learners as they need some degree of independence, autonomy and diversity in their learning to be attracted with it. They have their own expectations towards the amount of help from teachers and their own contribution to the learning process. Brândușa (2016) declares that to become self-regulated learners they need to be aware of their cognitive and motivational competences, but also to be able to establish a suitable learning environment that helps them reach the goals. Pintrich (2004) supplements that self-regulated learners are active participants who use the ‘external’ environment to make their own decisions about goals and the learning process.

However, Rogers (2007: 9) claims that at first the attitude might be quite negative towards learning because not always the changes are welcomed. Adults already have their own well-developed attitudes of life and if they have to admit something new it may seem to them that there is something wrong with their present system. In addition, they want to get quick results to put them into practice and are dissatisfied if they have to use more effort as expected. Rothes et al. (2016) emphasize that adult students because of their social status as family members and employees are part-time students and have to find balance between their studies and personal life which may become an obstacle and the reason to quit their studies.

Rogers (2007:19) talking about adults points out that students must be motivated and the teacher has to uncover and sustain motivation, otherwise the learning fails. If they are not engaged they react by complaining, protesting or not attending the classes. In the words of

Kovács they might have “preconceived ideas and preconceptions” (2008: 27) which block finding the most suitable learning strategy for them. In the list of external problems Kovács (2008) mentions domestic and financial difficulties, the balancing of fulltime work with studies, lack of free time for themselves and tough timetable. In addition, Dubovičienė (2013) mentions that the teacher must take into account that adult students are used to learning on their own speed and in various ways. In Bryson’s opinion (2013) there is no learning without barriers which might be real or imaginary, but “every barrier is an opportunity for our skill development. And each time we find ways to reduce barriers to student learning, we reduce barriers to our own enjoyment and satisfaction as teachers” (2013: 13-14).

1.4 L2 Motivation and L2 Learner

According to Dörnyei (2013), students’ L2 motivation differs from the mainstream psychological approaches, because studying a language is not only acquiring a communication code and it cannot be learned in the same way as other subjects at school. Robert Gardner (1968) emphasizes that any aspect of L2 whether it is vocabulary, pronunciation or grammar, represents the culture of that group of people who speak it as a mother tongue. In Gardner’s (1968) opinion students are not only expected to acquire verbal habits, grammar rules and other aspects of L2 behaviour with their socio-cultural heritage but making them as a part of oneself. It may happen that if the students do not like something connected to this particular culture or language their motivation to study it is quite low or they even refuse to do it. Moreover, Williams (1999) finds that there is no absolute knowledge of L2, because acquiring any language is a social process which is developed by interactions where everyone gets their own conception of L2. According to Dörnyei (2013) studying and using a foreign language involves changes in students’ self-image and socio-cultural behaviour which in return impacts students’

identity. In Ushioda's (2011) words language is seen as a way of self-expression where students relate themselves to the world around them and get their identity.

It is not a coincidence that one of the cornerstones of this approach, Gardner's socio-educational model, was created and used in Canada, the country with bilingual population. Gardner and his colleagues hoped that this approach gives an opportunity to make communication more effective and solve the problems of misunderstanding between two groups of community by learning the language of the other group. The main conception in Gardner's theory is that "an individual's motivation to learn a second language is dependent upon favourable attitudes towards the second language community (i.e., an integrative motive)" (Gardner et al. 1976: 123). According to this theory there are three main attributes an L2 student should have: attitude, desire and effort (Gardner 1999). In the words of Gardner (1994, 1997) motivation is considered to be dynamic and consisting of a set of events, influences and responses which indicate students' attitude, desire and effort to reach a goal or in Gardner's terms orientation. There are two types of orientations in this theory: 1) instrumental orientation which "refers to studying the second language for the practical advantages" (Gardner 2000: 16) e.g. getting a better job and 2) integrative motivation which is defined as "favourable attitudes toward the other language community and individual members of that community, an interest in becoming closer to the group for the purpose of communication and interaction" (Gardner 2000: 15). Dörnyei (2001: 55) has called them *intrinsic value* and *extrinsic utility value*. Williams et al (2015) add that this model was accepted by the teachers and researchers very quickly because it clearly divides students into two groups: those who are motivated to study it for practical reasons and the others who learn it because they feel to be connected to the community of its native speakers.

Clément was the first one who introduced the concept of linguistic self-confidence in L2 in his theory of self-determination. Clément and Kruidenier substituted Gardner's viewpoint

on L2 anxiety as an essential determinant of L2 proficiency with their own concept of self-confidence which includes students' self-evaluation (1985: 24). Self-confidence is seen as a person's belief in general that he can manage to do the task, have satisfactory results and reach the goals. Clément and Kruidenier (2001) define self-confidence as an ability to use L2 in practice which is reinforced as a result of pleasant and frequent contacts and is considered to be the most influential factor to acquire L2. Dörnyei comments that self-efficacy is always more concrete as it is connected to a particular task while self-confidence refers to general understanding of one's ability of coping "a generalised perception of one's coping potentials, relevant to a range of tasks and subject domains" (2001: 56).

Williams et al. (2015: 47) also mention that self-confidence is an important factor when seeking the opportunities to use the language and have as little anxiety as possible when speaking it. Clément presents linguistic self-confidence as "a socially defined construct in contrast to the cognitive nature of self-efficacy in motivational psychology" (Dörnyei and Ushioda 2013: 43). Self-confidence is significant also in circumstances where there is little direct contact with L2 community, but there is considerable amount of indirect communication with that group of people.

Dörnyei's model of L2 Motivational Self System, which was proposed in 2005, is seen as the leading L2 motivation theory at the present period because of its considerable modifications in L2 motivation based on the psychological theories of the self and aspects of previous approaches on L2 motivation (Dörnyei and Ushioda 2013). It is based on the concept of possible selves where motivation is seen as a part of self-realization to reach the goal fulfilling the idea of one's future self (Williams et al. 2015). According to Dörnyei (Dörnyei and Ushioda 2013) his model follows Gardner's *integrativeness / integrative motivation* and he considers it to be "a natural progression from Gardner's theory" (Dörnyei and Ushioda 2013:

80). Studying another language is not only acquiring it, but it also makes changes to the person's thinking and language behaviour.

One of the main motivational factors according to Dörnyei (Dörnyei and Kubyanova 2014: 9) is vision, because he regards it as the most significant part of modern theories of L2 motivation and interprets it to be the learners' visionary target as their preferred future state in their imagination which forces students to make effort to move toward the preferable future-selves. Dörnyei compares vision to a goal and finds that a goal is abstract while vision involves images that really exist. For example, if somebody wants to become a doctor, or a teacher, he or she can imagine how to behave or act in that case. According to Dörnyei (Dörnyei and Kubyanova 2014) vision of future-self not only incorporates a desired goal, but also understanding the way to reach it.

Dörnyei supports Oyserman, Markus and Nurius's idea of having more than one visions of future-self simultaneously. Oyserman claims that "*future or possible selves (PSs) are positive and negative images of the self in a future state*" (2006: 188) while Markus and Nurius emphasize that individuals might have visions of "what they might become, what they would like to become, and what they are afraid of becoming" (1986: 954). Markus and Nurius (1986: 961) compare possible future-selves to the here-and-now self which they call "cognitive bridges between the present and future" indicating the individual's way of changings compared to the present state.

Dörnyei (Dörnyei and Kubyanova 2014) mentions that there are two main possible L2 future-selves: the ideal L2 self and the ought-to-L2 self. In the words of Higgins (1987) ideal-self expresses the person's hopes, aspirations, desires he/she would like to reach in the future while ought-to self represents individual's beliefs which duties, responsibilities he/she ought to have in the future. Dörnyei sees the discrepancy between the student's current-self and future-self as the main motivation to learn a language. On the one hand, the future-self has to be

different from the present state, but on the other hand it has to be vivid and reachable to evoke motivational forces to change the situation.

It is impossible to achieve the future-self automatically, because it is not *comfortably certain*, but according to Oyserman and James's (2009: 375) the motivational value of possible selves is a U-shaped function which is low when the goal is not reachable or one does not have to put any effort into reaching it. The future-self image is expected to be in harmony with the student's family, classmates, friends, social norms, group norms, otherwise there will be a conflict situation which is not productive. In addition to that, Dörnyei (Dörnyei and Ushioda 2013: 84) mentions that it has to be regularly activated and reminded as a roadmap and counteracting feared possible future-selves.

Dörnyei holds that most students have beliefs about learning a language, but many of them are incorrect, because they are "a projection of unrealistic desires rather than a configuration of real actions" (Dörnyei and Kubanyiova 2014: 91). According to Dörnyei possible future-selves may become more reachable if the students are helped to ignore some of the most unrealistic of them and to put aside prejudices that may hinder their success (Dörnyei and Kubanyiova 2014: 91).

Dörnyei and Ushioda have found that language learning is a long process which requires "a matching level of vision that is anchored in reality" (Dörnyei and Kubanyiova 2014: 91). In order to make the students rethink their opinions about learning L2, Dörnyei (Dörnyei and Kubanyiova 2014: 91) suggests providing them with necessary information about the time and L2 level of their expected results and to show alternative ways to success to help them find suitable methods of learning. Dörnyei's main statement is that possible selves should not only *seem* possible but *be* possible, and grounded in realistic expectations. However, many students underestimate their ability to study a foreign language and therefore their results are low, but there are also over-optimistic learners who expect to become successful speakers of English

effortlessly which is beyond their capabilities. Dörnyei (Dörnyei and Kubyanova 2014) suggests empowering the pessimists using constructive feedback and positive approach which enables the students to remember their past successes and view their strengths they can rely on in their further studies. A clear future vision ensures an increase in self-confidence and helps students to cope with their weaknesses.

The ‘over-optimists’ should be treated softly by the teachers when trying to eliminate their unrealistic images of future selves. Snyder (2002) stands against misleading and maintains that honest feedback actually engenders people’s hope for the future (2002: 267). Dörnyei provides a sensitive and honest feedback called *unrealistic positivity* that “enables them to refocus their energy and come up with an alternative strategy for achieving their goal” (Dörnyei and Kubanyiova 2014: 96)

Ushioda (2011) points out that changes in using English led to a shift made by Dörnyei in his L2 Motivational Self System where the processes of identification have turned from external to internal. As the position of English language has changed “our ‘integrative’ motivation to participate in these worlds may be better explained in terms of our desired self-representations as de facto members of these global communities, rather than in terms of identification with external reference groups” (Ushioda 2011:201). According to Dörnyei “future self-representations have strong psychological reality in the current imaginative experience of language learners as they visualize themselves projected into the future as competent L2 users and are thus entirely continuous with their current selves” (Ushioda 2011:203).

Ushioda’s viewpoint on learning English is expressed in her saying that nowadays English as a global language is spoken all over the world which means that “there is no clearly defined target community (UK?, US?, The world?) into which learners of English are motivated

to 'integrate'" (2011:199). Using the Internet and various communication networks also means that the role of geographical borders in separating communities is not so remarkable anymore. In this new situation it is "difficult to explain motivation for learning English as a process of identification with a specific linguistic and cultural community" (Ushioda 2011:200). According to Nayar "the direct linking of diverse languages, communities and networks across cyberspace and cybercultures adds another layer of complexity in interpreting the notion of integrative attitudes to target language communities and cultures in the globalized world" (Ushioda 2011: 200). According to Dörnyei, motivation for English as a global language "is likely to be qualitatively different in many ways from learning other second or foreign languages, as English is increasingly becoming viewed as a basic educational skill to be developed from primary level" (2011: 72).

