

**KARADENİZ TEKNİK ÜNİVERSİTESİ \* SOSYAL BİLİMLER ENSTİTÜSÜ**

**BATI DİLLERİ VE EDEBİYATI ANABİLİM DALI  
UYGULAMALI DİL BİLİMİ YÜKSEK LİSANS PROGRAMI**

**MOTIVATIONAL EFFECT OF TEACHER STRATEGIES FROM THE  
TEACHERS' AND STUDENTS' POINTS OF VIEW**

**YÜKSEK LİSANS TEZİ**

**Emine TOP**

**Aralık - 2009**

**TRABZON**

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**Tezin Danışmanı : Yrd. Doç. Dr. Abdul Kasım VARLI**

**Jüri Üyesi : Prof. Dr. İbrahim YEREBAKAN**

**Jüri Üyesi : Yrd. Doç. Dr Hikmet YAZICI**

**Enstitü Müdürü : Doç. Dr. Haydar AKYAZI**

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## **02. Abstract**

This study is a survey research which aims to find out the actual motivational effect of 60 teacher strategies by comparing both high school students' and their teachers' perceptions.

In this study, as the data collection instrument, two questionnaires were used, one was for students and the other was for teachers and these questionnaires were implemented to the 229 students and 25 English teachers in 11 different high schools. Both participants were asked to fill in the questionnaire in which they expected to rate 60 motivational teacher strategies on a 5 point Likert scale, from very motivating to very demotivating. The quantitative data which were obtained from the study was evaluated using SPSS 14.0 statistical programme in terms of percentage and means. the qualitative data was also obtained with open-ended questions.

By the help of *independent sample t test* analysis, responses to the items in the questionnaires were compared. The findings obtained from the study revealed that that teachers and students agreed on the motivational effect of 46 teacher strategies. Significant discrepancies were also identified between the perceptions of teachers and students on the motivational effect of 14 teacher strategies.

The analysis of the data revealed that majority of high school students and teacher believe that teachers' behaviours affect motivational level of students in foreign learning. Also, students consider that it is teachers' responsibility to motivate students. But, not all the participant teachers think similarly. In common, the teachers think that it is just like a group work in that students, teachers and parents have a role.

In short, this study is constructed on the notion that a better understanding of the motivation issue from both the students' and teachers' perceptive can help teachers to revise their current behaviors and integrate effective strategies for the students' motivation issue.



### 03. Özet

Bu çalışma, öğrencilerin ve öğretmenlerin algılarını kıyaslayarak, 60 öğretmen stratejisinin güdeleyici etkisini bulmayı amaçlayan bir saha araştırmadır.

Bu çalışmada, veri toplama aracı olarak, biri öğrencilere, diğeri öğretmenlere olmak üzere 2 anket kullanılmış ve bu anketler 11 farklı lisede, 299 öğrenci ve 25 İngilizce öğretmenine uygulanmıştır. Ankete katılan her iki gruptan, çok teşvik ediciden çok teşvik kırıncıya kadar uzanan beşli Likert ölçeği üzerinde 60 öğretmen stratejisinin güdeleyici niteliği hususunda görüşlerini belirtmeleri istenmiştir. Araştırmadan elde edilen nicel veri, yüzdeler ve ortalama değerler içinde, SPSS istatistik veri inceleme programını kullanılarak analiz edilmiştir. Ayrıca, açık uçlu sorularla nitel veriler elde edilmiştir.

*Bağımsız örneklem t testi* uygulayarak, her iki grubun anket maddelerine verdiği yanıtlar karşılaştırılmıştır. Elde edilen bulgular, öğrencilerin ve öğretmenlerin, 46 öğretme stratejisinin güdeleyici özelliği üzerine fikir birliğine vardığını ortaya çıkarmıştır. Ayrıca 14 stratejisinin güdeleyici özelliği ile ilgili, öğretmen ve öğrenci algıları arasındaki farklılık da tespit edilmiştir.

Verilerin analizi, çoğu lise öğrenci ve öğretmenlerinin, öğretmen davranışlarının, öğrencilerin yabancı dil öğrenmedeki güdü düzeylerinin etkilediğine inandığını göstermiştir. Aynı zamanda öğrenciler, öğretmenin sınıfta teşvik etmede konusunda sorumlu olduğunu düşünmektedirler. Ama öğretmenlerin hepsi, aynı şekilde düşünmemektedir. Öğretmenler, genel olarak güdelemenin, öğrenci, öğretmen ve aileyi kapsayan bir grup çalışması olduğuna inanmaktadırlar.

Kısaca, bu çalışma, yabancı dil öğreniminde güdeleme hususunda, öğrenci ve öğretmen algılarını daha iyi anlamanın, öğretmenlerin davranışları gözden geçirip, öğretimde etkili strateji kullanabilecekleri olgusu üzerine kurulmuştur.

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## **CHAPTER ONE**

### **1. INTRODUCTION**

#### **10. Introduction**

In general, in all kinds of learning, motivation or drive to excel is among the fundamental factors which a learner should maintain in a learning process. Most researchers agree with the notion that motivation plays a vital role in learning process (Oxford & Sharin, 1994, Dörnyei, 1994b, 1998, 2001a, Tremblay and Gardner, 1994, Brophy, 1998, Alderman, 2008); it is often attributed to the capacity to override other factors, such as language aptitude, to affect achievement. Dörnyei (1998) argues that “motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process” (p.117). Dörnyei (1998) also states that it has a significant role determining success or failure in any learning situation.

There are many factors which affect second language learners' motivation and Dembo (2004) explains some of these the factors in terms of three areas; socio-cultural factors, classroom environmental factors and internal factors. A student may arrive in class with a certain degree of motivation and whatever level of motivation students bring to the classroom will be transformed, for better or worse, by what happens in that classroom. As being one of the determinants of students' foreign language learning motivation level, classroom environmental factors are comprised of the teacher's behaviour and strategy, teaching style, the structure of the course, the nature of the assignments and informal interactions with students. McCombs and Pope (1994) explains that “the way in which teachers perform their teaching role has a significant impact not only on how well students learn, but also on how motivated they are to learn” (p.27).

Acknowledging the importance of classroom teacher strategies and behaviours, Dörnyei (1994a, 2001a) suggests that teacher-related motivational factors in foreign language classrooms are worth exploring. Considering these, this study aims at exploring teacher motivational strategies and behaviours from their own and their students' points of view in order to better understand and compare the multidimensional features of the motivational effect of teacher strategies and behaviours. This study is based on the ground of the idea that a particular teacher's behaviour will not necessarily be interpreted in the same manner by teachers and students. In other words it is possible that what students experience in a class may not correspond to what the teachers assume they experience. For that reason, in this study, voices of teachers and learners can be seen important in any consideration of the motivational effect of teacher's behaviour and strategies. By this way, teachers' awareness of their students' perception can help them to understand the effect of their own behaviour on students' motivation and they can incorporate the findings into their curriculum and teaching style.

## **11. Theoretical Background of the Study**

L2 motivation has been thought as one of the most important factors that determine the rate and success of L2 learning (Dörnyei & Csizer, 1998). For that reason, several studies have been conducted and several theories have been proposed to determine the nature and role of motivation in foreign language learning process. The most influential figure in the history of L2 learning motivation research has been Robert Gardner. He developed the "Socio- educational model" and hypothesized that L2 learners with positive attitude toward the target culture and people will learn the target language more effectively than those who do not. The model posits that language achievement is influenced by integrative motivation, language aptitude, as well as other factors, with the former being considered more effectively than the latter in predicting learners' language achievement. As part of this model, the Attitude-Motivation Test Battery had been developed to assess the affective components in second/foreign language learning. However, Crookes and Schmidt (1991) criticized Gardner's socio-educational model for the inadequate focus on L2 instructional context. They claimed that motivation is more complex and cannot be measured by a one-shot questionnaire because motivation changes due to a number of environmental factors in addition to integrativeness. In the early 1990s, motivation researchers have reached an

agreement that Gardner's model should include other factors like social milieu as well as situational characteristics related to L2 learning context (Crooks and Schmidt, 1991; Dörnyei, 1994b, 2001a; Tremblay and Gardner, 1994; Oxford and Shearin, 1994) so that the theories can account for different social context and provide more meaningful information to L2 learners and teachers.

In short, the 1990's brought about a general dissatisfaction with the scope of Gardner's theory. So, L2 motivation research became increasingly '*education-friendly*', focusing on motives associated with classroom learning, and it also adopted a *situated approach*, focusing on the main components of the learning situation (such as the teacher, the curriculum and the learner group). Dörnyei and Cheng (2007) maintains that the new approach successfully expanded the L2 motivation paradigm by promoting cognitive aspects of motivation, integrating various influential theories that were already prevalent in psychology and focusing on situational factors that are related to classroom applications. As a result, there have been a lot of proposed ways in which motivation can be developed and supported.

Dörnyei (1994b, 2001a) conceptualized a general framework which focuses on motivation from a classroom perspective in terms of three levels. The first one is the Language Level where the focus is on motives related to various aspects of L2, such as culture it conveys, the community in which it is spoken. The second level is the Learner Level that involves individual characteristics that the learner brings to the learning process. The third level is the Learning Specific Situation Level that is associated with situation-specific motives rooted in various aspects of L2 learning within a classroom setting. This level has got three components; *course specific motivational component* (related to syllabus, the teaching material), *teacher specific motivational component* (related to the motivational impact of teachers' personality, behavior and teaching style) and *group specific motivational components* (related to the characteristics of the learner group). This study especially deals with the last level.

In the literature, for the classroom application, a number of motivational strategies are proposed to help the teacher to understand what motivates their students in L2 classes (Chamber, 1999; William & Burden, 1997, Dörnyei, 2001a; Brophy, 1998, Alderman,

2008). Dörnyei and Csizer (1998) conducted an empirical study to investigate the Hungarian teachers evaluations of listed 51 motivational strategies, indicating how important they considered the techniques to be and how frequently they actually used them in their classes. Based on the results, they presented 10 most important motivational strategies. Also, modified version of the study has been conducted to assess the relevance of the results with Taiwan context by Dörnyei and Cheng (2007). The results showed that at least some of motivational strategies among the 10 most important motivational strategies which derived from the previous strategy are transferable across cultural and ethno-linguistic context. Dörnyei (2001a) also presented 100 concrete motivational techniques within a comprehensive theoretical framework. This framework consists of four categories. Tremblay and Gardner (1994) argued that although many of the practical recommendations and implications might be of value, from a scientific point of view intuitive appeal without empirical evidence is not enough to justify strong claims in favor of the use of such strategies. In other words, whether the proposed techniques actually work in language classrooms or not is a crucial point. So the current study is designed to assess the efficiency of teacher motivational behaviors, which have been stated in the literature, from the students and teacher perspectives.

## **12. Statement of Problem**

Based on my experiences as a teacher and my informal interactions with colleagues and students, motivating students to learn a foreign language commonly seems to be a troublesome issue in Turkish high school contexts. At the beginning of the term, students who have positive attitudes towards learning English become demotivated and their interest fade away as time passes. Also, some students may never have positive attitudes towards learning English which in turn may affect their motivation. In short, teachers have the students who do not attend classes or classroom activities, are bored and don't have tools like concentration, persistence, goal orientation. For this, we can infer some possible reasons. First, English lessons are compulsory and curriculum is pre-selected. Second, students' contact with the target language is restricted to the classroom or contact with native speakers is scarce. As Dörnyei (2001b) states low L2 learning motivation in secondary schools and concomitant low engagement in classroom activities represent a significant problem, which is compounded by the compulsory nature of most L2 study.



Third, as an underlying problem of this study is that teachers may not be aware of the motivational effects of their teaching strategies, behaviours and methods on students. They can use a specific techniques or strategies to motivate their student but, it is not clear that they actually serve their purposes. This study investigates how students and teachers perceive the teachers' strategies and behaviours as motivating or demotivating and to what extent students and teachers agree on the motivational effect of teacher strategies. In this way, we can find out similarities and differences between students and teachers' perception and get a better understanding of language teachers' effective instruction and their effect on students' motivation.

### **13. Purpose of the Study**

This study aims to provide some useful information about the motivational effect of foreign language teacher' behaviours and strategies from the students' and teacher's points of view and to find out whether there are similarities or differences on the perception of teacher and students so that researchers and EFL teachers may become aware of and interested in understanding the motivational dynamics that take place in their classroom.

Second, this study tried to find out and compare what the teacher and students think about the role of teacher as a motivator in foreign language.

### **14. Research Questions**

This study aimed to find out answers to the following questions;

- 1) Which teacher strategies do high school students and teachers find motivating in English classes?
- 2) Which teacher strategies do high school students and teachers find demotivating in English classes?
- 3) To what extent do teachers and students agree on the motivational effect of teacher strategies in English classes?

4) What do high school students and teachers think about the role of teachers as motivators in English classes?

5) To what extent do teachers and students agree on the role of teachers as a motivator in English classes?

### **15. Significance of the Study**

In foreign language learning context, the language is taught at school just for a few hours a week, and has no status as a daily medium of communication. As Oxford and Shearin (1994) states, foreign language learners are surrounded by their own native language and have to go out of their way to find stimulation and input in the target language. To a great extent, the language used by teachers and students in classrooms determines what is learned and how learning takes place. For that reason, the classroom is a unique context for learning and exerts a profound effect on students' development of language and literacy skills and motivation level. Promoting engagement in classroom activities has an important role in foreign language learning contexts, because communication in the L2 rarely occurs outside of the classroom. Classroom experience will be one of the influential determinants for the quality of learning experience, which in turn will affect their motivation. The teacher is the prime source of the new language, in contrast with the natural setting. "Indeed, the teacher is a complex and key figure who influences the motivational quality of learning" (Dörnyei, 2001a, p. 35), and plays a pivotal role in mediating the growth of motivation. Based on these assumptions, in the literature, we can find a lot of teaching strategies how to motivate the students. But; the important point is that what actually happens in the classroom. A key proposition of the study was that both student' and teacher' behaviours in the classroom would be mediated by their perceptions.

This study is constructed on the notion that a better understanding of L2 motivation both the students' and teachers' perceptive can help teachers to revise their current behaviors and integrate effective instructions for the students' motivation issue. So, this study will provide some theoretical and practical implications for EFL context. By this way, the teacher can find out how the students see the teachers' ideal motivational

strategies'. By finding out the correlations between the students' and teachers' responses, teachers would be likely to modify their behaviors and strategies' on the basis of their perceptions of their students. Also, this study may contribute to the literature as a comparative study which will be conducted in different contexts.

### **16. Limitation of the Study**

First, this study was conducted at 11 different high schools with 299 students and 25 teachers in Trabzon. The result of this study can only show these teachers and students' perceptions. For that reason, it would not be appropriate to generalize this situation to all of English teacher and high school students in Turkey. The result of the study could be in different language learning context, such as in university or primary school.

Second, the list of teacher behaviours used in the questionnaire is not exhaustive. Unnamed behaviours and strategies can also be used and they can change the result of the study.

### **17. Outline of the Study**

This thesis is organized in five chapters.

Chapter I is the introduction of study. It presents the broad rationale behind this study.

Chapter II deals with the review of literature. First definitions of motivation are presented from different perspectives. Second, historical background information are provided about how prominent theories have approached motivation in education psychology. Third, review of some major theories of L2 learning motivation that are useful for understanding students' motivation to learn English as a Foreign Language (EFL) are provided. Fourth, the role of motivation in foreign language learning, factors affecting language learners' motivation and the role of teachers in motivating language learners are discussed. Lastly, the survey of motivational teacher strategies and the studies about their effect of these strategies on students' motivation are summarized.

Chapter III sets out the research design, setting, and participants and introduces the methods that were used in this study, and gives a broad outline of the data analysis procedures.

Chapter IV presents the analysis of data and result and findings are interpreted in the light of students' and teachers' responses to the questionnaires.

Finally, Chapter V concludes this thesis by summarizing the results, suggesting pedagogical implications, noting the limitations, and suggesting potential avenues for further research.

## CHAPTER 2

### 2. LITERATURE REVIEW

#### 20. Definition of Motivation

Motivation has been researched in many different ways by different researchers in psychology and other disciplines, but there has been no agreement on the definition of motivation. According to Camper (1999), “motivation is such a multinational term that any attempt at explaining what it is requires some sort of structural model to which can be attached the categories to which the various strands may belong.” (p.13). Various motivation psychologists expressed the motivation in different ways. According to Brophy (1998), motivation is a theoretical construct used to explain the initiation, direction, intensity and persistence of behavior, especially goal-directed behavior. Deci and Ryan (2000) claimed that “motivation concerns energy, direction, persistence and equifinality- all aspects of activation and intention.” Weiner (1992) stated that;

“Motivational psychologists observe and measure what the individual is doing or choice behavior; how long it takes before the individual initiates that activity when given the opportunity, or the latency of behaviour; how hard the individuals is working at that activity or the intensity of behaviour; what length of time the individual will remain at that activity or persistency of behaviour; and what the individuals feeling before, during or after the behavioral episode or emotional reactions”(p.2)

Dörnyei (2001b) explains that perhaps the only thing about motivation that most researchers would agree is that “it concerns the *direction* and *magnitude* of human behaviour that is; the choice of particular action, the persistence with it and the effort expended on it” (p.8).

William and Burden (1997) constructed motivation in terms of these areas;

- a state of cognitive and emotional arousal,
- which leads to a conscious decision to act
- which gives rise to a period of sustained intellectual and/or physical effort
- in order to attain previously set goal (or goals).

Also, Weiner (1992) argued that the most encompassing definition of the subject matter of motivation is why human and subhuman organisms think and behave as they do (p.1).

## **21. Motivation in Early Psychology**

According to Deci and Ryan (1985), the study of motivation is the exploration of this energization and direction of behavior, for that reason, the motivational theories address these two aspects of behavior. Dörnyei (2001a) asserted that all motivation theories in the past have been formed to answer the questions that were why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity. Different schools of psychology offered different explanation for these questions.

In the first half of the twentieth century, dominant views (such as Sigmund Freud's) conceptualized "motivation as being determined by basic *human instincts* and *drives*, many of them unconscious or repressed" (Dörnyei, 2001a p.7). According to this instinct theory, motivation is an internal driving force outside of one's control (William & Burden, 1997). Champer (1999) indicated that instinct theory was replaced in the twentieth century by "drive theory". A drive may motivate not just a single behaviour but various behaviours based on the same need. Hunger, for example, may motivate not only eating but also restlessness before mealtimes. "The middle of twentieth century was dominated by the behaviorist theorists who focused on how stimuli and response interplay in forming the habits" (Dörnyei, 2001a, p.7). So a behaviorist would tend to consider motivation largely in terms of external forces, such as what specific condition gives rise to what kind of

behaviour and how the consequences of that behaviour affect whether it is more or less likely to happen again (William & Burden, 1997, p.113).

1960s brought about further important changes. “Humanistic psychologists, Carl Rogers and Abraham Maslow (1962) proposed *self-actualizing tendency* that is desire to achieve personal growth and to develop fully capacities and talents we have inherited” (Dörnyei, 2001a, p.8).

The current tendency in motivational psychology is characterized by another theoretical orientation, *the cognitive approach*. Cognitive psychologists are interested in the mental processes that are involved in learning (William & Burden, 1997). “This theory focuses on how the individual’s conscious attitudes, thoughts, beliefs and interpretations of events influence their behaviour” (Dörnyei, 2001a, p.8).

## **22. Motivational Theories in Psychology**

The concept of motivation has evolved over the years from simple ideas that concentrated on the needs and external factors outside of the individual’s control to more elaborated formulations that take into consideration both the external and internal factors. Today, we find a lot of surprising alternative or competing sub-theories. To get a deep understanding of L2 motivation, it is necessary to necessary to realize its origin and development. This section presents a summary of currently dominating motivational approaches.

### **220. Expectancy-Value Theory**

Research into why individuals do or do not engage in behaviors is often approached from the perspective of expectancy-value theories of motivation. Expectancy-value theory, initiated by Atkinson (1964), has been one of the most important views on the nature of achievement motivation. “The main issue in this theory is not what motives learners but rather what directs and shapes their inherent motivation.” ( Dörnyei, 2001b, p. 20), Wigfield and Eccles (2002) state that in broad sense, this theory posits that individual’s expectancies for success and the value they have for succeeding are important determinants

of their motivation to perform different achievement tasks and their choices of which task to pursue . People do not willingly invest effort in tasks that they don't enjoy and that do not lead to valued outcomes even if they know that they can perform the task successfully. Nor do they willingly invest effort in even highly valued tasks if they believe that they cannot succeed on that task no matter how hard they try (Brophy, 1998). Dörnyei (2001b) states that we learn best when we expect success. Thus, according to Brophy (1998) the expectancy value model of motivation implies that teacher need to 1) help students appreciate the value of school activity and 2) make sure that students can achieve success in these activities if they apply reasonable effort.

### **221. Attribution Theory**

Attribution is the cognitive process by which we can explain the causes of events. There are a number of theories aiming to explain the process by which we make attributions. In the field of motivation, particularly influential theory has been developed by Bernard Weiner. Weiner (1992) points out that every time learners succeed or fail on a task, they attribute their success or failure to a cause. And the technical term for this process is called *casual inferences*. In his book, Dörnyei (2001b) states that attribution theory is particularly relevant to the study of language learning for two reasons; the first is that the failure in learning an L2 is very common. With failure being such a common experience, the way people process these failures is bound to have a very strong general impact. The second is the ability to learn an L2. This means that it is all too easy to come up with negative ability attributions, such as “I don't have a knack for languages.”

### **222. Self Efficacy Theory**

The construct of self-efficacy was introduced by Bandura (1977) as part of his social cognitive theory of motivation. Self efficacy refers to “beliefs in one's capabilities to organize and execute the course of action required to manage situations” (Bandura, 1997, p.2). Efficacy beliefs influence how people think, feel, and motivate themselves (Bandura, 1993). “We are more likely to undertake tasks we believe we have the skills to handle, but avoid the tasks we believe require greater skills than we posses” (Alderman, 2008 p.70). For example, students who have doubts about their English ability are more likely to avoid



taking English courses whenever possible. Because perceived self-efficacy determines the engagement in learning activities that promote the development of educational competencies, such beliefs, level of achievement and motivation. Alderman (2008) also emphasizes that “the important point here is that self-efficacy is not just a reflection of one’s ability, but the beliefs one holds about that ability” (p.70).

According to Bandura (1982), self efficacy are based on four principal sources of information: enactive attainment, vicarious experiences, verbal persuasion and psychological states.

*Enactive attainment:* Enactive attainments provide the most influential source of efficacy information because it can be based on authentic mastery experiences. Success heightens perceived self-efficacy; repeated failures lower it, especially if failure occurs early in the course of event. “Personal experience is the most influential source of efficacy information because it is direct evidence of whether one can do whatever it takes to succeed.” (Alderman, 2008)

*Vicarious experiences:* A second source of self-efficacy beliefs comes from a vicarious experience, such as observing the performance of others. Seeing people similar to themselves succeed by perseverant efforts raises observers’ beliefs that they, too, possess the capabilities to master comparable activities. The impact of modeling or beliefs of personal efficacy is strongly influenced by perceived similarity to models (Bandura, 1997).

*Verbal persuasion:* Verbal persuasion is widely used to get people believe that they possess capabilities that will enable them to achieve what they seek. Verbal persuasion is most effective when people already have some degree of evidence that they are capable. Although telling a student “you can do it” is a widely used strategy, its effect on increasing efficacy expectations is likely to be weaker than feedback that comes from direct or vicarious experiences. (Alderman, 2008, p.73)

*Physiological state:* People rely partly on information from their physiological state in judging their capacities. They read their visceral arousal in stressful and taxing situations as a sign of vulnerability to dysfunction.

### 223. Self-Worth Theory

Self-worth concerns individuals' affects, emotions, or feelings about themselves or evaluations of themselves. Self-worth assumes that the search for self-acceptance is the highest human priority and that in schools self-acceptance comes to depend on ones' ability to achieve competitively (Covington, 1992). Self-worth is an individuals' evaluative appraisal of him or her. Self-worth theory holds that "school achievement is best understood in terms of attempts by students to maintain a positive self-image of competency; particularly when risking competitive failure" (Covington, 1992 p.74). If a person fails in a task, the feedback evokes the possibility of a lack of ability and creates feeling of unwillingness and self-rejection. As a result when students are faced with the possibility of failure, they avoid the situations or develop strategies to protect themselves for their lack of ability. Covington (1992) identified a number of these strategies;

- **Low effort:** Low effort is demonstrated in behaviors such as false effort or nonparticipation.
- **Procrastination:** when students irrationally put things off without good reason for a delay. For example, if an individual studies at the last minute and does not have enough time to prepare for an exam, failure cannot be attributed to lack of ability.
- **Unattainable goals:** If a student selects very difficult goals, failure is often assured. However, failure in such tasks reveals little about one' ability, because most students would fail.
- **Underachievers:** Underachievers tend to avoid testing their ability by refusing to work. They take a sense of pride in their unwillingness to achieve and minimize the importance of work.
- **Anxiety:** If an individual argues that one's poor performance is the result of test-taking anxiety, then one cannot blame performance as the result of low ability. In other words it is better to appear anxious than stupid.

## 224. Goal Theories

A great deal of early research on general human motivation focused on basic human needs, the most important of such paradigms being Maslow's (1970) hierarchy of needs, which distinguished five classes of needs: physiological, safety, love, esteem, and self actualization. "In current research, the concept of a 'need' has been replaced by the more specific construct of a 'goal', which is seen as the 'engine' to fire the action and provide the direction in which to act" (Dörnyei, 1998). Thus, in goal theories the cognitive perceptions of goal properties are seen as the basis of motivational processes. During the past decade, two goal-theories became particularly influential, goal-setting theory and goal orientation theory.

