UFUK UNIVERSITY

GRADUATE SCHOOL OF SOCIAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

STUDENTS' PERCEPTIONS OF TEACHER MOTIVATIONAL BEHAVIORS

A Master's Thesis

Eda Kahraman

Ankara, 2014

Ufuk University

Graduate School of Social Sciences

Department of English Language Teaching

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Üye (Danışman):   Yrd. Doç. Dr. Neslihan ÖZKAN

Üye: Yrd. Doç. Gülşen DEMİR

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ABSTRACT

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This study aimed to investigate students' perceptions of teacher motivational behaviors at preparatory classes at universities. Additionally, it explored the most and the least motivating teacher behaviors according to the students. In addition, the impact of the teaching methodology on students' motivation and the differences between female and male students' perceptions of the teacher behaviors were examined in the study. In this context, a study was conducted to find out the students' perceptions of the teacher motivational behaviors. Accordingly, 351 students participated in the study. The students who participated in the study were the preparatory students of Gazi University, Hacettepe University, Middle East Technical University, Atilim University and Ufuk University in 2013-2014 academic year. Moreover, in order to have detailed data, interviews were conducted with 16 students. The data gathered from the study were analyzed quantitatively and qualitatively.

The findings of the data revealed that the behaviors which were related to teacher's personal features were found to be the most motivating ones by the students. On the other hand, learners didn't find the behaviors concerning teacher's lecturing style very motivating. Besides, while the female students' perceptions were more positive about teacher's lecturing style and giving and evaluating homework, for the other factors (teacher's personal features, teacher's rapport with students and teacher's error correction and evaluation techniques) there was not a significant difference between both female and male students' perceptions. Finally, some implications and suggestions were presented in order to help teachers motivate their learners.

Keywords: EFL, Motivation, Motivational strategy, Teacher motivational behavior

ÖZET

Kahraman, Eda. Öğrencilerin Motive Edici Öğretmen Davranışları Hakkındaki Algıları, Yüksek Lisans Tezi, Ankara, 2014.

Bu çalışma, üniversitelerdeki hazırlık öğrencilerinin motive edici öğretmen davranışları hakkındaki algılarını araştırmayı amaçlamıştır. Ayrıca, çalışma öğrencilere göre en çok ve en az motive edici öğretmen davranışlarını da araştırmıştır. Buna ek olarak, çalışmada, öğretme yöntemlerinin öğrenci motivasyonu üzerindeki etki ve öğretmen davranışlarının algılanmasında bayan ve erkek öğrencilerin görüşlerindeki farlılıklar da incelenmiştir. Bu kapsamda, öğrencilerin motive edici öğretmen davranışları hakkındaki algılarını öğrenmek için bir çalışma yapılmıştır. Çalışmaya, 2013-2014 eğitim öğretim yılında, Gazi Üniversitesi, Hacettepe Üniversitesi, Orta Doğu Teknik Üniversitesi, Atılım Üniversitesi ve Ufuk Üniversitesi hazırlık sınıflarından toplam 351 öğrenci katılmıştır. Daha detaylı veri toplamak için 16 öğrenci ile görüşmeler yapılmıştır. Çalışmadan toplanan veriler nitel ve nicel olarak analiz edilmiştir.

Çalışmanın sonuçları, öğretmenin kişisel özellikleri ile ilgili davranışların öğrenciler tarafından en çok motive edici davranışlar olarak algılandığını göstermiştir. Bunun yanı sıra, öğrenciler, öğretmenin ders anlatma tarzı ile alakalı davranışları çok motive edici bulmamışlardır. Ayrıca, bayan öğrencilerin öğretmenin ders anlatma tarzı, ödev verme ve değerlendirme konusundaki algıları daha olumlu iken, diğer faktörlerde (öğretmenin bireysel özellikleri, öğretmenin öğrencilere yaklaşımı, öğretmenin değerlendirme yöntemleri ve hatalara karşı yaklaşımı) bayan ve erkek öğrencilerin görüşlerinde anlamlı bir farklılık yoktur. Son olarak, öğretmenlere, öğrencilerini daha etkili bir şekilde motive etmeleri için bazı çıkarımlarda ve önerilerde bulunulmuştur.

Anahtar sözcükler: Yabancı dil olarak İngilizce, Motivasyon, Motive edici taktik, Motive edici öğretmen davranışı

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CHAPTER 1

INTRODUCTION

This chapter provides information about the background of the study, statement of the problem, purpose of the study, scope of the study, limitations and definitions of terms.

1.1 Background to the Study

Motivation is an important concept in language education. Much of the research concerned heavily focuses on how learners and teachers are motivated to undertake tasks in an educational context. Dörnyei and Ottó (1998) described motivation as: "The dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalised, and (successfully or unsuccessfully) acted out" (p. 64).

Madrid and Pérez Cañado's (2001, p. 333) definition is as follows:

Motivation is an internal state of the individual influenced by certain needs and/or beliefs which generate favorable attitudes and interests towards a goal, as well as a desire which moves him/her to attain it with dedication and continued effort because (s)he likes it and feels satisfied each time (s)he obtains positive results.

According to the definitions Madrid (2002) states that motivation is dynamic, cyclical and process-oriented. Guilloteaux and Dörnyei (2008) state that: "Motivation provides the primary impetus to initiate second or foreign language (L2) learning and later the driving force to sustain the long and often tedious learning process"(p. 55).

The authors also maintain that even if the learners with the most remarkable abilities cannot be successful in long term goals without sufficient motivation. Similarly, appropriate curricula and good teaching are not enough on their own to have successful students. Ames (1990) asserts that teachers should have knowledge about motivation concepts, principles and theories and they should also know how to rely on this knowledge when he deals with motivational issues and when he makes instructional decisions.

Gardner (2010) points out that motivated individuals show many characteristics. For example, they are goal-directed. Most people have goals, but they may not achieve since they lack many other characteristics of the motivated individual that would be helpful in obtaining those goals. Motivated individuals are persistent, and they express effort in attaining the goal. They have strong desires to reach their goals and they have expectancies about their successes and failures. The author also states that when they are achieving some degree of success they feel self-confident about their achievements, Gardner (2010).

Williams and Burden (1997) state Gardner's emphasizes that motivation is the primary factor in their socio-educational model. Gardner defines motivation as "referring to a combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language"(as cited in Williams & Burden, 1997, p.116). Other factors in the model such as attitude towards the learning situation and integrativeness can affect these attributes. Williams and Burden (1997) also maintain that motivation occurs as a result of a combination of different influences: internal and external factors. Internal factors come from inside the learner, such as an interest in an activity or a wish to achieve a goal. On the other hand, an external factor is the influence of other people. The authors say that we shouldn't think motivation simplistically as something which is either internal or external to the individual since these cannot be easily separated. Finally, they add that people should know what external influences are more likely to arouse people's thoughts and emotions, and how they internalize them in ways that lead them to determine to achieve certain goals.

Winke (2005) asserts that motivated students are teachers' dreams because they are willing to work hard and they focus their attention on the tasks at hand. They don't need continuous encouragement and they may even stimulate their friends by promoting collaborative learning. However, there are demotivated students at schools as well as motivated ones. A demotivated learner is "someone who was once motivated but has lost his or her commitment/interest for some reason" (Dörnyei 2001b, p.142). According to Dörnyei (2001b, p.143) demotivation concerns "specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action". Two different investigations of demotivation by Christophel and Gorham (1995; Gorham & Christophel, 1992) showed that the sources of demotivation in the

studies were 'teacher-owned'. In other words, what the teacher had done or had been responsible for was the reason of the lack of motivation (Dörnyei, 2001b).

Motivation for language learning and strategy use are also closely related to each other. In their study, Oxford and Nyikos (1989) found that motivation was the best predictor of strategy use in a large-scale study of university students. According to the study, more motivated students used learning strategies of all kinds more often than did less motivated students (Schmidt and Watanabe, 2001).

Motivation is essential in language learning. According to Cook (2000) a number of learners' performances in second or foreign language learning are superior to others since they are better motivated (as cited in Mahadi and Jafari, 2012).

1.2 Statement of the Problem

Human behavior is highly complex and so coming to grips with it is not easy, however, when teachers start understanding why and how they, and their L2 students, act as they do, this can be a most rewarding experience (Dörnyei, 2001a).

The challenge of student motivation is a problematic barrier to improving students' learning. The students at Gazi University, METU (Middle East Technical University), Hacettepe University, Atilim University and Ufuk University are from different departments such as business administration, international relations, department of architecture, civil and mechanical engineering. They have 25 or 27 hours of English in a week. Their attitudes towards learning English are different however, most of the students are not interested in learning the language even at the beginning of the year. Some of them have negative experiences from their previous years such as having a teacher that they didn't like, failing in the exams etc. The students who are willing or neutral to learn English in the beginning lose their interests in a few months. Most of the instructors complain about their students' indifference to the lessons. They cannot motivate their learners and this becomes a big problem for both students and teachers in classrooms.

Motivating process is usually a long-term process (Dörnyei, 2001a) and every teacher who thinks of the long-term development of his/ her students has the

responsibility to motivate learners. So teachers have important roles in classrooms. Their behaviors shape the motivation of students. Therefore, I believe that students' motivation and teacher behavior is closely related to each other and it is fundamental to find out how students perceive their teachers' motivational behaviors.

1.3. Purpose of the Study

The purpose of motivational strategies is consciously to increase student motivation and maintain ongoing motivated behavior and protect it from distracting or competing action tendencies. These strategies are used to increase student involvement and to 'save' the action when progress slows, halts, or backslides (Dörnyei, 2001b).

This study aims to find out how students perceive teacher motivational behaviors in the classroom. It also aims to specify the most motivating and the least motivating teacher motivational behaviors from students' perspectives. With this purpose in mind, the study attempts to answer four questions:

1. What are the most motivating teacher behaviors in English classes for students?
2. What are the least motivating teacher behaviors in English classes for students?
3. Is there a significant difference between the female and male students' perceptions of teacher motivational behaviors?
4. Does the teaching methodology exert an impact on students' motivation?

1.4. Scope of the Study

This study is concerned with the student motivation at Gazi University, Middle East Technical University, Hacettepe University, Ufuk University and Atilim University. 351 students participated in the study. In order to obtain the necessary information, preparatory students were administered a questionnaire and interviewed.