Ushioda (2011: 205-206) reminds the teachers that a student in the classroom is a person and not only a language learner. It is emphasized that the focus should be "on the agency of the individual person as a thinking, feeling human being with an identity, a personality, a unique history and background, a person with goals, motives and intentions" (Dörnyei and Ushioda 2013: 78) and there should be a relational not a linear view on motivation. Ushioda (2011) calls them as flesh-and-blood language students who have to study other subjects at the same time or maybe just before or after the English lesson. Students take different kind of social identities, also called 'transportable identities', into the classroom which they may use there if they feel that they can express their own feelings, thoughts and interests using the target language and their effort to get involved and motivated in learning the language. This experience gives them a possibility "to engage directly with their future possible selves as proficient users of this language but within the scope and security of their current communicative abilities, interests and social contexts" (Ushioda 2011:206). One of the students' identities nowadays is definitely connected to the digital world, because they are 'digital natives' who are born into a digital

world which Ushioda (2011: 206-207) sees as a potential way to reduce the barriers between L2 learning and using it in practice. Through virtual environments students can use their initiative being creative in practicing the language and even being an expert in using technology and teaching the teacher. Ushioda explains it as “role-reversal and associated shift in identity (from that of novice to expert) may reshape students’ psychological relationship and process of their learning as they assume greater autonomous control over aspects of their learning” (Ushioda 2011:208).

1.5 L2 Learners’ Anxiety and Satisfaction

In this MA study adult students’ L2 anxiety is examined because it is considered to be one of the most influential factors of L2 motivation. L2 anxiety is closely connected with students’ emotions and feelings in a situation when the students are nervous and worried about their studies.

Emotions have always been associated with language learning as they have a notable role in that process whether it is negative or positive. In case of making mistakes, a person can feel embarrassment, but at the same time any success brings the feeling of satisfaction. There is no learning without any emotions, because “emotions mediate our learning, our use of language, and our behaviours and attitudes towards the language, the class, the materials, and even ourselves” (Williams et al. 2015:81). The intension and the nature of emotional reactions can decide the sense a particular situation has on the person. According to Williams et al. (2015: 82) an emotional reaction is described by three components: 1) a physiological element such as increased heart rate, breathing and blood pressure, 2) expressive behaviour, demonstrated by body language and 3) feelings of student’s reactions to a particular situation.

Teachers can be better aware of students' body language in order to understand their feelings and reactions when knowing how a human's brain works when processing emotions. In the words of Williams et al. (2015:83) neuroscientists have found that there are five appraisals or aspects of evaluation that our brain gives to events: 1) novelty- expresses familiarity of the event; 2) pleasantness – refers to attractiveness or interest in the event; 3) goal conduciveness – shows if the event is in accordance with one's purpose or goal; 4) coping potential – explicits one's feelings of coping in a particular situation; 5) self-compatibility.- demonstrates conformity to social and cultural norms. Students can have diverse reactions on the same ideas or events, because “the emotional response stems from the individual's appraisal of something, whether one sees it as positive or negative” (Williams et al. 2015:84). One's brain takes the emotional reactions in the order of their significance, which means that after a strong negative reaction student's motivation to learn something is not very high. It also emphasises the conviction that motivation cannot be described “without acknowledging an emotional component and the context in which it arises” (Williams et al. 2015:84). As language learning is a long-term process with its emotional highs and lows, the complexity of emotions has a significant role in it.

According to Krashen (2008: 81) the process of acquiring a language happens subconsciously which means that individuals are not aware of it. He states that we acquire a language only when we understand what is said, written or heard which he calls a comprehensible input. In his opinion the process of studying a language is affected by such variables as anxiety, self-esteem and motivation. In this process Krashen's affective filter functions as “a mental block that prevents fully utilizing the comprehensible input they receive for language acquisition” (Krashen 1985: 81). It raises if there are a lot of negative emotions during the learning process or using a language and lowers if positive emotions are predominant. Negative emotions block students mentally and reduce their ability to learn while

positive emotions make the students more open and engage new knowledge with the acquired one. “Negative activating emotions (e.g. hopelessness and boredom) are typically (although not always) associated with avoidance and therefore can undermine achievement motivation due to low-control appraisals (hopelessness)” (Rowe and Fitness 2018: 4). Rowe and Fitness (2018) give the example of anger and anxiety as negative emotions where anger expresses someone’s approach e.g. when trying to remove obstacles, whereas anxiety develops wishing to avoid unpleasant or threatening situations such as having a test. Brândușa (2016) in her research about adult language training adds that it may be difficult to keep adults motivated if they lack confidence and have negative self-esteem.

1.6 L2 Anxiety and Group Cohesion

Anxiety is explained as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (Piniel and Csisér 2013: 527). It is considered to be one of the main factors which hinders students to improve their English as an L2 because in the words of Williams et al. (2015) their understanding of other students’ speech, their ability to use their memory for storing or retrieving and their capability of expressing their own ideas is limited. Dörnyei finds an L2 as “the only school subject in which one cannot even say a simple sentence without the danger of making a serious mistake” (Dörnyei 2013: 88).

Using a foreign language demands more effort to put in compared to students’ mother tongue and if they experience uncertainty speaking it they start to worry about their performance and the reactions of the others which may cause an even higher level of anxiety. Williams et al. list some of the typical symptoms of anxiety such as “suffering from mental blocks, freezing up during an activity, withdrawing from class participation, or offering limited monosyllabic

responses” (2015: 88). Even students with high level of English can suffer from stress and anxiety when doing tests, because they are used to having too high expectations about the results and would like to be perfect which can hinder them from doing it. At the same time the students with low level of L2 may have difficulties understanding what they have to do.

Dörnyei (2013: 92- 94) names the factors which can lead to L2 anxiety and demotivate the students in language classes. In his list social comparison is in the first place, because there is always somebody who may become irritated when the students are compared to each other and divided into successful or unsuccessful. This may happen very inconspicuously, e.g. if the grades are pronounced publicly or some selected papers and achievements are displayed. Even the commentaries which seem to be quite innocent as ‘you’ve done better than most’ or ‘you’re a bit behind the others’ can be seen as social comparison.

Social comparison is especially tough in a competitive classroom where the atmosphere is stressful because this is the classroom “in which students work against each other in an attempt to outdo their classmates... this is the survival of the fittest, and for every winner there is one (or more) loser” (Dörnyei 2013: 92). As a solution Dörnyei advises to use game-like activities where students do not compete against each other, but have to cooperate and work together.

Anxiety can be the very first reaction associated with the need to learn a new skill while getting a new job when a person doubts if he or she can cope with it (Rogers 2007: 11). Studying a foreign language and especially when having a limited language code learners can make mistakes even in very simple utterances or texts because they “have to pay attention to pronunciation, intonation, grammar *and* content at the same time“ (Dörnyei 2013:40).

Students may also feel anxiety and embarrassment when their ability to express themselves in a foreign language is below their intellectual maturity (Dörnyei 2013: 91).

Williams et al. (2015: 87) find that students may get frustrated and lose their confidence, because speaking English as a foreign language reveals students' personality and making mistakes may cause a feeling they have given a wrong impression of themselves. Furthermore, students may be afraid of using unfamiliar words or grammar structures because of being laughed and getting negative reactions from the classmates. Dörnyei confirms that individual's preferences and approaches are mainly regulated by the individual's subjective value system which "is more or less organised collection of internalised perceptions, beliefs and feelings related to one's position in the social world, developed during the past as a reaction to past experiences (Dörnyei and Ushioda 2013: 114).

Adult students who have already acquired the status of maturity in their own and other people's eyes as partners, friends, employers or employees can feel anxiety and disappointment when having low results in their studies (Rogers 2007: 8). Duboviciene and Gulbinskiene (2014) claim that adult students, especially being the oldest in a group are concerned about the impact of their results on their status among their groupmates.

There are different ways how to reduce students' L2 anxiety, but all of them should focus on students' self-confidence, self-respect and self-esteem. First of all, students should be provided regular doses of success even if these are not very notable at the beginning but "success breeds success" (Dörnyei 2013:89). Fredrikson (2002) in 'broaden-and-build theory' reminds that negative emotions narrow people's thoughts and actions. On the contrary, positive emotions broaden their mind and encourage them to act. However, there has to be a balance between positive and negative emotions to ensure that both of them are in the right proportion.

According to Dörnyei (2013) teachers have the central role in decreasing students' anxiety and insecurity not only by raising their awareness of strategies and reminding about the necessity of doing it, but also helping students to put them into practice. In Rogers' view the

key issue in reducing learners' anxiety is simplifying tasks at the beginning of the course in order to "maximize the possibility of right first time" (2007: 14). It can also be done if new material is presented in a way that everybody is able to do simple tasks at the beginning and familiar tasks in the final test (Rogers 2007). There has to be a balance between manageable and more complicated tasks.

Dörnyei (2013) suggests students must be allowed to make mistakes, otherwise being afraid of making them prevents the weakest students from answering just to avoid making mistakes. Moreover, there is no need to correct every single mistake, because it is natural to make them as everybody does it occasionally. Students have to be told that mistakes are a normal part of L2 learning and "are not to be clamped down on but rather to be accepted as natural concomitants of learning" (Dörnyei 2013:93). Furthermore, learners have to be supported to take risks to improve their L2 skills to reach the next level which is impossible without a permission to make mistakes. Moreover, it allows the teachers to see their students' weaknesses and misunderstandings to find methods to help students in coping with them.

Kovács (2008) states that low-level adult students often lack confidence at the beginning of their classes when they have to express themselves freely and they tend to use a mixture of English and their native language because of poor knowledge in L2 vocabulary and grammar. The solution is seen in free discussions or role plays to improve students' communication and language skills raising their motivation if they see how language is used in real situations. Students may get highly motivated if they all fully participate in them feeling cooperation and having the same aims which raise participants' confidence and satisfaction (Kovacs 2008: 28). In the words of Kovacs (2008) being aware how much a student relies on mother tongue can help the teacher understand the difficulties a student encounters when communicating in English and in some cases, students need the most difficult structures or information to be explained in their native language. In order to reduce anxiety Rogers (2007) recommends giving

positive feedback in every possible occasion, because as it was mentioned previously praise gives students confidence whereas negative comments make them insecure and self-doubting. Feedback is seen as a dialogue between adult students and a teacher where a student's strengths and weaknesses are not compared with the results of groupmates, but with the student's previous and the ideal levels. Feedback has to be "a constructive comment on the performance, not the person" (Rogers 2007: 66). For the reason that weaker students do not usually have very positive opinion of themselves and put their effort mainly on avoiding failures, Dörnyei recommends to recognise their achievements, because they are "in need of being motivated" (Dörnyei 2013: 99) and to discuss their mistakes privately with caution.

Students' encouragement and focus on the positive gives them the belief that they are capable to achieve their goals using their strengths and abilities, rather than emphasise their flaws and uncertainty (Williams et al. 2015:89).

"Encouragement is the positive persuasive expression of the belief that someone has the capability of achieving a certain goal. It can explicitly make the learner aware of personal strength and abilities, or it can indirectly communicate that we trust the person" (Dörnyei 2013: 919).

Dörnyei (2013: 114-115) adds that in a stressful situation for students it is advisable to think about something pleasant or try to remember positive images of themselves in other circumstances. Dörnyei (2013) also implies that constructing positive narratives, positive self-talk, humour, sharing your feelings and using relaxation and meditation or even praying will lead to finding students' own resources to manage the situation. Moreover, by using environmental control strategies, negative influences of the environment such as noise, temptations can be reduced when eliminating as many distracting factors as possible. Dörnyei (2013) advises to use environment in a positive way, e.g. making a public announcement to do something, asking friends to support you or getting 'to the point of no return'.