### 2240. Goal-Setting Theory

Goal setting theory is based on the premise that much human actions are purposeful in that it is directed by conscious goals. Goal setting theory addresses the question of why some people perform better on what task than others. "The theory's core premise is that the simplest and most direct motivational explanation of why some people perform better than other is because they have different performance goals" (Locke & Latham, 1994). "Goal setting influences learning and motivation by providing a target and information about how well one is doing" (Alderman, 2008 p.126).

### 2241. Goal-Orientation Theory

Alderman (2008) points out that goal orientation theory offers a perspective on how beliefs about personal competence or ability affect motivation. Goal orientation theory integrates cognitive beliefs and emotions that focus on the underlying purpose for achieving a goal. Initially, two general classes of goal orientation in an achievement situation were identified.

- **Learning Goals:** Student with a personal learning goal is seeking to understand the material they are learning, master a skill, and increase their competence through their own effort. Learning goals are also known as mastery goals or task-involvement goals.

- **Performance Goals:** Performance goals are less straightforward than learning goals in their effects on student outcome. When students adopt performance goals, they focus more on themselves than on a task. They are more concerned about preserving their self perception and public reputations as capable individuals than they are about learning what the task is designed to teach (Brophy, 1998 p.6). Performance goals are also known as ego-involvement goals.

According to Ames (1992), for the classroom learning environment, goal orientation theorists emphasize at least six structures of teacher practices that contribute to the classroom learning environment, namely Task, Authority, Recognition, Grouping, Evaluation, and Time (TARGET). Task refers to specific activities, such as problem solving or routine algorithm, open questions or closed questions in which students are engaged in; authority refers to the existence of students' autonomy in the classroom; recognition refers to whether the teacher recognizes the progress or the final outcome of students' performance and whether students' mistakes are treated as natural parts of the learning process by the teacher; grouping refers to whether students work with different or similar ability peers; evaluation refers to whether grades and test scores are emphasized by the teacher and made in public or whether feedback is substantive and focuses on improvement and mastery; time refers to whether the schedule of the activities is rigid.

## **225. Self- Determination Theory**

Deci and Ryan's (1985) self determination theory has been one of the most influential approaches in motivational psychology. A major focus of SDT has been to supply a more differentiated approach to motivation, by asking what kind of motivation is being exhibited at any given time.

Deci, Vallerant, Pelletier and Ryan (1991) viewed the regulation of actions as being *self determined, controlled or amotivated*. Both the self-determined and controlled behaviors are intentional, but only self-determined actions involve a sense of choice, Controlled behaviors are compelled by some external or internal force and one feels that he / she has to do them. On the one side, amotivated actions do not occur by intentionally. In other words, amotivated action refers a person's being ineffective in regulating it. "Self-

determination theory, unlike most other theories, separates the falls within the class of behaviors that are intentional or motivated” (Deci, et al, 1991).

Self-determination theory deals with the basic psychological needs that are inherent in human life, especially by addressing the issue of energization of behavior. The theory focuses primarily on three such innate needs: the needs for competence, relatedness, and autonomy (or self-determination). Competence involves understanding how to attain various external and internal outcomes and being efficacious in performing the requisite actions; “relatedness involves developing secure and satisfying connections with others in one's social milieu; and autonomy refers to being self-initiating and self-regulating of one's own actions” (Deci, et al, 1991).

### **2250. Self Determination: Intrinsic and Extrinsic Motivation**

According to self-determination theory, there are two types of motivation; intrinsic motivation and extrinsic motivation. Intrinsic motivation is defined as the “inherent tendency to seek out novelty and challenges, to extend and exercise one’s capacities, to explore, and to learn” (Deci & Ryan, 2000). Intrinsically motivated behaviors are engaged in for their own sake-for the pleasure and satisfaction derived from their performance. Extrinsically motivated behaviors, on the other hand, are instrumental in nature. They are performed not out of interest but because they are believed to be instrumental to some separable consequence.

Extrinsic motivation refers to motivation that comes from outside an individual. “Extrinsically motivated behaviours are carried out to achieve some instrumental end, such as earning a reward or avoiding a punishment” (Noel, Pelleiter, Clement, Vallerant, 2003). Extrinsically motivated behaviors are the ones that the individual performs to receive some extrinsic reward (e.g., good grades) or to avoid punishment. With intrinsically motivated behaviors the rewards are internal (e.g., the joy of doing a particular activity or satisfying one's curiosity) (Dörnyei, 2001b). Extrinsically motivated behaviors, on the other hand, are instrumental in nature. They are performed not out of interest but because they are believed to be instrumental to some separable consequence.

There are four types of extrinsic motivation (Deci, Vallerand, Pelletrier, Ryan, 1991).

- **External regulation** refers to behaviors for which the locus of initiation is external to the person, for example, the offer of a reward or the threat of a punishment.
- **Introjected regulation** involves internalized rules or demands that pressure one to behave.
- **Identified regulation** occurs when the person has come to value the behavior and has identified with and accepted the regulatory process.
- **Integrated regulation** is fully assimilated with the individual's other values, needs and identities.

According to Littlejohn (2008), an intrinsic and extrinsic classification of motivation enables us to understand learners' approach to language study.

## **226. Social Psychology Theories**

Dörnyei (2001b) claims that "in social psychology a key assumption is that attitudes exerts a direct influence on behaviour since someone's attitude towards a target influences the overall pattern of the person's responses to the target" (p.29). There are two leading theories that deal with this assumption.

- The theory of reasoned action

The chief determinant of an action is a person's intention to perform the particular behaviour which is a function of two basic factors;

- Attitude toward the behaviour
- Person's perception of social pressure put him/her to perform the behaviour.

(Dörnyei, 2001b)

- The theory of planned behaviour

This theory model claims that the intention to try to perform certain behaviour is the main determinant of this behavior. And this intention is in turn a function of attitude toward trying that is the personal evaluation of this attempt and the subjective norms with regard to trying that is the subjective perception of the social pressures to fulfill this behaviour. In short, Dörnyei (2001b) summarizes this theory as “the perceived ease or difficulty of performing the behaviour.”

### **23. Foreign Language Learning Motivation Theories**

The study of motivation in connection with foreign language learning in formal classroom context compels us to focus on the topic on a more restricted manner. Since the 1960s, researchers have proposed several theories and models to help us better understand what makes up motivation to learn another language and how to design courses and materials that will support and foster motivation. These theories were presented as follows.

#### **230. Gardner’s Motivation Theory**

Through the 1960s, 70s, and 80s, language learning motivation research was dominated by the social psychological approach of Gardner and his Canadian associates. Gardner (1985) defined motivation to learn an L2 as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" According to Gardner (1985) this definition includes three components: (a) an effort expended to achieve a goal, (b) a desire to learn the language, and (c) satisfaction with the task of learning the language.

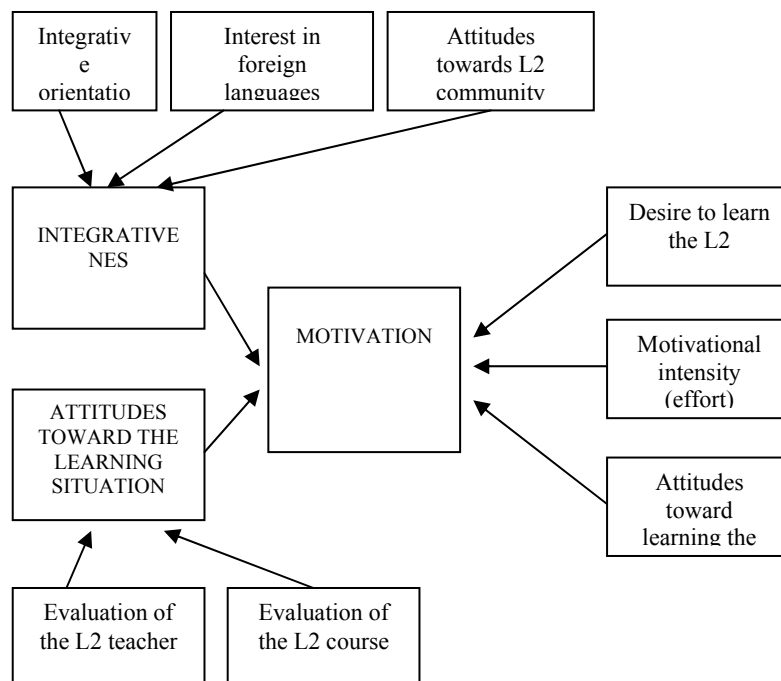
Gardner’s motivation can be described in four aspects;

- Integrative motive
- Socio-educational model
- The Attitude/Motivation Test Battery (Figure 1).

### 2300. Integrative Motivation

Integrative motivation *is* a detailed, empirically based construct (Figure 1) that subsumes three main constituents; integrativeness, attitudes towards learning situation and motivation. The first two, “integrativeness” and “attitudes toward the learning situation,” are usually fairly highly correlated and are seen as supports for the third component, which is “motivation.”

The variable, Integrativeness, reflects a genuine interest in learning the second language in order to come closer psychologically to the other language community. This involves complete identification with the community (and possibly even withdrawal from one’s original group), but more commonly it might well involve integration within both communities.



**Figure : 1**

#### **Gardner’s Conceptualization of Integrative Motivation**

(Source: Gardner, 2001, pp. 5-7)

Since, integrativeness involves emotional identification with another cultural group, the socio-educational model posits that it will be reflected in an integrative orientation toward



learning the second language, a favorable attitude toward the language community, and openness to other groups in general. In short, the variable of integrativeness is a complex of attitudes involving more than just the other language community” (Gardner, 2001). According to Dörnyei (2001c), integrativeness has remained an enigma, although much importance was given to it.

The variable of Attitudes toward the Learning Situation involves attitudes toward any aspect of the situation in which the language is learned. In the school context, these attitudes could be directed toward the teacher, the course in general, one’s classmates, the course materials, extra-curricular activities associated with the course, etc...

The variable of Motivation refers to the driving force in any situation. In the socio-educational model, motivation to learn the second language is viewed as requiring three elements. First, the motivated individual expends an effort to learn the language. That is, there is a persistent and consistent attempt to learn the material, by doing homework, by seeking out opportunities to learn more, by doing extra work, etc. Second, the motivated individual wants to achieve the goal. Such an individual will express the desire to succeed, and will strive to achieve success. Third, the motivated individual will enjoy the task of learning the language. In the socio-educational model, all three elements, effort, desire, and positive effect, are seen as necessary to distinguish between individuals who are more motivated and those who are less motivated.

### **2301. The Socio-Educational Model**

Gardner’s second language socio-educational model (1985) focuses on language learning taking place in the classroom, and stresses that motivation is one variable important in language acquisition. Gardner and MacIntyre (1991) state that a basic tenet of the socio-educational model is that the integrative motive facilitates second language acquisition because it reflects an active involvement in language study. “The socio-educational model is concerned primarily with motivation and factors that support it, and it assumes that other variables such as personality, strategy use, etc., can be explained in terms of the motivation construct” (Gardner, 2005). The model posits that language achievement is influenced by integrative motivation, language aptitude, as well as a

number of other factors. According Dörnyei (2001b), its main importance lies in its clear separation of four distinct aspect of second language acquisition; antecedent factors (which can be biological or experimental such as gender, age or learning history, individual differences variables, language acquisition context and learning outcomes.

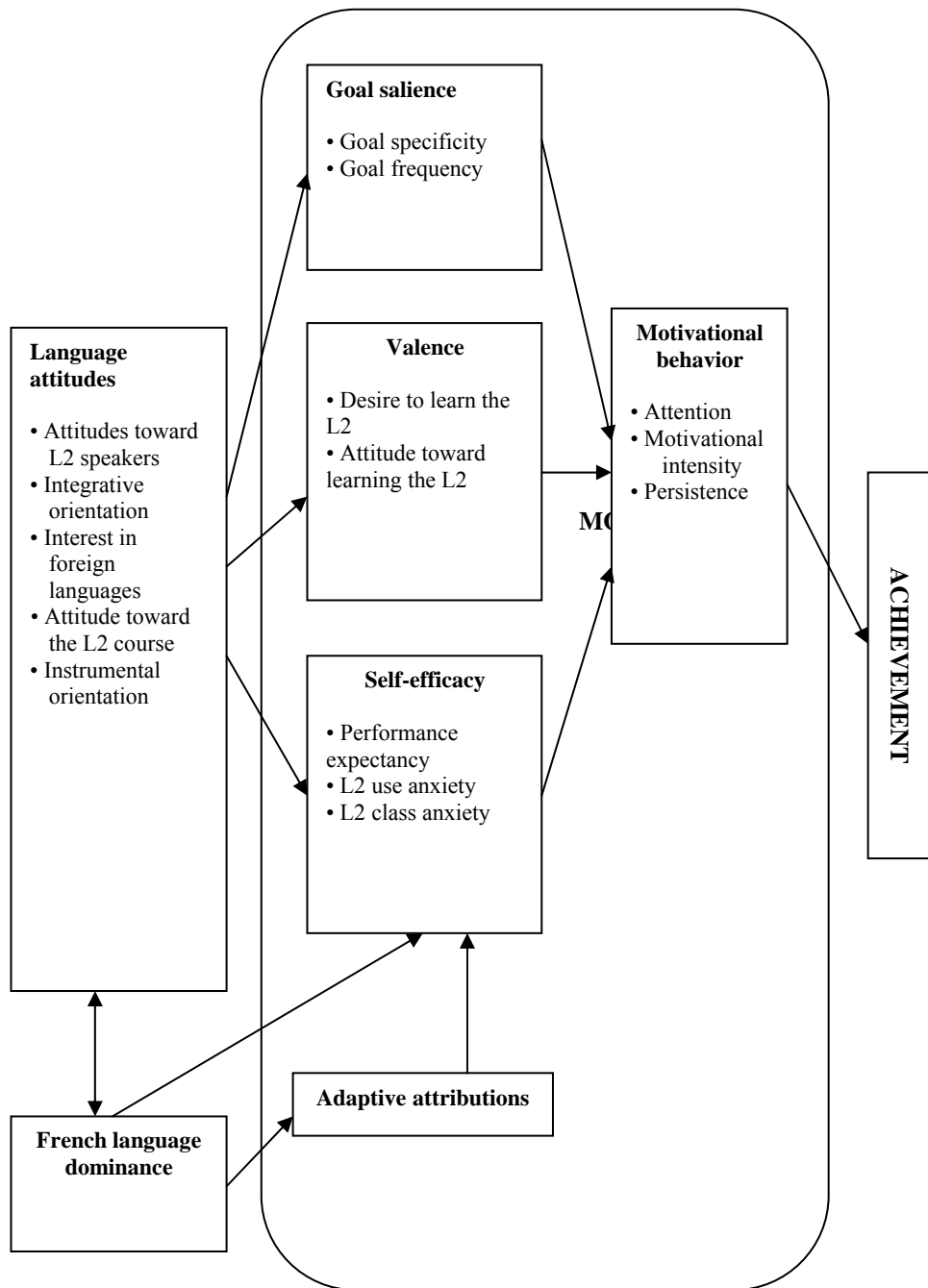
### **2302. The Attitude/ Motivation Test Battery**

The Attitude/Motivation Test Battery is a research instrument which has been developed to assess the major affective components shown to be involved in second language learning. The Attitude/Motivation Test Battery is a multi-componential motivation questionnaire made of 130 items that operationalizes all the main component of Gardner's theory of integrative motive and it also includes the additional components of language anxiety, parental encouragement and instrumental orientation (Dörnyei, 2005).

### **231. Tremblay and Gardner's Revised Model**

A revision of the socio-educational model (Figure 2) was subsequently produced by Tremblay and Gardner (1994), which contained added variables originating from expectancy-value and goal theories. The overall design of the model suggests that an individual's L2 motivational knowledge base that is socially grounded but also has cognitive and affective components leads to motivated behavior, which in turn leads to L2 achievement. In their extended model, they investigated the relationship between the new motivational variables, self-efficacy, goal salience valence and the existing measures of attitudes and motivation. Self-efficacy refers to an individual's beliefs that he or she has the capability to reach a certain level of performance or achievement. Goal salience refers to how specific students' goals are, and to how frequently they use goal-setting strategies. Valence refers to the desire and attractiveness toward the task. Valence, goal salience, self-efficacy are shown to be influenced by Language Attitude and in turn they influence motivational behaviors. Dörnyei (2001b) claims that the model offers a synthesis of Gardner's earlier, socially-grounded construct and recent cognitive motivational theories, and demonstrates that additional variables can be incorporated into Gardner's socio-educational model of L2 learning without damaging its integrity.

Masgoret and Gardner (2003) investigated the correlations of second language achievement into the five attitude/motivation variables from Gardner's socio-educational model; integrativeness, attitudes toward the learning situation, motivation, integrative orientation and instrumental orientation. According to the study, the correlations are consistently positive. Three major conclusions can be drawn from the results. First, the five classes of variables are all positively related to achievement in a second language. Second, motivation is more highly related to second language achievement than the other variables. Third, these findings are not moderated by the availability of the language in the environment and by the age of learners.



**Figure : 2**

**Tremblay and Gardner's (1995) Model of L2 Motivation**

**232. Self-Determination Theory and L2 Motivation**

According to self-determination theory (SDT), there are two types of motivation; intrinsic motivation and extrinsic motivation. The main terms associated with self-

determination theory, “intrinsic and extrinsic motivations have been frequently used in the L2 field without specifying their relationship with established L2 concepts, such as integrative and instrumental orientation” (Dörnyei, 2001b, p.8). Intrinsic motivation is defined as the “inherent tendency to seek out novelty and challenges, to extend and exercise one’s capacities, to explore, and to learn” (Deci and Ryan, 2000). Extrinsic motivated behaviors are instrumental in nature. They are performed not out of interest but because they are believed to be instrumental to some separable consequences. “Typically extrinsic rewards are money, prize, grades, and certain type of positive feedback and even the behaviour initiated to avoid punishment” (Brown, 2000, p.164).

L2 contains a combination of external and internal regulatory factors. Noels, Pelletier, Clément, and Vallerand (2002) set out to explore how the orientations proposed by self-determination theory relate to various orientations that have traditionally been identified in the L2 field. They argued that applying the intrinsic/extrinsic continuum can be helpful in organizing language learning goals systematically; they noted, further, that the paradigm is particularly useful for analyzing the classroom climate and the L2 teacher in terms of how much they promote either control or autonomy, a dimension of contrast which has immediate practical implications for educating autonomous, self-regulated L2 learners.

Bonney, Cortina, Darden and Fiori (2008) conducted a study to demonstrate how the integrative motivation adds predictive and explanatory power to the field of foreign language learning motivation. As predicted, an integrative motivation positively predicted students’ reported use of extracurricular learning activities, cognitive and analytic learning strategies, contextual compensatory strategies, as well as collaborative learning strategies. Intrinsic motivation, on the other hand, only predicted extracurricular learning activities, cognitive strategy use, and analytic strategy use among the students in this sample. However, there were no significant differences in the correlations between integrative and intrinsic motivation, and the other motivation and learning strategy variables. With respect to the relationship between integrative and intrinsic motivation to the learning strategies, as predicted, students with integrative motivation were in fact more likely to report using compensatory strategies while learning how to speak a foreign language. Students with integrative motivation are more interested in becoming immersed in a culture, and they increase their capabilities of interacting with native speakers. Pae (2008) conducted a study

to provide statistical evidence about the relationships between the integrative and instrumental orientation and SDT subtypes of motivation (i.e., extrinsic and intrinsic motivation) for a sample of 315 Korean learners of English. Investigation of the relationships between integrative orientation and SDT subtypes of motivation showed that integrative orientation was statistically different from both intrinsic motivation and three subtypes of extrinsic motivation. Between intrinsic and extrinsic motivation, however, the integrative orientation was relatively closer to intrinsic motivation than to any other subcategories of extrinsic motivation, thus challenging the idea that integrative orientation is a form of extrinsic motivation (Gardner, 1985).

The same study also examined the structural relationships among factors leading to successful L2 achievement. Results of the present study highlight the importance of intrinsic motivation as an indispensable stepping stone to L2 motivation, because intrinsic motivation proved to be the most influential determinant of learners' self-confidence and motivation to learn an L2. At the same time, analyses suggested that intrinsic motivation is a necessary but not a sufficient condition for successful L2 achievement, because intrinsic motivation is only indirectly related to L2 achievement through the mediating effects of motivation and self-confidence.

### **233. Dörnyei's Extended Framework**

Dörnyei (1994a) developed a L2 motivation model that is a good example of the "educational approach" as it is specifically focused on the motivation from a classroom perspective (Figure 3). This model consists of three levels; The Language Level, The Learner Level, The Learning Situational Level (Dörnyei, 2001a, p.18)

- **The Language Level** includes various components related to aspects of the L2, such as the culture, community and the intellectual and pragmatic values and benefits associated with it.
- **The Learner Level** involves individual characteristics that the learner brings to the learning process, such as self confidence.

- **The Learning Situation Level** is associated with situation-specific motives rooted in various aspects of L2 learning within a classroom setting: course-specific motivational components ( related to the syllabus, the teaching material, the teaching method and the learning tasks); teacher specific motivational components (concerning the motivational impact of the teacher’s personality, behaviour and teaching style/ practice); and the group specific motivational components ( related to the characteristics of the learner group).

<b>LANGUAGE LEVEL</b>	Integrative motivational subsystem Instrumental motivational subsystem
<b>LEARNER LEVEL</b>	Need for achievement Self-confidence *Language use anxiety *Perceived L2 competence *Causal attributions *Self-efficacy
<b>LEARNING SITUATION LEVEL</b> <i>Course-specific motivational components</i>	Interest (in the course) Relevance (of the course to one’s need’s) Expectancy (of success) Satisfaction (one has in the outcome)
<i>Teacher-specific motivational components</i>	Affiliative motive (to please the teacher) Authority type (controlling vs. autonomy supporting) Direct socialization of motivation *Modeling *Task presentation *Feedback
<i>Group-specific motivational components</i>	Goal-orientedness Norm and reward system Group cohesiveness Classroom goal structure (cooperative, competitive or individualistic)

**Figure : 3**

**Dörnyei’s (1994) Framework of L2 Motivation**

**Source: Dörnyei, 2001a**

**234. William and Burden’s Framework of L2 Motivation**

Williams and Burden (1997) separate the motivational process into three stages along a continuum: reasons for doing something → deciding to do something → sustaining the effort, or persisting.

**Table : 1**  
**William and Burden's (1997) Framework of L2 Motivation**

<b>INTERNAL FACTORS</b>	<b>EXTERNAL FACTORS</b>
<i>Intrinsic interest of activity</i>	<i>Significant others</i>
<ul style="list-style-type: none"> <li>• Arousal of curiosity</li> <li>• Optimal degree of challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Parents</li> <li>• Teachers</li> <li>• Peers</li> </ul>
<i>Perceived value of activity</i>	<i>The nature of interaction with significant others</i>
<ul style="list-style-type: none"> <li>• Personal relevance</li> <li>• Anticipated value of outcomes</li> <li>• Intrinsic value of outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Mediated learning experiences</li> <li>• The nature and amount of feedback</li> <li>• Rewards</li> <li>• The nature and amount of appropriate praise</li> <li>• Punishments, sanctions</li> </ul>
<i>Sense of agency</i>	<i>The learning environment</i>
<ul style="list-style-type: none"> <li>• Locus of causality</li> <li>• Locus of control re process and outcomes</li> <li>• Ability to set appropriate goals</li> </ul>	<ul style="list-style-type: none"> <li>• Comfort</li> <li>• Resources</li> <li>• Time of day, week, year</li> <li>• Size of class and school</li> <li>• Class and school ethos</li> </ul>
<i>Mastery</i>	<i>The broader context</i>
<ul style="list-style-type: none"> <li>• feeling of competence</li> <li>• awareness of developing skill and a mystery in a chosen area</li> <li>• self-efficacy</li> </ul>	<ul style="list-style-type: none"> <li>• Wider family Networks</li> <li>• The local education system</li> <li>• Conflicting interests</li> <li>• Cultural norms</li> </ul>
<i>Self-concept</i>	Societal expectations and attitudes
<ul style="list-style-type: none"> <li>• realistic awareness of personal strengths and weakness in skills required</li> <li>• personal definitions and judgements of success and failure</li> <li>• self-worth concern</li> <li>• learned helplessness</li> </ul>	
<i>Attitudes</i>	
<ul style="list-style-type: none"> <li>• to language learning in general</li> <li>• to the target language</li> <li>• to the target language community</li> </ul>	
<i>Other affective states</i>	
<ul style="list-style-type: none"> <li>• confidence</li> <li>• anxiety, fear</li> </ul>	
<i>Development age and stage</i>	
<i>Gender</i>	

They argue that the first two stages involve initiating motivation, whereas the third stage involves sustaining motivation, and these two aspects of motivation should be clearly



differentiated. They attempt to summarize the components of L2 motivation framework. They consider L2 motivation to be a complex, multi-dimensional construct. William and Burden's framework categorizes the motivational construct in terms of two areas, whether the motivational influence is external or internal. An individual's decision to act will be the influenced by internal factors. Their categorization of internal and external factors is presented in Table 1.

### **235. The Dörnyei-Otto Process-Oriented Model of L2 Motivation**

The process-oriented approach (Figure 4), devised in collaboration with Istvan Otto and Zoltan Dörnyei. It takes a dynamic view of motivation, trying to account for the changes of motivation over time (Dörnyei, 2005). Dörnyei (2001a) states that "when we talk about a prolonged learning activity, such as mastering L2, motivation cannot be viewed as a stable attribute of learning that remains constant for several months or years" (p.19). Instead, what most teachers find is that their students' motivation can vary, caused by a range of factors, such as the phase of the school year or the type of activity that the students face. "During the lengthy process of mastering certain subject matters, motivation does not remain constant but is associated with a dynamically changing and evolving mental process, characterized by constant (re)appraisal and balancing of the various internal and external influences that the individual is exposed to" (Dörnyei, 2000).