To have more valid and reliable results for the study, the questionnaire was administered in five different universities' preparatory schools. Thus the preparatory

students of Gazi University, Middle East Technical University, Hacettepe University, Ufuk University and Atilim University answered the questions of the questionnaire.

The departments of the students included into the study are: the Faculty of Architecture (Architecture, Urban and Regional Planning, Industrial Product Design), the Faculty of Engineering (Civil Engineering, Mechanical Engineering, Electrical and Electronic Engineering, Chemical Engineering, Computer Engineering, Industrial Engineering, the Faculty of Sciences (Statistics) and the Faculty of Economic and Administrative Sciences (Public Administration, Business Administration, International Relations, International Trade, Political Science and International Relations), Faculty of Law (Law), Medical Faculty (Medicine), Faculty of Education (English Language Teaching, Psychological Counseling and Guidance) and School of Nursing.

1.5. Limitations

There are some limitations in this study. First, the questionnaire was administered to the limited number of students in terms of the universe; the preparatory EFL students at tertiary level in Turkey. However, the scope chosen is a fine representative of the universities in Ankara. Also, the questionnaire which was developed by Ölmezer Öztürk (2012) was used only once before this study; that is, the instrument has not been exploited in different cultural context across the world, making its validity vulnerable to any criticism.

1.6. Definitions of Terms

It is believed to be important to include the definitions of key terms in order to avoid ambiguity in the study. Thus, some of the terms are defined briefly as follows.

EFL: (English as a foreign language). English taught to people who need to learn it for their studies or their career, and who do not live in an English speaking country. (from http://www.macmillandictionary.com/dictionary/british/EFL)

Motivation: Motivation refers to "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language", Gardner, 1985, p.10).

Motivational strategy: "Motivational strategies are techniques that promote the individual's goal-related behavior" (Dörnyei, 2001a, p.28).

Teacher motivational behaviors: Teacher motivational behaviors are the behaviors used by the teachers to increase, maintain and protect the students' motivations in a classroom setting.

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

This study aims to explore students' perceptions of the teacher motivational behaviors that are used in English learning.

This chapter presents background information about development of motivational theories, contemporary motivation theories in education, motivational theories in English language teaching, the role of motivation in English language classroom, teacher's role in motivation and teacher behavior and student motivation.

2.2. Development of Motivational Theories

A number of different theories have been developed by the researchers in order to explain motivation. Behaviorism, Cognitivism and Constructivism will be explained here to understand motivation in the classrooms.

2.2.1. Behaviorism

Behaviorism is a term that refers to the school of psychology founded by John B. Watson. "In Watson's view, mental life as traditionally conceived simply did not exist. Rather, psychology should embrace behavior as its subject matter and rely on experimental observation of that subject matter as its method" (Moore, 2011, p.451).Watson coined the term in 1913 and many other scientists and researchers, especially B.F. Skinner, a notable behaviorist, took up the discipline and expanded it. Behaviorism is also known as behavioral theory. It focuses on the observable behavior. Behaviorists are interested in what they can observe, manipulate and quantify and they look at the effects of environmental stimuli on the organisms they study. They work with animals and humans for observing their behaviors. According to this school of thought, behaviors can be measured, improved and changed. Teachers can examine students' behaviors and they can understand if their students are motivated or not. It

assumes that a learner starts off as a clean state (i.e. tabula rasa) and behavior can be changed with the help of positive reinforcement or negative reinforcement.

Watson (1970) points out that if you want to understand behaviorism you should observe other people, for example your neighbors. He also states that you can observe only the most elementary forms of response in yourselves on the other hand, if you study what your neighbor is doing, you can understand your neighbors' behaviors' reasons in setting situations (presenting stimuli). So in a classroom, a teacher can understand the reasons of students' behaviors. Watson also maintains that behaviorism is primarily interested in the behavior of the whole man and the response the behaviorist is interested in is the commonsense answer to this question: "What is he doing and why is he doing it?"According to him (Watson, 1970), there is a response to every effective stimulus and that the response is immediate.

2.2.1.1. Behaviorism and Motivation

According to the Behaviorist theory motivation is the result of responses to reinforcement. In a behaviorist classroom it is common to see using reinforces to motivate learners. These reinforcers can be teacher praise, food, grades, responsibilities, class positions, etc.

B.F Skinner is the first psychologist who described operant conditioning (1938).As a behaviorist psychologist Skinner believed that if someone wants to understand a behavior, he should look at the causes of an action and its consequences. This theory was called operant conditioning by Skinner. This is a method of learning that occurs through rewards and punishments. An association is made between a behavior and a consequence for a behavior through operant conditioning. Skinner, (1976, p.51) states that:

> When a bit of behavior has the kind of consequence called reinforcing, it is more likely to occur again. A positive reinforcer strengthens any behavior that produces it: a glass of water is positively reinforcing when we are thirsty, and if we then draw and drink a glass of water, we are more likely to do so again on similar occasions. A negative reinforcer strengthens any behavior that reduces or terminates it: when we take off a shoe that is pinching, the reduction in pressure is negatively reinforcing and we are more likely to do so again when we a shoe pinches.

It is common to see the examples of operant conditioning all around us. For example a child who completes his/her homework can earn a reward from a parent or a teacher. An employee who finishes a project can receive a promotion from the boss. Rewards cause increases in these behaviors. On the other hand, operant conditioning can be used to decrease a behavior. When a negative outcome is used to decrease undesirable behavior, that behavior weakens and disappears. For example, if a child or learner loses a reward when he talks out of turn in class, this punishment may lead to a decrease in disruptive behaviors.

Brown (2007) states that language is important for human behavior and a behaviorist may think effective language behavior is the production of correct stimuli. When a response is reinforced by someone, this becomes a habitual behavior. Therefore learners produce linguistic responses that are reinforced by their parents, teachers or etc.

2.2.1.2. Criticisms of Behaviorism

Behaviorism examines human and nonhuman beings' demonstrated behaviors. In other words, behaviorism explains all the actions of a person only through visible phenomena. Behaviorist researchers often do their studies on animals and generalize their results on human beings. This may be misleading because humans have complex thought processes that affect behavior. Behaviorists also underestimate the biological factors of humans. So the main opposition to behaviorists is that behavior of a person cannot be interpreted leaving aside the mental activity.

Brown (2007) states that a lot of critics were attracted by Skinner's theories but Noam Chomsky (1959) thought differently. According to Brown (2007, p.27):

> Today virtually no one would agree that Skinner's model of verbal behavior adequately accounts for the capacity to acquire language, for language development itself, for the abstract nature of language, or for a theory of meaning. A theory based on conditioning and reinforcement is hard-pressed to explain the fact that every sentence you speak or write –with a few trivial exceptions- is novel, never before uttered either by you or by anyone else! These novel utterances are nevertheless created by very young children as they literally "play" with language, and that same creativity continues on into adulthood and throughout one's life.

Behaviorism in some way makes general behavioral patterns for people and neglects the individualism of every person. In language classrooms, teachers shouldn't ignore this issue and they should consider every student individually. Behaviorists

think that the behavior of people is shaped through only the environmental factors but it is very hard to interpret the behavior of people only focusing on the environmental factors. At this point behaviorists start to neglect the innate abilities of a person. Therefore behavior remains a learned association that is supported or punished.

2.2.2. Cognitivism

In the 1960s cognitivism emerged as a response to behaviorism. Cognitivism focuses on the inner mental activities. In other words, human mind is valuable and necessary for understanding how people learn. People are not "programmed animals" that only respond to environmental stimuli. During the 20th century cognitivists focused on the study of mental processes of thinking, including reasoning, deciding, planning, calculating and remembering independently of their likely grounding in the brain.

One of the most influential cognitive psychologists was Jean Piaget. He is concerned with children rather than all learners and his theory on motivation in children is to be commended (Barnes, 2008). Barnes (2008, p.1) points out that:

> Piaget believed that the best way to motivate a child was through intrinsic means. The Dictionary defines intrinsic motivation as "stimulation that drives an individual to adopt or change a behavior for his or her own internal satisfaction or fulfillment. Intrinsic motivation is usually self-applied, and springs from a direct relationship between the individual and the situation" (www.businessdictionary.com) (Barnes, 2008, p.1).

In cognitive theory, it is not possible to teach children to perform certain activities until they are biologically ready. In other words, children cannot learn something until they become matured enough. If a child is at a certain stage, you cannot teach him the concepts of a higher stage. Bruning et al., (2004) explains readiness with reading skill. Today, most children in the United States learn reading when they are about six or seven years old .Only a small minority of them know reading when they start first grade at school. Reading readiness is the idea that a certain level of mental maturity is necessary to begin reading instruction. Morphett and Washburne (1931) gave considerable importance to the notion of reading readiness and they examined the relationship between intellectual functioning and reading success. As a result of their study, it was understood that children who had mental age of at least 6 years and 6 months and started school are more successful. Analyzing their study Morphett and

Washburne recommended that it was better to wait for children to reach this mental age before giving reading instruction (Bruning et al., 2004).

According to Piaget, (as cited in Cameron, 2001), the child always interacts with the environment and solves problems that are presented by the environment. For example, a very young child may have a problem of how to get food from his bowl to his mouth. While he was trying to solve the problem, he uses a spoon or his fingers and he learns muscle control and direction- finding needed to feed himself. The knowledge that results from such action is actively constructed by the child. Jean Piaget viewed intellectual growth as a process of adaptation to the world. This happens through assimilation and accommodation. Barnes (2008, p.2) states that "The driving force behind Piaget's theory of intrinsic motivation is his concept of assimilation". Associate Professor of psychology and education at Mount Holyoke College Barry Wadsworth said that "the primary motivating force for cognitive activity is the process of assimilation, which, once developed, by its very nature seeks out the environment" (Wadsworth, 1971, 25 as cited in Barnes, 2008, p.3). According to Wadsworth, when a child is assimilated into an environment, he/she will want (and even need) to know more and therefore he/she becomes intrinsically motivated (Barnes, 2008).