Williams et al. (2015: 41) state that it is impossible to separate a learner from a group or vice versa, because students belong to the group and all students have their own relations with the group. It is the teachers' task to help students develop a positive and motivating atmosphere in the classroom.

According to Dörnyei (2013: 41) the ideal classroom is 'an emotional safe zone' for the students without tension, offensive remarks, sharp and hostile comments between the classmates, but in contrast there is mutual trust and respect. The psychological environment of the classroom depends on various issues, but one of the most significant among them is having the norm of tolerance which make "students feel comfortable taking risks because they know that they will not be embarrassed or criticised if they make a mistake" (Dörnyei 2013: 41). The norm of tolerance should not only been in the relationships between the students, but also between the teacher and the students.

In Dörnyei's (2013) opinion the process of creating a cohesive learner group 'together' is the most influential keyword, because there has to be a strong 'we' feeling in the group where students would like to belong to. It is reachable only provided the students do something together, share responsibility and take learning as an enjoyable activity. The process of becoming a cohesive group depends on the time spent together and the shared history, but also on the extent how much the group members know about each other. There should be regular extracurricular outdoor activities and small group events during the whole schoolyear, but especially at the beginning to get the students acquainted with each other. The physical distance, e.g. sitting in pairs at the same desk also gives a possibility to get to know a classmate better as it allows the students to have more intensive contact and interaction. The members of the cohesive group perceive as a reward the feeling of becoming more positive because "the more people enjoy the learning process in the class, the more they will want to belong to the class"

(Dörnyei 2013: 44). Common goals and common threat provide support in group cohesion, because cooperation and joint hardship create solidarity.

An additional way to improve the group dynamics to become cohesive is establishing the rules. Williams et al. (2015) call them 'learning contracts' which are compiled in collaboration with the students and the teacher and include a set of rules which are made in accordance with the group's structure to enable a group to become cooperative and successful. Dörnyei defines group norms as "inherently social products" (Dörnyei and Ushioda 2011: 112) which have to be discussed with every member of the group and adopted by everybody. Dörnyei and Murphy (Dörnyei and Ushioda 2011: 112) advise to negotiate and establish group norms early in the process of forming the group to explain their purpose in order to get support and mutual acceptance into them and the consequences not following them.

However, Dörnyei (Williams et al. 2015: 40) warns that in groups where the temptation to harmony is too intense there is a threat of 'groupthink' when learners are afraid of expressing their own opinions and prefer to accept the group norms to avoid criticism later. Dörnyei (Williams et al. 2015) also points out the opinion called 'mediocrity' when members of the group try not to realize their real potential or not to make maximum effort in order to follow the group norms. Therefore, it is essential to remember one of the main principles of establishing the rules which emphasizes that individuality and creativity must be acceptable to maintain positive and cohesive atmosphere in the group. Dörnyei (Dörnyei and Kubanyiova 2014) considers that the shared group collective vision about the future and goals of the group, strengthens students' individual visions.

In order to reinforce a group vision more effectively Dörnyei (Dörnyei and Kubanyiova 2014) suggests several strategies: 1) sharing individual narratives; 2) modelling group vision through transformational leadership; 3) communicating the vision effectively. Producing and sharing narratives are found as a way to reinforce students' self-images which support the

formation of more powerful vision. Clark and Rossiter (2008: 65) mention a story telling session where adult students were asked to tell about their transformative learning strategies. This sharing session gave them an opportunity to feel themselves active in the discussions and understand their experience in a new way.

Dörnyei supports Bass and Riggio's (2006) opinion that a cohesive group cannot function without enthusiastic and optimistic transformational leaders who serve as a role model, because the group members not only respect, trust and admire them, but also try to emulate them. The groupmates are made to do more than expected, because they are presented clear and attractive future states and goals by transformational leaders. Dörnyei sees a teacher as a transformational leader who clearly communicates with the members of the group in order to "adopt a collective vision that transcends the individual members' self-interest" (2014: 87). The leader has to be enthusiastic and persuade students to be aware of group goals and to believe that they are accomplishable. The goals can be seen reachable if they are "framed within the 'big picture', outlining both the desired end state and the proposed route towards it" (Dörnyei 2014: 87). In addition to that, the vision of the future group goals has to be clearly established and it must be more attractive than the present. It also has to be described in detail which helps students to imagine them and get inspiration from that.

2 QUESTIONNAIRE ABOUT MOTIVATING ADULT STUDENTS OF ENGLISH

2.1 The Questionnaire

The aim of questioning the students was to explore how the length of the break affects their attitudes toward learning English at Tartu Adult High School as well as how L2 anxiety and group cohesion impact on their L2 behaviour and proficiency. The most suitable survey to be conducted for these purposes can be found from the list of surveys on Dörnyei's webpage under the title "English Language Survey" made by Clément, Dörnyei, and Noels in 1994. According to Dörnyei it is based on the previously published surveys Clément and Kruidener (1983), Gardner (1985), Lukmani (1972), Pierson et al. (1980) and Roger et al. (1981) (Dörnyei 2011: 267). From three different versions of this survey mentioned on the website the third one called "Items grouped according to scales" is used in this thesis. In the other versions it is obvious that they are made for teenagers or young adults, but as the oldest student who took part in this survey is 49, the questionnaire should accord with the age differences of adult students.

According to Dörnyei (1994) the survey is a mix of three distinctive sources: 1) the theory of Gardner and Lambert which considers the role of orientations and attitudes as affective correlates of L2 behaviour and proficiency; 2) the role of linguistic self-confidence borrowed from Clément; 3) aspects of group dynamics as applied to the classroom setting.

For orientations and attitudes 6-point Likert- type-scales are used where '1' stands for 'totally disagree' on one end and '6' is 'totally agree' on the other end. For self-evaluation the students had to choose between numbers 1-6 where '1' is 'quite badly' and '6' is 'very well'.

1	:	2	:	<u>3</u>	:	4	:	5	:	6
quite badly		not too well		all right		quite well		well		very well

The last three questions about frequency and quality of inter-ethnic contact, English teacher evaluation and English course evaluation the semantic differential scale is used, where students have to put 'v' between two opposite adjectives according to their opinion. When evaluating frequency and quality of their inter-ethnic contacts they have 5-point scales to use while 7-point scales are used in evaluation of the teacher of English and the English course.

1. In your neighborhood.

Very rare contact _____: _____: _____: _____: _____ very frequent contact

Very unpleasant contact _____: _____: _____: _____: _____ very pleasant contact

1 2 3 4 5

The teacher of English

a. Competence

competent ___ : ___ : ___ : ___ : ___ : ___ : ___ : incompetent

suited ___ : ___ : ___ : ___ : ___ : ___ : ___ : unsuited

1 2 3 4 5 6 7

The entire survey can be found in Appendix 1. The survey consists of five parts: 1) students' orientations and attitudes towards learning English; 2) students' feelings about using English in the classroom and beyond it; 3) students' self-evaluation of their level of English; 4) students' evaluation of the course and the teacher; 5) general information (students' age, gender, languages, the length of the break between their studies, how long have they studied at Tartu Adult High School). There are six types of orientations (instrumental, knowledge, travel, friendship, sociocultural, integrative) and attitudes toward learning English, the British, the

Americans. Students are also asked to assess their need for achievement, motivational intensity, anxiety in class, English use anxiety and perceived group cohesion. The learners also have to evaluate their English competence (writing, understanding, reading and speaking), satisfaction of their level of English, the frequency and quality of inter-ethnic contacts as well as their English course and the teacher. At the end they are asked to give some personal information about their age, gender, mother tongue, the language they use most often, all the languages they can speak, the length of studying English, the years they have studied at Tartu Adult High School and the length of the break between this and their previous school.

Looking at that list of questions in the survey it is clear that there are too many things to be analyzed and that is why a selection has to be made to be presented in this paper according to the focus of this research which is the students' thoughts and feelings about learning and using English, motivational intensity, L2 anxiety and group cohesion.

2.2 Piloting and Changes in the Questionnaire

As there are no custom-made questionnaires which can be used everywhere by everyone various modifications have to be done considering the question which is researched, the participants, and the place where the survey will be held. The reason of choosing that particular version was that it could be easily adapted to the needs of the present study and it could be trusted as it is based on such a large previous practice. A piloting survey was held in December 2017 in a group of 10 students in order to detect the mistakes and misunderstandings in the questionnaire. All the adaptations made in this survey were due to the characteristic features of adult students. For example, in the question about students' 'future studies and job', the time expression 'future' was omitted because in every class quite a lot of students and in evening classes almost all of the students already go to work every day.

In addition, there is one question where the students have to fix which the level of English proficiency they would be satisfied to accomplish in the future. They were given three options to choose: elementary, intermediate and advanced with the numbered scales below these definitions. This question was unclear for more than a half of this group and it was decided to leave it out. There were also some mistakes in numeration of the questions and one answer was missing in the translated version of the survey. These errors were fixed before conducting the survey proper. The survey was also translated into Estonian because there are students with various levels of English in every class.

There were also some hesitations about the most often used language as obviously the most popular answer in that case will be students' mother tongue. However, it was decided to leave it in because there are students who study in Estonian, but whose mother tongue is Russian or any other language.

2.3 Data Collection

The survey was conducted in January 2018. There are three teachers of English in that school and the participants of the survey were chosen on the principle that there were representatives from the various groups of these teachers. In some forms the survey was taken at the end of English classes, but in many cases it had to be done at the beginning or at the end of other lessons, because not all of these groups had English classes during that period. The questionnaire had to be filled in 20 minutes and the whole process with introduction and distributing the questionnaires took about 25-30 minutes.

2.4 Participants

There were 69 participants altogether, but 10 of them are eliminated and their answers are not included in the analysis. The reasons for elimination are described in the following paragraph. There are 37 males and 22 females among the final sample of participants and their average age is 26.5, the youngest one is 17 (10th form) and the oldest one is 49 (11th form). They mostly study in secondary school classes, only three of them are basic school students. In case of adult high schools the students' level of knowing English does not depend only on the class they are studying but also on the experience of their practice of English beyond the classroom. There are students of very different level of English in every class.

The other factor that has an impact on the results of the survey is the learning system of Tartu Adult High School. The schoolyear is divided into four periods and at the beginning of each period new students are admitted to start their studies which means that there appear new people in every class in every two months. Moreover, the students do not have the courses of English throughout the whole schoolyear, but only in two periods and they do not have to attend English classes if they have the course grades from their previous school as VÕTA programme is accepted in Tartu Adult High School. On the ground of that 5 had to be eliminated because they had not taken any course of English at this school by the moment of taking a survey and they could not answer to all of the parts of it. In addition, three participants have not expressed their attitudes toward British and American people and for that reason their answers are excluded from the analysis in this paper. Moreover, there are 2 incorrectly filled questionnaires which also are not suitable for the analysis of the results.

The average age of students is 26.5 and they have studied English approximately 9 years. The average gap between this school and their previous studies is 8.4 years, the longest period is 30 years while six students have a gap less than one year. The vast majority of the 59 students

speaking Estonian as their mother tongue, but 2 participants speak Russian as their first language and they use it most often although they study in an Estonian speaking group. 41 students have mentioned one other language they can speak while for 18 students English is the only foreign language they are able to use. There are 29 speakers of Russian as a foreign language, 10 speakers of German, 3 students can speak Finnish and 2 students know Spanish. In addition, there are 2 other languages in the list: Armenian, and Serbian which are both mentioned once. There are 4 students who are able to communicate in more than two languages in addition to their mother tongue and English. Their other common language is Russian, but they also know Spanish, Finnish or Serbian. In addition to that, there is 1 student who can use 4 foreign languages: English, Spanish, Russian and Finnish. Both Russian speaking students have mentioned Estonian as their second language.