#### **2350. Theoretical Basis of the Dörnyei-Ottó Process Model of Motivation**

The main assumption underlying the process-oriented approach is that motivation consists of several phrases (Dörnyei, 2001a).

First it needs to be generated motivational dimension related to this initial phrase can be referred to as choice motivation, because the generated motivation leads to the selection of the goal or tasks to be perused.

Second, the generated motivation needs to be actively maintained and protected while particular action lasts. This motivational dimension has been referred to as executive motivation.

Preactional Stage	Actional Stage	Postactional Stage
<p><i>Motivational functions:</i></p> <ul style="list-style-type: none"> <li>• Goal setting</li> <li>• Intention formation</li> <li>• Initiation of intention enactment</li> </ul> <p><i>Main motivational influences:</i></p> <ul style="list-style-type: none"> <li>• Attitudes toward the L2 and its speakers</li> <li>• Values associated with L2 learning, with the learning process itself, and with its outcomes and consequences</li> <li>• Expectancy of success, and perceived coping potential</li> <li>• Various goal properties (e.g., goal relevance, specificity and proximity)</li> <li>• Learner beliefs and strategies</li> <li>• Action vs. state orientation</li> <li>• Environmental support or hindrance</li> <li>• Perceived consequences for not acting</li> </ul>	<p><i>Motivational functions:</i></p> <ul style="list-style-type: none"> <li>• Ongoing appraisal of stimuli present in environment and of own progress</li> <li>• Generation of subtasks and implementation</li> <li>• Action control (self-regulation)</li> </ul> <p><i>Main motivational influences:</i></p> <ul style="list-style-type: none"> <li>• Quality of the learning experience (pleasantness, need significance, coping potential, self and social image)</li> <li>• Sense of autonomy</li> <li>• Teachers' and parents' influence</li> <li>• Classroom reward- and goal structure (e.g., competitive or cooperative)</li> <li>• Influence of the learner group</li> <li>• Knowledge and use of self-regulatory strategies (e.g., goal setting, learning and self-motivating strategies)</li> </ul>	<p><i>Motivational functions:</i></p> <ul style="list-style-type: none"> <li>• Formation of causal attributions</li> <li>• Elaboration of standards and strategies</li> <li>• Dismissal of intention, followed by further planning</li> </ul> <p><i>Main motivational influences:</i></p> <ul style="list-style-type: none"> <li>• Attributional factors (e.g. attributional styles and biases)</li> <li>• Self-concept beliefs (e.g., self-confidence and self-worth)</li> <li>• Received feedback, praise, grades</li> </ul>

**Figure : 4**

**Schematic Representation of Dörnyei and Otto (1998) Process**

**Model of Student Motivation**

**Source: Dörnyei, 2001a**

Finally, there is a third phrase following the completion of the action-termed motivational retrospection which concerns the learners' retrospective evaluation of how things went.

**2351. Aims and Outline of the Dörnyei-Ottó Process Model of Motivation**

When Dörnyei and Ottó (1998) conceived their process model of motivation, their aim was twofold. First, they wanted to introduce a process-oriented perspective of motivation as an alternative to the product-oriented approach, which was dominant at the time.

Second, they wished to synthesize, within a unified framework, various lines of research on motivation in the L2 field and in educational psychology. In order to achieve these aims, the Dörnyei-Ottó model (1998) divides the motivated behavioral process into three main stages (or phases) occurring in the following sequence: the “preactional stage,” which precedes the decision to act, then two stages that follow the decision to act: the “actional stage” and the “postactional stage.” Figure 4 presents an updated version of the model.

The key tenet of the process-oriented approach is that each of the three stages of the motivated behavioral process cycle is associated with different motives. Consequently, such a perspective can integrate different motivational theories since they tend to focus on motives affecting different stages of the motivational process.

### **23510. Preactional Stage**

The first preactional phase is made up of three components, goal setting, intention formation, and the initiation of intention enactment;

**Goal setting:** Goal setting is described as having three antecedents, wishes/hopes, desires and opportunities (Dörnyei, 2000). This last component is included because on occasions the starting point of the motivated behavioral process is not the individual’s fantasy land but rather an emerging opportunity. At this stage of process, it has not yet reached a state of concrete reality. This goal (e.g., to complete an assigned task) is the first concrete decision that the individual makes, but the fact that he or she has a goal does not mean that an action will necessarily be initiated because there is not yet any commitment to act (Dörnyei and Ottó, 1998).

**Intention formation:** Once a goal has been adopted, it is essential to add some form of “commitment,” as well as an “action plan,” to generate an “intention.” An “intention” in their model is qualitatively different from a “goal” in that it already involves “commitment”. Commitment making is a highly responsible personal decision and it entails a significant qualitative change in one’s goal related attitudes. Adding commitment to a goal is a crucial step in the motivational process but it is not sufficient in itself to energize action if the goal is not translated into concrete steps that the individual needs to

take (Dörnyei, 2000). Thus, a final necessary step in generating a fully operational intention is to develop a manageable action plan which contains the necessary technical details regarding the planned action, namely the action schemata (Dörnyei and Ottó, 1998). In sum, only after an individual has added some form of commitment to an adopted goal, as well as generated some kind of concrete action plan at least to get started on the implementation of a goal, can one say that an intention has truly been formed (Dörnyei, 2000).

**Initiation of intention enactment:** An operationalised intention is the immediate antecedent of action, but it is important to realize that action does not follow automatically from it (Dörnyei and Ottó, 1998). The right opportunity for starting the action may never materialize, or the means and resources may not be made available, leaving the intention unfulfilled. Thus, their model suggests that there are two necessary conditions for issuing an “action-launching impulse” (Heckhausen & Kuhl, 1985): the availability of the necessary means and resources and the start condition. The exact start condition has been specified by the action plan and, as mentioned above, it can be a specific time or a condition. In addition, one usually has several parallel intentions in mind of which only one or two can be implemented at a time. In order to coordinate these, the action plan assigns priority tags to the intentions, determining their order of enactment, and, therefore, the start condition may also mean that the turn of a certain intention has come (Dörnyei, 2000).

### **23511. Actional Stage**

The onset of action is a major step in the motivational process, resulting in significant qualitative changes. In the actional stage, “learners are engaged in *executing* a task, they continuously *appraise* the process, and when the ongoing monitoring reveals that the progress is slowing, halting, or backsliding, they activate the *action control* system to save or enhance the action” (Dörnyei, 2005, p. 81, original italics). During the actional phase three basic processes come into effect: subtask generation and implementation, a complex ongoing appraisal process, and the application of a variety of action control mechanisms (Dörnyei, 2000).

**Subtask generation and implementation:** It refers to proper learning behaviours. Action initiation starts with implementing the subtasks that were specified by the action plan; however, as mentioned earlier, action plans are rarely complete (particularly not with sustained activities such as the pursuit of L2 learning) and during the course of action, one continuously generates (or is assigned) subtasks/ sub-goals (Dörnyei and Ottó, 1998). In fact, the quality of subtask generation and the accompanying setting of sub-goals is one of the principal indicators of effective learning.

**Appraisal:** One continuously evaluates the multitude of stimuli coming from the environment and the progress one has made towards the action outcome, comparing actual events with predicted ones or with ones that an alternative action sequence would offer (Dörnyei, 2000). So, appraisal consists of students' ongoing processing of the stimuli present in the learning environment, and of their constant monitoring of the progress they are making toward the outcome of the learning-specific action (Dörnyei and Ottó, 1998).

**Action control:** Action control processes represent the mechanisms involved when students use a set of self regulatory strategies (i.e., goal-setting, language learning, and motivation maintenance strategies) in order to cope with the competition between their social and academic goals during lessons, and manage and control their efforts in the face of difficulties and distractions (Dörnyei and Ottó, 1998). Action may proceed more, or less smoothly to a satisfactory outcome, that is, to the realization of their intended goal.

### **23512. Postactional Model**

The postactional stage begins after either the goal has been attained or the action has been terminated; alternatively, it can also take place when action is interrupted for a longer period (e.g. a holiday). The main processes during this phase entail evaluating the accomplished action outcome and contemplating possible inferences to be drawn for future actions (Dörnyei, 2000). Post-actional evaluation is different from the ongoing appraisal process in that here the individual is not engaged in actual action any longer (that is, he/she is no longer in an implementation-oriented mind set), which allows him/her to adopt a broader perspective on the whole motivated behavioral process (starting from goal-setting) and its effect on his/her self-esteem. During this phase, the actor compares initial

expectancies and plans of action to how they turned out in reality and forms causal attributions about the extent the intended goal has been reached. This critical retrospection contributes significantly to accumulated experience, and allows the learner to elaborate his/her internal standards and the repertoire of action specific strategies (Dörnyei and Ottó, 1998).

A study (Hiromori, 2009) examined learners' motivation from the process-oriented point of view. To investigate the overall process of motivation, the motivation of 148 university students was analyzed. Data were collected on three variables from the pre-decisional phase of motivation (i.e., value, expectancy, and intention) and four variables from the post-decisional phase of motivation (i.e., selective attention, emotion control, motivation control, and coping with failure). The results showed that subjective estimates of value and expectancy mediate behavioral intention and, in turn, affect motivational maintenance and control during the enactment of the intention. Furthermore, more detailed analysis focusing on individual differences revealed the possibility that concrete implementation of actions might be promoted if subjective value and intention are high, even if expectancy for success is low. These results suggest that a process model of motivation will be a useful research framework for uncovering various motivational processes of L2 learners.

### **2352. Limitations of the Model**

Dörnyei (2005) acknowledges that the model has limitations, even though it is helpful in understanding motivational evolution. He lists two shortcomings. First, it is difficult, in real educational contexts, to isolate the actional character of a concrete learning activity from that of the series of activities making up a concrete lesson, itself nested in activities that make up a course that is embedded in the rest of the activities of the school curriculum. It is not easy to define when one actional process starts and ends. The second problem is that it is not common for students to be engaged in only one actional process at a time. It is likely that they will be engaged in other ongoing activities, which will probably interfere with the actional process in question.

### **236. Schumann's Neurobiological Model**

Being different from the other motivational theories, Schumann (1997) presents a theoretical framework for understanding the biological foundations of motivation in second language acquisition. According to Schumann (1999), a better understanding of the brain can shed light on the language learning process. His model tries to connect neurobiology and psychology of stimulus appraisal in SLA. The function of stimulus appraisal is to assess the emotional relevance and motivational significance of stimulus events, based on the past experiences (Schumann, 2001). He believes that stimulus-appraisal provides a common denominator for all motivation and motivational theories (Schumann, 1997). The brain evaluates the stimuli it receives from the language learning situation, either in the target language environment or in the classroom and this takes an emotional response. Schumann's (1999) proposal of appraisals as the basis for L2 motivation is based on Scherer's (1984) five theoretically-postulated dimensions along which stimulus appraisals are made;

- Novelty refers to whether the stimulation contains familiar or unexpected patterns.
- Pleasantness refers to whether or not the action or object is appealing.
- Goal/need relevance refers to whether the stimulus satisfy the needs or conducive to achieve the goals.
- Coping potential refers to whether the individual will be able to cope with the events.
- Compatibility with social or cultural norms to refers to whether the event is compatible with the social or cultural norms and individuals' self-concept.

Schumann (2001) develops his conception about the learning and foraging conceptions. He asserts that both of them may share the same mechanism because both processes involve translating an incentive motive into relevant motor activity. The foraging refers to the act of looking or searching for food that is generated by an incentive motive. Also a learner generates an incentive motive to gather information or knowledge. So he asserts someone whose goal is to acquire a second language must locate an environment where the L2 is used, a class where it is taught or materials which contains books, tapes. Learners assess whether or not the efforts generate an adequate rate of learning. So, in the array of

information, the learner make appraisals of which sources and activities provide the most efficient and effective information. Thus, the learner must decide whether to remain in a particular task or activity or to move on to another.

### **2360. Implications of the Neuropsychological Perspectives for Language Learners**

Schumann (1999) offers some avoidance for teacher in order not to diminish their students' motivation; Teachers should not to do things that the students would appraise as unpleasant.

- They should not do things that interfere with students' goals in language learning.
- They should not do things that are beyond or below the students' coping ability.
- They should not do things that would diminish the students' self and social image (p.38).

### **237. Dörnyei's Theory of Motivational Self- System**

Dörnyei (2009) states two reasons for the development of motivational self system model. First, for several decades of L2 motivation research had been centered on the concept of integrativeness / integrative motivation and it did not offer any obvious link with the new cognitive motivational developmental concepts that have emerged in educational psychology, so this concept did not make too much sense in many language learning environments. Second, psychological researches have been emerged on the concept of self, leading to convergence of self theory and motivation theory in the education psychology. Dörnyei (2009) asserts that the initial motivation for some language learners does not come from some externally or internally generated self images but rather from successful engagement with the actual learning process (e.g. because they discover that they are good at it.). Dörnyei (2005) proposed a new *L2 Motivational Self System* which consists of three dimensions;

- **The Ideal L2 Self**, which is the L2 specific facet of one's ideal self: if the person we would like to become speakers of an L2, the ideal L2 self is a powerful



motivator to learn L2 because of the desire to reduce the discrepancy between our actual and ideal selves.

- **The Ought-to L2 Self**, which concern the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes.
- **The L2 Learning Experience**, “which concerns situation-specific motives related to the immediate learning environment and experience” (Dörnyei, 2005, p.105).

By this model, Dörnyei (2009) offered a new avenue for motivating language learners. The novel area of motivational strategies concerns the promotion of the first component of the system, the ideal L2 self through generating a language learning vision and through imaginary enhancement. Because the source of second component of the system, the Ought-to L2 self is external to learners (as its duties and obligations imposed by friends, parents and other authoritative figures) this future self guide does not lend itself to obvious motivational practices. The third component of the system, L2 learning Experience is associated with a wide range of motivational strategies.

### **238. Dörnyei’s Task Processing System**

Alderman (2008) states the tasks and activities that are the primary instructional variables, engage students in learning.

Dörnyei (2005) proposed a more dynamic task processing system to describe how task motivation is negotiated and finalized in the learner. This system consists of three interrelated mechanisms: task execution, appraisal, and action control.

Task execution refers to the learner’s engagement in task supportive learning behaviors, following the action plan that was either provided by the teacher (via the task instructions) or drawn up by the student or the task team.

Appraisal refers to the learner’s continuous processing of the multitude of stimuli coming from the environment and of the progress made toward the action outcome,

comparing actual performances with predicted ones or with ones that alternative action sequences would offer.

Action control processes denote self-regulatory mechanisms that are called into force in order to enhance, scaffold, or protect learning-specific action.

Thus, task processing can be seen as the interplay of the three mechanisms: While learners are engaged in executing a task, they continuously appraise the process, and when the ongoing monitoring reveals that progress is slowing, halting, or backsliding, they activate the action control system to “save” or enhance the action”

#### **24. The Role of Motivation in Foreign Language Learning**

In the foreign language learning, motivation has been accepted one of the key factors that determine success or failure. Dörnyei (1998) states that motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process; indeed, all the other factors involved in L2 acquisition presuppose motivation to some extent. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals. According to Ames (1990), motivation is an important issue as it contributes to achievement, but it is also important in itself as an outcome. Also, Dörnyei and Cheng (2007) indicate that “motivation serves as the initial engine as an ongoing driving force that helps to sustain the long and laborious journey of acquiring a foreign language.” According to Oxford and Shearin, (1994) motivation determines the extent of active, personal involvement in L2 learning. Generally language is an integral part of growing up (which provides motivation in its own right), and is necessary to communicate and participate in one’s environment. Often, this is not the case for second languages, especially those “learned” in school. For that reason Gardner (2007) stated that there are many advantages for knowing other languages but they are not absolutely necessary, and as a consequence, motivation (as well as ability) can play an important role in learning a second language.

Masgoret and Gardner (2003) explain the importance of motivation by describing motivated individuals;

“The motivated individuals expends effort, is persistent and attentive to the task at hand, has goals, desires and aspirations, enjoys the activity, experiences reinforcement from success and disappointment from failure, makes attributions concerning success and/or failure, is aroused and make sense of strategies to aid in achieving goals” (p.173).

Dörnyei and Cheng (2007) claim that without sufficient motivation even the brightest learners are unlikely to persist long enough to attain any really useful language proficiency, whereas most learners with strong motivation can achieve a working knowledge of L2, regardless of their language aptitude or any desirable learning conditions. “Foreign language is learned in such diverse contexts that lack of accounting for the contextual differences might render any motivational theory useless” (Dörnyei, 2001b, p.66). “Motivation determines the extent of active, personal involvement in L2 learning. Conversely, unmotivated students are insufficiently involved and therefore unable to develop their potential L2 skills” (Oxford & Shearin, 1994).

Christiana (2009) investigated the influence of motivation on students’ academic performance. The result of the data showed that motivation of students is very important for better output in academic pursuit. Students’ motivation has a high positive correlation in their academic performance. Also the study found out significant relationship between school environment and structure and students’ motivation.

## **25. Factors Affecting Foreign Language Motivation**

According to Hotho and Reiman (1998), motivation firsts depends on the motivational patterns which the learning brings into the classroom and which has been shaped by their previous learning experience. Secondly, motivation is a product of those factors which interact in the classroom context; and finally, motivation is a product of the learning experience which shall influence any new learning experience. There are many factors that affect a given student's motivation to work and to learn: interest in the subject matter, perception of its usefulness, general desire to achieve, self-confidence and self-esteem, as well as patience and persistence. And, of course, not all students are motivated by the same values, needs, desires, or wants. Some of your students will be motivated by the approval

of others, some by overcoming challenges. Dembo (2000) explains the factors that affect students' motivated behaviour in terms of three areas; socio-cultural factors, classroom environmental factors and internal factors.

- **Socio-cultural factors:** The attitudes, beliefs, and experiences students bring to college based on their socio-cultural experiences influence their motivation and behavior. Socio-cultural factors also can influence how students approach academic work.
- **Classroom environmental factors:** This includes types of assignments given, instructor behavior, and instructional methods. Student motivation and achievement is greater when instructors communicate high expectations for success, allow students to take greater responsibility for their learning, and encourage various forms of collaborative learning (i.e., peer learning or group learning). Although it is important for students to understand that the classroom environment can influence their motivation, they need to take responsibility for their own behavior.
- **Internal Factors:** Students' goals, beliefs, feelings, and perceptions determine their motivated behavior and, in turn, academic performance. For example, if students value a task and believe that they can master it, they are more likely to use different learning strategies, try hard, and persist until the completion of the task. If students believe that intelligence changes over time, they are more likely to exhibit effort in difficult courses than students who believe intelligence is fixed. Values and interests play an important role in academic behavior. They affect students' choices of activities as well as the level of effort and persistence they put forth on a task or assignment. Students who limit their involvement or effort in a particular class are not necessarily lazy or unmotivated

For language learning, William and Burden (1997) point out three level of influence; national and cultural influences on the language being learned, the educational system where the language is learned and the immediate classroom environment. Also, in their motivational framework, they proposed two types of factor that can affect motivation; internal and external factors. Internal factors include intrinsic interest and perceived value

of activity, self-concept, attitudes to language learning and other affective states; external factors includes the others, such as parents, teachers and peers.

Chen, Handre, Huang, Chiang and Warden (2006) conducted a study to investigate relationships between individual differences, perceptions of classroom environments (based on self-determination theory), and goal structures (based on achievement goal theory), and how these collectively and differentially predict high school students' motivation in the Asian context of Taiwan. First, the study showed that individual differences did predict perceptions. Second, perceptions of classroom climate did predict students' motivation. Students who focused on learning goals were in general more motivated than who trying to avoid looking less capable Third, students' individual differences also directly predicted students' motivation. Students with preference for deep thought and complex questions and those who feel more capable are more motivated and put forth more effort in school.

Wong (2007) investigated the motivation patterns between locally born Hong Kong students (LBHK) and newly arrived Hong Kong students (NAHK) and examines the relationship between their motivation to learn English and English attainment. Results showed that parents played the least significant role and that parental guidance was not sufficient during students' process of learning English. Meanwhile, this study demonstrated the importance of peers in students' process of learning. Social recognition and acknowledgement are the main keys for simulating students' motivation to learn English and eagerness to gain better academic results. For the NAHK students, teacher-specific motivation has a direct relationship with their English attainment because they tended to consider their teachers as the main source of learning. Nevertheless, negative relationship was found between locally born Hong Kong students' teacher-specific motivation and English attainment. This study believes that the possible reasons were that LBHK students are becoming more independent in terms of what they wanted to learn and how to learn. In other words, the role of teachers is becoming secondary and proactive.

## **26. Demotivation in Language Learning**

Dörnyei (2001b) defines demotivation as “specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action”. Deci and Ryan (1985) use a similar term “amotivation”, which means “the relative absence of motivation that is not caused by a lack of initial interest but rather by the individual’s experiencing feelings of incompetence and helplessness when faced with the activity.” Dörnyei (2001b) points out that de-motivation does not mean that all the positive influences that originally made up the motivational basis of a behavior have been got rid of. It only means that a strong negative factor restrains the present motivation with some other positive motives still remain ready to be activated.

Sakai & Kikuchi (2009) investigated the demotivational factors in foreign language classroom. This study showed that learning contents and materials and test scores were among the demotivating factors for many Japanese high school students, especially for less motivated learners. In other words, lessons that focused on grammar, lessons that used textbooks which include long or difficult passages and low test scores were all perceived as strongly demotivating for those learners. Trang & Baldauf Jr (2007) investigated motivation-demotivation in English language learning using Vietnam as a case study. He found out that demotivation had a negative impact on students, preventing them from gaining expected learning outcomes. Also, the study revealed that the largest source of demotives was related to teachers. Teachers and teaching methods were found to have a strong impact on students’ demotivation or motivation to learn.

## **27. The Role of Teachers in Foreign Language Classes**

Motivation is no longer thought of only as integrative or instrumental. It is also considered as a key to learning something in many cases that are created, fostered and maintained by an enthusiastic and well-prepared classroom teacher. The role of the teacher in engaging students in learning is immensely complex in that it concerns almost all academic and social aspects of the classroom environment. Dörnyei's (1994a) situated framework of L2 motivation outlines three key components of the teacher's role on the impact of L2 motivation: the affiliative motive that is, whether he or she is autonomy

supporting or controlling, authority type, that is whether he or she is autonomy supporting or controlling, and direct socialization of student motivation, that is whether he or she actively develops and stimulates learners' motivation and it includes modeling, task presentation and feedback.

Spithill (1980) emphasizes that teaching practices and teacher personality exert a profound influence. Champer (1999) states;

“The teacher carries an enormous burden of responsibility. She holds all the strings. Her approach to teaching, her personality, her power to motivate, make learning meaningful and provide something which pupils refer to as 'fun', represent the real foundation upon which pupils' judgment of the learning experience is based”(p.137).

Dörnyei (1998) states that with motivation being as important a factor in learning success as argued earlier, teacher skills in motivating learners should be seen as central to teaching effectiveness. According to Hotho & Reimann (1998), choices made by the teacher regarding the subject or task, its function, difficulty or presentation and his or her definition of learning outcomes will have as much impact on the learning process as the learner input in the classroom. Nikolov (1999) investigated the attitudes and motivation of students between the ages of 6 and 14 towards learning English as a foreign language. According to the study, the most important motivational factors are classroom context and the teacher. The study proposes that students are motivated if the classroom activities, tasks and materials are interesting and the teacher is supportive. They are more motivated by the classroom activities rather than instrumental reasons. So, any idea related to the speakers of the target language weren't mentioned as a motivational factor. Teachers can encourage positive reasons for learning, and thereby establish a level or fair playing field from which all students can approach success (Convignton and Teel, 1996).

McCombs and Pope (1994) claim that “the way in which teachers perform their teaching role has a significant impact not only on how well students learn, but also on how motivated they are to learn” (p.27). They listed the roles of teacher in motivating students; first, they imply that teachers need to get to know each student and their personal needs

and interests. A second aspect of the teacher's role as implied by these principles is to focus on ways of challenging students both to take personal responsibility for their own learning and to be actively involved in their learning experiences. Finally, the principles imply that a big part of the teacher's role is to create a safe, trusting, and supportive climate by demonstrating genuine interest, care, and concern for each student. Champer (1999) also conducted a research by employing questionnaires and interviews in a different context. He examined 191 British secondary school learners (age 11-18) of German, and came to the conclusion that of all the possible factors contributing to the students' positive or negative appraisal of L2 learning, teachers were the key. Based on this result he concluded that "the relationship that the teacher has with her pupils plays a crucial role in the atmosphere created in the classroom and the nature of the interaction which goes on, if the relationship is poor, motivation is unlikely to be good" (p.139).

According to Hotho and Reiman (1998), the responsibility of motivated learning cannot solely be with the teacher, as many facets of learner motivation are beyond his or her control. Students are not merely the passive recipients of the teacher's motivation strategies. Skinner and Belmont (1993) examined the effects of three dimensions of teacher behaviour (involvement, structure, autonomy support) on 144 children's behavioral and emotional engagement across a school year. The study showed that teacher involvement was central to children's experiences in the classroom and that teacher provision of both autonomy support and optimal structure predicted children's motivation across the school year.