Assimilation happens when action takes place without any change to the child; accommodation happens when the existing knowledge does not work, and needs to be changed to deal with the new situation. Cameron (2001) gives an example of feeding. The child may first use the fork in just the same way as the spoon was used; this is called assimilation of the new tool existing skills and knowledge. When the child realizes that the fork should be used in a different way and learns to use the fork in a proper way, accommodation occurs. The child's actions and knowledge adapt to the new possibility and something new is created.

Cameron (2001, p.3) states that:

From a Piagetian viewpoint, a child's thinking develops as gradual growth of knowledge and intellectual skills towards a final stage of formal, logical thinking. However, gradual growth is punctuated with certain fundamental changes, which cause the child to pass through a series of stages. At each stage, the child is capable of some types of thinking but still incapable of others.

2.2.2.1. Cognitive Development Implied in the Classroom

In a classroom, there are many variables and those variables influence and contribute to students' learning. Classrooms are diverse and even complex. Every student learns in a different way and at various developmental levels. So teachers should create an excellent learning environment for each student. They should do their best and make learning interesting. By doing these things teachers can create a motivational climate within the classrooms.

Thornell (1976) points out that when the teacher becomes sensitive to individual learner differences in the classroom, there may be important influences in facilitating learning. Being aware of the students' individual differences, the teacher can provide different strategies and techniques and then he can find out the most suitable ones for his learners. So he/she can increase the students' motivations in their classrooms. A teacher can decide and apply instructional guidance required by analytic and global children to achieve specified educational objectives. True individualization is significant and it should be a multidimensional complex accommodating as many learner traits as possible. Finally, it will be the most beneficial program to various students when individual differences in cognitive styles become significant factors in determining the type of individualized instructional program (Thornell, 1976).

Piaget believed that children are active, intelligent, creative constructors of their own knowledge structures and the individual is primary in the learning process (Blake & Pope, 2008). So the teachers should be able to assess the child's present cognitive level; their strengths and weaknesses. They should individualize the instruction as much as possible. Children should be allowed to make mistakes and they should be allowed to experiment on their own.

Teachers should present their learners with materials and situations and occasions that allow them to discover new learning. By discovering facts and relationships for themselves, students can learn best. This is a method of inquiry-based instruction and called discovery learning.

In discovery learning, learner is active. Chi (2009), states that being active could be characterized as doing something while learning and he gives an example in a virtual environment, if learners explore their environments by steering and peddling a

stationary bike while they travel through a virtual environment that could be considered an active activity (Tong, Marlin, & Frost, 1995). If students just watched a video recording of what the active participants saw but without being able to explore or manipulate the environment that could be considered a passive activity since students don't do anything. Students who learn by discovering are more motivated than the students who are passive in the classrooms. Therefore, teachers should make the learning environments suitable to discover the new situations for learners.

While students learn by discovering, they analyze the situations and try to find a solution to the problems. In other words, they solve problems. Problem-solving is to overcome obstacles and find a solution to an issue. There are several models of problem solving and most of them are similar to one another and can be summarized into a five-stage sequence (Bransford & Stein, 1984; Gick, 1986; Hayes; 1988): "1) identifying the problem, 2) representing the problem, 3) selecting an appropriate strategy, 4) implementing the strategy, and 5) evaluating solutions" (as cited in Bruning, Schraw, Norby & Ronning, 2004, p.164). Problem solving in classrooms is important and to improve this skill, there are some steps, according to Bruning et al., (2004, p.178, 179,180), which are:

1. Facilitate the acquisition of expert knowledge.
2. Develop an awareness of a general problem-solving strategy.
3. Focus on discovering and identifying problems.
4. Use external representations whenever possible
5. Mimic expert strategies

Problem-solving training is beneficial for younger students and it can be coupled with other kinds of instruction like question answering (King, 1991) and metacognitive training (Delclos & Harrington, 1991). In brief, by improving the knowledge of problem-solving techniques, educators can be beneficial for their students (Bruning et al., 2004).

Like problem-solving, critical thinking is an important component of cognitive theory's implications in a classroom. Critical thinking is a process and in this process a learner decides if a claim is true or not. He tries to think in different ways to reach the solution. Here the important thing is how to think rather than what to think.

There are different set of skills used in critical thinking. Analyzing critical thinking in terms of separate subskills could be risky since people apt to lose sight of what critical thinking entails: critical examination of beliefs and courses of action (Bruning et al., 2004).Instead of this, some authors suggest a smaller set of general skills in describing critical thinking (Halpern, 1997, 1998; Kurfiss, 1988; Quellmalz, 1987; Swartz &Perkins, 1990 as cited in Bruning et al., 2004). These skills are knowledge, inference, evaluation, and metacognition. While thinking critically we use knowledge and it helps individuals to find solutions to the problems faster and better. It also provides new points of view, and helps people to critically scrutinize their goals and objectives. Another component of critical thinking is induction, the process by which individuals reach general conclusions from given or inferred information. The third component is evaluation. It refers to related subskills; including analyzing, judging, weighing and making value judgements (Perkins & Grotzer, 1997; Swartz & Perkins, 1990).The last component is metacognition. Metacognition refers to 'thinking about thinking'. It is analyzing the adequacy of decisions. It is an essential component in critical thinking process because people can monitor the adequacy of the information on which they base their opinions, as well as the reasonableness of their inferences (Bruning et al., 2004)

Finally in a cognitive based classroom teachers use different kinds of activities to challenge learners to accept individual differences, increase their readiness to learn, discover new ideas, and construct their knowledge. In elementary classrooms concrete learning experiences like drawing, drama, hands-on activities and field trips are essential. Also, using active methods that require discovering, collaboratively studying as well as individually is important.

2.2.3. Constructivism

As the contemporary school of thought of education, constructivism constitutes the major perspective into all educative pursuit. It is based on experiential learning through real life experiences and allows integration new knowledge with existing knowledge.

Constructivism is an outgrowth of cognitive science. Constructivism views learning a process of knowledge construction with concept development and comprehensive

understanding as the goals (Fosnot, 1996; Resnick, 1986) and Phye (1997) states that constructivism is a movement that combines cognition from a developmental perspective with other important issues, such as motivation, self-directed learning, and a focus on the social context of learning (as cited in Chen, 2003, p.19)

According to von Glasersfeld (1996), constructivism has two main aspects. First, knowledge is a process of knowledge construction not absorption. In other words, people construct knowledge based on their own perceptions and conceptions of their world. So everyone constructs a different meaning or concept (Duffy & Jonassen, 1992; Fosnot, 1996; von Glasersfeld, 1996) and learning occurs only when the learners are actively involved in construction and reorganization of concepts. Second, knowledge is related to learners' environments in which they experience and construct the knowledge (Duffy & Jonassen, 1992; Resnick, 1986; von Glasersfeld, 1996, as cited in Chen, 2003).

2.2.3.1. Sociocultural Theory

Vygotsky (1896-1934) is a Russian psychologist who has an important role in educational psychology and the field of education as whole. He believed that in addition to biological factors that constitute the necessary pre-requisite for elementary processes to emerge, sociocultural factors are indispensable for elementary natural processes to develop. He asserts that social milieu is very important and socio-cultural settings are the primary and determining factors in the development of higher forms of human mental activity (Turuk, 2008).

Vygotsky (1978) states:

Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation and concepts. All the higher functions originate as actual relationships between individuals (Vygotsky, 1978, p.57)

According to Vygotsky, each child, in any domain, has an "actual developmental level". This can be assessed by testing the child individually. Each child also has an immediate potential for development within that domain. Vygotsky called this difference between the two levels the zone of proximal development. He defined the term as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined

through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p.86).

According to Williams and Burden (1997) the theory opposes the idea of discreet teaching of skills and meaning should be in the centre of any unit of the study. All skills should be in a unity, not in isolation. Also, what the learner brings to a learning situation as an active meaning-maker and problem-solver is significant and the interaction between teachers, learners and tasks plays a fundamental role in the development of cognition (as cited in Turuk, 2008).

Vygotsky implied that when a learner works with a more competent peer, less competent child can develop with the help of more competent child. So interaction with a more competent peer is effective in developing cognitive development (Tudge, 1990).

Another aspect of Vygotsky's theory is the idea of the "zone of proximal development" (ZPD). Lui (2012) considers ZPD "as the difference between what a child can do independently and what he or she is capable of doing with targeted assistance (scaffolding)". Instructions are challenging enough to develop new skills by building on the previously established skills. "Students are most receptive to instructions within their ZPD since it represents the next logical step in their ongoing skill development". If we don't have reliable information about students' constantly evolving ZPD's, we can have difficulties in identifying who is ready for the next step and who needs extra assistance (Lui, 2012).

Brown (2007) maintains that social constructivism is significant because it underlines the importance of social interaction and cooperative learning in constructing cognitive and emotional images of reality. He defines the zone of proximal development (ZPD) in two ways. The first one is "the distance between learners' existing developmental state and their potential development" and the other definition is "ZPD describes tasks that a learner has not yet learned but is capable of learning with appropriate stimuli" (Brown, 2007, p.13).According to Brown ZPD is important in social constructivism since it describes tasks "that a child cannot yet do alone but could do with assistance of more competent peers or adults" (Slavin, 2003, p.44; Karpov & Haywood, 1998, as cited in Brown, 2007).

2.2.3.3. Classrooms Applications of Constructivism

In a constructivist classroom, learners are actively involved in the process of learning. They are in the centre of the learning process. They interact with their teachers and other students; they work primarily in groups so they can learn from the incorporation of their different experiences. When students are active, they can become more motivated. We can see that the collaboration and exchange of ideas are emphasized here.

Teachers are facilitators. They guide students by asking questions that help them to find the conclusions. They encourage student autonomy and critical thinking. Also, teachers are creative; they prepare a variety of activities that are helpful for their students who have got different backgrounds and readiness levels. They put the learners in situations that can challenge their prior knowledge and that will create contradictions and encourage discussion. "Using a constructivist approach, teachers are challenged to provide teaching techniques that support students' construction of their understanding. Teachers need to make the concepts and phenomena interesting and important to the students" (Julyan & Duckworth, 1996; Schank, 1997, as cited in Chen, 2003).