2.5 Data Analysis

After conducting the survey the respondents' answers were coded and inserted using MS Excel tables. Incorrect answers and the papers with missing answers were eliminated and the data was checked several times in order to avoid mistakes which might have happened during the inserting process. Different functions of MS Excel were used such as MEDIAN and AVERAGE in order to analyse and compare the results. MEDIAN calculates the middle number of group of numbers where half the numbers have values that are greater than median and the other half are less than the median. The AVERAGE function shows the arithmetic mean, which is the result of adding all the numbers and then dividing by the count of those numbers. A 6-point Likert-type scale is used where (1) states for totally disagree, (2) generally disagree, (3) I have reservations, (4) agree to certain extent, (5) generally agree, and (6) totally agree. For making qualitative generalizations about the data, the answers 'totally disagree', 'generally disagree' and 'I have reservations' are considered as 'more or less negative' and the

answers ‘agree to certain extent’, ‘generally agree’ and ‘totally agree’ are taken as ‘more or less positive’. The data is presented in tables and charts which are produced with Open Office Word and MS Excel. In order to identify the distinctions between the respondents, participants are divided into three groups according to their break of studies between their previous and present school. The data about breaks, age and sex is presented in Table 1 below:

	Group 1	Group 2	Group 3	Total
The number of students	35	16	8	59
The length of the break	Less than 10 years	10-19 years	20 and more years	average gap 8.4 years
The youngest/ the oldest in the group	17/32	26/ 45	37 / 49	17 / 49
Average age	20.8 years	30.9 years	41.6 years	26.5 years
Male/female	25 males 10 females	9 males 7 females	3 males 5 females	37 males 22 females
Percentage from all respondents	59.3%	27.2 %	13.5 %	100%

Table 1. Overview of the participants

The data in the table above represents a typical proportion of students at Tartu Adult High School where younger students dominate and the older ones are a minority. According to the statistics of Tartu Adult High School there are 401 students younger than 30 years from the whole group of 539 students as of 20.01.2018. The average age of respondents is also quite similar to the statistical data according to which it is 23.7 years. The biggest discrepancy compared to the results presented in the table above is in comparison with the amount of male and female students as the statistics show 274 males and 265 females studying as of 20.01.2018. These results change during the schoolyear for the reason of adding and deleting students in every two months at the end of each study period.

In order to test the validity of the hypothesis posited in this thesis the results representing motivational intensity, L2 anxiety, group cohesion and the length of the break between studies

at former and present school are given in this part in order to find out the correlations between them. These factors are considered to be the most frequent reasons for adult students to discontinue their studies and that is why they are under constant attention in adult high schools. In the following analysis each factor is discussed separately and the most and the least frequent answers from the whole sample are presented and compared in group 1, group 2 and group 3. Parallels are also drawn between the groups by comparing their average points given to every statement.

2.5.1 Motivational Intensity

The section of Motivational Intensity consists of the following four statements:

Statement 1: *I frequently think over what we have learned in my English class*

Statement 2: *To be honest, I very often skimp on my English homework*

Statement 3: *If my teacher wanted someone to do an extra English assignment, I would certainly volunteer.*

Statement 4: *Considering how I study English, I can honestly say that I do very little work.*

Each student had to award points for each of these statements according to a 6-point Likert scale, where

- (1) totally disagree
- (2) generally disagree
- (3) I have reservations
- (4) agree to a certain extent
- (5) generally agree
- (6) totally agree

The overall results of this section are shown in Table 2, where the most popular choices for each of the four statements are highlighted.

	Statement 1	Statement 2	Statement 3	Statement 4
1 point	2	10	4	7
2 points	5	9	10	7
3 points	17	17	17	10
4 points	20	16	14	16
5 points	9	5	7	11
6 points	6	2	7	8
Average	3.79 points	3.03 points	3.53 points	3.69 points
Median	4.0 points	3.0 points	3.0 points	4.0 points

Table 2. Summary table of motivational intensity (group 1, group2, group 3 together; the numbers show the count of respondents)

The results in the table demonstrate that the most favourite answers in this section are 'I have reservations'(3) and 'agree to certain extent' (4). The highest average score is given for Statement 1 (*I frequently think over what we have learned in my English class*), while the lowest score is attributed to Statement 2 (*To be honest, I very often skimp on my English homework*). These two statements seem to indicate the same trends – students admit that English classes are important for them because they like to think over what happened in these classes, while at the same time they also disagree about skimping their homework.

Figure 1 gives an overview of the average number of points given for the four statements about motivational intensity across the three groups (group 1 = less than 10 years of break between studies, group 2 = 10-19 years of break between studies, group 3 = 20 and more years of break between studies). There are noticeable differences for all of the statements, except the last statement about admitting how much work each student does when studying English. All

three groups admit that they generally agree with this statement. The other differences between the groups will be discussed below under each statement separately.

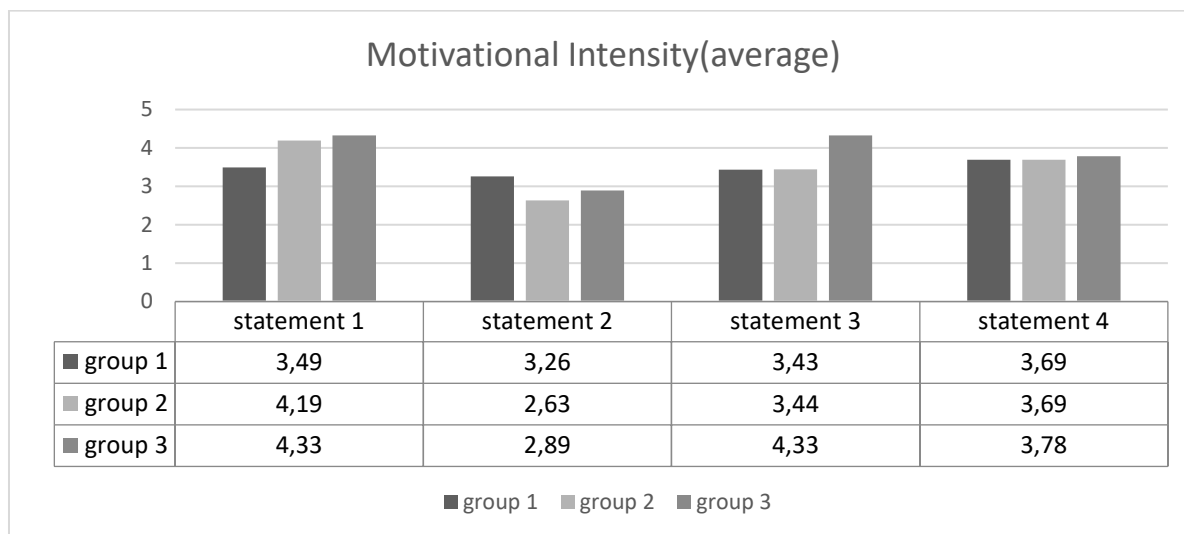


Figure 1. Average score for motivational intensity across the three groups of participants

Statement 1. I frequently think over what we have learned in my English class.

The overall average for the first statement is 3.79 points indicating that a large majority of the respondents frequently think over what they have done in the English class. There are also students who are not sure if they do it frequently enough and within the sample, there are two minorities: those who do not think about their English lessons at all (3.39%) and those who do it frequently (10.2%).

If we look at the responses across the three groups in Figure 1, we can see that group 2 and group 3, i.e. students who have had more than 10 years of break between their current and previous studies seem to agree more with the statement about thinking over what they did in their English classes. Group 1 – students with less than a 10-year break between studies seem somewhat less concerned about this aspect of their English classes.

Statement 2. To be honest, I very often skimp on my English homework.

The overall average for the second statement is 3.03 points which is considerably lower than the average for the other three statements about motivational intensity. This result indicates that the majority of the students have reservations about agreeing or disagreeing with this statement. At the same time, at least 17 of the respondents seem to agree to certain extent that they very often skimp on their homework.

If we look at the results across the three groups, we can, again, see differences between the attitudes across the groups. Group 2 and 3 – the students with the longer break between the studies – show similar results and their average score is closer to disagreeing with the statement, meaning that they are more than likely to not skimp on their English homework. Group 1 where we find the younger students in the sample tend to agree with the statement indicating that they honestly confess not spending too much time on their homework.

Statement 3. If my teacher wanted someone to do an extra English assignment, I would certainly volunteer.

The overall average score for statement 3 is 3.53 points which translates into majority of the respondents having reservations about certainly volunteering if their teacher wanted someone to do an extra English assignment. Still, there is a considerable proportion of students who agree to a certain extent to this statement, while as many as 10 students disagree with the statement.

Looking at Figure 1 we can see that for this statement it is Group 1 and Group 2 who show similar results and are different from Group 3. Group 3 stands out by having a noticeably higher average score for this statement which means that the larger the gap between the studies, the more likely the students are to volunteer to do an extra assignment.

Statement 4. Considering how I study English, I can honestly say that I do very little work.

For statement 4, there is a clear majority of students who agree to a certain extent about putting very little effort when studying English and 18.64% (11 students) claim they generally agree with it. In addition to that 13.6% of participants (8 students) are totally sure about it. This makes altogether 59.34% of students who might put more effort into English studies than they actually do. This is the statement with an equally high average score (3.69 points) as for statement 1 (3.79 points).

If we look at the way people in the three different groups have assigned points for statement 4, we can see there are no noticeable differences. It does not matter how long the break between the studies have been, students agree to a certain extent that they do very little work for their English classes and admit honestly that ideally they could put more effort into studying English. As with other statements, there are of course students at both end of extremes – those who totally agree with doing very little work (8 students) and those who totally disagree with doing very little work (7 students).

2.5.2 Anxiety in Class

The next section to be analysed in detail is Anxiety in Class and it consists of the following five statements:

Statement 1: *It embarrasses me to volunteer answers in our English class.*

Statement 2: *I never feel quite sure of myself when I am speaking English in our English class.*

Statement 3: *I always feel that the other students speak English better than I do.*

Statement 4: *I get nervous and confused when I am speaking in my English class.*

Statement 5: *I am afraid that other students will laugh at me when I speak English.*

As with the previous section about motivational intensity, each student had to award points for each of the statements about anxiety according to a 6-point Likert scale, where

- (1) totally disagree
- (2) generally disagree
- (3) I have reservations
- (4) agree to a certain extent
- (5) generally agree
- (6) totally agree

The overall results of this section are shown in Table 3, where the most popular choices for each of the four statements are highlighted.

	Statement 1	Statement 2	Statement 3	Statement 4	Statement 5
1 point	11	10	13	11	29
2 points	11	12	13	18	8
3 points	8	9	8	7	5
4 points	16	7	7	7	11
5 points	5	12	9	10	2
6 points	8	9	9	6	4
Average	3.29 points	3.44 points	3.22 points	3.08 points	2.34 points
Median	3 points	4 points	3 points	3 points	1 point

Table 3. Summary table for anxiety in class (group 1, group 2, and group 3 together; the numbers show the count of respondents)

One thing that is prominent is that in this section the answers of the sample are distributed unevenly compared to, for example, the answers about motivational intensity. The lowest average score is given to Statement 5 – 2.34 points. This indicates that the students in

the sample generally disagree with the statement about being afraid that other students will laugh at them. The highest average score – 3.44 points – is given to Statement 2 about never feeling quite sure of oneself when speaking English in the English class.

Since the aim of the thesis is to look at how the length of the break affects students' opinions about motivation and anxiety, it is interesting to see if there are any noticeable differences between the opinions of students across the three groups. Figure 2 represents the average score given for each of the five statements about anxiety in class across the three groups (group 1 = less than 10 years of break between studies, group 2 = 10-19 years of break between studies, group 3 = 20 and more years of break between studies). Eyeballing Figure 2, we can make the general observation that the longer the break, the more students seem to feel anxious about their English and using it in class. Following is a discussion of the results broken up into the five statements separately.