According to current views of learning, students should have the responsibility for remembering and using information in ways that create permanent changes in their knowledge and skills. Students are expected to be self-directed, self-regulated, and self-motivated learners. Because students differ in their willingness and ability to assume this responsibility, teachers have the important role of helping to elicit and enhance students' natural motivation to learn and natural capacity to be self-determined (McComb, Pope, 1994). Daniels, Kalkman and Comb (2001) investigated the students' perception of teacher practices and learning in two different classroom contexts: learner-centered (LC) and non-learner centered (NLC). In general, students reported that good teachers are caring, helpful (responsive), and stimulating. Also the study suggested that primary grade children could



identify some of the teaching practices that indeed foster their learning and development. Students in general reported lower interest in schoolwork and learning in the NLC classrooms than in the LC classrooms; however, low interest in schoolwork was primarily reported by students who perceived their teachers as less supportive of them as individuals. Noel, Clement, Pelletier (1999) examined how students' perceptions of their teachers' communicative style are related to students' extrinsic and intrinsic motivational orientations in terms of supporting students' autonomy and providing useful feedback about students' learning process. It also examined the link between these variables and various language learning outcomes, including effort, anxiety, and language competence. The results showed that stronger feelings of intrinsic motivation were related to positive language learning outcomes, including greater motivational intensity, greater self-evaluations of competence, and a reduction in anxiety. Moreover, perceptions of the teacher's communicative style were related to intrinsic motivation, such that the more controlling and the less informative students perceived the teacher to be, the lower students' intrinsic motivation was.

According to Splitter (1980), foreign language teachers deal with students of a greater variety of abilities, anxiety levels and motivation than do most other teachers. So, the personality of teacher has an important role in making the students learn the foreign language. Gardner, Magoret, Tennant and Mihic (2004) also state that the learning situations and teacher are among the major components that the students react to. In their study, it was found that the classroom environment can influence attitudes, and interestingly, it is limited largely to reactions to the teacher.

Wong (2007) found out that factors like teachers' personality, professional knowledge, enthusiasm, commitment and professional classroom management skills all have direct influence on their learning motivation

## **28. Teacher Motivational Strategies in Language Classrooms**

Once the concept and role of motivation has been defined and presented I have defined the concept, it can be necessary to concentrate on foreign language teachers' motivational strategies which are related to the topic of this study. The discussions related to how to

motivate the language learners has started during the 1990s. Before that, the primary emphasis had been given to what motivates language learners and the source of motivation. Recently, however, there has been a marked change, and more and more researchers have decided to look at the pedagogical implications of research by conceptualizing motivational strategies. Dörnyei (2001c) states that “from a practicing teacher’s point of view, the most pressing question related to motivation is not *what* motivation is but rather *how* it can be increased”. Dörnyei and Cheng (2007) states that “with motivation being one of the key factors that determine success in L2 learning, strategies in motivating language learners should be seen as an important aspect of the theoretical analysis of L2 motivation” (p.153). According to Spithill (1980), foreign language acquisition is for many the most wearisome of all school learning, but with proper motivational techniques, both fatigue and boredom can be reduced. In literature, various techniques have been proposed to motivate language learners. Oxford and Shearin (1994) offered practical implications that enlarges and enhance the L2 motivation theory. These are presented in Table 2.

**Table: 2**  
**Suggested Motivational Strategies from Oxford and Sharing**

<b>Teachers can</b>
<ul style="list-style-type: none"> <li>• identify why students are studying the new language.</li> <li>• determine which part of L2 learning (for example, speaking conversationally, listening to lectures in the L2, reading L2 newspaper) are especially valuable to the students and can include activities that include those aspects.</li> <li>• help to shape their students’ beliefs about success or failure in L2 learning.</li> <li>• learn to accept varied student goals and provide appropriate feedback on those goals.</li> <li>• accept diversity in the way students establish and meet their goals based on differences in learning styles.</li> <li>• help students heighten their motivation by demonstrating that L2 learning can be an exciting mental challenge, a career enhance, a vehicle to cultural awareness and a friendship and a key to world peace.</li> <li>• provide evidence that the benefits of L2 learning are truly worth the cost.</li> <li>• make the L2 classroom a welcoming, positive place where psychological needs are met and where language anxiety is kept minimum.</li> <li>• provide appropriate instructional framework, offer richness of stimulation by receiving realistic situations where use of the language is essential.</li> <li>• provide extrinsic rewards as a part of instructional design, but teachers can urge students to develop their own intrinsic rewards through positive self-talk and through guided self-evaluation.</li> <li>• help students build their own intrinsic reward system by emphasizing mastery of specific goals, not comparison with other students. Teachers can thus enable students to have an increased sense of self-efficacy, whereby they attribute the outcome of their study to their own efforts rather than to the behaviors of teachers or other students</li> </ul>

Dörnyei (1994a) listed some strategies to motivate language learners, drawing partly his own experiences and findings in educational psychological research. The strategies are organized under three subcategories; *Language level, Learner Level and Learning Situation Level* (Table 3).

**Table: 3**

**The Strategies That Motivate Foreign Language Learners by Dörnyei's Motivation Construct**

**Language level**

- Include a socio cultural component in the L2 syllabus by sharing positive L2- related experiences in class, showing films or TV recordings, playing relevant music, and inviting interesting native speakers
- Develop learners' cross-cultural awareness
- Promote student contact with L2 speakers by arranging meetings with L2 speakers in your country; or, if possible, organizing school trips or exchange programs to the L2 community; or finding pen-friends for your students.
- Develop learners' instrumental motivation by discussing the role L2 plays in the world and its potential usefulness both for themselves and their community.

**Learner Level**

- Develop students' self-confidence by trusting them and projecting the belief that they will achieve goals
- Promote the students' self-efficacy with regard to achieving learning goals by teaching students learning and communication strategies, as well as strategies for information processing and problem-solving...
- Promote favorable self-perceptions of competence in L2 by highlighting what students can do in the L2 rather than what they cannot do, encouraging the view that mistakes are a part of learning, pointing out that there is more to communication than not making mistakes
- Decrease student anxiety by creating a supportive and accepting learning environment
- Promote motivation-enhancing attributions by helping students recognize links between effort and outcome
- Encourage students to set attainable sub goals for themselves that are proximal and specific (e.g., learning 200 new words every week)

**Learning Situation Level**

***Course-specific motivational components.***

- Make the syllabus of the course relevant by basing it on needs analysis,
- Increase the attractiveness of the course content by using authentic materials.
- Discuss with the students the choice of teaching materials for the course Arouse and sustain curiosity and attention by introducing unexpected, novel, unfamiliar, and even paradoxical events
- Increase students' interest and involvement in the tasks by designing or selecting that students can expect to succeed if they put in reasonable effort.
- Match difficulty of tasks with students' abilities
- Increase student expectancy of task fulfillment by familiarizing students with the task type
- Facilitate student satisfaction by allowing students to create finished products that they can perform or display
  - ***Teacher-specific motivational components.***
  - Try to be empathic, congruent, and accepting; according to the principles of person-centered education
  - . Adopt the role of a facilitator rather than an authority figure
  - Promote learner autonomy by allowing real choices about alternative ways to goal attainment
  - Model student interest in L2 learning by showing students that you value L2 learning as a meaningful experience that produces satisfaction and enriches your life, 23) Introduce tasks in such a way as to stimulate intrinsic motivation
- Use motivating feedback by making your feedback informational rather than controlling
  - ***Group-specific motivational components.***
  - Increase the group's goal-orientedness by initiating discussions with students about the group goal(s), and asking them from time to time to evaluate the extent to which they are approaching their goal.
  - Promote the internalization of classroom norms by establishing the norms explicitly right from the start, explaining their importance and how they enhance learning, asking for the students' agreement, and even involving students in formulating norms.
  - Help maintain internalized classroom norms by observing them consistently yourself
  - Minimise the detrimental effect of evaluation on intrinsic motivation
  - Promote the development of group cohesion and enhance inter member relations 30) Use cooperative learning techniques by frequently including group work in the classes

Dörnyei and Csizer (1998) conducted a study among the Hungarian teachers of English to find out what they thought about several motivational techniques and how often they used them in their teaching practice. They administered a questionnaire which consisted of 55 strategies in diverse contexts (from primary school instructor teaching to university lectures teaching). Based on their responses, they have collected ten macro motivational strategies which they called the “Ten commandments for motivating language learners” (Table 4).

**Table: 4**  
**Ten Commandments to Motivate Language Learners**

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

Their survey also showed that the participants considered the teachers’ own behavior to be the single most important motivational factor. The result also indicated that this tool was the most underutilized motivational resource in the teachers’ classroom practice. A modified replication of this study was conducted by Dörnyei and Cheng (2007) in Taiwan. Although, the questionnaires that were used in both study can be different in some respects, the result of the two questionnaires are comparable. 387 Taiwanese teachers of English were asked to rate a list of comprehensive motivational strategies in terms of (1) how much importance they attached to these and (2) how often they implemented them in their teaching practice. The results showed that the motivational macrostrategies that emerged in this study resemble to the ones that were generated by Dörnyei and Csizer (1998) amongst Hungarian teachers of English in that four of the top five macrostrategies

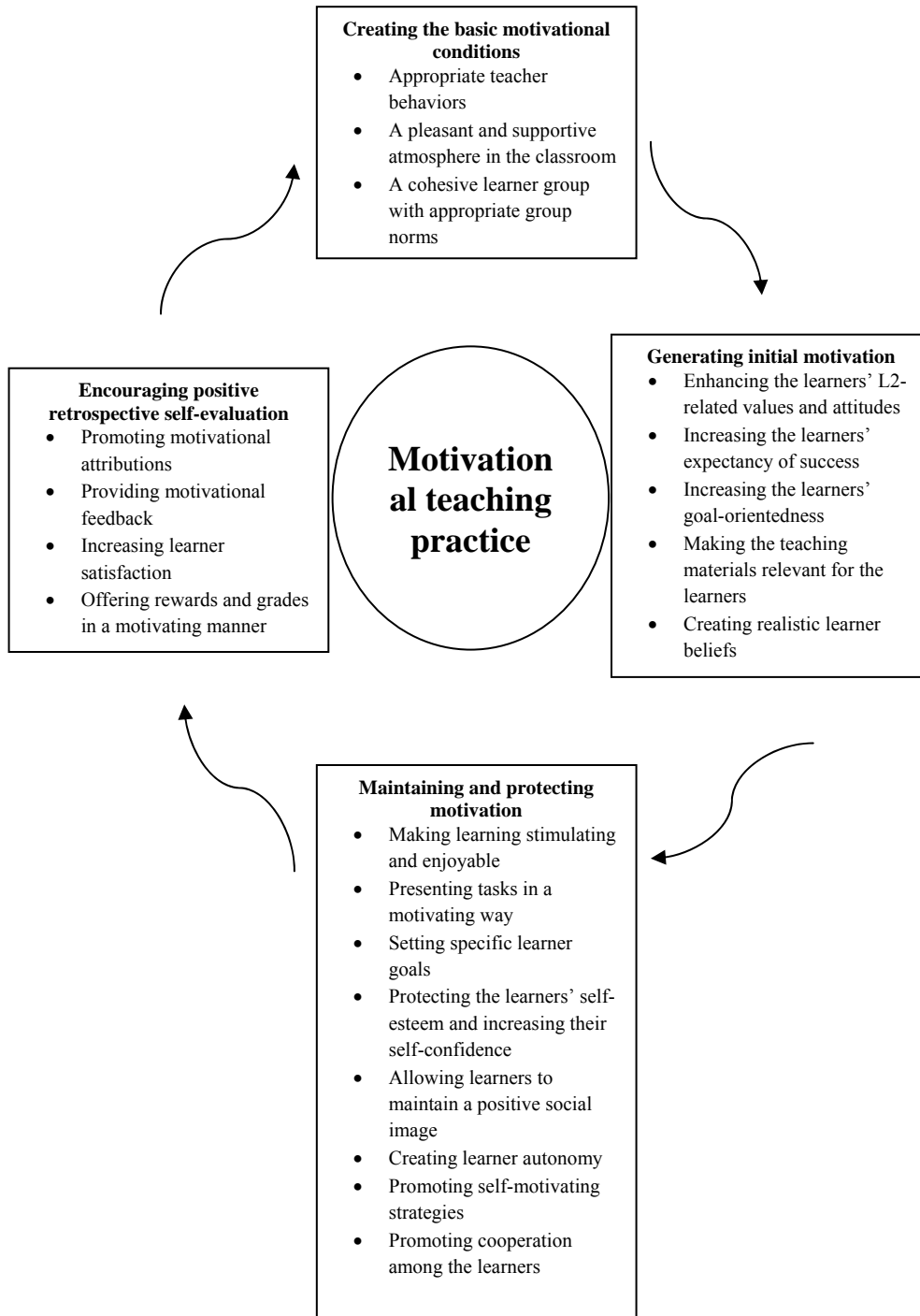
in the two lists coincided (though not necessarily in the same order). So, Dörnyei and Cheng (2007) asserted that some motivational strategies are transferable across diverse cultural contexts. Results indicate that the strategies that seem universal are ‘displaying motivating teacher behaviour’, ‘promoting learners’ self-confidence’, ‘creating a pleasant classroom climate’ and ‘presenting tasks properly’. On the other hand the study showed some discrepancies between the results of the two studies. The most striking difference concerned promoting learner autonomy, which was recognized as a potentially effective motivational strategy in the Hungarian study, yet was perceived as possessing little motivational relevance by Taiwanese English teachers. Also, the reported frequency of the use of specific strategies was analyzed. The two most underutilized macro strategies relative to their importance were ‘making the learning tasks stimulating’ and ‘familiarizing learners with L2-related culture’, which is all the more remarkable because the importance attached to these two strategic domains was originally low, yet the frequency scores could not even match these moderate levels.

Dörnyei proposes another model that consists of four sections for motivational L2 practice (2001) (Figure 5).

- **Creating the basic motivational conditions**, namely, laying the foundations of motivation through establishing a good teacher-student rapport, a pleasant and supportive classroom atmosphere, and a cohesive learner group with appropriate group norms.
- **Generating initial motivation**, that is, “whetting the students’ appetite” by using strategies designed to develop positive attitudes toward the language course and language learning in general, and to increase the learners’ expectancy of success.
- **Maintaining and protecting motivation** through promoting situation-specific task motivation (e.g., by designing stimulating, enjoyable, and relevant tasks), by providing learners with experiences of success, by allowing them to maintain a positive social image even during the often face-threatening task of having to communicate with a severely limited language code, and finally, by promoting learner autonomy.

- **Encouraging positive retrospective self-evaluation** through the promotion of adaptive attributions and the provision of effective and encouraging feedback, as well as by increasing learner satisfaction and by offering grades in a motivational manner.

Figure 5 presents the schematic representation of the model, indicating the main macro-strategies associated with each dimension. The macro-strategies are further broken down into over 100 motivational techniques. These are explained shortly in Figure 5.



**Figure : 5**

**The Components of a Motivational L2 Teaching Practice**

**Source: Dörnyei, 2001a, p. 29**

Another study was conducted by Bernaus and Gardner (2008) to investigate teaching strategies from the teachers' and students' points of view and effects of these strategies on students' motivation and English achievement. Teachers and students rated the frequency

of the use of 26 strategies in their classes. (Table 5) 14 of the 26 strategies were traditional strategies and 12 were innovative. The results indicated that teachers differ in reported frequency of strategies. They usually prefer traditional strategies to innovative strategies.

**Table : 5**

**Language Teaching Strategies in the English Classes by Bernaus and Gardner**

<p><i>Innovative strategies</i></p> <ul style="list-style-type: none"> <li>• Teachers make students do pair work conversation</li> <li>• Students play games in class</li> <li>• Students work in small groups.</li> <li>• Students participate in European projects.</li> <li>• Students use the Internet, CDs or other kind of resources to do research</li> <li>• Teachers speak English in class</li> <li>• Teachers put more emphasis on students' communicative competence than on their discourse competence.</li> <li>• Teachers supplement students' textbook with other materials</li> <li>• Teachers surprise students with new activities in order to maintain their interest.</li> <li>• Teachers give questionnaires to students to evaluate my teaching.</li> <li>• Students do self-evaluation and co-evaluation.</li> </ul> <p><i>Traditional strategies</i></p> <ul style="list-style-type: none"> <li>• Students do listening activities through audio or video</li> <li>• Teachers make students do grammar exercises</li> <li>• Teachers ask students to memorize lists of vocabulary</li> <li>• Students read stories or other kinds of texts in class.</li> <li>• Students write letters or other kinds of texts in class</li> <li>• Teachers addresses questions to the whole class</li> <li>• Teachers assign homework to my students</li> <li>• Teachers make students do dictations.</li> <li>• Students use dictionaries in class</li> <li>• Teachers make students translate texts.</li> <li>• Teachers follow the students' textbook</li> <li>• Teachers allow students to speak target language in the class.</li> <li>• Teachers lay down the norms to be followed in class</li> <li>• Teachers evaluate students' English achievement using tests</li> </ul>
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In his book, Reid (2007) presented 24 teacher strategies for motivation. These are shown in Table 6.



**Table : 6**  
**Twenty-Four Strategies for Motivation by Reid (2007)**

<ul style="list-style-type: none"> <li>• Encourage diversity in learning styles</li> <li>• Encourage creativity</li> <li>• Ensure success with small achievable steps</li> <li>• Provide feedback to students about their own personal progress</li> <li>• Learners need to believe in their own abilities.</li> <li>• Acknowledge the individual styles of each child.</li> <li>• Ensure that a task is age-and interest- related.</li> <li>• Use observation to begin with to get to know the learning and environmental preferences of the children in your class.</li> <li>• Focus on the task and curriculum.</li> <li>• Use a range of leaning styles in class lessons.</li> <li>• Ensure lessons are meaningful.</li> <li>• Minimize pressure.</li> <li>• Organizing group work</li> <li>• Encouraging students to assess their own progress</li> <li>• Show progression</li> <li>• Avoid potential stigma</li> <li>• Develop students responsibility</li> <li>• Encourage students' choice.</li> <li>• Give students responsibility for their own learning</li> <li>• Focus on learning as well as teaching</li> <li>• Involve the class in decisions</li> <li>• Celebrate success</li> <li>• Use positive feedback</li> <li>• Encourage self-evaluation</li> </ul>
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Madrid (2002) studied how powerful were eighteen classroom motivational strategies and what motivational state did the students experience along primary and secondary Education periods. The result showed that the most powerful motivational strategies based on the teacher and students' perception are following.

- 1) Group work
- 2) Satisfying the students' needs and interests
- 3) Student participation in class
- 4) Good grades and fulfillment of students' success expectancies
- 5) Praise and rewards

Also, the weakest motivational strategies were listed as follows;

- 1) No participation, listening passively

- 2) Working individually
- 3) Using foreign language in the class

Guilloteaux (2007) conducted a classroom oriented investigation that focused on how the motivational practices of EFL teachers in South Korea related to students' L2 motivation and motivated classroom behavior. The results indicate that the language teachers' motivational practice is directly linked to increased levels of learners' motivated learning behavior and their motivational state. Also, three high- and three low-motivation learner groups (selected from the initial sample) were compared in order to uncover the students' interpretations and understandings of the quality of their L2 instructional contexts in relation to their motivation and motivated classroom behavior. Results based on quantitative and qualitative data indicated that the motivational practices coexisting with different levels of motivation were woven into the contents and processes of L2 instruction and instruction in general. These contents and processes seemed to stem from teachers' and students' beliefs about what counts as learning in the L2 classroom and what is the best way to learn an L2.

Vural (2007) investigated teachers' and students' perceptions of the motivational behaviors that English teachers in general perform in the classroom. Findings showed that that t teachers' and the students' perceptions of motivational behaviors are similar, although there are some mis-matches. Both teachers and students think that a good teacher-student relationship and teachers' being friendly and supportive are the most motivating behaviors. On the other hand, although the teachers find encouraging students to try harder and asking them to work toward a pre-determined goal motivating, the students do not find these behaviors as motivating. Furthermore, despite the emphasis given on the effect of learner autonomy on motivation in the literature, the students do not find the items concerning autonomy very motivating, and the teachers did not emphasize the effect of learner autonomy on language learning during the interviews.

## **29. Conclusion**

To conclude, this chapter presented a small the review of literature about motivation theories both in education and foreign language education, the factors that affect foreign

language learning process and the role of teachers in motivating foreign language students. Then motivational strategies proposed by scholars and researchers were presented. Shorty, it can be stated that motivation has a crucial role in foreign language learning process and motivational strategies can enhance students' motivation.

## **CHAPTER THREE**

### **3. METHEDODOLOGY**

#### **30. Introduction**

This chapter presents the methods and procedures that this study employed.

#### **31. Research Questions**

This study sought answers to the following questions;

- 1) Which teacher strategies do high school students find motivating in English classes?
- 2) Which teacher strategies do high school students find demotivating in English classes?
- 3) Which teacher strategies do high school English teachers regard motivating for students?
- 4) Which teacher strategies do high school English teachers regard as demotivating for students?
- 5) To what extent do teachers and students agree on the motivational effect of teacher behaviours in English classes?
- 6) What do high school teachers think about the role of teachers as a motivator in English classes?
- 7) What do high school students think about the role of teachers as a motivator in English classes?
- 8) To what extent do teachers and students agree on role of teachers as a motivator in English classes?

### **32. Research Design**

Purpose of this study is to explore teachers' and students' views related to motivational effect of teacher strategies and the role of teachers as a motivator in foreign language classes and compare their views. This study is exploratory in nature. For this purpose, small-scale survey research which is perhaps most commonly used descriptive method in educational research was used. "Typically surveys gather data at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared or determining the relationship that exist between specific events" (Cohen & Manion, 2000). As being the main data collection this research method, questionnaire was used for this study. This investigation took place at a singular point in time, which is called cross-sectional research.

Also, Dörnyei (2001b) stated that "one of the most general and well-known distinction in research methodology is that between qualitative and quantitative research" (p.192). By the administration of questionnaire, both qualitative and quantitative data were collected. So this research was a combination of quantitative and qualitative research design. This study is quantitative one as close statements and viewpoints were defined by the researcher and they were coded as numerical data. This study was also qualitative as participants' verbalized experiences and viewpoints were extracted by short-answer questions.

### **33. Research Instrument**

The study aimed at exploring the teacher motivational strategies with the focus on 1) to what extent participating teacher and students perceived teacher behaviours as motivating or demotivating 2) what the teacher and students think about the role of teacher as motivator. In order to collect data about these aspects, two questionnaires were developed containing the same set of motivational strategies; one was for the teacher and the other one was for the students of these teachers. Questionnaire is particularly suited to this study as the "typical questionnaire is a highly structured data collection instrument, with most items either asking about very specific pieces of information or giving various response options for the respondent to choose from, for example by ticking a box" (Dörnyei, 2002).

Format and statements were the same in both the teacher and student questionnaires expect for the short answer questions in part D.

Before constructing the questionnaire, an item pool was generated. In the item pool, some statements were gathered from the questionnaires used by Dörnyei and Cheng (2007) and Vural (2007). Also, Dörnyei's (2001b) systematic overview of motivational strategies was used as a source and the other statements were written by the researcher based on the knowledge that she gained while reviewing the literature and the experiences of herself as being a teacher.

### **330. Teacher Questionnaire**

Teacher questionnaire (Appendix A) is comprised of four sections;

The first part of the questionnaire was structured with factual questions which were used to find out about who the respondents are. The teachers were expected to give personal information about their school type, years of experience year and sexes.

The second part of the questionnaire consist of 60 closed questions which “are more suitable for large-scale, as they are quick for respondents to answer and are easy to analyze using statistical techniques, enabling comparisons to be made across groups” (Bridget and Cathy, 2005, p. 219). These close questions were comprised of Likert Scale items that are the most commonly used scaling method as “the the method is simple, versatile, and reliable” (Dörneyi, 2003). According to Oppenheim (1992), Likert scales' primary concern is with uni-dimensionality, making sure that all the items would measure the same thing on an attitude continuum for each statement. The participant teachers were provided 60 teacher behaviours that based on the own experience as a teacher and that drawn from literature. The respondents are asked to indicate the extent to which they find teachers' behaviours as motivating or demotivating with these items by marking one of the responses on a ranging from “very motivating” to “very demotivating” (1: very motivating, 2: motivating, 3: no effect, 4: demotivating, 5:very demotivating). The purpose was to obtain an overall opinion about the teachers' ideas related to the motivational effect of the stated teacher strategies.

The third part of the questionnaire was structured to get participants general ideas about 3 statements. The participants were to indicate their degree of agreement or disagreement to 3 statements on a five- point scale. (1: Strongly Agree, 2: Agree, 3: Neutral, 4: Disagree, 5: Strongly Disagree). The first statement aimed at finding out their perception of the effect of teachers' behaviours on students' motivation level. The second item aimed to learn teachers' views about teachers' responsibilities for motivating students. The third statement was asked to find out their perception of the effect of students' motivation level on their learning process.

The fourth part of the teacher questionnaire consisted of four open-ended questions which require a more free-ranging and unpredictable response from the participants. In the first question, teachers were asked about their ideas on the role of student motivation in their learning process. The second question was asked to get teachers' ideas about whether or not teacher behaviours affect students' motivation. Third question sought an answer to the question of to what extent it is teachers' job to motivate students. The fourth question was asked to get their suggestions about classroom strategies that really motivate their students.

**Table : 7**

**Outline of Teacher Questionnaire**

Part I Personal information about teachers' school type, experience year and sex
Part II 60 statements related to teacher behaviours
Part III Three statements to elicit teachers' views and ideas
Part IV Four open-ended question

**331. Student Questionnaire**

Student questionnaire (Appendix B) consists of four sections;

The first part of the questionnaire was structured with factual questions which were used to find out about who the respondents are. The students were expected to give personal information about their school type, sex and class level.

Second part of the questionnaire was used to gather their perception related to the motivational effect of the teacher behaviours. 60 Likert-scale statements were presented to the participating students who were asked to indicate the extent to which they find teachers' behaviours as motivating or demotivating by marking one of the options ranging from "very motivating" to "very demotivating" (1:Very motivating, 2:Motivating,3: No effect, 4: Demotivating, 5: Very demotivating). The same teacher strategies, presented in the teachers' questionnaire, were also used in the student questionnaire.