In constructivism, "the opportunity for learners to discuss and clarify their experiences is essential because it encourages self-organization and reflective abstraction. This reflective abstraction is the driving force of learning (Fosnot, 1996; Perkins, 1992 as cited in Chen, 2003, p.19). Also, in constructivism, learners have the opportunities to articulate their ideas, they can test those ideas through experimentation and conversation and they can consider connections between the phenomena that they are examining and other applications of the concept (Dykstra, 1996; Nesher, 1989; Julyan & Duckworth, 1996 as cited in Chen, 2003).

Brooks and Brooks (1993) described both the pillars of constructivist pedagogy and the characteristics of constructivist teaching practices in *In Search of Understanding: The Case for Constructivist Classrooms.* The authors enumerate five pillars on which constructivist classrooms are based:

1) Posing problems of emerging relevance to learners;
2) Structuring learning around primary concepts;
3) Seeking and valuing students' points of view;

4) Adapting curricula to address students' suppositions; and

5) Assessing student learning in context of teaching (as cited in Amarin and Ghishan, 2013, p.56).

With these principles the authors argue that in a constructivist classroom environment, teachers should have students engage in raw data or primary sources, and they should aim to improve learners' cognitive and higher –order thinking skills. Also, the teachers take into account learners' concepts, misconceptions, modes of thinking and responses so they can change their teaching methods or content when they regard it as necessary (Amarin & Ghishan, 2013).

In a constructivist classroom, teachers can use different kinds of activities. Pre-activities can be used to activate students' schemata so they can use their prior knowledge to construct the new information. Teachers can also use research projects and students can search and study autonomously and they present their findings to the class. Field trips allow students to put the concepts and ideas discussed in class in a real-world context. Some authentic materials, like posters, newspapers, magazines, pictures, videos, computer assisted situations, songs and hands-on activities are useful to give information indirectly in the classrooms. With the hands-on activities learners can involve in the experiments, observations and simulations of the processes related to the conceptual theme of the unit currently being taught (Guthrie, 2004; Guthrie, Wigfield, & Perencevich, 2004b as cited in Wigfield, Tonks & Klauda, 2009). Allowing students to work in small groups or pairs teachers can make them study collaboratively. Finally, with all these methods, teachers can create class discussions among students and make them think in critical ways to find out the solutions of the problems so they can increase students' motivations.

2.3. Contemporary Motivation Theories in Education

Motivation is an umbrella-term including a wide range of different factors and motivational psychologists have spent a great deal effort in the past in researching motivation. Different scholars have come up with different motivational theories in education.

2.3.1. Expectancy-Value Theory

Expectancy-value theory has played a significant role on the nature of achievement motivation. It started with Atkinson's (1957) seminal work. Atkinson (1957) postulated that achievement motives, expectancies for success, and incentive values determine achievement behaviors (Wigfield et al., 2009). "Atkinson (1957) originally defined expectancies as individuals' anticipations that their performance will be followed by either success or failure, and defined value as the relative attractiveness of succeeding or failing on a task" (Wigfield, 1994, p.50).Some researchers in the expectancy-value tradition (e.g., Eccles et al., 1983; Feather, 1982, 1988, 1992; Wigfield &Eccles, 1992) have expanded these definitions and they have researched individuals' expectancies for success, subjective task values, and other achievement beliefs and discussed how these factors mediate their motivation and achievement in educational settings (Wigfield, 1994).

Eccles and Wigfield have developed a comprehensive model of task values, and they have defined them in terms of four components: attainment value (or importance), intrinsic value (or interest), extrinsic utility value, and cost (Dörnyei, 1998).

> Attainment value is the subjective importance of doing well on a task with reference to one's basic personal values and needs. Intrinsic interest value is the enjoyment or pleasure that task engagement brings about, whereas extrinsic utility value refers to the usefulness of the task in reaching future goals. The fourth value type, cost, constitutes the negative valence of a task, involving factors such as expended effort and time, and emotional costs (e.g. anxiety, fear of failure) (Dörnyei, 1998, p.120).

These four components play a significant role in an overall achievement value of a task and this value is believed to determine the strength or intensity of the behavior (Dörnyei, 1998).

According to Eccles and her colleagues' expectancy-value model, the constructs of expectancy and value are the most immediate or direct predictors of achievement performance and choice, and are themselves influenced by different kinds of psychological, social and cultural influences (e.g., Eccles, 1987, 1993, 2005; Eccles et al., 1983; Eccles & Wigfield, 1995; Meece, Wigfield & Eccles, 1990; Wigfield, 1994; Wigfield & Eccles, 1992, 2000, 2002, as cited in Wigfield et al., 2009). Dörnyei, (2001) maintains that learners can increase their expectancies in consciously organized conditions in which they are more optimistic and hopeful.

2.3.2. Achievement Motivation Theory

"Achievement Motivation Theory attempts to explain and predict behavior and performance based on a person's need for achievement, power, and affiliation" (Lussier & Achua, 2007, p. 42 as cited in Moore, Grabsch & Rotter, 2010).

According to McClelland's theory, throughout a man's life, certain types of needs (achievement, affiliation, power) are required. Daft (2008, p. 233) pointed out the need for achievement is "the desire to accomplish something difficult, attain a high standard of success, master complex tasks, and surpass others" (as cited in Moore et al., 2010). The people who display the need for achievement pursue to succeed in realistic but challenging goals (Moore et al., 2010).

Dörnyei (2001) states that conflicting approach and avoidance tendencies determine achievement motivation. The expectancy of success, the incentive value of successful task fulfillment and need for achievement are positive influences. Fear of failure, the incentive to avoid failure and the probability of failure are negative influences.

2.3.3. Self- Efficacy Theory

"Self-efficacy refers to beliefs about one's capabilities to learn or perform behaviors at designed levels" (Bandura, 1986, 1997 as cited in Schunk & Pajares, 2002, p.15).

Self-efficacy is based on social cognitive theory which assumes that success of an individual depends on interactions between one's behaviors, personal factors and environment (Bandura, 1986, 1997 as cited in Schunk and Pajares, 2002). According to this opinion, "self-efficacy affects one's behaviors and the environments with which one interacts, and is influenced by actions and conditions" (Schunk & Pajares, 2002, p.16).

Family and peers are significant in developing self-efficacy. Bandura (1986, p. 415) points out that "The initial efficacy experiences are centered in the family, but as the growing child's social world rapidly expands, peers assume an increasingly important role in children's developing self-knowledge of their capabilities". When children meet interesting and challenging activities, they become motivated, feel curious and want to learn new information. Parents can provide various materials like books,

computers, puzzles that can be helpful for children to think (Schunk & Pajares, 2002). Peer factor is also important in developing self-efficacy. The learners can be easily affected by their peers. At the beginning of the school year, it is not difficult to predict children's motivational engagement according to their peer group membership (Kindermann, McCollam, & Gibson, 1996, as cited in Schunk & Pajares, 2002). Children who are the members of highly motivated groups change in a positive way however, the other children who are in a less motivated group change in negative ways (Schunk & Pajares, 2002).

When we look at the role of self-efficacy in academic motivation we see that self-efficacious students are more advantageous in classrooms. When they meet some difficulties, they work harder, participate more, and they are more positive than the students who don't rely on themselves (Bandura 1997, as cited in Zimmerman, 2000). The situation is similar in terms of choice of activities. Self-efficacious students are more willing for difficult and challenging tasks than inefficacious students (Zimmerman, 2000).

2.3.4. Attribution Theory

"The term 'attribution' has been used in psychology to refer to the explanation people offer about why they were successful or, more importantly, why they failed in the past" (Dörnyei, 2001a, p.118). It was seen that these subjective explanations have an important role in people's future plans or actions. For example, when learners have failed in the past, they think that they won't be successful again. This is 'learned helplessness' in the psychological literature. They attribute their past learning experiences (Dörnyei, 2001a).

According to Graham (1994), "the most common attributions in school environment are: ability, effort, task difficulty, luck, mood, family background, help or hindrance from others" (as cited in Dörnyei, 2001a, p.119).

Teachers or educators can encourage effort attributions in some ways:

1-Provide effort feedback
2-Refuse to accept ability attributions

3-Model effort-outcome linkages

4-Encourage learners to offer effort explanations

5-Make effort and perseverance a class norm (Dörnyei, 2001a, pp.121-122).

For the first suggestion, teachers should provide positive feedback to their students. When the students fail, teachers should say that the reason of failure is their low effort not their insufficient ability. So students can understand that they can do better next time. In the second item, when teachers meet the students who verbalize attributions to low ability, they should gently refuse to accept these kinds of explanations. Instead, they should point out that they used ineffective strategies or they did not persist long enough. The other item is about modeling. Teachers should be good models for their students. They can give examples from their personal experiences in which they managed to accomplish a difficult task by trying hard to succeed or using a better strategy. According to the fourth suggestion, students should express their individual efforts in their own words. Teachers can encourage students by providing support. They can ask students what they found particularly challenging about a task or what strategies they used to meet this challenge. The last suggestion points out that teachers should emphasize the general importance of effortful behavior in the classroom. They can use some motivating sentences like 'I like the way you try' or 'That was a nice piece of effort'. Teachers can also spend some whole-class time discussing the importance of effort and persistence in overcoming failures and producing productive work (Dörnyei, 2001a).

2.3.5. Self-worth Theory

"The Self-worth theory assumes that a central part of all class-room achievement is the need for students to protect their sense of worth or personal value" says Covington (1984, p.1). Individuals struggle to give their lives meaning, they want to be approved by other people and they avoid the implications of failure (Covington, 2009).

According to the theory, individuals want to approach success and they avoid failure and they use some self-serving strategies like the use of excuses when they face failure. One of these tactics is to set unrealistically high achievement goals for themselves. In case of failure, individuals can attribute that failure to the difficulty of

the task. Another tactic is that students use some self-handicapping techniques like procrastination. They don't study so they easily create an excuse in case of failure. The last one is excuse-giving. When they fail, they attribute the failure to uncontrollable factors such illness or poor teaching (Graham & Weiner, 1996).