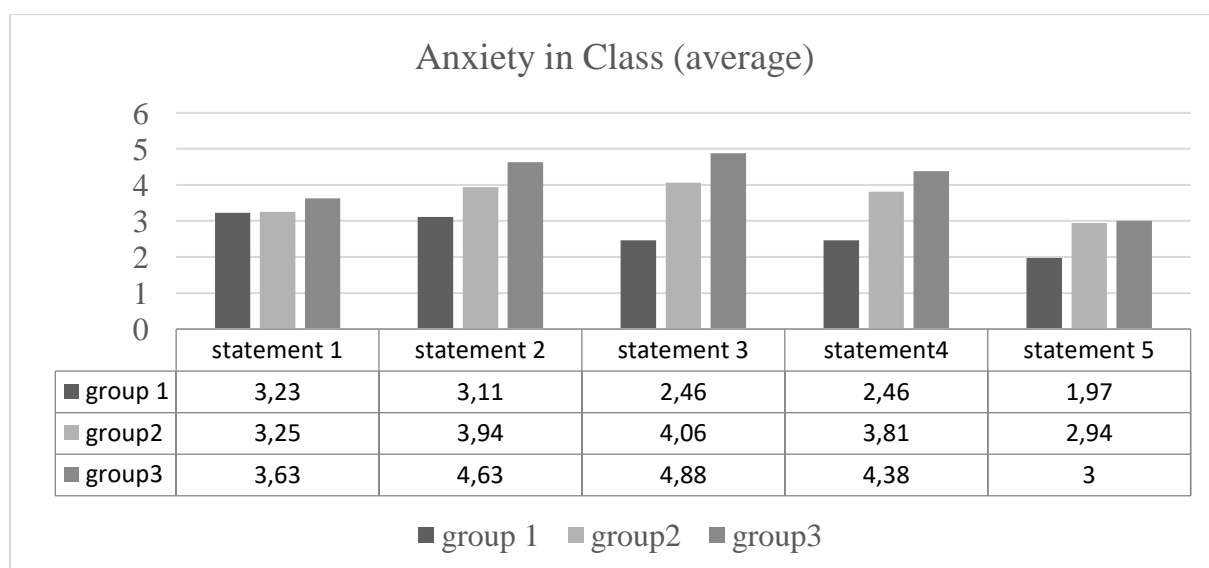


Figure 2. Average score for anxiety in class across the three groups of participants

Statement 1. It embarrasses me to volunteer answers in our English class.

The overall average score for the first statement is 3.29 points. This result indicates that majority of the student have reservations about agreeing to the statement about being

embarrassed about volunteering answers in their English classes. The overall trend is towards disagreeing with the statement rather than agreeing with the statement, although there are also a number of students who agree completely with the statement and for whom volunteering answers in their English class is a major concern for anxiety.

If we look at the results across the three groups in Figure 2, we can see that Group 1 and Group 2 behave very similarly and only Group 3 has a slightly higher average score for this statement. Students who have had more than a 20-year break between their studies are, understandably, more anxious about volunteering answers in their classes. This statement is the only one from this section where there is not a step-wise rising trend in the average score when we move from Group 1 to Group 2 to Group 3. All the other statements follow the general trend of higher anxiety scores as the gap between studies lengthens.

Statement 2. I never feel quite sure of myself when I am speaking English in our English class.

From Table 3 we can see that there are two equal but contrary viewpoints about feeling uncertainty when speaking English in the classroom. There are 12 students who generally disagree with the statement about feeling quite sure of themselves when speaking English in their English class and 12 students who generally agree with the statement. The overall average score for Statement 2 is 3.44 points, indicating that the vast majority of the students in the sample agree to a certain extent or have reservations about agreeing to this statement.

For Statement 2, there are clear differences in opinion between the students from the three different groups. The average score for Statement 2 in Group 1 is much lower than the average score for Statement 2 in Group 3. Group 2 has an average score somewhere between the two other groups. This trend shows that the longer the gap between studies, the less sure of themselves the students feel when speaking English in their English classes.

Statement 3. I always feel that the other students speak English better than I do.

As for the students' opinion about how they compare themselves to other students speaking English, the overall average is 3.22 points – indicating that the majority of students have reservations about either agreeing or disagreeing with this statement. It is noticeable that as many as 13 students either totally disagree or generally disagree with the statement, indicating that there is a fairly large proportion of students who have a very good opinion of their English compared to the English spoken by their fellow students.

It is clear from Figure 2 that Group 1 has very distinct opinions for Statement 3 compared to Group 2 and Group 3. The average score for Statement 3 for Group 1 is much lower than for Group 2 and Group 3 – for other statements in this section, the differences are less pronounced (except for statement 4 which shows a very similar trend). It is clear that the less years one has between their studies, the more confident they are in their own English. Group 2 and Group 3 agree much more with the statement that others speak better English than they do.

4. I get nervous and confused when I am speaking in my English class.

Overall, students in the sample have reservations about agreeing or disagreeing with the statement about getting nervous and confused when speaking English. A vast majority generally disagrees with the statement, showing that overall the students do not feel anxiety about this aspect of their English classes. Statement 4 is the statement with the second lowest score in this section. As for group-related differences, this statement shows a similar trend as the previous two statements – the longer the gap between the studies, the more students agree with feeling anxious (nervous and confused) when speaking English.

Statement 5. I am afraid that other students will laugh at me when I speak English.

Almost half of the whole sample (49%) express that they are not afraid of their classmates laughing at them when they speak English. Although there are 4 students who totally agree and 2 students who generally agree with the statement, the overall average score for this statement is 2.34 points making it the lowest score within this section. If we look at the differences across the groups, we can see that there are no noticeable differences between Group 2 and Group 3. However, Group 1, where we find the youngest students in the sample and those who have a less than 10-year gap between their studies, tend to disagree with the statement and it is fair to say that they are not at all concerned about others laughing at them.

2.5.3 Perceived Group Cohesion in the Student

The third and final section to be analysed in detail for the purposes of this MA thesis is Perceived Group Cohesion in the Student. This section consists of the following eight statements:

Statement 1: *Sometimes there are tensions among group members, which make it difficult to concentrate on learning.*

Statement 2: *There are some people in this group who do not really like each other.*

Statement 3: *There are some cliques in this group.*

Statement 4: *I think some people in this group feel left out.*

Statement 5: *Compared to other groups like mine, I feel my group is better than most.*

Statement 6: *This group is composed of people who fit together.*

Statement 7: *If I were to participate in another group like this one, I would want it to include people who are very similar to the ones in this group.*

Statement 8: *I am dissatisfied with my group.*

As with the previous two sections, each student had to award points for each of the statements about anxiety according to a 6-point Likert scale, where

- (1) totally disagree
- (2) generally disagree
- (3) I have reservations
- (4) agree to a certain extent
- (5) generally agree
- (6) totally agree

The overall results of this section are shown in Table 4, where the most popular choices for each of the four statements are highlighted.

Perceived Group Cohesion in the Student

	1.	2.	3.	4.	5.	6.	7.	8.
1 point	12	21	13	17	6	4	8	33
2 points	12	13	11	9	5	2	0	12
3 points	11	16	18	13	10	9	7	9
4 points	14	3	8	13	12	14	8	3
5 points	5	5	5	6	17	15	13	0
6 points	5	1	4	1	9	15	23	2
Average	3.05 p	2.34 p	2.88 p	2.74 p	3.95 p	4.34 p	4.64 p	1.83 p
Median	3 p	2 p	3 p	3 p	4 p	5 p	5 p	1 p

Table 4. Summary table for perceived group cohesion (group 1, group 2, and group 3 together; the numbers show the count of respondents)

As a way to summarise these results, we can pinpoint the statements that have received the highest and lowest average score. The highest average score is given for Statement 7 (4.64 points) – a vast majority of the students in the sample totally agree that if they were to participate

in another group like this one, they would want it to include people who are very similar to the ones in their group. The lowest average score is given for Statement 8 (1.83 points) – a vast majority of the students totally disagree with the statement that they are dissatisfied with their group. These results clearly demonstrate that, overall, the students in the sample are satisfied with their group cohesion.

The distribution of the results according to the three groups is given in Figure 3 (group 1 = less than 10 years of break between studies, group 2 = 10-19 years of break between studies, group 3 = 20 and more years of break between studies). As seen from the average scores given in Figure 3, we can see that there are statements for which the opinions in the three groups are more or less the same (Statement 1, Statement 2, Statement 4), but for the majority of the statements there are perceived differences between the opinions of the three groups. As a very crude generalisation, we can say that Group 3 differs the most from the other two groups for the statements in this section of the survey.

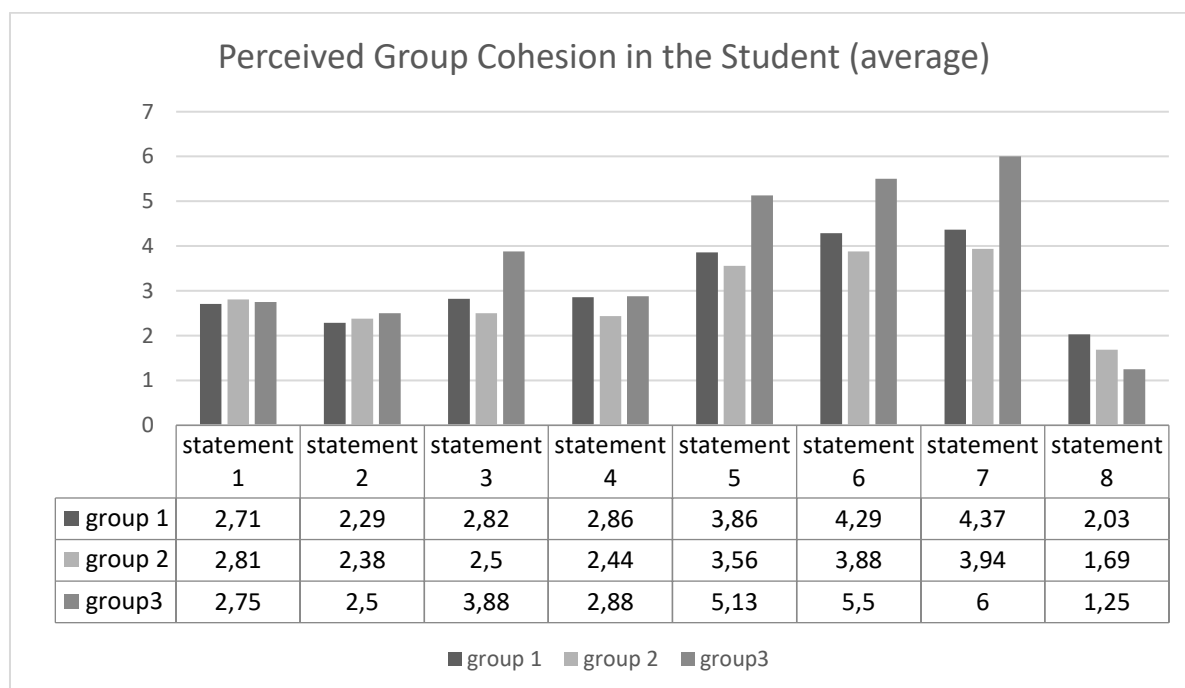


Figure 3. Average score for perceived group cohesion across the three groups of participants

Statement 1. Sometimes there are tensions among group members, which make it difficult to concentrate on learning.