The third part of the questionnaire consisted of four statements to elicit participants' general ideas about given statements. The participants were asked to indicate their degree of agreement or disagreement with four statements on a five- point scale. (1: Strongly Agree, 2: Agree, 3: Neutral, 4: Disagree, 5: Strongly Disagree). The first statement aimed at finding out students' perceptions of the effect of teachers' strategies on students' motivation level. The second item aimed to elicit students' views about teachers' responsibility for motivating them. The third statement aimed to find out their perception of the effect of students' motivation level in their learning process. The fourth statement aimed to find out their perceptions about the effect of their teachers' on their learning process.

Fourth part of the questionnaire consisted of three *open-ended questions* which require a more free-ranging and unpredictable response from the participants. The first question aimed to elicit the students' description of the strategies of a current or previous English teacher who really motivated them to learn English as a foreign language. In the second question, the students were asked to describe the behaviours of a current or previous English teacher who really demotivated them to learn English as a foreign language. Third question was asked to elicit students' opinions about their current teachers' motivating strategies. The fourth question was asked to elicit students' suggestions on what a teacher could do to motivate students.



**Table : 8**  
**Outline of Students' Questionnaire**

Part I Personal information about students' school type and sex
Part II 60 items on teachers' strategies
Part III Four statements to elicit students' views and ideas
Part IV Three open-ended questions

### **34. Setting**

This study was conducted at different types of high school in the 2008-2009 educational year in the city of Trabzon. The schools were Erdođdu, Yomra, Arsin general high schools, Tevfik Serdar, Yomra, Arsin Anatolian high schools and Araklı Anatolian teacher high school, Yomra Science high school, İMKB Anatolian Vocational High for Girls, Multi-Program High school and 80th year Anatolian Technical and Vocational high school in Trabzon. The participating schools are educational institutions that are under control of The Turkish Ministry of Education. Based on the overall national education objectives, the purpose of secondary education is to give students a minimum common culture, to identify individual and social problems, to search for solutions, to raise awareness in order to contribute to the socio-economic and cultural development of the country and to prepare the students for higher education, for profession, for life and for business in line with their interests and skills. The general features' of the high schools which participated in this study can be described as follows;

General high schools are educational institutions that prepare students for higher education and provide the students with education and culture in the line of national educational goals. Educational period of high school lasts four years and these schools accept students without exam.

Anatolian high schools are educational institutions whose goals are to prepare the students for higher education according to students' interest, ability and success and to enable them to learn a foreign language to keep abreast of scientific and technological developments in the world. Anatolian high schools admit their students based on the

Nationwide High School Entrance score and end-of-year. Anatolian high schools were established as an alternative to expensive private schools teaching in foreign languages.

Anatolian Teacher Preparatory High Schools are four-year schools designed to prepare prospective teachers to enter universities' teacher education programs. In addition to the core curriculum courses, students take courses in general education theory and methodology as well as history of education.

Vocational and Technical High Schools prepares students for employment or for higher education. Vocational high schools, which last four years, offer courses such as binding and screen printing, ceramics, electrical engineering and electronics, food technology, library science, and telecommunications. Technical high schools that last four-years offer courses such as electronics, technical drawing, and communications. Vocational and technical high schools produce train qualified people for various professions and also prepare students for higher education.

Science high schools were established with the aim of providing education to exceptionally gifted mathematics and science students; providing a source for the training of high-level scientists in order to meet the needs of the nation; encouraging students to engage in research activities; providing facilities for students interested in working on inventions and discoveries; serving as laboratory for procedures to be implemented in the science and mathematics programs of other secondary schools. These schools offer a four-year program with a curriculum that emphasizes science and mathematics. The schools in accordance with regulations are boarding schools. The language of instruction is Turkish. Entrance to science high schools generally requires the highest scores on entrance exams.

The National Education System provides the foreign language education curriculum considering the needs of high school types. In general the goals of foreign language education program are to enable the students to gain the ability of listening-comprehension, the reading-comprehension, speaking and writing taking into consideration of goals of schools in conformity with the overall objectives and fundamentals of National Education and to enable students to communicate with the learned language and maintain apposite attitudes towards foreign language education. To

provide equality of opportunity in all kinds and at all levels of education, for each type of high school the English language curriculum is designed by the Turkish Ministry of National Education. Each school type has different number of English lesson hours and for each type of high schools, English lesson schedule time was presented below in Table 9.

**Table : 9**  
**English Lesson Time Schedule in Participant Schools**

School Type	Class Level			
	9th	10th	11th	12th
Yomra, Arsin, Erdoğan general high schools	3	3	-	-
Tevfik Serdar, Yomra, Arsin Anatolian high schools	10	4	4	4
Araklı Anatolian teacher high school	10	4	4	4
Yomra Science high school	8	3	3	3
80 <sup>th</sup> year Anatolian Vocational and technical High school	10	4	4	4
İMKB Anatolian Vocational High for Girls	10	4	4	4
Multi-Program high school	3	3	-	-

### 35. Participants

The main sampling criterion for this study was to generate as much diversity as possible in terms of students and the teachers in different type of high school context. For this study, participants consisted of two groups, the first one is teachers and the second one is students. The first participant group in this questionnaire survey was 25 English teachers in the city of Trabzon, teaching in various high school contexts, dependent on the Ministry of National Education. The researcher visited the schools and asked the English language teachers to participate in this study after informing them about the study. The detailed features of teacher participants are described in Table 10, 11, 12.

**Table : 10**  
**Profile of Participant Teachers**

Type of school context	Frequency	Percentage (%)
Yomra Anatolian High School	1	4,0
Yomra High School	3	12,0
Yomra Science High School	2	8,0
Arsin High School	1	4,0
Arsin Anatolian High School	1	4,0
Multi-Program High School	1	4,0
Erdogdu High School	2	8,0
Tevfik Serdar Anatolian High School	4	16,0
Trabzon Girl's Vocational High School	3	12,0
Araklı Anatolian Teacher High School	4	16,0
80.Year Anatolian Technical and Industrial Vocational High School	3	12,0
<b>Total</b>	<b>25</b>	<b>100</b>

**Table : 11**  
**Teachers' Years of Experience**

	Frequency	Percentage (%)
1-5 years	9	36,0
6-10 years	13	52,0
11-15 years	3	12,0
<b>Total</b>	<b>25</b>	<b>100,0</b>

**Table : 12**  
**Sex Profile of Participant Teachers**

	Frequency	Percentage (%)
Female	19	76,0
Male	6	24,0
<b>Total</b>	<b>25</b>	<b>100</b>

For this study, convenience sampling method was used for the selection of participating teachers. In the convenience sampling method, members of the target population are selected for the purpose of the study if they meet certain practical criteria, such as geographical proximity, availability at a certain time, or easy accessibility (Dörnyei, 2002). Firstly, as researcher works in Yomra high school, it was very easy for her to reach the student and teacher participants. Second, researcher decided to study in Yomra Science, Anatolian high school and Arsin normal and Anatolian high school and Araklı Anatolian

Teacher high school because she could easily reach them in terms of location. Third, because of researchers' personal contacts, it was preferred to administer the questionnaire in the 80<sup>th</sup> year Anatolian Technical and Industrial Vocational High School, Multi-Program High School, Erdođdu High School, Vocational High School for Girls, Tevfik Serdar Anatolian High School, Erdođdu High School.

The second participating group in this questionnaire survey was 299 ninth or tenth class level students from various high school contexts, dependent on the Ministry of National Education in the city of Trabzon. For the selection of participating students, quota sampling was used. By quota sampling, it is aimed to “obtain representatives of various elements of the total population in the proportions in which they occur there” (Cohen and Manion, 2000). One of teachers in each school, who was willing to participate in the study, administered the questionnaire to their students. The questionnaires were administrated to the students by their English teachers during an English class. In each school, only one class which was determined by their teachers participated in the study. In normal and technical and vocational high schools, students only take English courses in ninth and tenth class, for that reason the participant students class level is limited to ninth or tenth class level to ensure the generalizability of the study. The detailed features of student participants were described in Table 13, 14, 15.

**Table : 13**  
**Profile of Participant Students**

<b>Type of school context</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Yomra Anatolian High School	31	10,4
Yomra High School	28	9,4
Yomra Science High School	23	7,7
Arsin High School	23	7,7
Arsin Anatolian High School	28	9,4
Multi-Program High School	27	9,0
Erdođdu High School	14	4,7
Tevfik Serdar Anatolian High School	29	9,7
Trabzon Girl's Vocational High School	34	11,4
Araklı Anatolian Teacher High School	22	7,4
80 <sup>th</sup> Year Anatolian Technical and Industrial Vocational High School	40	13,4
<b>Total</b>	<b>299</b>	<b>100,0</b>

**Table : 14**  
**Class Level Profile of Participant Student**

	<b>Frequency</b>	<b>Percentage (%)</b>
Ninth Class	151	50,5
Tenth Class	148	49,5
<b>Total</b>	<b>299</b>	<b>100</b>

**Table : 15**  
**Sex Profile of Participant Students**

	<b>Frequency</b>	<b>Percentage (%)</b>
Female	166	55,5
Male	148	49,5
<b>Total</b>	<b>299</b>	<b>100</b>

### **36. Piloting the Questionnaires**

To collect the feedback the questionnaires would work and do their job, perform for which it was designed, the student questionnaire was piloted to five students who were eager to spend some time and whose opinions the researcher valued and the teacher questionnaire was piloted to two teachers. The participants were asked to go through the items and answer them. The researcher was present while they were working and by this way their reactions (hesitations or uncertainties) were noted and their spontaneous questions or comments were also responded.

Once they went through all items, they were asked to mark any items;

- whose wording they didn't like.
- whose meaning was not 100 percent clear
- that they considered unnecessary.

Based on the feedback received from the initial pilot group, student questionnaire was administered to a randomly selected a 10<sup>th</sup> grade class which consisted of 25 students. An item analysis was conducted and missing responses were analyzed. Some items which were left out by several responses could serve as an indicator that something was not clear; perhaps the items were too difficult, ambiguous and sensitive. Based on the feedback, alternations were done. Also, some amendments were suggested by my supervisor.

### **37. Data Collection Procedure**

Both the teacher and student questionnaire was the main instrument to get information about students' and teachers' perceptions and views. First of all, the questionnaires that were used in this study were prepared in English. In order to avoid any misinterpretations or misunderstandings related to language competence, the student questionnaire was translated into Turkish for this study. Firstly, the teacher questionnaire was administered by one to one method. The researcher handed out the questionnaire to the participating teachers and arranged the completed form to be picked up between the date of 16<sup>th</sup> and 23<sup>th</sup> of March, 2009. By group administration method, the teachers distributed the questionnaires to the students. The researcher also was present in each class so she could explain the purpose of the study in detail. The students completed the questionnaire in a single class period

### **38. Data Analysis Procedure**

This study collected both qualitative and quantitative data. Statistical Package for Social Science (SPSS 14) was used to analyze the quantitative data which were collected by the items in second and third part of the questionnaires. 60 teacher strategies were grouped into 10 clusters based on their content similarities. Descriptive statistics were used during the data analysis, such as mean, percentage, and standard deviation of each item. To compare students' and teachers' responses to the items and to describe equality of means, *independent sample t-test* is used. The qualitative data which was obtained from the short-answered questions in part 4 were analyzed through categorization of the responses.

Also, according to Cronbach' Alpha statistics, a reliability coefficient in of .70 or higher is considered "acceptable" in most social science research situations. Reliability of teachers' questionnaire was shown to be high using all items because alpha is .827. Reliability of students' questionnaire was found to be higher with .913 alpha values.



## **CHAPTER FOUR**

### **4. FINDINGS AND RESULTS**

#### **40. Introduction**

As mentioned in Chapter 3, this study aimed to find out the similarities and differences between teachers' and students' perceptions about the motivational effects of teacher behaviours and strategies and to elicit both teachers' and students' views on the role of teachers as motivator in foreign language classes.

This study employed two questionnaires, one was for students and the other one was for their teachers to collect necessary data. The study was conducted with 229 students and their 25 teachers in 11 different high schools. This chapter presents and discusses the findings, obtained from the data.

#### **41. Students' Perceptions of Very Motivating or Motivating Teacher Strategies**

To find out the students' perceptions of very motivating or motivating strategies, the students rated the teacher's strategies on the 5-point Likert scale, ranging from 1 "very motivating" to 5 "very demotivating" in the questionnaire. Teacher strategies were grouped and analyzed in terms of their purposes; teacher-student rapport, promoting students' self confidence, recognizing students' effort, creating a relaxing classroom climate, presenting the task, task stimulating, directing students towards a goal, familiarizing students with L2 related values, promoting group cohesiveness in the class, promoting learner autonomy. Full responses are recorded in Table 16 and percentages of each statement are displayed.

**Table : 16**  
**Students' Perceptions of Very Motivating or Motivating Teacher Strategies**

	Very motivating (%)	Motivating (%)	No effect (%)	Demotivating (%)	Very demotivating (%)
<b>Teacher-student rapport</b>					
1) having good relationship with students	63,6	33,7	1,7	0,7	0,3
2) getting to know the students individually	49,5	41,1	8,4	0,7	0,3
3) showing the students that the teacher care about them	55,7	32,8	7,1	2,4	2,0
5) making him/her available to the students	56,9	34,6	6,1	1,7	0,7
11) showing the students that he / she has high expectations for what the students can achieve	55,3	36,3	6,4	0,7	1,4
<b>Recognizing students' effort</b>					
12) focusing on individual improvement rather than exam and grades	45,2	36,3	15,8	1,7	1,0
13) monitoring students' progress regularly	43,2	42,2	12,6	0,7	1,4
14) rewarding any of the student success	48,1	30,7	19,1	0,7	1,4
15) thanking students for their good comments	50,8	39,7	7,5	0,7	1,4
17) praising students for their participations to the activities	39,8	40,5	12,9	3,4	3,4
<b>Promoting students' self-confidence</b>					
25) letting the students correct their classmates errors	24,1	43,7	23,7	5,1	3,4
26) being tolerant to the students' mistakes	23,4	45,0	22,0	5,5	4,1
27) reminding the students that the mistakes are natural part of language learning	38,1	38,8	21,1	1,4	0,7
28) encouraging students to study harder	31,6	49,8	12,5	4,7	1,3
29) teaching students the strategies that make the learning process easier	63,3	30,0	5,7	0,3	0,7
<b>Creating a relaxed classroom climate</b>					
30) Asking the students to answer the question even if they have not indicated that they want to talk	33,6	40,6	16,4	5,4	4,0
31) incorporating humor and fun to the class	49,5	33,3	14,8	0,3	2,0
32) using a short and interesting opening activity to start each class	60,9	31,0	7,1	1,0	-
<b>Presenting the task</b>					
35) using auditory and visual aids in the class	60,9	31,0	7,1	-	1,0
34) ) giving clear instruction by modeling how to carry out a task	42,4	46,8	9,8	0,7	0,3
37) providing activities that are worthwhile for the students	43,8	42,8	12,0	0,3	1,0
33) explaining the purpose of each task	32,8	50,0	16,6	0,3	0,3
<b>Task stimulating</b>					
36) incorporating games to the learning	49,5	33,3	14,8	0,3	2,0
41) providing activities that increase students curiosity and attention	48,6	43,5	7,2	0,3	0,3
42) making the tasks challenging	26,0	49,0	18,8	5,1	1,0
43) providing tasks that are relevant to students' lives ( music, film, sport)	56,6	30,0	10,4	1,0	2,0
44) asking questions to get students opinions related to the tasks	43,1	45,5	9,4	1,0	1,0
45) asking students to make predictions about the upcoming activities	25,9	41,0	29,4	2,0	1,7

<b>Goal-Orientedness</b>					
38)often emphasizing the benefits of learning English	23,2	37,7	30,6	6,4	2,0
39) encouraging learners to select short and long-term goals	27,0	45,7	25,3	1,7	0,3
<b>Familiarizing learners' with L2 related values</b>					
50) bringing various authentic cultural materials to the class.(newspaper, magazine)	25,8	41,0	28,5	2,4	2,4
51) encouraging students to use English outside the classroom (e.g. internet...)	30,5	34,6	28,5	3,4	3,1
<b>Promoting Group cohesiveness</b>					
52) using group work to mix the students	36,9	39,2	20,1	2,0	1,7
<b>Promoting Learner Autonomy</b>					
55) taking students' choices in designing and running the language lesson	52,9	22,5	19,8	1,4	3,4
58) getting into discussions based on something students bring up even when this doesn't seem to be part of his/her lesson plan	24,7	31,8	29,4	9,1	5,1
59) encouraging peer learning	20,9	43,4	29,0	5,1	1,7
60) encouraging students to assess their own learning progress.	19,0	44,7	32,2	2,7	1,4

As seen in Table 16, items, in terms of teacher-students rapport, majority of students think that teachers' having good relationship with students (97, 3%), getting to know the students (90, 6%), showing that students that the teacher care about them (88, 5%), making him/her available to the students (91, 5%), showing the students that she/he has high expectations for what the students can achieve have very motivating effect on students. In terms of recognizing students' effort, teachers' focusing on individual improvement rather than exam and grades (81,5%), monitoring students' progress regularly (85,4%), rewarding any of the student success (78, 8%), thanking students for their good comments (90, 5%), praising students for their participations to the activities (80, 3%) were found very motivating by students. Students also consider that teachers' letting the students correct their classmates' errors (67, 8%), being tolerant to the students' mistakes (68, 4%), reminding the students that mistakes are natural part of language learning (76, 9%), encouraging students to try harder (81, 4%) are motivating. According to 93, 3% of students, teaching students the strategies that make the learning process easier is the most motivating teacher strategy in this group. In terms of creating a relaxed climate environment, majority of students think that teachers' incorporating humor and fun to the class (82,8%) and using a short and interesting opening activity to start each class (91,9%) is really very motivating. On the other hand, teachers' asking the students to answer the question even if they have not indicated that they want to talk (74,2%) was found less motivating as compared to the other items in this group. In making the task more stimulating, teacher's incorporating games to the learning (82, 8%), providing activities

that increase students' curiosity and attention (92, 1 %), providing tasks that are relevant to students' lives (music, film, sport) (86, 6 %), asking questions to get students opinions related to the tasks (82, 8 %) were found very motivating by majority of students. In this group, the Items 42 and 45 were found only motivating by majority of students. To direct students to a more oriented process, teacher's often emphasizing the benefits of learning English (60, 9%) and encouraging learners to select short and long-term goals (72,7%) were found to be motivating for students. The Majority of students also think that teacher's bringing various authentic cultural materials to the class (newspaper, magazine), (66,8%) and encouraging students to use English outside the classroom (e.g. internet...) (65,1%) are among the motivating strategies regarding familiarizing them with L2 related values. In terms of group cohesiveness, Item 52 was found motivating by the majority of students (76, 2%).To support students' autonomy, teachers' taking students' choices in designing and running the language lessons (75,4%), getting into discussions based on something students bring up even when this doesn't seem to be part of his/her lesson plan (59,5%), encouraging peer learning (74,3%), encouraging students to assess their own learning progress (63,7%) were found motivating by majority of students.

In the open ended questions, students were asked to describe their current or previous teachers' motivating behaviours (Item 65) and to suggest teacher strategies that they think motivating (Item 67). Students mostly stated the strategies and behaviours that were presented in Table 17 as motivating. Some of the student responses to the open ended questions tend to support result of the Likert- scale items.

Table : 17

**Motivating Teacher Behaviours, Reported in the Open-Ended Question by Students**

<p><b>Teacher –student rapport</b></p> <ul style="list-style-type: none"> <li>▪ having good relationship with students (<b>item 1</b>)</li> <li>▪ getting to know the students individually (<b>item 2</b>)</li> <li>▪ showing students that teacher care about them (<b>item3</b>)</li> <li>▪ making himself /herself available to students (<b>item5</b>)</li> <li>▪ being friendly and supportive</li> <li>▪ having a smiling face</li> <li>▪ being considerate</li> <li>▪ speaking softly</li> <li>▪ calling students’ name</li> <li>▪ showing students that teacher like them</li> <li>▪ taking students’ side when necessary</li> </ul>	<p><b>Presenting Task</b></p> <ul style="list-style-type: none"> <li>▪ teaching effectively</li> <li>▪ using auditory and visual aids (<b>item 36</b>)</li> <li>▪ teaching in an easy way</li> <li>▪ providing lots of activities related to newly learned subject</li> <li>▪ giving examples from daily-life</li> <li>▪ using flashcard while teaching vocabulary</li> </ul>
<p><b>General teacher ability and behaviour</b></p> <ul style="list-style-type: none"> <li>▪ being sure of himself or herself</li> <li>▪ being active during lesson</li> <li>▪ seeming willing to teach English</li> <li>▪ having good pronunciation</li> </ul>	<p><b>Goal-orientedness</b></p> <ul style="list-style-type: none"> <li>▪ emphasizing benefits of learning English (<b>item 39</b>)</li> <li>▪ telling the students that if students want they can learn English easily</li> <li>▪ emphasizing that English is easy to learn</li> </ul>
<p><b>Task Stimulating</b></p> <ul style="list-style-type: none"> <li>▪ providing English sketches</li> <li>▪ teaching songs</li> <li>▪ providing activities, related to music, cinema, sport (<b>item43</b>)</li> <li>▪ using puzzles</li> <li>▪ incorporating games to the lesson (<b>item 36</b>)</li> <li>▪ incorporating listening and speaking activities</li> <li>▪ using English short stories</li> <li>▪ wanting students to write short stories</li> <li>▪ using movies</li> <li>▪ providing enjoyable tasks</li> <li>▪ wanting students to write their experiences in English</li> <li>▪ encouraging students to prepare magazines, graffiti</li> </ul>	<p><b>Student Effort</b></p> <ul style="list-style-type: none"> <li>▪ asking students questions who generally don’t participate the class activities to check whether they understand the subject or not</li> <li>▪ controlling the given homework</li> <li>▪ talking about students’ progress individually</li> <li>▪ giving a short break when s/he understands that the students are bored</li> <li>▪ saying “well done” or “good job”</li> <li>▪ rewarding students’ success (<b>item 15</b>)</li> <li>▪ praising students (<b>item 18</b>)</li> </ul>
<p><b>Student Self Confidence</b></p> <ul style="list-style-type: none"> <li>▪ correcting mistakes without embarrassing students</li> <li>▪ correcting mistakes without criticizing</li> <li>▪ make students believe themselves about their ability in learning English</li> <li>▪ correcting each mistake kindly</li> <li>▪ being tolerant to students’ mistakes (<b>item 25</b>)</li> </ul>	<p><b>Group-cohesiveness</b></p> <ul style="list-style-type: none"> <li>▪ giving homework in groups</li> <li>▪ using group-work (<b>item 52</b>)</li> </ul>
<p><b>Class Climate</b></p> <ul style="list-style-type: none"> <li>▪ creating an enjoyable classroom environment</li> <li>▪ using interesting opening activity to start each lesson (<b>item 32</b>)</li> <li>▪ telling jokes</li> </ul>	<p><b>Student autonomy</b></p> <ul style="list-style-type: none"> <li>▪ Taking’ students choices in designing and running the lesson (<b>item 55</b>)</li> </ul>

## 42. Students' Perceptions of Very Demotivating or Demotivating Teacher Strategies

The percentages of responses on the students' perceptions of very demotivating or demotivating teacher strategies are recorded in Table 18. For students, the teacher strategies in Items 16 (81, 1%) and 23 (84, 1%) are very demotivating considering students' self confidence. They think that when the teachers criticize students due to their mistakes or low exam marks, they become demotivated. In terms of classroom climate, teacher's comparing the students with each other publicly (77, 8%), and showing favoritism towards some of students (68, 5%) were found very demotivating by majority of students. Also, the majority of students (78, 1%) don't like being asked difficult questions in the exams and they think that this strategy really demotivates them. In terms of task stimulating, students (69, 7%) generally found teacher's using the tasks that exceed the students' competence as demotivating.

**Table : 18**  
**Students' Perceptions of Very Demotivating or Demotivating Teacher Strategies**

	Very motivating (%)	Motivating (%)	No effect (%)	Demotivating (%)	Very demotivating (%)
<b>Student's -Self Confidence</b>					
16) criticizing the students publicly because of their low exam marks	1,0	2,4	15,5	7,1	74,0
23) criticizing students' mistakes	1,4	2,4	12,2	25,1	59,0
<b>Classroom Climate</b>					
8) showing favoritism towards some of the students	2,0	7,8	21,7	21,7	46,8
22) comparing the students with each other publicly	2,1	4,5	15,6	22,1	55,7
<b>Learner Autonomy</b>					
57) being the only decision-maker in the class					
<b>Recognizing Student's effort</b>					
21) asking difficult questions in the exams	2,0	3,1	16,7	36,5	41,6
<b>Task stimulating</b>					
46) using the tasks that exceed the students' competence	3,7	3,7	22,8	37,4	32,3

In the open ended questions students were asked to describe the current or previous English teachers' behaviours that demotivated them to learn English (Table 19). When the students' answers were analyzed it was noted that mostly students complained about

teachers' general behaviours in the class. Frequently encountered teachers' strategies in the students' answers to that question are teachers' often shouting to children, getting angry at students, being unkind, being strict, being sulky, not being tolerant, not caring about students (related to the appropriate teacher behaviour). In terms of students' self-confidence, majority of the student expressed that teachers' criticizing students' mistakes publicly because of their mistakes or low exam marks which is related to items 23 and 22 is very demotivating. Students also expressed that when the teachers gave a lot of homework, they became demotivated. They stated that when they do a lot of homework, they start to get bored with the lesson and after a while they don't want to do anything. Also, according to some students, giving homework that exceeds students' competence is really demotivating. In terms of task stimulation, the majority of students think that teacher's asking difficult questions, giving tasks and homework that exceeds students' competence is really demotivating. Regarding creating a relaxing classroom climate, students mostly agreed on the idea that teachers' showing favoritism (Item 8) towards some students, being biased towards some students, only talking to the same students in the class, comparing the students and classes with each other (Item 31) are demotivating. Apart from these some students reported some demotivating behaviors and strategies which are presented in Table 19.