2.3.6. Goal-Setting Theory

According to the goal-setting theory, there are two cognitive determinants of behavior. These are values and intentions (goals). A goal is the thing someone is consciously trying to do and goals affect behavior through other mechanisms. For Locke and Latham (1990), goals direct attention and action. If a person has challenging goals, his performance becomes high and persistent. Goals also increase motivation. When an individual accomplish his goal, he feels satisfied and becomes motivated for another goal. On the other hand, when the individual cannot accomplish the goal, his motivation decreases (as cited in Lunenburg, 2011).

Some people perform better than other people. There are different reasons of this such as their ability, knowledge, strategies they use to perform tasks. However, another important reason which is frequently overlooked by people is their different goals. They try to achieve different outcomes when they work on a task. Since they have different goals, their performances are different from each other (Locke & Latham, 1990).

Goals affect performance through four mechanisms according to Locke and Latham (2002, pp. 706-707):

> First, goals serve a directive function; they direct attention and effort toward goal-relevant activities and away from irrelevant activities. Second, goals have an energizing function. High goals lead to greater effort than low goals. Third, goals affect persistence. Fourth, goals affect action indirectly by leading to the arousal, discovery, and/or use of task-relevant knowledge and strategies.

According to Dörnyei, (2001a, p. 84) the characteristics of the goals that work best are:

1-Goals should be:

-clear and specific, describing concrete outcomes in as much detail as possible;

-measurable, describing the outcome in terms that can be clearly evaluated;

-challenging and difficult, but not outside the range of students' capabilities;

- realistic

2-Goals should have a stated completion date

3-Both short-term and long-term goals should be set

4-Teachers should provide feedback that increases the students' capability of and confidence in obtaining the goal.

McCombs and Pope (1994, as cited in Dörnyei, 2001a, p.84) suggested that a goal should have some qualifications. This is 'ABCD' of goals. According to the suggestion a goal should be:

Achievable (reasonable for students' age and level)

Believable (students need to believe that they can accomplish it)

Conceivable (goals should be clear and measurable)

Desirable (students want it and others want it for you).

2.3.7. Goal Orientation Theory

The role of goals is significant in motivation theory. Goals are the things that a person wants to reach at the end of something. Since the goals affect students' performances, goal orientation theory has been the focus of great deal in education (Was, 2006).

In the goal-orientation theory, researchers defined the orientations in different ways however, most of them focused mostly on two main orientations: mastery and performance. Students who are willing to learn new things and develop their skills have been described as mastery oriented. These students can learn independently and expand the necessary effort for challenging tasks. They are motivated to learn. Students who want to demonstrate their ability or protect their ability when threatened are performance-oriented. These students think more about their ability and they tend to serve their performance only over the short term (Ames, 1990).

In a mastery-oriented classroom, learning process is valued and teachers focus on how students learn. Effort and developing new skills are valuable and mistakes are the part of learning process. On the other hand, in a performance-oriented classroom, success means high grades. Outperforming is important among students. They try to do better than others; they show evidence of ability by achieving success with little effort (Ames & Archer, 1988). Children spend more time on learning tasks with mastery goals (Butler, 1987), and they persist on continuing the task even if it is difficult for them (Elliott & Dweck, 1988) and they engage in learning more (as cited in Ames, 1992).

2.3.8. Self Determination Theory

Self-determination theory begins with the presumption that human beings are inherently proactive and endowed with a natural tendency to learn and develop as they engage not only their outer environments, but also their inner world of drives, needs, and experiences (Ryan & Deci, 2009, p.171).

According to self-determination theory, there are two general types of motivation: intrinsic motivation and extrinsic motivation and also there is another type of motivation, amotivation. "Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence" (Ryan & Deci 2000, p.56). An intrinsically motivated person acts for fun or challenge. External prods, pressures or rewards are not important for these individuals (Ryan & Deci, 2000). "Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome" (Ryan & Deci, 2000, p.60). Individuals do an activity for an instrumental value such as rewards, high grades or money. For example when a student works since he believes it is valuable for his chosen career is extrinsically motivated because he is doing it for an instrumental value rather than because he finds it interesting. Tests, exams school curriculum, parental expectations, society's expectations, competitions among students, making money are some reasons of extrinsic motivation at schools. But teachers can help the students convert the perception of those expectations in a positive way. They can discuss and evaluate society in a critical way so students aren't forced to accept some specific way of thinking or acting and they can reach an agreement. So they can feel the sense of belonging (Brown, 2007b).

"Amotivation refers to a lack of intentionality and motivation"(Ryan & Deci, 2009, p.177). When a person is amotivated, he doesn't want to act. There are some reasons for why a person lacks intention. He may feel that he is not competent, he may think that the activity is not valuable (Ryan & Deci 2000).

There are four types of extrinsic motivation:

External regulation: In external regulation people act to satisfy an external demand. It is the only kind of motivation that is recognized by operant theorists (Ryan & Deci, 2000).If a person does something to get a reward or avoid a punishment, he is externally regulated (Ryan & Deci 2009).

Introjected regulation: This is less external regulation. It refers to activities that an individual performs because of some external reasons and also the individual incorporates into the self. These activities have external sources rather than internal sources (Keblawi, 2006).

Identified regulation: It is a more autonomous form of extrinsic motivation. Here, the person thinks that a behavior is important for him so he accepts the regulation as his own. For example, a student who memorizes spelling list because he thinks that it is relevant to writing may think that is beneficial for him (Ryan & Deci, 2000).

Integrated regulation: It is the most autonomous form of extrinsic motivation. "Integration occurs when identified regulations have been fully assimilated to the self" (Ryan & Deci 2000, p.62). An individual brings new regulations into congruence with his other values and needs. Integrated extrinsic motivation has some common qualities with intrinsic motivation. Intrinsically motivated people do the behaviors since they are engaging and fascinating whereas with integrated extrinsic motivation people do the behaviors because they are valued or they think that the behaviors are personally important and related to achieving self-selected goals (Ryan & Deci 2009).

2.3.9. Theory of Planned Behavior

In the theory of planned behavior, a central factor is the individual's intention to do a given behavior. Intentions affect people's motivation to perform a behavior. According to a person's intention, it is possible to predict how they are willing for a

behavior or how much of an effort they are planning to exert to perform a behavior. If a person has got a strong intention to engage in a behavior, his performance becomes strong; if he has got a weak intention, his performance becomes weak. And, it would be expected that performance can be increased with the behavioral control to the extent that a person is motivated to try (Ajzen,1991).

Intentions to perform a behavior can be determined by attitudes towards the behavior, subjective norms and perceived behavioral control. The first one, the attitude toward the behavior, is a person's appraisal of the behavior or his positive or negative feelings toward the behavior. The second predictor is a social factor. An individual decides to perform or not to perform a behavior. The last one is perceived behavioral control. It is an individual's perception of ease or difficulty of performing a behavior. If a person has more favorable attitude and subjective norm related to a behavior, and if he has stronger perceived behavioral control, his intention to perform a behavior becomes stronger (Ajzen,1991).So, an individual's behavioral performance can be predicted from his intentions to perform the behavior and his perceptions of control over the behavior (Dörnyei, 1998). An individual should believe that he has the ability to achieve a performance. Only in this way can a person take full psychological ownership and pursue a goal (Muir & Dörnyei, 2013).

2.4. Motivational Theories in English Language Teaching

Scholars have researched motivation and its effects on students in English language teaching and they have come up with a number of motivational theories in order to explain the primary sources of motivation and its effects in a language classroom. The currently dominating motivational approaches will be explained in this chapter.

2.4.1. Gardner's Motivation Theory

For several decades, many researchers have recognized the importance of motivation in foreign language learning. Gardner and Lambert (1959, 1972) suggested that an individual's attitudes towards the foreign language community and the goals, or

orientations sustain his motivation to learn a foreign language. They identified two types of orientations: integrative orientation and instrumental orientation. According to the first one, a person has a desire to learn a foreign language to have contact with, and maybe to identify with, members of the foreign or second language community. The other one is instrumental orientation. It refers to a desire to learn the foreign language to be successful in some goals like job advancement or course credit (Noels, Pelletier, Clemént & Vallerand, 2000). In other words, in integrative orientation, the notion of identification with the community is seen whereas in instrumental orientation just practical reasons to learn the language, without implying any interest in getting closer socially to the foreign or second language community appear (Masgoret & Gardner, 2003).

Gardner (1985: 10) defines L2 motivation as 'the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity' (as cited in Dörnyei, 1998, p.122).

Gardner's motivation theory has four particularly well developed areas (Dörnyei, 2001b, p.49):

-Integrative motive

-Socio-educational model

-Attitude/ Motivation Test Battery (AMTB)

-Trembley and Gardner's revised model

According to Dörnyei (2001b), maybe the most elaborate and researched aspect in Gardner's motivation theory has been integrative motive. It is 'motivation to learn a second language because of positive feelings toward the community that speaks that language' (Gardner, 1985,pp. 82-3) as cited in Dörnyei (2001b).Integrative motivation has three components: integrativeness, attitudes toward the learning situation and motivation. Integrativeness is defined as "a desire, willingness, or affective ability to adopt features of another cultural community and make them part of one's own behavioral repertoire, and it is hypothesized that it can serve as an important influence on the individual's motivation to learn a second language" (Gardner, 2010, p. 114).

Integrativeness refers to an individual's attitudes towards the target language community and his willingness and interest in social interaction with the members of the target language community (Dörnyei, 2001b). Attitudes toward the language learning situation refer to the individuals' reactions to the things associated with the context in which the language is taught (Gardner & Masgoret, 2003). Motivation is a combination of learner's attitudes, desires and efforts related to learning the language (Belmechri & Hummel, 1998).

The socio-educational model is related to the role of different individual characteristics of the learner in second language learning. There are four distinct aspects in the model: Antecedent factors (which can be biological or experiential such as age or learning history), individual difference variables, language acquisition contexts and learning outcomes (as cited in Dörnyei, 2001b).

The Attitude/ Motivation Test Battery (AMTB) is a motivation test and there are two measures of reasons to learn a foreign language. One of them is instrumental orientation subtest, the other is integrative orientation subtest. Instrumental orientation subtest assesses an individual's pragmatic causes in language learning while integrative orientation subtest assesses the reasons that include interaction with the target language community (Masgoret & Gardner 2003).