The distribution of the points for the first statement is fairly even. Although the average score for this statement is 3.05 points (majority have reservations about this statement), there are 12 students who totally disagree and 12 students who generally disagree with the statement. This indicates that there are not really any major tensions among group members, which make it difficult to concentrate on learning. As for the length of break between studies, it does not seem to have an effect on the results – there are no major differences between the average scores given for this statement in the three groups.

Statement 2. There are some people in this group who do not really like each other.

The overwhelming majority of the sample have a negative attitude towards Statement 2 – as many as 21 students totally disagree that there are some people in their group who do not really like each other. The same opinion is given by students from the three different groups – students from this sample think this problem is not significant for them while the only around 15% of the respondents agree with this statement.

Statement 3. There are some cliques in this group.

The trend of disagreement continues with Statement 3 as the average score for this statement is 2.88 points. Still, it is worth pointing out that the results are less clear for this statement. Majority of the students feel reservations about there being some cliques in the group and 24 students either generally or totally disagree with this statement. Still, there are 17 students who are of the opinion that there are some cliques in the group. An interesting observation can be made if we look at the differences in the results across the three groups – Group 3 clearly stands out from Group 1 and Group 2. The students who have a longer break between their studies tend to agree more with the statement that there are cliques in the group.

Statement 4. I think some people in this group feel left out.

Statement 4 is another statement from this section which has a fairly low average score – 2.74 points. This indicates that, overall, students disagree with the statement that some people in the group feel left out. This tendency is similar across the three groups. There is only 1 student who is absolutely sure that there are some people left out in his/her class.

Statement 5. Compared to other groups like mine, I feel my group is better than most.

Statement 6. This group is composed of people who fit together.

Statement 7. If I were to participate in another group like this one, I would want it to include people who are very similar to the ones in this group.

The next three statements show a similar trend and this is why they are analysed together. The average score is higher for Statement 5, Statement 6 and Statement 7 compared to the other statements in this section – 3.95, 4.34 and 4.64 respectively. If we look at the statements, we can see that they are all about being satisfied with the group cohesion. Another common observation that can be made for these three statements is that the opinions of Group 3 are noticeably different from the opinions of Group 1 and Group 2. Group 3 agrees much more with these three statements than the other two groups. This indicates that the larger the gap between the studies, the more satisfied the students are with their perceived group cohesion.

Overall, we can say that a vast majority of the students have a positive feeling towards their group cohesion as they generally or totally agree that compared to other groups like theirs, they feel their group is better than most (Statement 5); that their group is composed of people who fit together (Statement 6); and that if they were to participate in another group like this one, they would want it to include people who are very similar to the ones in their group (Statement 7).

Statement 8. I am dissatisfied with my group.

For the last statement in this section on group cohesion about being dissatisfied with their class responses show a high level of unity in the sample compared to the other statements in this section. Around 56% totally disagree (33 students), 20% generally disagree (12 students) and 15% (9 students) have reservations about it. Overall, the average score for Statement 8 is as low as 1.83 points. All the three groups show a similarly low average score for this statement, with Group 3 having the lowest average score – this confirms the trend already observed before that the larger the gap between the studies, the more satisfied the students are with their group.

2.6 Discussion

In this part the answers of the survey are discussed in order to find common and distinctive features of all three groups. In order to make generalisations the answers ‘totally agree’, ‘generally agree’ and ‘agree to certain extent’ are considered to be more or less positive while the answers ‘totally disagree’, ‘generally disagree’ and ‘I have reservations’ are taken as more or less negative.

Anxiety in Class

As for the result concerning the anxiety in class the survey demonstrated that in general, there are slightly more students who are embarrassed when they speak English in the class compared to those who do not feel it so intensively or may be not at all as the distribution between them is 50.85% of those who more or less agree with it versus 49.15 % of those who have expressed their disagreement on different levels. However, the longer the break the higher the anxiety the students experience while younger students who have shorter breaks are less worried about their performance in class. Group 1 with the shortest break is the only one where there are more disagreeers (54.3% from the whole group) than those who have felt

embarrassment when they speak English in class. At the same time there are 62.5% of the oldest students with the longest break in group 3 who are more or less ashamed to use English in their lessons because they might have forgotten what they studied in their previous school a long time ago. Their feeling of embarrassment is the strongest when they happen to be in a minority in their class, because they are ashamed of their poor English and feel that all the others know English better than they do. Group 2 can be divided into two almost equal halves which either frequently experience embarrassment and those who do not feel it so often. This can be explained by the fact that in this group 8 students have a ten-year-break which brings them closer to the first group whereas the other half with their longer break are closer to group 3.

Uncertainty and L2 anxiety are closely related to each other, because if students are not sure about their use of L2, they are insecure when they have to use it in the class. The results show that the number of students who doubt their ability to speak English is bigger because 52.54% from the sample feel diffident in various ways while 47.46% are more or less sure about their use of English in class. Undoubtedly, the most confident are the members of the first group, but the highest discrepancy between agreeers and disagreeers is in group 3 where 75% of older students do not feel themselves sure when they use English and there are only 25% of those who are confident about doing it. Surprisingly, the second group with a break from 10 to 19 years has quite indistinguishable results for this aspect because the discrepancy between agreeers (43.75%) and disagreeers (56.25%) is the smallest compared to the other groups.

Students with low self-image tend to perceive that the others are better than they are which make their thoughts about themselves even more negative. In English classes they might think that the others know English better than they do and in order to avoid being ashamed they prefer to stay passive listeners rather than to say something. There are 57.62% of those among the participants of the survey who would rather prefer to keep silent and not to take a risk to prevent an embarrassing situation. However, as usual there are certain distinguishable features

between the groups' opinions about their self-image. Again, the youngest students from group 1 are the most positive ones and are not afraid to participate actively as 80% of them disagree with the statement more or less and say at least something during their English classes. Students with longer breaks from group 2 and group 3 are more modest because more than a half of them (56.25% in group 2 and 62.5% in group 3) would rather say very little or nothing in the class.

It is quite natural that those participants who feel rather negative about themselves get nervous and confused very easily when they have to speak English. They feel it because they are not used to speaking English and are afraid of showing their low knowledge of their L2 in the class. The results of the survey do not differ very much from the results for the previous statements, because the most self-confident students are in group 1. Surprisingly, the percentage of answers of group 2 and group 3 are the most stable as again 56.25% in group 2 and 62.5% in group 3 feel more or less confused and nervous when they have to speak English in the class.

Based on the previously mentioned results it would be self-evident to presume that students who participated in this survey are afraid of getting laughed at by their classmates. However, this statement has gathered the biggest amount of positive answers which prove that despite being mainly negative towards using English in the classroom they trust their classmates more than it could have been expected. There are of course negative attitudes also, but they do not make a majority in any of the three groups. Most surprisingly, even 75% of the members in group 3 are not sure if their classmates will laugh at them. One of the reasons for this may be that in group 3 most of the older students, especially if they happen to be in the same group, talk to each other more because they have more experience not only speaking about their knowledge of English but also personal things such as family and job to discuss with their classmates. Group 2 is different from group 1 and group 2 by having the most balanced answers because approximately half of them agree and half of them disagree with the viewpoints on L2 anxiety presented in the survey.

Perceived Group Cohesion in the Student

The statements included in the section about perceived group cohesion clearly illustrate the significance of mental environment in the classroom which influences every single member of the group. The results of the survey revealed various aspects about group cohesion indicating attitudes towards the group itself as a whole and the relationship between an individual and the group. The first four statements are about negative features such as tensions among group members, cliques in the group, being left out or just not being admired by other members of the group.

In all three groups the students are not very critical about their classmates because more than a half or even the majority have expressed their negative position on these viewpoints. The most disapproving towards the others are the youngest students whose gap between the present and previous schools is less than 10 years. The results about their attitudes show that almost half of them (45.7%) see tensions between the members of the group. They have also the lowest percentage (62.85%) of those who disagree with the argument of having people in the group who feel left out. In comparison 68.75% in group 2 and 75% in group 3 have expressed their disapproval. All the groups have found that there are not very many people in the classes who do not like each other.

The biggest contrast between the oldest students with the longest break and the other two groups can be seen in the views of cliques in the group because 50% of them agree with the statement whereas in group 1 (28.57%) and group 2 (18.75%) the supporters of this statement are noticeably in the minority. The reason for this is that there are students with a varied length of breaks in every class, because they continue their studies starting from where they finished in their previous school. If the length of the break between the students in one class is too large there might occur the feeling of cliques in the class.

In spite of the previous remarks, all the groups have shown the highest solidarity with their classmates because the majority of them feel that their group is better than the other ones and if they have to participate in another group they would like to have the same kind of classmates there. The most compatible with the other groupmates are the oldest students because 100% of them find that people in their group fit together and they are not dissatisfied with their group, but if they have to change the group, they would like to have the same kind of students there as they have in their present group. Group 2 and group 3 are not so positive about their classmates, but even in these groups the majority of the members believe their group and the groupmates are the best.

Motivational Intensity

All of the previously discussed aspects influence motivational intensity either in a positive or negative way. The most assiduous students in doing homework are in group 3 because the majority of them think about their English classes at home more or less and do their homework while more than half of the members of group 1 are reluctant to study English at home. Surprisingly, group 3 seems to be the most active doing voluntary tasks as the majority of them do not deny doing it whereas more than a half in group 1 would rather avoid it. It is not obviously expected from the older students especially if we consider their attitudes towards L2 anxiety in the classroom. Interestingly, group 2 has more diverse viewpoints on motivational intensity than it was encountered in their previous responses. They not only admit doing their homework quite eagerly, but they also willingly accept to do additional tasks given by the teacher.

CONCLUSION

Statistics show that the number of adult students who would like to continue their studies in different educational institutions in Estonia is growing due to the changes in society and the needs of the students. The aim of the current thesis was to find out the relationships between L2 motivation, L2 anxiety, group cohesion in English classes at an adult high school and the break between the students' previous and present studies. According to the hypothesis adult students' L2 anxiety rises as a result of the influence of the factors such as the length of the break between the present and previous studies and group cohesion.

The theoretical part of the thesis gives a general description of changes in understanding motivation by contemporary theories and the most significant features of adult students' motivation. The presentation of L2 students' motivation is mostly based on Dörnyei and Ushioda's interpretation about learning and teaching English as an L2, especially their viewpoints on relationships between L2 anxiety, group cohesion and L2 motivation. Dörnyei's model of L2 motivation is based on his concept of possible selves which he derived on the basis of psychological theories of self and former approaches to L2 motivation (Dörnyei and Ushioda 2013). Williams et al. (2015) claim that Dörnyei sees L2 motivation as a way of self-realization to reach an L2 future-self. Ushioda's (2011) main contribution to developing understanding L2 motivation is a viewpoint of flesh-and-blood language students who have to study all the other schoolsubjects at the same time. That means they have 'transportable identities' which they take with them when they go to their English classes. Ushioda also reminds that the position of English as an L2 has changed during the period of globalization and digitalization and so are the students' approaches to studying English. While Gardner and his colleagues considered studying English as an L2 in order to integrate with the society of native speakers, the situation has changed as English has become a global language which is spoken all over the world.

The practical part represents the description of the process of conducting and the analysis of the results of the survey which was carried out at Tartu Adult High School where 59 students expressed their attitudes towards their approaches about studying English at that school. The survey they were asked to complete was based on previously published surveys by Clément and Kruidener (1983), Gardner (1985), Lukmani (1972), Pierson et al. (1980) and Roger et al. (1981). In the empirical part the students were divided into three groups according to their length of break (less than 10 years; 10-19 years; more than 20 years). The results were analysed and compared as for the whole sample and each group separately.