**Table : 19**

**Demotivating Teacher Strategies Reported in Open-ended Question by Students**

Teachers'
starting the lesson immediately when s/he enter the class expecting students to translate long texts into Turkish often doing oral exam expecting students to memorize all the words adapting rote-learning not doing listening activities but doing listening exams expecting students to be well-prepared all the time speaking in a low voice teaching fast teaching without giving short break when students get bored

### 43. The Strategies that Have No Effect from the Perception of Students

According to the majority of students (%65,7), teachers' displaying the class goals on the wall (Item 40) has no effect to direct them to a goal (Table 20). Only few students think that this strategy has a motivating effect. This is the only one strategy that was found having no effect on students' motivating.

**Table : 20**

#### **The Strategies that Have No Effect from the Perception of Students**

<b>Goal-Orientedness</b>	<b>Very motivating (%)</b>	<b>Motivating (%)</b>	<b>No effect (%)</b>	<b>Demotivating (%)</b>	<b>Very demotivating (%)</b>
40) Displaying class goals on the wall	8,7	21,2	65,7	2,4	2,0

### 44. Strategies about Which the Students Have Mixed Perceptions

This section presents the strategies about which the students have mixed perceptions. Table 21 shows percentage of responses to each item. According to 56,5% of the students, teacher's being a figurative figure in the class (Item 7) is very motivating or motivating, 18,7 % of the students think that this teacher behaviour has no effect on the students' motivation level. On the contrary, for the 21,7 % of the students, it is a demotivating behaviour. Although nearly half of students think that it is a motivating strategy, nearly half of students don't differ from the other half of participating students. When the students were asked their opinion about teachers' keeping them silent during the lesson (Item 4), 31,9 % of them stated that it was motivating, 29,2 % of them stated that it had no effect, and 39,9 % of them stated that it had a demotivating effect. Even though responses to this item were high for its demotivating effect, a general conclusion cannot be drawn. For the Item 10, a general result cannot be stated as there seems to be disagreement. In general, students thought that it had a demotivating effect (30,7%) or no effect (34,5%) or motivating effect (34,8%). 55,4% of the students stated that teachers' talking with the students' families about students' progress from time to time (Item 19) was motivating,



whereas 32,00% of them stated that it had no effect. Also, a minority of students (12, 8 %) stated that it had a demotivating effect. Teacher's walking around the class during the lesson (Item 6) was motivating of students (41, 9 %) and had no effect on students (45, 5 %). Also this shows us that this teacher behaviour generally doesn't have a demotivating effect (11, 0%). Item 9 that is in parallel with Item 6 was thought to be demotivating for 41, 8% of the students and was thought to have no effect on 49, 2% of the students. In general, students were sure about teachers' sitting on the chair during the lesson wasn't motivating (6, 0% of the students).

Half of the participant students stated that teachers' giving homework as punishment (Item18) has a demotivational effect (50, 1 %). But, 35, 6% of the students stated that it had no effect in motivating the students. 47, 6 % of the students reported that teachers' often doing exams (Item 20) wasn't motivating and 33, 6 % of the students stated that it had no effect in motivating the students.

**Table : 21**  
**The Strategies About Which the Students have Mixed Perceptions About Teacher Strategies**

	Very motivating (%)	Motivating (%)	No effect (%)	Demotivating (%)	Very demotivating (%)
<b>Teacher Behaviour</b>					
4) being an authoritative figure in the class	21,7	34,8	18,7	14,4	6,7
7) keeping the students silent during the lesson.	8,9	22,0	29,2	26,8	13,1
10) showing his/her disapproval when the students demonstrate undesirable behavior	12,3	22,5	34,5	24,6	6,1
19) talking with the students' family about students' progress from time to time	15,6	39,8	32,00	8,2	4,4
6) walking around the class during the lesson	15,1	26,8	45,5	7,0	4,0
9) Sitting on the chair during lesson.	3,7	2,3	49,2	24,7	17,1
<b>Student effort</b>					
18) giving homework as punishment.	5,1	9,2	35,6	23,7	26,4
20) often doing the exam	5,0	13,8	33,6	30,2	17,4
<b>Creating a relaxed classroom climate</b>					
53) holding students in competition with each other.	14,2	24,0	31,4	15,9	14,5
<b>Student self-confidence</b>					
24) always correcting students' mistakes	17,1	29,00	27,3	22,5	4,1
<b>Goal-orientedness</b>					
38) often emphasizing the benefits of learning English	23,2	37,7	30,6	6,4	2,0
<b>L2-related values</b>					

47) inviting native speakers to class	29,8	24,7	31,5	6,2	7,9
48) speaking English during lesson	15,8	32,0	24,1	19,2	8,9
49) wanting students to talk in English in the class	13,7	35,6	21,2	16,4	13,0
<b>Group-cohesiveness</b>					
54) forming class rules	9,7	31,0	40,3	11,4	7,6
<b>Learner-autonomy</b>					
58) getting into discussions based on something students bring up even when this doesn't seem to be part of his/her lesson plan	24,7	31,8	29,4	9,1	5,1
56) letting group presentation in class	9,4	30,1	39,1	11,0	7,4

It was found that there was also disagreement on Item 24. 41, 1 % of the students pointed out that teachers' always correcting their mistakes had a motivational effect. For 27, 3 % of the students, it had no effect and for 26, 6 % of the students stated that this behaviour was demotivating. Although the majority of the students agreed on the motivational effect of this item, we also should take into consideration the other participants views.

60, 9 % of the participant students thought that teachers' often emphasizing the benefits of learning English (item 38) was motivating. 30, 6 % of students thought that it had no effect and the minority of them (8, 4%) stated that it was demotivating.

When asked about their view of the motivational effect of teachers' inviting native speakers to class (Item 47), nearly half of the students (54, 5 %) reported that it was motivating. However according to 31, 5 % of them, it had no effect in motivating them. Also the minority of them reported that (14, 1%) it was demotivating. According to 47, 8 % of the participant students, teacher's speaking English during the lesson (Item 48) was motivating. But 24, 1 % of them thought that it had no effect and 28, 1 % state that it was demotivating. Teachers' wanting students to talk in English in the class (Item 49) was found to be motivating with 49, 3 %, demotivating with 29, 4 % and having no effect with 21, 2 %. According to the result of Item 53, teachers' holding students in competition with each other was motivating for the 36, 2 % of students, had no effect for 31, 4% of students and was demotivating for 30,4 % of the students. Teachers' forming rules in the classroom (Item 54) was found to have a motivating effect for 40, 7 % of the students, to have no effect 40, 3 % of the students and to have a demotivating effect for 19, 0 % of students. For the item 58, 56, 5% of the students thought that it was motivating, and 8 % of the students reported that it had no effect and 14, 2 % for students thought that it was demotivating. Lastly, letting teachers' group presentation, students have mixed perceptions. % 39, 1 of

them think that it is motivating, 39,1 % of them think it has no effect and 18, 4% of them think that it demotivates them.

Responses of some students to the open-ended questions tend to support the result of Item 4. Some students stated that teacher being an authoritative figure is demotivating. On the contrary, according to some students, teachers' not being an authoritative figure is demotivating. Students stated that when a teacher isn't authoritative, teacher can lose the control so some students can make noise and the others cannot concentrate on the lesson. Apart from these some stated that a teacher should be both authoritative and soft. Some of students also pointed out that teachers' sitting on the chair during the lesson is very demotivating as they are unable to concentrate on the lesson. Also, some students don't think that teachers' speaking English during the lesson is motivating. Some students reported this behaviour as very motivating. According to some participant students, teachers' asking the students to answer the question even if they have not indicated that they want to talk is really demotivating, on the contrary, for some; this really motivates them so they can concentrate on lesson.

#### **45. Teachers' Perceptions of Very Motivating and Motivating Teacher Strategies**

In the first part of the teacher questionnaire, teacher strategies were presented to the teachers and they rated strategies on the 5-point Likert scale, ranging from 1 "very motivating" to 5 "very demotivating". This section presents the findings regarding the very motivating and motivating strategies from the teachers' points of view. Teacher strategies were grouped in terms of their purposes as in the student questionnaire. Full responses on the teacher strategies were recorded and they were presented by their percentages in Table 22.

**Table : 22**  
**Teachers' Perceptions of Very Motivating and Motivating Teacher Strategies**

	Very motivating (%)	Motivating (%)	No effect (%)	Demotivating (%)	Very demotivating (%)
<b>Teacher-student rapport</b>					
1) having good relationship with students	60,0	40,0	-	-	-
2) getting to know the students individually	72,0	24,0	-	-	0,4
3) showing the students that the teacher care about them	60,0	32,0	8,0	-	-
4) being an authoritative figure in the class	8,3	58,3	16,7	12,5	4,2
5) making him/her available to the students	34,8	60,9	4,3	-	4,0
6) walking around the class during the lesson	36,0	52,0	8,0	4,0	-
7) keeping the students silent during the lesson	4,0	60,0	12,0	20,0	4,0
19) talking with the students' family about students' progress from time to time	28,0	68,0	4,0	8,2	4,4
<b>Recognizing students' effort</b>					
12) focusing on individual improvement rather than exam and grades	52,0	40,0	-	8,0	-
13) monitoring students' progress regularly	28,0	64,0	-	8,0	-
14) rewarding any of the student success	64,0	28,0	-	8,0	-
15) thanking students for their good comments	76,0	16,0	-	8,0	-
17) praising students for their participations to the activities	54,2	41,7	-	4,2	-
<b>Promoting students' self-confidence</b>					
25) letting the students correct their classmates errors	20,0	36,0	16,0	28,0	-
26) being tolerant to the students' mistakes	8,0	84,0	8,0	-	-
27) reminding the students that the mistakes are natural part of language learning	52,0	32,0	12,0	-	-
28) encouraging students to study harder	48,0	44,0	4,0	-	4,0
29) teaching students the strategies that make the learning process easier	40,0	56,0	-	4,0	-
<b>Creating a relaxed classroom climate</b>					
30) Asking the students to answer the question even if they have not indicated that they want to talk	4,0	64,0	4,0	28,0	-
31) incorporating humor and fun to the class	52,0	32,0	8,0	4,0	4,0
32) using a short and interesting opening activity to start each class	60,0	36,0	-	4,0	-
<b>Presenting the task</b>					
35) using auditory and visual aids in the class	72,0	24,0	4,0	-	-
34) ) giving clear instruction by modeling how to carry out a task	36,0	56,0	8,0	-	-
37) providing activities that are worthwhile for the students	44,0	48,0	4,0	4,0	-
33) explaining the purpose of each task	32,0	68,0	-	-	-
<b>Task stimulating</b>					
36) incorporating games to the learning	73,9	8,7	8,7	8,7	-
41) providing activities that increase students curiosity and attention	64,0	32,0	4,0	-	-
42) making the tasks challenging	32,0	36,0	12,0	-	-
43) providing tasks that are relevant to students' lives (music, film, sport)	76,0	12,0	12,0	-	-
44) asking questions to get students opinions related to the tasks	48,0	32,0	12,0	8,0	-
45) asking students to make predictions about the upcoming activities	20,0	56,0	20,0	4,0	-
<b>Goal-Orientedness</b>					
38)often emphasizing the benefits of learning English	36,0	40,0	-	4,0	-

39) encouraging learners to select short and long-term goals	32,0	52,0	16,0	-	-
40) displaying the class goals on the wall	25,0	50,0	25,0	-	-
<b>Familiarizing Students with L2 Related Values</b>					
47) inviting native speakers to class	66,7	20,8	4,2	4,2	4,2
50) bringing various authentic cultural materials to the class.(newspaper, magazine)	36,0	52,0	12,0	-	-
51) encouraging students to use English outside the classroom (e.g. internet...)	29,2	54,2	12,5	4,2	-
<b>Promoting Group Cohesiveness and Group Norms</b>					
52) using group work to mix the students	36,0	60,0	4,0	-	-
54)forming class rules	8,0	68,0	20,0	4,0	-
<b>Promoting Learners' Autonomy</b>					
55) taking students' choices in designing and running the language lesson	28,0	64,0	8,0	-	-
56)letting group presentation in class	37,5	58,3	4,2	-	-
58) getting into discussions based on something students bring up even when this doesn't seem to be part of his/her lesson plan	29,2	29,2	25	16,7	-
59) encouraging peer learning	26,1	52,2	21,7	-	-
60) encouraging students to assess their own learning progress.	33,3	50,0	16,7	-	-

As seen in Table 22, according to the majority of teachers, teachers' having good relationship with students (100 %), getting to know the students individually (96, 0 %), showing the students that the teacher care about them (92, 0 %), making him/her available to the students (95,7 %), walking around the class during the lesson (88,0%), talking with the students' family about students' progress from time to time (96,0 %) were among the very motivating strategies in terms of general teacher behaviour and teacher-student relationship. On the one hand, teachers' being an authoritative figure in the class (64, 6 %), keeping the students silent during the lesson (64,0%) were found less motivating as compared the other items in this group. In recognizing students' effort, teachers' focusing on individual improvement rather than exam and grades (92, 0 %), monitoring students' progress regularly (92, 0%), rewarding any of the student success (92, 0%), thanking students for their good comments (92, 0%),) praising students for their participations to the activities (95, 7%) were found very motivating by teachers. Teachers' being tolerant to the students' mistakes (92, 0 %), reminding the students that the mistakes are natural part of language learning (84, 0 %), encouraging students to study harder (92, 0 %), teaching students the strategies that make the learning process easier (96, 0 %) were found very motivating by the majority of teachers. In terms of creating a relaxed classroom environment, the majority of the teachers found the teachers' asking the students to answer the question even if they have not indicated that they want to talk (68,0%), incorporating humor and fun to the class ( 84,0%), using a short and interesting opening activity to start each class ( 96,0%) as motivating. In presenting the task, teachers' using auditory and

visual aids in the class (96, 0%), giving clear instruction by modeling how to carry out a task (92, 0 %), providing activities that are worthwhile for the students (92,0 %), explaining the purpose of each task (100 %) were found very motivating by the teachers. In making the task stimulating, teachers' incorporating games to the learning (81, 6 %), providing activities that increase students curiosity and attention (92, 0 %), making the tasks challenging (68, 0 %), providing tasks that are relevant to students' lives (music, film, sport) (88, 0 %), asking questions to get students opinions related to the tasks (80, 0 %), asking students to make predictions about the upcoming activities (76,0 %) were found to be motivating by majority of the teachers. In terms of directing the students towards goals, teachers' often emphasizing the benefits of learning English (76, 0 %), encouraging learners to select short and long-term goals (84, 0 %), displaying the class goals on the wall (75, 0 %) were found to have motivating effects on the students by the teachers. Teachers stated that inviting native speakers to class (87,5 %), and bringing various authentic cultural materials to the class (newspaper, magazine) (88, 0 %), encouraging students to use English outside the classroom (e.g. internet...) (83, 4 %) could motivate the students in terms of familiarizing students with L2 related values.

Teachers' using group work to mix the students (96, 6 %) and forming class rules (76, 0%) were motivating for students. Lastly, in terms of promoting students' autonomy, teachers' taking students' choices in designing and running the language lesson (92,0 %), letting group presentation in class (95,8 %), encouraging peer learning (78,3%), encouraging students to assess their own learning progress (83,3%) were found motivating by the majority of the teachers.

In open-ended question (Item 67), teachers were asked to indicate their opinions about what a teacher can do to motivate students. Also, teachers were asked to respond to the question that what teachers can do to. Elicited responses were given in Table 23.

**Table : 23**  
**Motivating Behaviour Reported by Teachers in Open-Ended Question**

<p><b>Teacher –student rapport</b></p> <ul style="list-style-type: none"> <li>▪ understanding students</li> <li>▪ considering them as a whole person</li> <li>▪ having a smile face</li> </ul>	<p><b>Student Autonomy</b></p> <ul style="list-style-type: none"> <li>▪ making the students active during the lesson</li> <li>▪ giving opportunity for students to involve their own learning process (<b>item 60</b>)</li> <li>▪ taking account of their ideas (<b>item 55</b>)</li> <li>▪ giving opportunity to students to correct their own errors</li> </ul>
<p><b>General teacher ability and behaviour</b></p> <ul style="list-style-type: none"> <li>▪ being active in the class</li> <li>▪ being determined</li> </ul>	<p><b>Goal-orientedness</b></p> <ul style="list-style-type: none"> <li>• explaining the aims and benefits of learning English (<b>item38</b>)</li> <li>• always encouraging study to study and learn English</li> </ul>
<p><b>Task Stimulating</b></p> <ul style="list-style-type: none"> <li>▪ bringing authentic, interesting materials to the class (<b>items 43</b>)</li> <li>▪ making the lesson up-to-date</li> <li>▪ using some materials that can attract students’ interests, such as films, music (<b>item41</b>)</li> <li>▪ using audio and visual materials(<b>item 36</b>)</li> <li>▪ doing unexpected things in class</li> <li>▪ telling jokes, short stories</li> <li>▪ wanting them to tell jokes or short stories</li> </ul>	<p><b>Student Effort</b></p> <ul style="list-style-type: none"> <li>▪ saying “well-done” from time to time</li> <li>▪ praising students (<b>item 18</b>)</li> <li>▪ rewarding students’ success (<b>item 15</b>)</li> <li>▪ by speaking students lonely about their progress</li> <li>▪ saying “well done” or “good job” from time to time</li> </ul>
<p><b>Student Self Confidence</b></p> <ul style="list-style-type: none"> <li>▪ being tolerant to students (<b>item 25</b>)</li> <li>▪ telling the ways of learning a foreign language (<b>item 28</b>)</li> </ul>	<p><b>Class Climate</b></p> <ul style="list-style-type: none"> <li>▪ making lesson more enjoyable</li> <li>▪ incorporating fun to lesson (<b>item 32</b>)</li> </ul>
<p><b>Group Cohensiveness</b></p> <ul style="list-style-type: none"> <li>▪ using group work and allowing them to be a part of this group (<b>item 52</b>)</li> </ul>	

#### 46. Teachers’ Perception of Very Demotivating or Demotivating Strategies

This part presents the findings about the strategies which the teachers found demotivating. Table 24 shows the strategies that have demotivational effects on students. The majority of the teacher (92, 0 %) stated that as a general teacher behaviour, sitting on the chair during the lesson (Item 9) has a demotivating effect. Based on teacher perception, showing favoritism towards some of the students (72, 0 %) and comparing the students with each other publicly (88, 0%) has demotivating effects on students in terms of creating a relaxed classroom environment. In recognizing students’ effort, asking difficult

questions were found to be demotivating for students by the majority of teachers (79, 1 %). In promoting learners' self-confidence, criticizing students publicly because of their low exam marks, (82, 0 %), criticizing students' mistakes (80, 0 %), always correcting students' mistakes (72, 0 %) were found demotivating by teachers. Also, being the only decision-maker in the class was found to be demotivating by teachers in terms of promoting students' self-confidence.

**Table : 24**  
**Teachers' Perception of Very Demotivating or Demotivating Strategies**

	Very motivating (%)	Motivating (%)	No effect (%)	Demotivating (%)	Very demotivating (%)
<b>Teacher-student rapport</b>					
9) sitting on the chair during lesson	4,0	-	4,0	68,0	24,0
<b>Creating a relaxed classroom climate</b>					
8) showing favoritism towards some of the students	4,0	16,0	8,0	40,0	32,0
22) comparing the students with each other publicly	4,0	8,0	-	52,0	36,0
<b>Recognizing students' effort</b>					
21) asking difficult questions in the exams	-	8,3	12,5	58,3	20,8
<b>Promoting students' self-confidence</b>					
16) criticizing students publicly because of their low exam marks	4,0	12,0	12,0	44,0	28,0
23) criticizing students' mistakes	-	8,0	12,0	72,0	8,0
24) always correcting students' mistakes	-	12,0	16,0	64,0	8,0
<b>Learner autonomy</b>					
57) being the only decision-maker in the class	8,0	12,0	12,0	48,0	20,0

#### **47. Strategies about Which the Teachers Have Mixed Perceptions**

This section presents the strategies about which the teachers have mixed perception. Table 25 shows the percentages of each response to the items.

Teachers' showing disapproval when the students demonstrate undesirable behavior was found motivating by 58, 4 % of the teachers. While according to 29, 0 % of the teachers found this strategy as demotivating. Also, few of the teachers (12, 0%) thought that it had no effect on students' motivation level. For the item 11, the majority of teachers (60, 0 %) reported that it had a motivating effect while 20% of them stated that it had no effect and 20 % of them thought that it was a demotivating strategy. In terms of recognizing the students' effort, teachers' giving homework as punishment was found to be



motivating by the 12 % and having no effect by 32, 0 % and demotivating by 56 % of the teachers. 40 % of the teachers thought that often doing exams motivated students and 32 % of them reported that it had no effect, also 28% of them thought that it demotivated the students.

When the teacher were asked their opinion about teachers' letting the students correct their classmates, 56% of them reported that it was motivating , 44 % of them stated it was demotivating. But 16 % of them stated that it had no effect. It was also found that there was no agreement on Item 30. 45, 8 % of them stated that using the tasks that exceed students' competence had a motivational effect. 45, 9% of them stated that it demotivated and 8, 3% of them stated that it had no effect. Teachers also have mixed feelings about making the task challenging (Item 42). 68 % stated that it was motivating or very motivating, 12% stated that it had no effect and 20 % found this strategy as demotivating. Another item was about teachers' speaking English during the lesson. Of the participants, 60 % found this strategy as motivating, 24 % thought that it had no effect and 16 % stated that it was demotivating.

**Table : 25**  
**The Strategies About Which the Teachers have Mixed Perceptions**

	Very motivating (%)	Motivating (%)	No effect (%)	Demotivating (%)	Very demotivating (%)
<b>Teacher-student rapport</b>					
10) showing his/her disapproval when the students demonstrate undesirable behavior	4,2	54,2	12,0	28,0	1,6
11) showing the students that he / she has high expectations for what the students can achieve.	24,0	36,0	20,0	20,0	
<b>Recognizing student effort</b>					
19) giving homework as punishment.		12,0	32,0	40,0	16,0
<b>Student self-confidence</b>					
24) letting the students correct their classmates errors	20,0	36,0	16,0	28,0	
<b>Task stimulating</b>					
30) using the tasks that exceed the students' competence	12,5	33,3	8,3	29,2	16,7
<b>L2 related values</b>					
48) speaking English during lesson	16,0	44,0	24,0	16,0	
49) wanting students to talk in English in the class	8,0	48,0	20,0	24,0	
<b>Learner autonomy</b>					
57) letting group presentation in class	29,2	29,2	25,0	16,7	

#### **48. Comparison of Students' and Teachers' Views about the Motivational Effect of Teacher Strategies**

This section aims to present the findings about the comparison of students' and teachers' views on the motivational effect of teacher strategies. To serve this purpose, equality of means of students' and teachers' responses to the 60 strategies were compared. *Independent sample t-test* was used to compare the means of two sampled groups, teachers and students (Table 26). When sig.2-tailed,  $p \leq 5$ , it can be concluded that the two groups are significantly different in their means. Also, the  $t$  value ( $t$ ), degree of freedom ( $df$ ), difference between sample means and standard error difference were given in the table. In the Table 26, means of items that were written in bold and italic were found to be significantly different. By using the percentages of the given responses, it can be necessary to analyze the strategies, found to be significantly different, in detail.

The first difference is that the majority of teachers (88, 0%) thought that walking around the class (Item 6) was a very motivating strategy but students have mixed

perceptions on this strategy. It was found to be motivating only for 41, 9 % of them, having no effect for 45, 5 % and demotivating for 11, 0 %.

The second difference is about teachers' sitting on the chair during the lesson (Item 9). For the 49, 2% of students, it has no effect, for 41, 8 is demotivating and for 6, 0 % it is motivating. But, according to the majority of teachers (92%), it is really demotivating.

The third difference is related to teachers' showing his or her expectation for what the students can achieve (Item 11). The majority of students (91, 6 %) stated that this strategy motivated them. On the contrary, there is a disagreement among the teacher about this strategy. 60 % of them found this strategy very motivating, 20 % having no effect and 20 % demotivating.

The fourth difference is about teacher's criticizing students because of their low exam marks (Item 23). Of the students, 81, 1 % of them found this strategy as demotivating, 15, 5 % having no effect and 3, 4 % motivating. On the contrary, only 72, 0% of teachers find this strategy as demotivating and according to 12 % of them it had no effect and %16 of them found it motivating.