Tremblay and Gardner (1995) extended Gardner's social psychological construct of second language motivation by adding new elements from expectancy-value and goal theories. The novel elements are three mediating variables between attitudes and behavior: goal salience, valence and self-efficacy. So the model has become a combination of Gardner's earlier socially grounded construct and latest cognitive motivational theories (Dörnyei, 2001b).

2.4.2. Dörnyei's Motivational Framework of L2 Motivation

Dörnyei (1994) developed a comprehensive motivational construct which conceptualized second language motivation. This framework has three levels: the Language Level, the Learner Level, and the Learning Situation Level. Language level is the most general level of the construct. It focuses on orientations and motives related to different aspects of L2, such as the culture it conveys, the community in which it is

spoken, and the potential usefulness of proficiency in it. It has two motivational subsystems: integrative and instrumental motivational subsystem. The second level is the Learner Level. It has a complex affects and cognitions which form personal traits. This level has two motivational components, need for achievement and self-confidence (Dörnyei, 1994). The last level is the Learning Situation Level. It is the most elaborate level of the framework. It is related to situation-specific motives rooted in different aspects of language learning in a classroom setting (Dörnyei, 1998). There are three areas in this level:

1. Course-specific motivational components: These are associated with the syllabus, the teaching materials, the teaching method, and the learning tasks.

2. Teacher-specific motivational components: These components involve the affiliative motive to please the teacher, teacher's behavior and teaching style, personality, authority type and direct socialization of student motivation (modeling, task presentation, and feedback).

3. Group- specific motivational components: There are four main components here: goal-orientedness, norm and reward system, group cohesion, and classroom goal structure. These components are related to the group dynamics the learner group (Dörnyei, 1994).

Table2.1 Dörnyei's (1994) framework of L2 motivation

| LANGUAGE LEVEL | Integrative motivational subsystem |
| | Instrumental motivational subsystem |

LEARNER LEVEL	Need for Achievement
	Self-confidence
	-Language use anxiety
	-Perceived L2 competence
	-Causal attributions
	-Self-efficacy

LEARNING SITUATION LEVEL

Course specific motivational components	Interest (in the course)
	Relevance (of the course to one's needs)
	Expectancy (of success)
	Satisfaction (one has in the outcome)
Teacher-specific motivational components	Affiliative motive (to please the teacher)
	Authority type (controlling vs. autonomy-supporting)
	Direct socialization of motivation
	-Modeling
	-Task presentation
	-Feedback
Group-specific motivational components	Goal-orientedness
	Norm and reward system
	Group cohesiveness
	Classroom goal structure (cooperative, competitive or individualistic)

(from Dörnyei, 2001a, p.18)

2.4.3. William's and Burden's Framework of L2 Motivation

Williams and Burden (1997) offered a detailed framework of motivational components. They regarded L2 motivation to be a complex and multi-dimensional construct and grouped the framework in two categories: internal and external factors which have also some subcomponents. Internal factors include intrinsic interest of activity, perceived value of activity, sense of agency, mastery, self-concept, attitudes and other affective states; external factors include significant others, the nature of interaction with significant others, the learning environment and the broader context.

Table2.2 Williams and Burden's (1997) framework of L2 motivation

INTERNAL FACTORS	EXTERNAL FACTORS
Intrinsic interest of activity	Significant others
• arousal of curiosity	• parents
• optimal degree of challenge	• teachers
	• peers
Perceived value of activity	The nature of interaction with significant others
• personal relevance	
• anticipated value of outcomes	• mediated learning experiences
• intrinsic value attributed to the activity	• the nature and amount of feedback
Sense of agency	• rewards
• locus of causality	• the nature and amount of appropriate praise
• locus of control re: process and outcomes	• punishments, sanctions
• ability to set appropriate goals	The learning environment
Mastery	• comfort
• feelings of competence	• resources
• awareness of developing skills and mastery in a chosen area	• time of the day, week, year
• self-efficacy	• size of class and school
Self-concept	• class and school ethos
• realistic awareness of personal strengths and weaknesses in skills required	The broader context
• personal definitions and judgements of success and failure	• wider family networks
• self-worth concern	• the local education system
• learned helplessness	• conflicting interests
Attitudes	• cultural norms
• to language learning in general	• societal expectations and attitudes
• to the target language	
• to the target language community and culture	
Other affective states	
• confidence	
• anxiety, fear	
Developmental age and stage	
Gender	

(from Dörnyei 2001a, p.20)

2.4.4. Dörnyei and Otto's Process Model of L2 Motivation

Dörnyei and Ottó (1998) developed a model of L2 motivation. "This model organizes the motivational influences of L2 learning along a sequence of discrete actional events within the chain of initiating and enacting motivated behavior" Dörnyei, 2001b, p.85). Dönyei and Ottó aimed to introduce a process-oriented perspective of motivation in the model and synthesize a number of different lines of research in a unified framework and they constructed a comprehensive model (Dörnyei, 2001b).

The model contains two dimensions: Action Sequence and Motivational Influences. "The first dimension represents the behavioral process whereby initial wishes, hopes and desires are first transformed into goals, then into intentions, leading eventually to action and, hopefully, to the accomplishment of the goals, after which the process is submitted to final evaluation"(Dörnyei & Ottó, 1998, p. 47). Motivational dimensions include the energy sources and motivational forces that foster the behavioral process (Dörnyei & Ottó, 1998). The action sequence process has three main phases: pre-actional phase, actional phase, and post-actional phase. The pre-actional phase is related to the process of choosing a course of action to be carried out. Motivation needs to be generated and the generated motivation leads to the selection of the goal or task that a person will perform (Dörnyei, 2003). This phase has been divided into three subprocesses: goal setting, intention formation and the initiation of intention enactment. Goal setting has three antecedents, wishes/hopes, desires and opportunities. In the actional phase, the generated motivation needs to be actively maintained and protected. It is also referred to as executive motivation and subtasks are generated and carried out in this phase. Classroom settings, teachers, parents, peers, physical conditions, anxiety about the tasks have influence on continuation of the motivation. The last one of them is the post-actional phase that is referred to as motivational retrospection. Here, the learner evaluate the past experiences and determine the type of activities he will be motivated to pursue next time (Dörnyei & Ottó 1998, Dörnyei, 2001b).

Table2.3 A process model of learning motivation in the L2 classroom

Pre-actional Stage →	Actional Stage →	Post-actional Stage
CHOICE MOTIVATION	**EXECUTIVE MOTIVATION**	**MOTIVATIONAL RETROSPECTION**
Motivational functions: • Setting goals • Forming intentions • Launching action	**Motivational functions:** • Generating and carrying out subtasks • Ongoing appraisal (of one's achievement) • Action control(self-regulation)	**Motivational functions :** • forming casual attributions • elaborating standards and strategies • dismissing intention & further planning
Main motivational influences: • various goal properties (e.g. goal relevance, specificity and proximity • values associated with the learning process itself, as well as with its outcomes and consequences • attitudes towards the L2 and its speakers • expectancy of success and perceived coping potential • learner beliefs and strategies • environmental support or hindrance	**Main motivational influences:** • quality of the learning experience (pleasantness, need significance, coping potential, self and social image) • sense of autonomy • teachers' and parents' influence • classroom reward and goal structure (e.g. competitive or cooperative) • influence of the learner group • knowledge and use of self regulatory strategies (e.g. goal setting, learning, and self-motivating strategies)	**Main motivational influences:** • attributional factors (e.g. attributional styles and biases) • self-concept beliefs (e.g. self-confidence and self-worth) • received feedback, praise, grades

(from Dörnyei, 2001a, p.22)

2.4.5. Dörnyei's Framework of L2 Motivational Self-System

The construct which was proposed by Dörnyei in 2005 extends the scope of L2 motivation theory to make it applicable in different language learning environments. Dörnyei's theory drew on psychological research on 'possible selves' and 'future self-guides' (Markus & Nurius, 1986) introduced the concept of possible selves and they distinguished between three main types of possible selves: Ideal selves that an individual would like to become; 'selves that an individual could become'; and 'selves an individual is afraid of becoming' (Dörnyei, 2009).

The L2 motivational self system has three components: Ideal L2 self, ought-to L2 self and L2 learning experience. Higgins defined the ideal self as "the representation of the attributes that one would ideally like to possess (i.e. representation of hopes, aspirations, or wishes" (Dörnyei & Ushioda, 2009 p.13). Dörnyei (2009, p.217) states that "if the person we would like to become speaks an L2, the ideal L2 self is a powerful motivator to learn the L2 because of the desire to reduce the discrepancy between our actual and ideal selves". Ought-to L2 self deals with the attributes that an individual believes one ought to possess to meet expectations and to avoid possible negative outcomes. L2 learning experience concerns situated, 'executive' motives associated with the immediate learning environment and experience (eg. the impact of the teacher, the curriculum, the peer group, or the experience of success) (Dörnyei, 2009).

2.5. The Role of Motivation in English Language Classroom

In educational psychology, the definition of what it is to be motivated is: "to be motivated is to be moved to do something" (Ryan & Deci, 2000, p. 54 as cited in Winke 2005). Winke (2005) states that according to Gardner, motivation to learn a foreign language is a complex of constructs, including effort and desire, as well as a favorable attitude toward learning the language at hand. The notion that self-identity and identification with the foreign language community is significant in the language learning process in Gardner's model. For example, when a learner feels that he doesn't 'fit in' with the target language speakers, this becomes a demotivating factor for him or he may want to 'fully integrate' and maybe become completely passable as a native speaker of the language, this can be a highly motivating factor for him. Where an

individual is along this continuum is described as the individual's integrative motivation. The other motivation that learners have is instrumental. When they want to learn the foreign language to achieve a practical goal, such as getting a high mark in a course or a job promotion, they are instrumentally motivated (Gardner & MacIntyre, 1991 as cited in Winke 2005).

Dörnyei (2007) points out that the quality of the relationship among the learners has an important role in motivation in the classroom. Having a climate of trust and support has a positive effect on learners' motivation whereas a competitive and cutthroat atmosphere affects the motivation in a negative way. If learners are hostile to each other and resist any cooperation, the overall climate becomes stressful for both learners and teachers.