All things considered, it can be seen that group 1 with the youngest students who have the shortest break are more confident and have higher self-esteem than their schoolmates from the other groups. As a result of that, they have the lowest level of L2 anxiety, they do not put very much effort in their L2 studies and also do not get confused and nervous so easily when they speak English in the class. They are more convinced in their abilities using English in the classroom than the students from the other groups and that explains the reason why they tend to be more critical towards their classmates compared to the rest of the sample.

Group 2 is in the middle: they are not so young anymore, but there are students who are older, and their break is 10-19 years, which also is not the longest one. They have more experience than the younger students, but there are students in group 3 who have encountered more various problems and situations than students from groups 1 and 2 have seen in their life. The secret of their balance between agreement and disagreement with the statements about motivational intensity and L 2 anxiety in the class might be in the explanation that half of them is closer to the younger students while the other ones are closer to the older students. However, they do not differ from the others when expressing their positive opinions about their class.

Group 3 with the longest break between their previous and present school is the smallest because they are the least represented group of students in Tartu Adult High School. The most

significant problem according to the results of the survey for them is L2 anxiety. They are more embarrassed than the others when they have to use English in the class, they get nervous and confused when they do not remember a word or make mistakes. Nevertheless, from these three groups they are the most supportive towards each other because no one is dissatisfied with their classes and all of them found that people in their classes fit together. However, despite that they are afraid that other students will laugh at them when they speak English in the classroom.

The tendencies with regard to the results of the survey demonstrate that those whose break is the shortest have the lowest level of L2 anxiety. The shorter the break the less they have forgotten the language, but they also are more acquainted with studying and going to school than the other students. They are usually younger and most of them are still in their formative years which means they do not have so confirmed viewpoints and opinions and are more open to take risks. In their case, there might be a considerable number of students who are of high opinion of their L2 level and for that reason consider they do not need to make much effort to get satisfactory results. However, sometimes they might overestimate their level of English and get lower results as they expected.

On the contrary, the students with the longest break are more sensitive and easily get irascible and confused when they cannot express their thoughts and make themselves understandable because of poor knowledge of English. It is especially hard for them because they are older than the students from other groups. This is what Dörnyei calls “a face-threatening environment“ (Dörnyei 2013: 91) in an L2 classroom where the students of poor knowledge about English have to pay attention to many aspects of the language at the same time and get anxious and confused when they are not able to do it in a satisfactory way because according to Williams et al. (2015) they are afraid to make a wrong impression of themselves. In these situations a teacher plays the key role in reducing L2 anxiety as a real gardener, mentioned by Vygotsky (1991), who takes care of the students and does not punish when

students make mistakes. Dörnyei emphasizes that not every mistake is needed to correct, but the students have to be told that making mistakes is a natural part of learning anything including English as an L2, because the students “are not to be clamped down on but rather to be accepted as natural concomitants of learning” (Dörnyei 2013:93). On the contrary, Dörnyei (2013) encourages them not to avoid difficult tasks because of being of making mistakes. Otherwise they cannot get on the higher level of knowing the L2. Weaker students in the words of Kovacs (2008) and Rogers (2007) should be allowed to use their mother tongue so that a teacher could get a contact with them and support them in their studies of L2. The correction and explanation of mistakes should take place considering the students’ privacy and not blaming them in the eyes of their classmates.

Reducing L2 anxiety is possible only in the atmosphere of respecting each other which starts with a teacher who Dörnyei (2014) considers to be as a transformational leader in an L2 class. In adult high schools the position of a teacher is dissimilar compared to other high schools, because a teacher and a student are equal partners who just have different roles. Accepting it by the teachers help to find a personal contact with the students to identify their problems and help them to find suitable methods to succeed in their studies of English. The support from the school administration and flexible study system is not of lesser importance in students’ endeavour to succeed. This is due to the ‘multiformity’ (Bryson 2013) in every adult students’ group which demands more personal approach to each student starting from the whole study system at school and ending with the relationship between a teacher and a student in the class. If the teacher does not get a contact with a student, it hinders the student’s development.

To know at least somebody in your class from the very first days at school is the first step to become a motivated member of a cohesive group, because learning environment is not only the relationships between the teacher and a student, but it also includes communication and sharing experience with classmates. For that reason, starting from the last year the first study

period at Tartu Adult High School is longer for two weeks in order the students can get adapted to the learning process, but the main purpose is to get acquainted with the classmates by having various extracurricular activities, such as excursions, hiking trips and other class events. Dörnyei mentions social comparison between the students the most disruptive factor in the process of reducing L2 anxiety in the class while respecting each other makes the class as “an emotional safe zone“ (2013: 41).

The results of the survey show that there are some tensions in all three groups, but the students in group 1 consider it to be a more significant problem than the students from the other groups. For the reason that they are the youngest and as it was mentioned already they are in the middle of forming their viewpoints which also means that they are more inclined to misunderstanding each other. The students with the longest break have referred to some cliques in the classes which can appear due to the age difference or considerable distinction in attitudes. Fortunately, according to the results of the survey there is a general agreement in all three groups that they would like to have similar classmates in another group if in some reason they have to change the group.

Finally, according to the results of the survey conclusions can be made that adult students' L2 anxiety increases and their L2 motivation decreases the longer their break is. Although these factors make their L2 present-self quite negative, there is hope that with the help of their classmates and the teacher they can cope with it and their L2 future-self will be more positive. L2 anxiety can be reduced in various ways, but the most significant remark according to Dörnyei (2013) all of them have to support students' self-confidence and self-esteem to make their possible positive future in reality. On the basis of these findings the goals of the study can be considered achieved.

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APPENDIX. Survey questionnaire

We would like to ask you to help us by answering the following questions in a survey conducted by Tartu University to better understand the thoughts and beliefs of learners of English in Tartu Adult High School. This questionnaire is not a test so there are no “right” or “wrong” answers and you do not even have to write your name on it. We are interested in your personal opinion. The results of this survey will be used only for research purposes in an MA thesis so please give your answers sincerely, as only this will ensure the success of this research. If you decide in the end that you would prefer not to participate in this survey, you will be free to opt out without any consequence. Thank you very much for your help!

Instructions for Likert-type scales

The following pages contain a number of statements with which some people agree and others disagree. Please rate how much you personally agree or disagree with these statements-how much they reflect how you feel or think personally.

Use the following scale:

- (1) totally disagree
- (2) generally disagree
- (3) I have reservations
- (4) agree to a certain extent
- (5) generally agree
- (6) totally agree

For each statement, write in the right margin the number corresponding to the degree of your agreement or disagreement. Note, there is not right or wrong answer. All that is important is that you indicate your personal feeling.

1. Orientations

a. Instrumental Orientation

Studying English is important to me...

- 1. because I may need it for job/studies. _____
- 2. because without it one cannot be successful in any field. _____

3. because I don't want to get bad marks in it at school. _____
4. because it is expected of me. _____
5. because I would like to take the State Language Exam in English. _____

b. Knowledge Orientation

Studying English is important to me...

1. so that I can be a more knowledgeable person. _____
2. so that I can broaden my outlook. _____
3. because I would like to learn as many foreign languages as possible. _____
4. because an educated person is supposed to be able to speak English. _____
5. so that I can read English books, newspapers, or magazines _____

c. Travel Orientation

Studying English is important to me...

1. because I would like to spend some time abroad. _____
2. because it will help when traveling. _____
3. because without English I won't be able to travel a lot. _____
4. because I would like to travel to countries where English is used. _____

d. Friendship Orientation

Studying English is important to me...

1. because I would like to meet foreigners with whom I can speak English. _____
2. because I would like to make friends with foreigners. _____
3. so that I can keep in touch with foreign friends and acquaintances. _____
4. because it will enable me to get to know new people from different parts of the world. _____

e. Sociocultural Orientation

Studying English is important to me...

1. so that I can understand English-speaking films, videos, TV, or radio. _____
2. so that I can understand English pop music. _____
3. because it will enable me to get to know various cultures and peoples and learn more about what is happening in the world. _____
4. because it will enable me to learn more about the English world. _____
5. because it will enable me to get to know various cultures and peoples. _____

f. Integrative Orientation

It is important for me to know English...

1. in order to get to know the life of the English-speaking nations. _____
2. in order to better understand the English-speaking nations' behavior and problems. _____
3. in order to be similar to the British/Americans. _____
4. in order to think and behave like the English/Americans do. _____

For each statement, write in the right margin the number corresponding to the degree of your agreement or disagreement. Note, there is not right or wrong answer. All that is important is that you indicate your personal feeling.

Use the following scale:

- (1) totally disagree
- (2) generally disagree
- (3) I have reservations
- (4) agree to a certain extent
- (5) generally agree
- (6) totally agree

2. Attitudes Toward Learning English

1. I really like learning English. _____
2. I would rather spend my time on subjects other than English. _____
3. Sometimes English is a burden for me. _____
4. English is an important subject in the school program. _____
5. I do not particularly like the process of learning English and I do it only because I may need the language. _____

3. Attitudes Toward the British

1. The British are open-minded and modern people. _____
2. The British are kind and friendly. _____
3. The more I learn about the British, the more I like them. _____
4. I would like to know more British people. _____
5. The British are usually reliable and honest. _____

4. Attitudes Toward the Americans

1. The Americans are sociable and hospitable. _____
2. I would like to know more American people. _____
3. I like the way the Americans behave. _____
4. The Americans are friendly people. _____
5. The Americans are kind and cheerful. _____

5. Need for Achievement

1. I hate to do a job with less than my best effort.
2. I easily give up goals which prove hard to reach. _____
3. I enjoy hard work.
4. In my work, I seldom do more than is necessary. _____

6. Motivational Intensity

1. I frequently think over what we have learned in my English class. _____
2. To be honest, I very often skimp on my English homework. _____
3. If my teacher wanted someone to do an extra English assignment, I would certainly volunteer. _____
4. Considering how I study English, I can honestly say that I do very little work. _____

7. Anxiety in Class

1. It embarrasses me to volunteer answers in our English class. _____
2. I never feel quite sure of myself when I am speaking English in our English class. _____
3. I always feel that the other students speak English better than I do. _____
4. I get nervous and confused when I am speaking in my English class. _____
5. I am afraid that other students will laugh at me when I speak English. _____

8. English Use Anxiety

1. When I have to speak in English on the phone I easily become confused. _____
2. I do not find it at all embarrassing if I have to give directions in English to English-speaking tourists. _____
3. I feel calm and confident in the company of English-speaking people. _____
4. I usually get uneasy when I have to speak in English. _____

9. Perceived Group Cohesion in the Student

1. Sometimes there are tensions among group members, which make it difficult to concentrate on learning. _____
2. There are some people in this group who do not really like each other. _____
3. There are some cliques in this group. _____
4. I think some people in this group feel left out. _____
5. Compared to other groups like mine, I feel my group is better than most. _____
6. This group is composed of people who fit together. _____
7. If I were to participate in another group like this one, I would want it to include people who are very similar to the ones in this group. _____
8. I am dissatisfied with my group. _____

Instructions for using the self-evaluation scales

Indicate your response to the following statements by underlining the number which most corresponds to your evaluation. For example, if you think that you can read French 'all right', underline marked (3), like this:

1. I read French...

1 : 2 : 3 : 4 : 5 : 6
 quite badly not too well all right quite well well very well

10. Self-Evaluation of English Competence

1. I can write in English. 1 : 2 : 3 : 4 : 5 : 6
2. I can understand English. 1 : 2 : 3 : 4 : 5 : 6
3. I can read English. 1 : 2 : 3 : 4 : 5 : 6
4. I can speak English. 1 : 2 : 3 : 4 : 5 : 6

Instructions for Likert-type scales

The following page contain a number of statements with which some people agree and others disagree. Please rate how much you personally agree or disagree with these statements-how much they reflect how you feel or think personally.