**Table : 26**  
**Comparison of the Means of Teachers and Students by Independent**  
**Sample t-Test Result**

	t-test for Equality of Means				
	t	df	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.
1) having good relationship with students	,033	320	,974	,004	,123
2) getting to know the students individually	1,434	320	,320	,213	,148
3) showing the students that the teacher care about them	,791	319	,430	,142	,179
4) being an authoritative figure in the class	,069	310	,945	,017	,250
5) making him/her available to the students	-1,205	316	,229	-,193	,160
<b>6) walking around the class during the lesson</b>	<b>3,890</b>	<b>317</b>	<b>,000</b>	<b>,775</b>	<b>,199</b>
7) keeping the students silent during the lesson.	2,209	314	,028	,531	,240
8) showing favoritism towards some of the students	1,025	318	,306	,234	,228
<b>9) Sitting on the chair during lesson.</b>	<b>-2,959</b>	<b>313</b>	<b>,003</b>	<b>-,573</b>	<b>,194</b>
10) showing his/her disapproval when the students demonstrate undesirable behavior	1,001	315	,318	,231	,231
<b>11) showing the students that he / she has high expectations for what the students can achieve.</b>	<b>-4,827</b>	<b>318</b>	<b>,000</b>	<b>-,794</b>	<b>,164</b>

12) focusing on individual improvement rather than exam and	,279	315	,781	,051	,181
13) monitoring students' progress regularly.	-,788	317	,431	-,132	,167
14) rewarding any of the student success	,879	316	,380	,165	,187
15) thanking students for their good comments.	,842	318	,401	,140	,167
<b>16) criticizing the students because of their low exam marks publicly</b>	<b>3,662</b>	<b>319</b>	<b>,000</b>	<b>,707</b>	<b>,193</b>
17) praising students for their participations to the activities	1,756	316	,080	,360	,205
18) giving homework as punishment.	-,117	318	,907	-,027	,231
<b>19) talking with the students' family about students' progress from time to time</b>	<b>3,464</b>	<b>317</b>	<b>,001</b>	<b>,699</b>	<b>,202</b>
20) often doing the exam	2,210	321	,028	,493	,223
21) asking difficult questions in the exams.	1,062	315	,289	,210	,197
22) comparing the students with each other publicly	,801	312	,424	,169	,211
<b>23) criticizing students' mistakes</b>	<b>3,180</b>	<b>318</b>	<b>,002</b>	<b>,580</b>	<b>,182</b>
<b>24) always correcting students' mistakes</b>	<b>-4,374</b>	<b>316</b>	<b>,000</b>	<b>-1,004</b>	<b>,230</b>
25) letting the students correct their classmates errors	-1,557	318	,120	-,320	,205
26) being tolerant to the students' mistakes	1,091	314	,276	,220	,202
27) reminding the students that the mistakes are natural part of language learning	,894	317	,372	,158	,176
28) encouraging students to study harder	1,453	320	,147	,263	,181
29) teaching students the strategies that make the learning	-1,610	320	,108	-,229	,142
30) asking the students to answer the question even if they have not indicated that they want to talk	-2,339	321	,020	-,503	,215
<b>31) incorporating humor and fun to the class</b>	<b>-3,267</b>	<b>320</b>	<b>,001</b>	<b>-,410</b>	<b>,125</b>
32) Using a short and interesting opening activity to start	,078	320	,938	,012	,149
33) explaining the purpose of each task	1,191	319	,234	,175	,147
34) giving clear instruction by modeling how to carry out a	-,160	320	,873	-,023	,144
35) using auditory and visual aids in the class	1,948	318	,052	,311	,159
36) incorporating games to the learning	1,041	318	,299	,199	,191
37) providing activities that are worthwhile for the students	,246	315	,806	,039	,159
38) often emphasizing the benefits of learning English	1,736	320	,083	,343	,197
39) encouraging learners to select short and long-term	1,150	316	,251	,187	,163
<b>40) displaying the class goals on the wall</b>	<b>4,258</b>	<b>319</b>	<b>,000</b>	<b>,677</b>	<b>,159</b>
41) providing activities that increase students curiosity and attention	1,470	315	,142	,203	,138
42) making the tasks challenging	-,750	315	,454	-,138	,184
43) providing tasks that are relevant to students' lives. (music, film, sport)	1,458	320	,146	,260	,178
44) asking questions to get students opinions related to the	-,533	320	,594	-,086	,162
45) asking students to make predictions about the upcoming activities	,255	316	,799	,046	,182
<b>46) using the tasks that exceed the students' competence</b>	<b>3,904</b>	<b>316</b>	<b>,000</b>	<b>,866</b>	<b>,222</b>
<b>47) inviting native speakers to class</b>	<b>3,148</b>	<b>314</b>	<b>,002</b>	<b>,793</b>	<b>,252</b>
48) speaking English during lesson	1,362	314	,174	,335	,246
49) wanting students to talk in English in the class	,761	315	,447	,195	,256
50) bringing various authentic cultural materials to the class.(newspaper, magazine )	2,067	318	,040	,386	,187
51) encouraging students to use English outside the classroom (e.g. internet...)	1,071	317	,285	,222	,208
52) using group work to mix the students	1,344	316	,180	,245	,182
<b>53) holding students in competition with each other.</b>	<b>2,539</b>	<b>319</b>	<b>,002</b>	<b>,646</b>	<b>,254</b>

<b>54) ) forming class rules</b>	<b>2,681</b>	<b>313</b>	<b>,000</b>	<b>,562</b>	<b>,210</b>
55) taking students' choices in designing and running the language lesson	-,549	317	,583	-,089	,162
<b>56) letting group presentation in class</b>	<b>3,046</b>	<b>319</b>	<b>,003</b>	<b>,566</b>	<b>,186</b>
57) being the only decision-maker in the class	2,778	316	,006	,6014	,2165
58) getting into discussions based on something students bring up even when this doesn't seem to be part of his/her	,385	318	,701	,090	,234
59) encouraging peer learning	1,565	317	,119	,307	,196
60) encouraging students to assess their own learning progress.	2,252	317	,025	,394	,175

Talking with students' family about students' progress (Item 19) was found to be fifth very motivating strategy by majority of teachers (96 %). But, this strategy was found to be motivating only by 54, 4 % of students and demotivating by 12, 6 %. And according to 32,0 % of students, it has no effect on students' motivation.

Sixth difference is about criticizing students' mistake. Of the participant students, 59 % of them thought that it was very demotivating, for 25, 1 %, it was demotivating and for 12, 2 % it had no effect. Only 3, 8 % of students found this strategy motivating. However, according to 8 % of teachers, it was very demotivating. It was demotivating for 72 % of teachers. For 12 % of them it had no effect and 8 % of them found this strategy as motivating.

Seventh difference is related to Item 24. According to 72 % of teacher, always correcting students' mistakes was demotivating. It was found motivating by 12% and having no effect by 16 %. But 46, 1 % of students stated that it was motivating and it was found demotivating by 26, 6 % and having no effect by 27, 3%.

Eighth is about teachers' incorporating humor and fun to the class (Item 31). For 67, 7 % of students, it was very motivating and for 30, 3, it was motivating. On the other hand, 52, 2 % of teachers stated that it was very motivating, for 32 % of them it was only motivating.

Ninth difference is related to teachers' displaying class goals on the wall (Item 40). The majority of teacher (75 %) stated that displaying class roles on the wall had a motivating effect but in general students (%65) thought that it had no effect on their motivation.

Tenth was about teachers' using tasks that exceed their competence (Item 46). This strategy was found demotivating by the majority of students (68, 2%). But there was a disagreement among teachers on the motivational effect of this strategy. 45, 8 % of teacher stated that it was motivating. On the other hand, according to 45, 9 % of them, it was a demotivating strategy. Also, it was found as having no effect on students' motivation

Teachers' inviting native speakers to class (item 47) is eleventh difference. According to the 86, 7of teachers inviting native speakers to class was motivating, whereas 54, 5 of students stated that it was motivating, 31, 5 stated that it had no effect, also there were some students who identified this behaviour as demotivating (14, 1%).

Twelfth difference is holding students in competition with each other (Item 53). According to 76 %, of teachers, this strategy was found motivating. 16% of them stated it was demotivating and 8 % of them thought that it had no effect. But there was a general disagreement among students on this strategy. This strategy was found to be motivating by 38, 2% of students, having no effect by 31, 4% and demotivating for 30, 4 % of them.

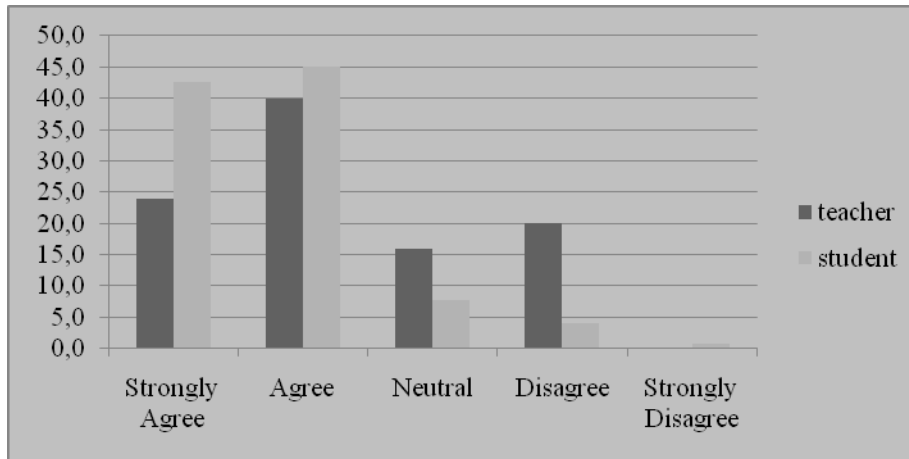
As a thirteenth difference, forming class rule (Item 54) was very motivating by 40,7 % of students, 40, 3 % stated that it had no effect and 19% stated that it was demotivating. On the contrary, the majority of teachers (74, 4%) thought that it was a motivating strategy.

In terms of teachers' letting group presentation in class, as the last difference, teacher generally found this strategy as motivating (58, 4%). 25% of them think that it had no effect and 16, 7% of them found this strategy demotivating. But, only 39, 1 % of students found this strategy as motivating, 39, 1 % of them thought it had no effect and 18, 4 % of them stated that it was a demotivating strategy.

#### **49. The Role of Teachers as Motivators in Motivating Students**

To respond to the question of "what do students and teachers think about the role of teachers as a motivator in English classes" and "to what extent do they agree on the role of teachers as motivators in English classes?", teachers and students were asked to indicate agreement or disagreement on the statement that "It's teachers' responsibility to motivate

the students in language classes”. Figure 6 shows the percentages of teachers’ and students’ responses from strongly agree to strongly disagree.



**Figure : 6**

**Teacher’ and Students’ Responses to the Statement that it’s Teachers’ Responsibility to Motivate the Students in Language Classes**

42, 6 % of the students reported their strongly agreement and 45 % of them reported their agreement on the notion that it is teachers’ responsibility to motivate the students. A few students stated their disagreement on this statement. There were also few students who stated that they had no idea on this statement. So this shows that there is a great agreement among students on the teachers’ responsibility for motivating students. But there is a general disagreement among teachers on this idea. Of the participant teachers’, 24 strongly agreed, 40 % agreed, 16 % had no idea, 20% of them disagreed on the idea that it’s teachers’ responsibility to motivate the students in language classes.

Also, the teachers were asked in the open-ended question to express their ideas about the extent of their job as a motivator (Item 61) and it was found that there is disagreement. A few participant teachers stated that students’ motivation is an essential part of their role as teachers in the classroom. One of them stated that “I don’t think it is teachers’ job, but if he wants to be useful, he can feel obliged to do so. But it has a limit.” One teacher stated that a teacher should try to help students to feel close to the lesson. If students always expect teachers to motivate them, after a while the teacher doesn’t want to waste time

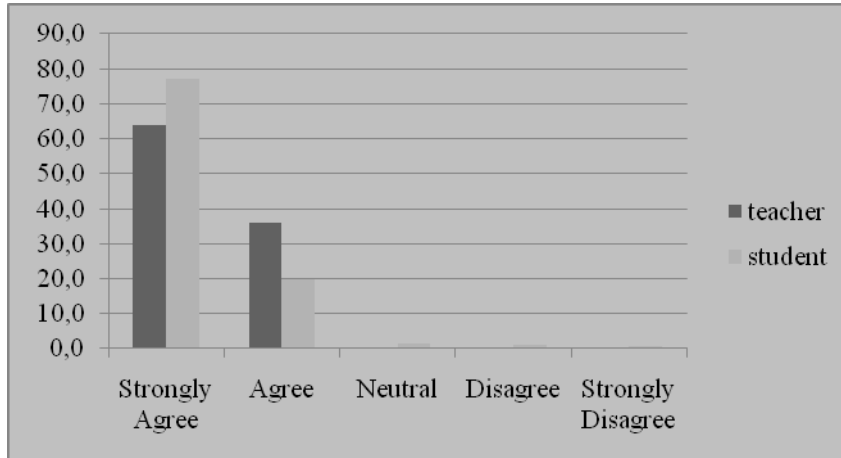
anymore”. Also, another teacher indicated that “If a student has some problems and doesn’t want to learn anything, I think teachers can’t do much for that student. Students should instinctively want to learn new things.” In general, teachers agree that, to some extent, it is teachers’ responsibility to motivate the students. The majority of them stated that, to some extent, it is their job to motivate students and if students’ don’t want to learn English, there is nothing to do. If teachers force them, they pretend to learn, but in fact they won’t. They specified the role of teacher but they think that it is just like a group work in that students, teachers and parents have a role. They generally expressed their thoughts like that;

‘To some extent, you are responsible as a teacher. You cannot be too passive or neutral to students’ changing attitudes about language learning. But if the problem is out of your territory (like family problems, some learning difficulties or fear), you cannot reach the students without getting rid of the problems wholly.’

One teacher stated that the role of teacher motivation varies according to the teacher, student and class. He stated that “It depends on both the teacher and students. Also this notion changes from class to class.”

In the third part of questionnaire, teachers and students were asked to indicate their agreement or disagreement on the statement “teachers’ behaviours affect students’ motivation level” (Item 61). Figure 7 shows the percentages of teachers’ and students’ responses from strongly agree to strongly disagree.





**Figure : 7**

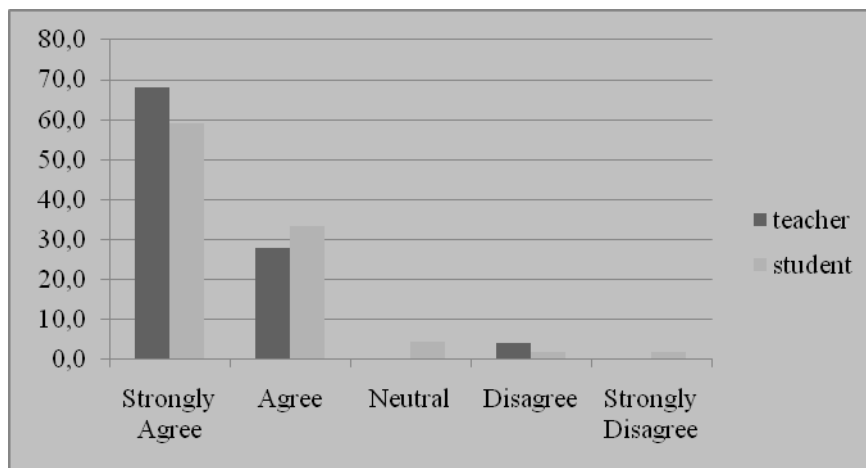
**Teachers' and Students' Responses to the Statement "Teacher Behaviors Effect Student's Motivation Level"**

The majority of students (77, 2 %) strongly agreed that teacher behaviours affect students' motivation level. 19, 8 % of students also agreed on this idea. Also, of the participant students, 1, 35% of them stated that it had no effect, 1 % of them disagreed, 0, 7 of them strongly disagreed. The majority of teachers (64 %) strongly agreed that teacher behaviours affect students' motivation level. 36% of teachers also agreed with this idea. This shows us that there is a general agreement on this idea. When teachers were asked (Item 65) whether their behaviours affect students' motivational level, all the teachers maintained that teachers' behaviours absolutely affect students' motivation level. The teachers think that when a student is interested in learning, the teacher does his best to motivate them and it will create positive results. En the end, the students will like the lesson. Some think that teachers should encourage students and make students love English. According to one of the participants, English teachers should be more encouraging and tolerant than the other in-field teachers. Students should know that they are free to make mistakes and the only way to learn language is to use what they learn. The teacher must prepare the occasion for this.

Another teacher stated that "The students must feel comfortable in the English lesson to express themselves freely. They shouldn't feel scared to speak English and to make mistakes. They will be motivated and the teacher behaviour determines this." One

participant stated that it is difficult to make Students like a lesson. But the teacher should try hard for this. They can do everything to draw their attention. Some stated that if a teacher does not take teaching English seriously, students won't like it, so teacher's behaviour has a crucial role in determining motivational level of students. Also another teacher stated added that "if teachers aren't happy, the students won't be happy to learn English".

As an additional part, both the teachers and students were asked to indicate their agreement or disagreement on whether students' motivation level affects their foreign language learning success. Figure 8 shows the percentages for each student and teacher responses from strongly agree to strongly disagree. As seen from the figure, there is a general agreement among students on the notion that students' motivation level affects their foreign language learning success. 58, 2 % of the students strongly agreed on this idea. 32, 8 % of students agreed on this idea. 4, 3 % of students were neutral and 3,4 % disagreed with this idea. As it is seen from the figure, there is a general agreement among teachers on the notion that students' motivation level affects their foreign language learning success. 68, 0 % of the teachers strongly agreed with this idea. 28 % of teachers agreed on this idea. Only 4 % of teachers disagreed on this statement. The results show us that there is a general agreement.

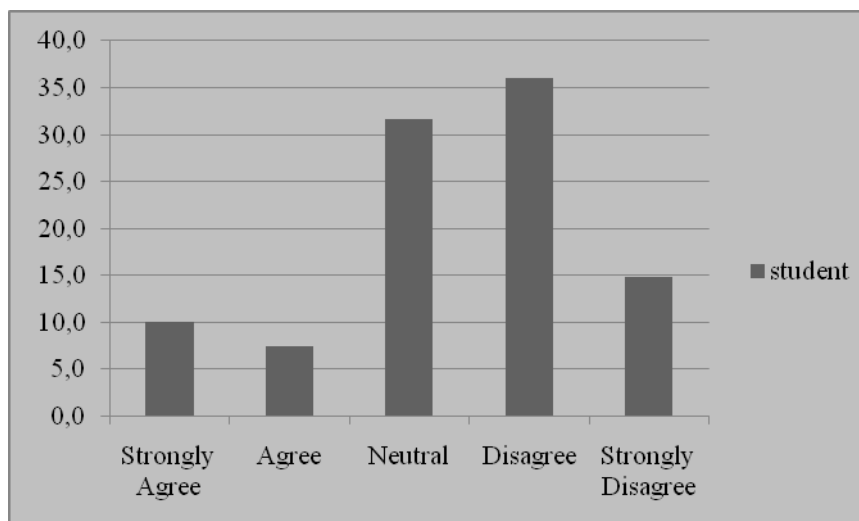


**Figure : 8**

**Teachers' and Students' Perceptions About the Effect of Students' Motivation on their Foreign Language Learning Process**

The open-ended questions elicited teachers' views about the role of motivation in students' learning. All the teachers who responded to these questions expressed the importance of motivation in learning success. They stated that language learning is primarily based on students' will to learn it. The teacher is only a guide. Learning mostly depends on students' efforts. The will to learn the language will definitely increase students' success. According to the teachers, students with a higher motivation learn quickly and try to improve their English. They do additional exercises; they try to learn not only inside the school as a lesson, but also try to learn outside the class. If they are motivated enough, they will understand, interact, and communicate better. They try to take part in lesson more often. They stated that motivated students prepare for the course and bring materials for the course. If they are not motivated, they are generally unsuccessful. The teachers stated that if students are motivated; they become successful in learning English. But, sometimes, only motivation doesn't determine students' success in language learning. If they are willing to learn, it goes on well. For teachers, it is highly important because if the students want, they learn. The desire to learn, curiosity against English lesson can lead them to be a better learner. Students' motivation has a great effect on learning. If students are eager and enthusiastic, they acquire the language more easily. For effective learning and teaching, the role of motivation is very important. If students don't want to learn anything, it is almost impossible to teach something to them.

Students were also asked to indicate their agreement or disagreement with the statement "it is my teacher's fault if I don't learn the material in English lesson". As shown in Figure 10 the students' responses for the Item 64 shows that there is a great deal of disagreement among the students as to whether it is the teachers' fault when students do not learn. Of the participant teachers, 10, 1 % of them strongly agreed, 7, 4 % agreed, 31, 6% were uncertain, 36, 6% disagreed, 14, 8% strongly disagreed.



**Figure : 9**  
**Students' Responses to the Statement "it is my Teacher's Fault if I don't Learn the Material in English Lesson"**

#### **410. Conclusion**

In this chapter, teachers' and students' questionnaires were analyzed. Likert-scale parts of questionnaires were analyzed quantitatively and open-ended questions were analyzed qualitatively.

In the next chapter, findings of the study are discussed, further researches are suggested and pedagogical implications are presented.

## **CHAPTER FIVE**

### **5. DISCUSSION AND CONCLUSION**

#### **50. Introduction**

This study explored teachers' and students' perceptions of the motivational effect of teacher behaviours and strategies at different high schools in Trabzon. Also it sought to find out students' and teachers' perceptions of the role of teacher as motivator.

The participants of this study consisted of 25 teachers and their 299 students whose class level was 9<sup>th</sup> or 10<sup>th</sup> in eleven different high school contexts. In order to collect the data, both the participant students and teachers were given questionnaires and both qualitative and quantitative data were collected. Statistical analyze were carried out to determine the rank of the motivational effect of teachers' strategies.

#### **51. Teachers' and Students' Perceptions of Motivational Effect of Teacher Strategies**

In this study, 60 teacher motivational micro strategies were organized around 10 macro strategies (teacher rapport with students, students' effort, and self-confidence, relaxed classroom climate, task presentation, and stimulation, goal orientedness, L2 related values and students' autonomy) according to their content similarities and findings are discussed in terms of these clusters.

#### **510. Teacher General Behaviours and Rapport with Students**

Dörnyei (2001a) states that, "teacher behaviour is a powerful motivational tool" (p.120). The findings of the analysis of questionnaires showed that both the teachers and

students think that teachers who have good relationship with students, get to know the students individually, show the students that the teacher cares about them and makes himself / herself available to the students can inspire students in learning English. It should be mentioned here that strategies related to teacher-student relationship are among the most motivating strategies. Also, the similar results about the importance of teacher relationship with students were obtained in other studies (Vural, 2007, Dörnyei & Cheng, 2007, Dörnyei & Csizer, 1998).

Almost all that a teacher does in the classroom has a motivational or de-motivational influence upon students. In his book, Dörnyei (2001a) states that “teachers’ personal contact with the students can do wonder “(p.38). The present study showed that students expect their teachers’ to be friendly, supportive, take the students’ side when necessary, show the students that teacher like them, and have a smiling face towards students.

Many teachers believe that by sticking to the language materials and trying to discipline their refractory students, they will manage to create a classroom environment that will be conducive to learning. For that reason, teachers can demand total obedience and refuse to allow students freedom to act as they wish. In this study, both the participating teachers and students have mixed perceptions about teachers’ being an authoritarian figure in the class. But, the important point is that nearly half of the participating students and teachers think that this strategy is motivating. Based on the responses to the open-ended question, some students stated that, if the teachers weren’t authoritarian, students would behave on their own and there would be violence and chaos in the class and as a consequence, students would not concentrate on the lesson and they wouldn’t understand anything in the lesson.

Some teachers move around the classroom, monitoring students and their activities. According to the participating teachers, teachers’ sitting during the lesson is very demotivating and teachers’ moving around the class is motivating for students. But not all the participating students think in the same way. For half of the students, both teachers’ sitting and walking in the class has no effect. For the other half of students, it is motivating or demotivating. Actually, in general, students expect teachers to be active during the lesson, but not in terms of sitting or walking. In classes, teachers can face undesirable

students' behaviours and can react to them differently. This is regarded differently by the participating teachers and students. Some stated that was motivating, for some it had no effect and for some it could be demotivating. So both the teachers and students didn't arrive at a consensus on the motivational effect of this strategy.

Dörnyei (2001a) claims that if teachers believe that their students can reach a high level of achievement, there is a good chance that they will, too, but if teachers have low expectations about how much their students can cope with, they will probably live down to these expectations. Alderman (2008) points out that "although as a teacher you will be aware of student behaviour and achievement, it is how you respond to students and how you teach as a result of the awareness that make the difference" (p.176). Participating students also have the same opinion. According to them, teacher' having high expectation for what the students can achieve motivate themselves. But, as an important finding of this study, not all teachers in this study think so. For some teachers, it has no effect, for some it is demotivating. This study has shown us that students tend to internalize the beliefs that teachers have about their ability. So teachers should keep in mind and take into consideration that teacher expectations affect students positively or negatively.

Dörnyei (2001a) argues that good relationship with the students also depends on teachers' relationship with parents. Brophy (1998) points out that one of the most distinctive features of teachers who have been successful with hard-to-reach, at-risk students is that they reach out to these students' families, get to know them and keep them informed of what is going on at school. In this study participating teachers also agree with this idea. They think that talking with students' families from time to time motivates students. But, students' views differ on this issue. Some think that it motivates and some think that teachers' talking with their families has no effect on their motivation. Teacher's keeping students silent were also evaluated differently by teachers and students. Students didn't arrive at a consensus on this strategy, but teachers broadly agreed on the motivating effect of this strategy.

### **511. Classroom Environment**

A competitive classroom is one in which students work against each other in an attempt to outdo their classmates. Dörnyei (2001a) states that teachers should keep in mind in that any competition, there are winners and losers. Participating students differ in their ideas on this issue. Some find teachers' holding students in competition with each other as motivating, while for some it is demotivating and for the other ones it has no effect. But when the teachers' views were asked, in general, they thought that it is a motivating behaviour. Oxford and Shering (1994) claim that serious competition is not a particularly useful vehicle for L2 learning, although entering games and other forms of light competition can be good.

Apart from these, both the teachers and students think that teachers' asking the students to answer the question even if they have not indicated that they want to talk has a motivating effect. But in the literature, contradictory views exist. Dörnyei (2001a) states that "teachers should avoid putting learners in the spotlight unexpectedly or without their agreement, as many students can be demotivated by the embarrassment of having to speak in the L2 in front of the class" (p.99). Lastly, students and teachers agreed with the idea that teachers' showing favoritism towards some students is not motivating.