Organization of the long list of relevant motivational techniques into separate 'themes' is significant in designing a practical framework of motivational strategies. The following taxonomy which is based on the process-oriented model by Dörnyei & Ottó (1998) provides a significant advantage over other potential organizing principles, namely comprehensiveness (Dörnyei, 2001a). Dörnyei (2001a) believes that:

> Following through the motivational process from the initial arousal of the motivation to the completion and evaluation of the motivated action is in many ways more logical than making somewhat arbitrary decisions about which central themes and the material should be built around (p.28).

The key units in this process-oriented organization are: Creating the basic motivational conditions, generating student motivation, maintaining and protecting motivation and encouraging positive self-evaluation.

Table2.4. The components of motivational teaching practice in the L2 classroom

Creating the basic motivational conditions
- Appropriate teacher behaviors
- A pleasant and supportive atmosphere in the classroom
- A cohesive learner group with appropriate group norms

Encouraging positive retrospective self-evaluation
- Promoting motivational attributions
- Providing motivational feedback
- Increasing learner satisfaction
- Offering rewards and grades in a motivating manner

Motivational teaching practice

Generating initial motivation
- Enhancing the learners' L2 related values and attitudes
- Increasing the learners' expectancy of success
- Increasing the learners' goal-orientedness
- Making the teaching materials relevant for the learners
- Creating realistic learner beliefs

Maintaining and protecting motivation

Making learning stimulating and enjoyable
- Presenting tasks in a motivating way
- Setting specific learner goals
- Protecting the learners' self-esteem and increasing their self-confidence
- Allowing learners to maintain a positive social image
- Creating learner autonomy
- Promoting self-motivating strategies

(from Dörnyei, 2001a p.29)

2.6. Teacher's Role in Motivation

Teachers are one of the most determinant factors in motivation of learners. Dörnyei's (1994) situated framework of L2 motivation has three key components of the teacher's role that affect second language motivation: the affiliative motive (i.e., learners' wish to please the teacher), authority type (i.e. authoritarian, democratic or laissez-faire teaching style) and direct socialization of student motivation (i.e. modeling, task presentation and feedback (as cited in Kubanyiova, 2006). "The extent to which opportunities for learner engagement are either constructed or obstructed, does not only depend on what the teacher does in the classroom, but also on how the classroom discourse is used (Walsh, 2002, as cited in Kubanyiova 2006 p.2).

Oxford and Shearin (1994) proposed five implications for teacher's role related to motivation:

1-figure out learners' real reasons for learning the L2

2- help students build challenging but achievable goals

3- show students the benefits of learning the L2

4-create a safe, welcoming, and non-intimidating teaching environment

5-motivate students to develop high but realistic intrinsic motivation (as cited in Kaboody 2013, p. 48)

Dörnyei and Csizér (1998) developed the 'Ten Commandments' to motivate language learners. These 'Ten Commandments' for motivating language learners are:

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 learners with the target language culture (as cited in Dörnyei & Csizér, 1998, p.215).

Dörnyei (1994) suggested a list of strategies that are organized according to the categories introduced in Dörnyei's framework of L2 motivation to motivate language learners.

Table 2.5 Motivational strategies according to Dörnyei's framework of L2 motivation

<u>Language Level</u>
- Include a socio-cultural component in the L2 syllabus
- Develop learners' cross-cultural awareness systematically
- Promote student contact with L2 speakers
- Develop learners' instrumental motivation

<u>Learner Level</u>
- Develop students' self confidence
- Promote the students' self-efficacy with regard to achieving learning goals
- Promote favorable self-conceptions of competence in L2
- Decrease student anxiety
- Promote motivation-enhancing attributions
- Encourage students to set attainable sub-goals

<u>Learning Situation Level</u>
Course-specific motivational components
- Make the syllabus of the course relevant
- Increase the attractiveness of the course content
- Discuss with the students the choice of teaching materials
- Arouse and sustain curiosity and attention
- Increase students' interest and involvement in the tasks
- Match difficulty of tasks with students' abilities
- Increase student expectancy of task fulfillment
- Facilitate student satisfaction

Teacher-specific motivational components
- Try to be emphatic, congruent, and accepting
- Adopt the role of a facilitator
- Promote learner autonomy
- Model student interest in L2 learning
- Introduce tasks in such a way as to stimulate intrinsic motivation and help internalize extrinsic motivation
- Use motivating feedback

Group-specific motivational components
- Increase the group's goal-orientedness
- Promote the internalization of classroom norms
- Help maintain internalized classroom norms
- Minimise the detrimental effect of evaluation on intrinsic motivation
- Promote the development of group cohesion and enhance inter-member relations
- Use cooperative learning techniques

(from Dörnyei, 1994, p. 281-282)

2.7. Teacher Behavior and Student Motivation

Teachers are important for students, and they take their teacher as a model. So there is a close link between teacher behavior and student motivation in language learning process. Educational research has focused on the teacher behaviors that should be effective in promoting student motivation. A range of teacher behaviors have been suggested. For instance, guidance, modeling, enthusiasm, provision of choice, sincere praise, reinforcement, and curiosity-, dissonance-, and interest-induction were included by Brophy (1986) in his review (as cited in Skinner & Belmont, 1993).Student motivation is one of the most important elements that contributes to the learning process. Dörnyei (2001a) states that almost everything a teacher does in a classroom has a motivational influence on learners. There are four general points in having appropriate teacher behaviors: enthusiasm, commitment to and expectations for the students' learning, relationship with the students, relationship with the students' parents. "If a teacher does not believe in his job, does not enjoy the learning he is trying to transmit, the student will sense this and derive the entirely rational conclusion that the particular subject matter is not worth mastering for its own sake" (Csikszentmihalyi 1997, p. 77 as cited in Dörnyei, 2001a, p.33). Learners are extremely sensitive to the cues coming from the teacher. If learners sense that the teacher doesn't care their learning and progress, they do the same thing. Dörnyei (2001a) listed many ways of expressing that the students' learning matters to you. They are:

- offering concrete assistance;

- offering to meet students individually to explain things;

- responding immediately when help is requested;

- correcting tests and papers promptly;

- sending learners copies of relevant/particularly interesting articles;
- arranging extracurricular instructional programs /opportunities;
- encouraging extra assignments and offering to assist with these;
- showing concern when things aren't going well;
- allowing students to call you at home when they have a problem;
- being available for overtime (Dörnyei, 2001a, p.34).

Having good relationship with learners is another factor that influences the learning process positively. Teachers who have warm, personal interactions with their learners, who show emphatic manners in responding learners' concerns or problems and respect with them, are more likely to inspire them in academic matters than the teachers who don't have any personal ties with the learners. Finally, the teachers who have a collaborative relationship with learners' parents are more successful in motivation process than those who don't involve them in the process (Dörnyei, 2001a).

Teachers can support and encourage appropriate academic and social behaviors of their learners. "Gunter, Denny, Jack, Shores, and Nelson (1993) argued that although many school-based interventions rely on control or reactive tactics to reduce problem behavior, perhaps a more logical approach is to purposefully establish classroom environments that support appropriate behavior through preventive tactics" (as cited in Moore Partin, Robertson, Maggin, Oliver, & Wehby, 2010, p. 173).

CHAPTER 3

METHODOLOGY

3.1 Introduction

The purpose of the present study was to investigate the perceptions of 62 specific teacher motivational behaviors of preparatory students at Gazi University, Middle East Technical University (METU), Hacettepe University, Ufuk University, and Atilim University, in Ankara, Turkey.. The study aimed to identify students' ideal teacher motivational behaviors. In order to get the necessary data, a survey questionnaire and interviews were used.

This chapter includes four main sections: 3.2.participants, 3.3.instruments, 3.4.data collection procedure and 3.5.data analysis. These titles will be described in detail respectively.

3.2 Participants

The participants of this study are a total of 351 preparatory students from different departments at Gazi University, Middle East Technical University (METU), Hacettepe University, Ufuk University, and Atilim University in 2013-2014 academic year.

For the questionnaire, 228 students at Gazi University participated in the study. These students have an exemption exam in the beginning of the year. The students who cannot have passing grades attend the preparatory program. The students at Gazi University have 25 hours of English in a week. There are about 15-20 students in each classroom. They take 12 quizzes and 6 midterms in a year and at the end of the year they have a final exam. The average of all these exams determines if the students pass or fail the preparatory program.

36 students in Ufuk University participated in the study. They have 27 hours of English in a week. In every classroom there are about 25 students. They have 3 different lessons (Short story, Main course, and Reading & Writing). For each lesson, they have

midterms and final exams. They have some quizzes throughout the year and at the end of the year, students have a proficiency exam. According to the average of the exams, students pass or fail the preparatory program.

30 students were included in Atilim University. The students at Atilim University have 27 hours of English in a week. The classrooms have about 20 students. The students who cannot have adequate grades from the proficiency exam at the beginning of the school year have to attend the preparatory program and the students are put into the classrooms according to their levels. They have 3 terms and in every term they have two midterms and about 10 quizzes. Students have 3 proficiency exams in a year: at the beginning of the school year, after the first and the third term. Like at other universities, according to the average of students' examinations, they pass or fail the preparatory program.

27 students participated in the study at Middle East Technical University. There are about 20 students in each classroom. They have proficiency exams in September and June. The students who cannot get the adequate scores in the exam at the beginning of the school year have to attend the preparatory program in the School of Foreign Languages. The students are put into the classrooms according to their levels. They have about 20 hours of English in a week. They have quizzes in almost every week throughout the year. In the last month of the school, they have a proficiency exam and according to the average of the exams they pass or fail the preparatory program.

30 students at Hacettepe University participated in this study. Like at the other universities, Hacettepe students have an exemption exam at the beginning of the school year and if they cannot get adequate scores, they have to attend the preparatory program in the School of Foreign Languages. After the exam students are put into the classrooms according to their levels. They have four terms in a year. They have 20-25 hours of English in a week. There are about 30 students in the classrooms. Throughout the year students have level achievement tests at the end of every quarter term and they should have adequate scores to go on the next quarter. At the end of the year, they have a proficiency exam. According to the average of the exams students pass or fail the preparatory program.