For each statement, write in the left margin the number corresponding to the degree of your agreement or disagreement. Note, there is not right or wrong answer. All that is important is that you indicate your personal feeling.

Use the following scale:

- (1) Absolutely not
- (2) Not really
- (3) Could be better
- (4) It's all right
- (5) More or less
- (6) Definitely yes

11. Satisfaction

1. Are you satisfied with your work in the English course? _____
2. Are you satisfied with your English proficiency? _____

12. Frequency and Quality of Inter-Ethnic Contact

The frequency and quality of contact are measured on the following 5- point scales anchored by concepts describing the inter-ethnic contacts.

In answering the questions we would like to ask you rate these concepts on a number of scales. These are all opposites at each end, and between these there are five dashes. You are to place a tick mark (v) on one of the five positions, indicating how you feel about the particular concept in view of the two poles. For example, if the scales refer to something, which you find rather boring but fairly useful, you can place your tick marks as follows:

Exciting _____ : _____ : _____ : v : _____ boring

Useless _____ : v : _____ : _____ : _____ useful

In the following items please place your marks rapidly and don't stop to think about each scale. We are interested in your immediate impression. Remember, this is not a test and there are no right or wrong answers. The 'right' answer is the one that is true for you. Be sure to make only ONE tick mark on each scale.

1. In your neighborhood.

Very rare contact _____ : _____ : _____ : _____ : _____ very frequent contact

Very unpleasant contact _____ : _____ : _____ : _____ : _____ very pleasant contact

2. At school.

Very rare contact _____: _____: _____: _____: _____ very frequent contact

Very unpleasant contact _____: _____: _____: _____: _____ very pleasant contact

3. On holiday or traveling abroad.

Very rare contact _____: _____: _____: _____: _____ very frequent contact

Very unpleasant contact _____: _____: _____: _____: _____ very pleasant contact

4. When meeting friends or relatives.

Very rare contact _____: _____: _____: _____: _____ very frequent contact

Very unpleasant contact _____: _____: _____: _____: _____ very pleasant contact

5. When listening to the radio, watching TV or videos.

Very rare contact _____: _____: _____: _____: _____ very frequent contact

Very unpleasant contact _____: _____: _____: _____: _____ very pleasant contact

6. When listening to music.

Very rare contact _____: _____: _____: _____: _____ very frequent contact

Very unpleasant contact _____: _____: _____: _____: _____ very pleasant contact

7. When using a computer.

Very rare contact _____: _____: _____: _____: _____ very frequent contact

Very unpleasant contact _____: _____: _____: _____: _____ very pleasant contact

8. When reading books or newspapers.

Very rare contact _____: _____: _____: _____: _____ very frequent contact

Very unpleasant contact _____: _____: _____: _____: _____ very pleasant contact

9. When corresponding with people.

Very rare contact _____: _____: _____: _____: _____ very frequent contact

Very unpleasant contact _____: _____: _____: _____: _____ very pleasant contact

The Evaluations of the teacher and the course are measured on 7-point scales anchored by concepts describing the teacher and the course.

In answering the questions we would like to ask you rate these concepts on a number of scales. These are all opposites at each end, and between these there are seven dashes. You are to place a tick mark (v) on one of the seven positions, indicating how you feel about the particular concept in view of the two poles. For example, if the scales refer to something, which you find rather boring but fairly useful, you can place your tick marks as follows:

Exciting ____ : ____ : ____ : ____ : ____ : v : ____ boring

Useless ____ : ____ : ____ : v : ____ : ____ : ____ useful

In the following items please place your marks rapidly and don't stop to think about each scale. We are interested in your immediate impression. Remember, this is not a test and there are no right or wrong answers. The 'right' answer is the one that is true for you. Be sure to make only ONE tick mark on each scale.

13. English Teacher Evaluation

a. Competence

competent ____ : ____ : ____ : ____ : ____ : ____ : ____ : incompetent

suited ____ : ____ : ____ : ____ : ____ : ____ : ____ : unsuited

b. Rapport

helpful ____ : ____ : ____ : ____ : ____ : ____ : ____ : unhelpful

unfair ____ : ____ : ____ : ____ : ____ : ____ : ____ : fair

sympathetic ____ : ____ : ____ : ____ : ____ : ____ : ____ : unsympathetic

c. Motivation

enthusiastic ____ : ____ : ____ : ____ : ____ : ____ : ____ : unenthusiastic

lazy ____ : ____ : ____ : ____ : ____ : ____ : ____ : hardworking

d. Teaching Style/Personality

consistent ____ : ____ : ____ : ____ : ____ : ____ : ____ : inconsistent

unimaginative ____ : ____ : ____ : ____ : ____ : ____ : ____ : imaginative

slapdash ____ : ____ : ____ : ____ : ____ : ____ : ____ : conscientious

boring ____ : ____ : ____ : ____ : ____ : ____ : ____ : interesting

strict ___ : ___ : ___ : ___ : ___ : ___ : ___ : lenient

14. English Course Evaluation

a. Attractiveness

interesting ___ : ___ : ___ : ___ : ___ : ___ : ___ : boring

good atmosphere ___ : ___ : ___ : ___ : ___ : ___ : ___ : bad atmosphere

uniform ___ : ___ : ___ : ___ : ___ : ___ : ___ : varied

b. Difficulty

easy ___ : ___ : ___ : ___ : ___ : ___ : ___ : difficult

confusing ___ : ___ : ___ : ___ : ___ : ___ : ___ : clear

c. Relevance/Usefulness

useless ___ : ___ : ___ : ___ : ___ : ___ : ___ : useful

meaningful ___ : ___ : ___ : ___ : ___ : ___ : ___ : meaningless

15. General Information

1. Age:

2. Gender: Male _____ Female ___ _

3. What is your mother tongue?(your first language).....

4. What language do you speak most often? Estonian.....

(choose 1 language only) Russian

English

Other

If other, please specify

5. How long have you been learning English?years

6. Do you speak a third language? YesNo

If yes, please specify.....

7. How long have you been studying at Tartu Adult High School?.....years

8. How long was the break between your previous school and starting your studies
at Tartu Adult High School?years

THANK YOU FOR YOUR PARTICIPATION: IT IS GREATLY APPRECIATED.

RESÜMEE

TARTU ÜLIKOOL

ANGLISTIKA OSAKOND

Aili Tuhkanen

Aspects of Motivating Adult Students of English at an Adult High School

(Inglise keele õpilaste motivatsiooni aspektid täiskasvanute gümnaasiumis.)

Magistritöö

Aasta: 2018

Lehekülgede arv: 87

Annotatsioon: Käesoleva magistritöö eesmärgiks on uurida täiskasvanud õpilaste motivatsiooni eripära inglise keele õppimisel ja õpetamisel täiskasvanute gümnaasiumis. Tänapäeva kiire elutempo juures on täiskasvanuõppel järjest olulisem roll ühiskonnas ja õppijate arv järjest kasvab. Täiskasvanute gümnaasiumis on võimalik jätkata haridusteed neil, kel see on mingil põhjusel pooleli jäänud.

Käesoleva magistritöö teoreetilises osas annab autor ülevaate motivatsiooni kui mõiste tõlgendamise kujunemisest erinevate kaasaegsete teooriate vaatenurgast, samuti ka täiskasvanud õppijate ja võõrkeele õppimise motivatsiooni iseärasustest. Töö teoreetiline osa põhineb peamiselt Zoltan Dörnyei ja Ema Ushioda tõlgendustel inglise keele kui võõrkeele õppimise ja õpetamise kohta.

Selleks, et välja selgitada kuidas koolist eemal oldud aastate hulk mõjutab täiskasvanud õppija motivatsiooni erinevaid aspekte inglise keele õppimisel viidi läbi kvalitatiivne ja kvantitatiivne uurimus Tartu Täiskasvanute Gümnaasiumis õppivate õpilaste hulgas. Küsitlusest võttis osa 69 õpilast, kuid 10 õpilase poolt täidetud ankeedid olid ebakorrektsed ja neid ei saanud vastuste analüüsimisel arvestada. Uuringus kasutatud küsitlus põhineb Clément and Kruidener (1983), Gardner (1985), Lukmani (1972), Pierson jt. (1980) and Roger jt. (1981) koostatud küsimustikul. Küsitlus koosneb 16 erinevast osast, mis käsitlevad õpilase orientatsiooni, suhtumist inglise keelde ja selle õppimisse, motivatsiooni intensiivsust, ärevust inglise keele kasutamisel, grupi ühtekuuluvust, õpilase enesehinnangut oma inglise keele oskusele, inglise keele kasutamisest väljaspool koolitunde, hinnangut inglise keele õpetajale ning olulisi andmeid õpilase vanuse, võõrkeelte oskuse (muu peale inglise keele), Tartu Täiskasvanute Gümnaasiumis

õppimise aja ning vahe pikkuse kohta praeguse ja eelneva kooli vahel. Kuna loetelus on pikk nimekiri erinevatest aspektidest, mis mõjutavad võõrkeele õppimist, siis otsustati antud magistritöö jaoks välja valida kolm põhiaspekti: 1) motivatsiooni intensiivsus; 2) ärevus inglise keele kasutamisel tunnis ja 3) grupi ühtekuuluvus tunnetatud õpilase seisukohast.

Andmete töötlemisel kasutati MS Excel programmi erinevaid funktsioone. Õpilased jaotati kolme rühma: 1) vahe eelmise kooliga vähem kui 10 aastat; 2) vahe eelmise kooliga 10-19 aastat; 3) vahe eelmise kooliga rohkem kui 20 aastat.

Andmete töötlemisel saadud tulemuste põhjal võib järeldada, et õpilased, kes on koolist eemal olnud vähem kui 10 aastat on kõige enesekindlamad, nende ärevuse tase keeletunnis on kõige madalam, nad pingutavad teistest vähem ja on kaaslaste suhtes kriitilisemad. Keskmine grupp, kus vahe eelmise kooliga on 10-19 jäävad ka küsimuste vastuste järgi sõna otseses mõttes kahe grupi vahele. Nende puhul võib antud grupi enamike vastuste põhjal jaotada pooleks, kus ühe poole vastused kalduvad 1.grupi poole, samas kui teise poole vastused sarnanevad 3.grupiga. Kuid tendents on igal juhul ärevuse ja ebakindluse suurenemise suunas. Õpilased, kes on olnud koolist eemal 20 aastat ja üle selle on kõige ebakindlamad, kõige kõrgema ärevuse tasemega ja seetõttu eelistavad võõrkeele tunnis pigem vaikida kui näidata oma kehva keeleoskust. Samas on nad teiste suhtes kõige vähem kriitilised. Meeldivalt on kõik grupid märkinud, et kui peaks klassi vahetama, sooviksid nad, et seal oleksid samasugused inimesed nagu nende praeguses klassis. Selle seisukohaga nõustusid ka üsna paljud õpilased 1. grupist. Seega võib antud küsitluse põhjal teha järelduse, et koolist eemal oldud aastate hulk mõjub erinevatele motivatsiooni aspektidele erinevalt.

Autoril on kavas ka edaspidi kasutada antud küsimustikku, siis küll osade kaupa, et kursuse alguses saada uute õpilaste kohta lühikese ajaga võimalikult palju olulist infot ja kursuse lõppedes saada õpilastepoolset tagasisidet.

Märksõnad: inglise keele õpetamine ja õppimine, täiskasvanud õppija, motivatsioon võõrkeele õppimisel, motivatsiooni intensiivsus, võõrkeele kasutamise ärevus, grupi ühtekuuluvus.

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mille juhendaja on Jane Klavan

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