Dörnyei (2001a) emphasized that an excessive emphasis on comparing successful and unsuccessful students and public pronunciation of grades cruelly and even seemingly innocent feedback of the 'you are a bit behind the other' or 'you have done better' can create a particular mindset in students whereby everything is looked at critically through the others. Such social comparison can be detrimental for students. The participating students and teachers shared this belief and they indicated their agreement on the demotivational effect of teachers' comparing students with each other publicly.

### **512. Group Cohesiveness**

Dörnyei (2001a) states that a cohesive learner group is one which is 'together'; in which there is a strong 'we' feeling: which students are happy to belong to and students' motivation tends to increase in cohesive class group. To create a cohesive learner group,



both the participating teachers and students think that using group works in class has motivating effect on students. As Reid (2007) emphasizes that working in groups can be a great motivator. Also, students expect their teachers' to give them homework as group and this stimulate them to study.

In every classroom, there is a range of subtle and less subtle rules that determine what students can and cannot do. The teachers think that there need to be rules in the classroom to make joint learning possible and to inspire them to study. But not all students agreed with teachers. Half of the students think that is has no effect.

### **513. L2 Related Values**

Dörnyei (2001a) claims that everybody has a value system which is the outcome of our upbringing and our past experiences and it plays a powerful role in our lives. Motivating L2 learners can also be achieved by promoting positive language-related values and attitudes. Gardner (1995) proposed that language learners' dispositions towards the target culture and its people have a considerable influence on their achievement. The term 'integrativeness' has been used to cover this area of language learning. This study revealed that, as compared to the other groups, familiarizing students with L2-related values was found to have a less motivating effect. In terms of promoting integrative values and to raise cross-cultural awareness which in turn influences students' motivation, participating teachers thought that teachers' encouraging students to use English outside the classroom and bringing various authentic cultural materials to the class is found to be effective. However, these are not among the most motivating teacher behaviours, they are only motivating. An interesting finding in this study is related to inviting native speakers to the class. Although in the literature the importance of this strategy has been emphasized in enhancing students' motivation, only teachers agree with this idea. Students have mixed perceptions about this idea, some states that it has no effect.

Furthermore, both students and teachers are divided on the motivational effect of teachers' speaking English during class and wanting students to speak in English during the lesson. Some teacher and students considered these behaviours as motivating or demotivating and some also states that it has no effect on their motivation.

#### **514. Goal Orientedness**

According to Brophy (1998) the key to making students' learning experiences worthwhile is to focus your planning in major instructional goals to obtain desired student outcomes. Alderman (2008) also states that "long-term goals keep us directed toward our ultimate target and short term goals are the stepping stones to the long-term goals, and both short and long term goals affect motivation and performance" (p.111). In terms of directing students to a goal, teachers' encouraging learners to select short and long term goals was found to be effective in increasing learners' motivation level. Although the behaviour of displaying class goal on the wall was found to be motivating by teachers, they conflict with students on this behaviour. The students agreed that it has no motivational effect on the students and only this strategy was found to have no effect.

#### **515. Task Stimulating**

According to Alderman (2008), 'tasks and activities are the primarily instructional variables that engage students in learning' (p.238). It is a well-known fact that interest enhances motivation and also specific task characteristics will attract students' attention. In foreign language classes, it is possible to make learning stimulating and enjoyable for the learner by increasing the attractiveness of the task. Humans are willing to invest a considerable amount of time and energy in activities and tasks that interest them (Dörnyei & Cheng, 2007). Dörnyei (2001a) states that 'one of the most demotivating factors for learners is when they have to learn something that they cannot see the point of because it has no seeming relevance whatsoever to their lives'(p.63). This statement means that students will not be motivated to learn unless they regard the material they are taught as worth learning. Both the participant teachers and students reached on a consensus on the importance of relevance of tasks to the students' lives. According to Chambers (1999), 'If the teacher is to motivate pupils to learn, then relevance has to be the red thread permeating activities' (p.37).

Dörnyei (2001a) states that a simple but effective way to raise task interest is to connect the topic with the things that students already find interesting or hold in esteem. This study indicated that both teachers and students think that studying on task that increase students'

attention and curiosity enable them to inspire to learn English. “Student-generated projects within a general topic area can help students not only to match their interests with learning goals, but also to achieve greater personal responsibility for their own learning” (McComb & Pope, 1994). Reid (2007) indicates that great care must be taken when developing tasks to ensure that these are motivating and importantly learner should believe that a task is achievable.

Dörnyei (2001a) claims that challenging tasks in which learners need to solve problems, discover something, overcome obstacles, avoid traps, find hidden information are always preferred by students. Participating teachers and students share similar beliefs on this idea. However, challenging tasks were regarded as less motivating as compared to the other motivating behaviours related to the task.

Classroom tasks vary according to the type of mental operation needed. For example, Alderman (2008) points out that memory tasks requires students to reproduce information they have learned and require only low level of processing. On the other hand complex tasks require students to apply information and draw inferences. And the entire type task many not be appropriate for students. In this study, the students and teachers stated that tasks that exceed students’ competence don’t encourage students to study English. “As the task becomes more difficult, students may be unwilling to expend the necessary effort to accomplish it as intended and students become discouraged” (Alderman, 2008, p.240).

### **516. Presenting Task**

Dörnyei (2001a) points out that the way teachers present tasks can make a huge difference in how students perceive and approach them. If teachers want their students to give their best when attending to a task, they need to see the point in what they do. For that reason, in this study, both the teachers and students thought that explaining purpose of the task is motivating in this study. In presenting and administering the task in a motivating way, teachers’ giving clear instruction by modeling how to carry out a task was regarded stimulating

Alderman (2008) states that “to increase interest in classes, teachers can embellish tasks to make them more attractive by including student control, curiosity and personalization” (p.262). The findings of this study supported this statement and according to both the students and teachers, teachers’ asking questions to get students opinions related to the task and to make predictions about the upcoming activities motivate students. According to Brophy (1998), teachers cannot explain students to sustain much motivation to learn unless they view the learning as meaningful and worthwhile. As this study showed us, students give importance to teachers’ providing activities that are worthwhile for the students and teachers share the same view with students.

Using effective audio-visual training aids in learning events can help reinforce the verbal message significantly, while stimulating the brains of learners and tapping into different learning modalities. Participant teachers and students shared similar views. Games to teach professions in English class add fun and excitement to classroom learning. They also appeal to the different learner styles in the classroom by incorporating movement and role play in the classroom. Participant students and teacher agreed on the motivating effect of games in foreign language classes.

### **517. Students’ Self-Confidence**

Clement, Dörnyei and Noels (1994) have demonstrated that self-confidence plays a role in language learning in context in which direct interaction with the other language community is not available. According to Dörnyei and Cheng (2007), the way students perceive or judge their own ability has a significant effect on the effort they devote to complete a task. Dörnyei (2001a) states that ‘teachers can employ most creative motivational ideas, but if students have basic doubts about themselves, they will be unable to bloom as learners (p.87). Maintaining and increasing learners’ self confidence is especially important, particularly in an environment where the young student can lose ‘face’ in front of peers. According to the findings of this study, teaching students the strategies that make learning process easier, reminding students that mistakes are a natural part of language learning, encouraging learners to study hard are among the most motivating behaviours. Dörnyei (2001a) points out that encouragement is the positive persuasive expression of the belief that someone has the capability of a certain goal. It can

explicitly make the learner aware of his personal strengths and his abilities or it can directly communicate that teachers trust the person. Also presenting to the learners various strategies can facilitate their responses to the task. It should be emphasized here that making mistakes is the source of anxiety in foreign language classes and reminding students that mistakes are a natural part of language learning can enable a learner to commit the classroom activities easily. In terms of mistakes, teachers' letting students correct their classmates' errors and being tolerant to students' mistakes were found to be motivating by teachers and students.

School is not merely an educational environment but a context where educational decisions and events have implications about the social life of the learners. Dörnyei (2001a) claims that an effective motivational strategy is to make the learning process such that it allows learners to maintain a positive social image while attending to academic issues. Teachers can both enhance students' social image and promote academic achievement. The findings of this study showed us that criticizing students' mistakes and low exam marks publicly demotivates them as it can be considered as humiliating. Therefore students' accomplishment should be recognized and their mistakes should be addresses with caution.

### **518. Students' Autonomy**

Teachers' taking students' choices in designing and running the language lessons was found very motivating among the main ingredients of autonomy-supporting teaching practice. Teachers' being the only decision-maker in class demotivates students. Dörnyei (2001a) points out that choice is the essence of responsibility as it permits learners to see that they are in charge of their learning experience. Also, there are other autonomy-supportive teacher behaviours that were found to have motivating effect on students by both the teachers and students. These are; encouraging peer learning, encouraging students to assess their own learning progress that enable to raise learners' awareness about the mistakes and successes of their own learning, letting group presentation in which students will be given responsibility for teaching a specific subject to their peers. "Giving the students value to what they are doing can be maximized by granting them free choice and autonomy on what and how they study" (Good and Brophy 1994: 228).

### **519. Students' Effort**

In this study, thanking students' success and praising students for their participation in the activities were regarded as motivating by teachers and students. According to Alderman (2008) when used appropriately, verbal praise enhance students' interest. These behaviours can increase the learners' satisfaction, promote positive self-confidence in the students. Also, rewarding was found to be an effective way to motivate students. Students would need external incentives, like rewards because they would be driven by their inborn curiosity and the joy that they gain from the learning process itself. According to Oxford and Sharin (1994), fair rewards and personal satisfaction are directly related to L2 learning and these factors strengthen the learners' commitment to the L2 class and the established goals thus lead to continued motivation. The feeling of satisfaction is a significant factor in reinforcing achievement behaviour, which renders satisfaction a major component of motivation. William and Burden (1997) emphasizes that the potentially negative effects of rewards and praise are more likely to occur when initial interest in an activity is high and when extrinsic motivators are superfluous and unnecessary.

The findings also indicated that students and teachers express their tendencies about focusing on students' development rather than exam or grades. It is important to understand the role of effort as a motivational factor in student evaluation system. Students' performance should not only be evaluated by grades or exams. Teachers can implement an evaluation program that focuses not only on grades but also on students' classroom effort. Also teachers and students thought that teachers' monitoring students' progress regularly really motivates students.

### **52. The Role of Teachers as a Motivator in Foreign Language Classes**

In this study, teachers and students were asked to indicate their agreement or disagreement with the statement of "teacher behaviours effect students' motivation". The majority of students and all teachers agreed that teachers' behaviours affect students' motivation level positively or negatively. Second, teachers and students were asked to indicate the responsibility of teachers in motivating students. In general, students think that it is teachers' responsibility to motivate students. However, teachers have mixed

perception on this idea. In the open-ended questions, teachers unanimously agreed that it is not just teachers' role. They see it as a group work in that students, teachers and parents have a role. Third, students were asked to indicate their agreement on the statement of "it is my teachers' fault if I don't learn the material in English lessons". The majority of students don't hold their teachers accountable for their failure. Additionally, both teachers and students were asked to give their opinion about the statement of "students' motivation level affects their foreign language learning success". Both teachers and students accept that students' motivation level affects their foreign language success. In the open-ended questions, teachers reflected the importance of motivation in learning. They stated that students with high motivation learn quickly and try to improve their performance, do additional exercises, prepare for the course and bring the materials to the class. They do all of them because they are willing to do something. According to them, if students don't want to learn anything, it is impossible to teach something to them. For that reason, students' motivation level has a crucial role in learning.

### **53. Recommendations for Further Research**

This study does not cover all the issues regarding motivational teacher behaviours. In particular, five research directions for future investigations are identified.

First, further research can investigate the motivational effect of teacher strategies in other contexts with a larger sample. Second, another study will be conducted to gather both students' and teachers' ideas about the underlying reasons of why some strategies motivating or demotivating. Third, it will be useful to find out how often teachers actually employ strategies to motivate their students in foreign language classes. Finally, another study can investigate the relationship between teachers' practices in the English classrooms and students' motivation and their achievement in mathematics. A longitudinal study which involves actual intervention (experimental groups where teachers certain teaching strategies) can be implemented in the future.

#### **54. Pedagogical Implications**

When a student comes to the class, if he or she is unmotivated or uninterested in the subject, the teacher's words, actions, activities and lesson plans immediately drop in their effectiveness. Knowing that this is inevitable, teachers can ask themselves the question: How can I motivate my students?

It is important for teachers to actively plan for maximum motivation and engagement. Teachers can plan and implement motivational strategies whenever appropriate during the course of instruction. This study provides a substantial knowledge base that will enable teachers to actively facilitate the motivation of students and establish a positive motivational classroom environment. Also, it is necessary to say here that, knowledge base of motivation strategies is so extensive and, as it was indicated in this study, for some teacher strategies, students may have different reactions so that the crucial factor is making the best choice for a particular problem or situation.

Also, teachers can be unaware of some potential classroom strategies for maintaining motivation. For that reason, the motivational dynamics of success and failure must be understood, especially students' reactions to them. The teacher may have a misconception about how behaviours or strategies affect motivation. As this study showed that the strategies about which the teacher think as motivating or very motivating weren't interpreted by students in the same manner.

#### **55. Conclusion**

The research investigated teachers' and students' perceptions of the teacher strategies. From the findings of this study, it can be deduced that teachers do influence students' motivation and that this influence can constitute a major part of the overall picture of learner motivation. The study found that both students and teachers agreed with the motivational effect of 46 teacher strategies. However, significant discrepancies were also identified on the motivational effect of 14 teacher strategies. The study found that there is no consensus between teachers and students in terms of motivational effect of the strategies. They have mixed perception on the motivational effect of teacher strategies.



Finally, it is hoped that the findings of this study can make a contribution to teachers to motivate their students better in foreign language classrooms and for researchers to understand better motivational the dynamics of teacher strategies.

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## APPENDICES

### APPENDIX A: TEACHER QUESTIONNIRE

Dear Teachers,

My name is Emine Top and I am doing my MA at KTU. In order to collect data for my study, I have prepared a questionnaire. I would like you to help me by answering the following questions concerning your perceptions towards effects of teacher behaviors on the students' motivation level in English classes. Your answers to this questionnaire will make an invaluable contribution to my research.

I am interested in your personal opinion. Please don't forget that there is no answer like "TRUE" or "False". Please give sincere answers as only this guarantee the success of this investigation

Thank you very much for your help and cooperation

Your school name :

Sex : Female Male

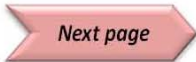
Teaching Experience Year : 1-5 6-10 11-15 16-20 21-25 25+

A) Your perceptions towards effects of teacher behaviors on the students' motivation level in English classes. Please, mark the box that corresponds to your answers with an "X"

Teachers' ...	is				
	Very motivating	Motivating	No effect	Demotivating	Very demotivating
1) having good relationship with students					
2) getting to know the students individually					
3) showing the students that the teacher care about them					
4) being an authoritative figure in the class					
5) making him/her available to the students					
6) walking around the class during the lesson					
7) keeping the students silent during the lesson.					
8) showing favoritism towards some of the students					
9) Sitting on the chair during lesson.					
10) showing his/her disapproval when the students demonstrate undesirable behavior					
11) showing the students that he / she has high expectations for what the students can achieve.					
12) focusing on individual improvement rather than exam and grades.					
13) monitoring students' progress regularly.					
14) rewarding any of the student success					
15) thanking students for their good comments.					
16) criticizing the students because of their low exam marks publicly					
17) praising students for their participations to the activities					
18) giving homework as punishment.					
19) talking with the students' family about students' progress from time to time					
20) often doing the exam					
21) asking difficult questions in the exams.					
22) comparing the students with each other publicly					
23) criticizing students' mistakes					
24) always correcting students' mistakes					
25) letting the students correct their classmates errors					
26) being tolerant to the students' mistakes					
27) reminding the students that the mistakes are natural part of language learning					
28) encouraging students to study harder					
29) teaching students the strategies that make the learning process easier					
30) asking the students to answer the question even if they have not indicated that they want to talk					

Next page

Teachers, ...	is				
	Very motivating	Motivating	No effect	Demotivating	Very demotivating
31) incorporating humor and fun to the class					
32) Using a short and interesting opening activity to start each class					
33) explaining the purpose of each task					
34) giving clear instruction by modeling how to carry out a task					
35) using auditory and visual aids in the class					
36) incorporating games to the learning					
37) providing activities that are worthwhile for the students					
38) often emphasizing the benefits of learning English					
39) encouraging learners to select short and long-term goals					
40) displaying the class goals on the wall					
41) providing activities that increase students curiosity and attention					
42) making the tasks challenging					
43) providing tasks that are relevant to students' lives. ( music, film, sport)					
44) asking questions to get students opinions related to the tasks					
45) asking students to make predictions about the upcoming activities					
46) using the tasks that exceed the students' competence					
47) inviting native speakers to class					
48) speaking English during lesson					
49) wanting students to talk in English in the class					
50) bringing various authentic cultural materials to the class.(newspaper, magazine )					
51) encouraging students to use English outside the classroom (e.g. internet...)					
52) using group work to mix the students					
53) holding students in competition with each other.					
54) ) forming class rules					
55) taking students' choices in designing and running the language lesson					
56)letting group presentation in class					
57) being the only decision-maker in the class					
58) getting into discussions based on something students bring up even when this doesn't seem to be part of his/her lesson plan					
59) Encouraging peer learning					
60) encouraging students to assess their own learning progress.					


 Next page



**B) The following are a number of statements with which some people agree or disagree. I would like you to indicate your opinion after each statement by putting a (X) in the box that best indicates your opinion.**

In general,	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
61) Teaching behaviors effects student's motivation level.					
62) It is teachers' responsibility to motivate the students in language classes.					
63) Students' motivation level affect their foreign language learning success.					

**C) PLEASE STATE YOUR IDEAS ABOUT EACH QUESTION**

64) Based on your ideas and experiences, what is the role of students' motivation on their learning?

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65) Do you think that teacher behaviors affect students' motivation level? How?

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66) To what extent is it teacher's job to motivate students?

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67) What can a teacher do to increase the students' motivation?

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**APPENDIX B: STUDENT QUESTIONNAIRE**

Sevgili öğrenciler,

Bu anket, Karadeniz Teknik Üniversitesinde yürütülen bir tez çalışması için hazırlanmıştır. Bilimsel bir çalışma için kullanılacak olan bu anket, İngilizce öğretmen davranışlarının, öğrencileri İngilizce öğrenmeye teşvik etmedeki etkisi hususunda görüşlerinizi araştırmak için uygulanmaktadır.

Verdiğiniz cevaplar kesinlikle gizli tutulacaktır. Hiçbir şekilde başkaları ile paylaşılmayacağı konusunda emin olabilirsiniz. Bu yüzden isminizi belirtmenize de gerek yoktur. Unutmayın ki bu ankette DOĞRU ya da YANLIŞ cevap yoktur. Ankete içten ve dürüst olarak cevap vermeniz çalışmanın doğru sonuçlanabilmesi açısından çok önemlidir.

Yardımanız ve iş birliğiniz için çok teşekkür ederim.

Okulunuzun adı:

Sınıf: : 9  10

Cinsiyet: : Kız  Erkek

A) İngilizce öğretmenlerinin davranışlarının, öğrencileri motive etmedeki rolü. Sizin için uygun olan seçeneğe (X) işareti koymanız yeterlidir

Öğretmenin, ...	Oldukça motive edici	Motive edici	Etkisi yok	Motivasyon Kırıcı	Oldukça Motivasyon Kırıcı
1) öğrencilerle iyi ilişkiler içerisinde olması					
2) öğrencileri bireysel olarak tanımaya çalışması					
3) öğrencileri önemseydiğini göstermesi					
4) derste otoriter olması					
5) öğrencilere, yardım için her zaman hazır olduğunu hissettirmesi.					
6) ders boyunca sınıfta dolaşması					
7) ders boyunca öğrencilerden sessiz olmalarını beklemesi					
8) bazı öğrencilere toleranslı davranması.					
9) derste sürekli oturması					
10) öğrencinin istenmeyen bir davranışı karşısında hoşnutsuzluğunu belirtmesi					
11) öğrencilerin başarılı olacağına dair beklentisinin yüksek olduğunu belirtmesi					
12) sınav ve notlardan ziyade, öğrencilerin bireysel gelişimine odaklanması					
13) öğrencinin ilerlemesini düzenli olarak takip etmesi					
14) öğrencilerin herhangi bir başarısını ödüllendirmesi					
15) öğrencilere iyi yorumları için teşekkür etmesi					
16) düşük not alan öğrencileri herkesin önünde azarlaması.					
17) sınıf içi katılımlarından dolayı, öğrencileri övmesi.					
18) ceza olarak ev ödevi vermesi					
19) zaman zaman ailelerle, öğrencilerin durumları ile ilgili görüşmesi					
20) sık sık sınav yapması					
21) sınavlarda zor soru sorması					
22) sınıfta, öğrenciler arasında kıyaslama yapması.					
23) öğrencileri, etkinliklerde yaptıkları hatalardan dolayı azarlaması					
24) sürekli öğrencilerin hatalarını düzeltmesi					
25) öğrencilerin, birbirlerinin hatalarını düzeltmelerine izin vermesi					
26) etkinliklerde yapılan hatalara karşı öğretmenin toleranslı olması					
27) genel olarak, hata yapmanın dil öğrenme sürecinde olabileceğini hatırlatması					
28) öğrencileri daha çok çalışmaya teşvik etmesi.					
29) dil öğrenimini kolaylaştırıcı teknikler öğretmesi					
30) derse katılmaya isteksiz (parmak kaldırmayan) öğrencilere de söz hakkı vermesi					

Öğretmenin ,...	Oldukça motive edici	Motive edici	Etkisi yok	Motivasyon Kırıcı	Oldukça Motivasyon Kırıcı
31) derse mizah ve eğlenceyi dahil etmesi					
32) derse kısa ve ilginç aktivitelerle başlaması					
33) yapılacak olan her bir etkinliklerin amacını belirtmesi					
34) yapılacak olan etkinlikler için örnek vererek açıklamalarda bulunması.					
35) ders anlatırken, görsel ve işitsel öğretim araçları kullanması					
36) öğrenmeye oyunlar dahil etmesi.					
37) öğrenmeye değer etkinlikler sunması					
38) sık sık yabancı dil öğrenmenin faydalarını vurgulaması.					
39) öğrencilerin, kısa ve uzun vadede amaçlarını belirlemelerini teşvik etmesi					
40) dersin amaçlarını sınıf duvara asması					
41) merak uyandırıcı, ilginç etkinlikler sunması					
42) gayret gerektiren etkinlikler sunması					
43) öğrencilerin hayatları ile ilgili konuları dersin içeriğine katması ( müzik, film, spor)					
44) işlenen konuyla ilgili sorular sorarak öğrencilerin fikirlerini alması.					
45) bir sonraki etkinlik için öğrencilerin tahminlerini alması					
46) öğrencilerin seviyesini aşan etkinlikler sunması					
47) ana dili İngilizce olan kişileri sınıfa çağırması					
48) derste İngilizce konuşması.					
49) derste, öğrencilerden İngilizce konuşmalarını istemesi.					
50) derste gerçek hayatta ilişkili kültürel malzemeler kullanması ( İngilizce gazete, dergi)					
51) öğrencileri, sınıf dışında da İngilizceyi kullanmalarını teşvik etmesi. ( internet..)					
52) öğrencilerin birbirleriyle kaynaşabilmeleri için grup çalışmaları yaptırması					
53) öğrencileri birbirleriyle rekabet halinde olmasını sağlaması					
54) sınıf kuralları oluşturması					
55) İngilizce dersin işlenişi hakkında öğrencilerden öneriler alması					
56) sınıfta karar veren tek kişi olması					
57) öğrencilere, gruplar halinde sunum yaptırması					
58) konuyla alakalı olmasa da, öğrencilerin bahsettiği konuları sınıf ortamında tartışmaya açması					
59) öğrencilerin birbirlerinden öğrenmelerini teşvik etmesi					
60) öğrencilerin, İngilizce öğrenmedeki gelişimlerini değerlendirmelerini teşvik etmesi					

B) Aşağıda genel olarak öğrencilerin katıldığı ya da katılmadığı ifadeler var. Her bir ifadeden sonra sizin fikrinizi en iyi şekilde yansıtan kısma (X) işareti koymanız yeterlidir.

Genellikle, .....	Kesinlikle Katılıyorum	Katılıyorum	Karasızım	Katılmıyorum	Kesinlikle Katılmıyorum
61) İngilizce derslerinde, öğretmenin davranışları, öğrencilerin motivasyon düzeyini etkiler.					
62) Öğrencilerin yabancı dil öğrenmeye karşı olan ilgilerini arttırmak öğretmenlerin görevidir.					
63) İngilizce dersinde, öğrencilerin motivasyon düzeyi, başarılarını etkiler.					
64) Eğer derste konuyu öğrenmiyorsam, bu öğretmenin hatasıdır.					

**D) BU BÖLÜMDE VERİLEN SORULAR İLE İLGİLİ DÜŞÜNCELERİNİZİ BELİRTMENİZ YETERLİ OLACAKTIR**

65) Şimdiki ya da geçmişteki bir İngilizce öğretmeninizin, sizi İngilizce öğrenmeye teşvik eden davranışlarını anlatınız

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66) Şimdiki ya da geçmişteki bir İngilizce öğretmeninizin, İngilizce öğrenme isteğinizi azaltan/ kıran davranışlarını anlatınız

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67) Sizce, bir İngilizce öğretmeni, sınıfta öğrencilerin daha istekli olmaları için ne yapabilir?

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## **VITAE**

Emine TOP was born in Denizli in 1982. She graduated from Mersin University, English Language Teaching Department in 2005. Since her graduation, she has been working for Yomra Lisesi as an English teacher and she is single.

She is especially interested in, theatre, music and taking photographs and playing tennis.