Table3.1The students who participated in the study

	Number	%
Gazi University	228	65
Ufuk University	36	10.3
Hacettepe University	30	8.5
Middle East Technical University	27	7.7
Atilim University	30	8.5
Total	351	100

Table 3.2Gender of the students who participated in the study

Gender f%		
Male	161	45.9
Female	190	54.1
Total	351	100

1.3. Instruments

A questionnaire which was developed by Ölmezer Öztürk (2012) and an interview with the students were used in this study. Therefore, the study is both quantitative and qualitative in its nature.

3.3.1 Questionnaire

The questionnaire "Teacher Motivational Behaviors Questionnaire" was developed by Ölmezer Öztürk (2012) to find out how students perceive certain teacher motivational behaviors. The questionnaire is based on a five-point Likert scale ranging from "It really motivates me (5)", "It motivates me (4)", "It makes no effect (3)", "It decreases my motivation (2)", and "It diminishes my motivation (1)".

The questionnaire was piloted with 136 students who were included in the actual study. The students were prep students who were studying at Gazi University, School of Foreign Languages. The students who participated in the pilot study were from different departments: the Faculty of Architecture (Architecture, Urban and Regional Planning, Industrial Product Design), the Faculty of Engineering (Civil Engineering, Mechanical Engineering, Electrical and Electronic Engineering, Chemical Engineering, Computer Engineering, Industrial Engineering, the Faculty of Sciences (Statistics) and the Faculty of Economic and Administrative Sciences (Public Administration, Business Administration, International Relations).

The Turkish version of the questionnaire was used to have more reliable data in the study. It took about fifteen minutes to complete the questionnaire. The researcher explained the questions that students asked. After the pilot testing, Cronbach Alpha coefficiency score was estimated as .947 which meant the questionnaire was well and within the range of acceptability.

Table 3.3Reliability analysis for "Teacher Motivational Behaviors Questionnaire"

	Cronbach Alpha's
Teacher's lecturing Style (1-36)	.913
Teacher's Personal Features (37-45)	.932
Teacher's Rapport with Students (46-52)	.811
Teacher's Error Correction and Evaluation Techniques	.803
Teacher's Giving and Evaluating Homework	.873
Cronbach Alpha for the 62 items = .947	

The questionnaire has two main sections. First section aimed to obtain background information about the participants: their genders, ages, universities and departments. Second section included 62 items designed to gather information about the perceptions of the students about 62 teacher motivational behaviors. In the second section, 62 items were classified under five constructs by Ölmezer Öztürk (2012). There are related items in each construct. The first construct is teacher's lecturing style, from item 1 to item 36.The second construct is teacher's personal features, from item 37 to 45, the third one is teacher's rapport with students, from item 46 to 52. The fourth

construct is teacher's error correction and evaluation techniques, from item 53 to item 57. The last construct is teacher's giving and evaluating homework, from item 58 to item 62.

3.3.2 Interviews

A focus group was formed to collect qualitative data to support and validate the quantitative data that were collected via questionnaire. To this end, stimulated recall interviews were conducted with 16 students.

"Some interviews can be based around a stimulus, for example, a completed questionnaire" (Mackey & Gass, 2005p. 173). In these interviews, there are several participants in a group discussion and there is a facilitator who keeps the group discussion targeted on specific topics, again often using a stimulus for discussion such as previously elicited data (Mackey & Gass, 2005).

16 volunteer preparatory students who completed the questionnaire before participated in the interview. The Turkish version of the interview was used in the study. The questionnaire was given to 16 preparatory students to remind them the items by the researcher at Gazi University, School of Foreign Languages. Then the researcher asked interview questions and students answered the questions by looking at and remembering the items. This was like a face-to-face chat with students which lasted about two hours.

1.4. Data Collection Procedures

The data were gathered through a questionnaire and a stimulated recall interview during the spring semester in 2013-2014 academic year. Following the piloting studies, all necessary permissions were obtained prior to the administration of the questionnaires and interviews.

The questionnaire was administered to a total of 351 preparatory students. The students were asked to complete the questionnaires in their classes during the class hours. Prior to the administration, the researcher explained the purpose of the study to the students and assured them that all responses would be anonymous and confidential.

Instructors of the classes were in the classrooms during the administration of the questionnaire. It took about 15 minutes for students to complete the questionnaire. After the completion of the questionnaires, the instructors collected and gave them in to the researcher.

The interviews with 16 volunteer students were held at the predetermined date and time at Gazi University, School of Foreign Languages. The students were from the Faculty of Engineering, the Faculty of Architecture, the Faculty of Sciences and the Faculty of Economic and Administrative Sciences. It was a stimulated recall interview and lasted about 2 hours. The students were informed about the purpose of the study. Interviews were carried out in Turkish in order to lessen the students' anxiety and feel more comfortable. The researcher reminded the questions one by one and the average scores of these questions to the students. Then she asked what reasons can be influential in choosing those points. In addition, the researcher reminded the lowest points for some questions and asked students' opinions about those questions. The researcher took notes of the students' answers and after all the questions were answered by the students the researcher thanked the students for their contribution to the study.

1.5. Data Analysis

In this study, both qualitative and quantitative data were gathered through data elicitation instruments. Thus, at data analysis stage, the researcher dealt with the raw data in two phases: quantitative analysis of the data collected through questionnaires and qualitative analysis of the data obtained through interviews. These two phases will be presented in detail in this section.

1.5.1. Questionnaires

The participants of this study were 351 students from Gazi University, Hacettepe University, Middle East Technical University, Ufuk University and Atilim University.

To analyze the data, Statistical Package for Social Sciences (SPSS) 15 for was employed. Accordingly, the analysis was done mainly using descriptive statistics. The percentage distributions, frequencies, means, and standard deviation calculations were

used in analyzing the data. T test was used in determining if there are differences between genders. The findings will be presented and discussed in detail in the following chapter.

1.5.2. Interviews

As mentioned before, note-taking technique was used to gather information from students. The notes taken during the interviews were compiled and reviewed carefully. Finally, the data obtained from the analysis of the interviews were interpreted. The results were read cyclically to immerse in the data and reach certain thematic categories. These themes were then discussed in tandem with the quantitative data to provide a more in-depth discussion.

CHAPTER 4

RESULTS AND DISCUSSIONS

The purpose of this chapter is to present and discuss the results gathered from the questionnaire and interviews. In accordance with the purpose of this study mentioned in preceding chapters, the findings of the questionnaire and the interviews will be displayed and discussed by answering the research questions.

4.1. Analysis of the Research Question: What are the most motivating teacher behaviors in English classes for students?

This question aimed to find out the most motivating teacher behaviors in English classes according to the students. The questionnaire was a-five-point Likert scale, each item was graded out of five. The frequencies, mean scores and percentages were calculated through descriptive statistics. The items whose mean scores are 4.5 and over 4.5 are thought to be the most motivating teacher behaviors.

Table 4.1 The most motivating teacher behaviors in English classes for students (items having mean score 4.5 and over)

Teacher Behaviors	Motivates me a lot		Motivates me		Makes no effect		Decreases my motivation		Diminishes my motivation		Mean score
	f	%	f	%	f	%	F	%	f	%	$\bar{x}$
37.putting a smile on her / his face in the classroom	4	1.1	1	.3	16	4.6	54	15.4	276	78.6	4.700
46.creating a relaxing atmosphere in which students can easily exchange ideas	3	.9	3	.9	19	5.4	64	18.2	262	74.6	4.649
23.taking some breaks when students are mentally exhausted	6	1.7	4	1.1	16	4.6	63	17.9	262	74.6	4.626
42.being open to new ideas	4	1.1	5	1.4	18	5.1	74	21.1	250	71.2	4.598

41.being energetic	6	1.7	6	1.7	15	4.3	77	21.9	247	70.4	4.575
54.correcting mistakes with a smiling face and by motivating students	2	.6	7	2.0	17	4.8	88	25.1	237	67.5	4.569
48.displaying friendly behaviors where appropriate	1	.3	2	.6	29	8.3	85	24.2	234	66.7	4.564
43.having a sense of humor	6	1.7	5	1.4	29	8.3	60	17.1	251	71.5	4.552
22.making use of certain topics (music, TV, etc.) that draw students' attention	4	1.1	5	1.4	28	8.0	76	21.7	238	67.8	4.535
38.using her / his mimes while teaching	2	.6	8	2.3	27	7.7	85	24.2	229	65.2	4.512
44.giving importance to teacher-student and student-student interaction based on course objectives	5	1.4	3	.9	26	7.4	91	25.9	226	64.4	4.510

The table shows the most motivating teacher behaviors according to the preparatory students. When we look at the table "Putting a smile on her / his face in the classroom" has got the highest mean score ($\bar{x}$ =4.700). 276 students choose the '5' for this question in other words, 78.6 % of the students said that putting a smile on a teacher's face in the classroom motivates them a lot. So this is the most motivating teacher behavior for students in classrooms. A big majority of the students preferred a teacher who smiles in lessons. The findings of Ölmezer Öztürk's (2012) study displays the same result related to this item (item 37). In her study, the first most motivating teacher behavior according to the students is item 37, like in this study. It can be thought that a smiling teacher is very important for students and they feel more relaxed and less anxious in lessons when they study the lesson with a teacher like that. Boettler (2012) points out that in the classroom, when the learning is face-to-face, immediacy and affinity-seeking behaviors are enacted by teachers when they do things like smiling and laughing.

Interviews which were made with students also support the result of this item. One of the students answer:

"I feel more relaxed when my teacher smiles at me and I don't feel anxious while I'm answering the questions"

Another student said:

"If my teacher smiles in the class, I like him/ her more and I like lessons too and I feel more enthusiastic about English"

These answers show that smiling at the students is important for students and it affects their behaviors in a positive way, too.

The second item shows that the other most motivating teacher behavior is "Creating a relaxing atmosphere in which students can easily exchange ideas". Its mean score is 4,649. It is clear that students want a relaxing atmosphere. We can see the importance of this item in 'Ten commandments for motivating language learners' (Dörnyei & Csizér, 1998). The second item of the 'ten commandments' is 'Create a pleasant, relaxed atmosphere in the classroom' (p.215), so it is a key determinant of motivation complex. Dörnyei (2001b) maintains that learning involvement will be the highest in an environment which is psychologically safe and in which students feel that they are protected from ridicule and embarrassment.

We can think that for every student, being in a relaxing environment is necessary and significant. When students feel comfortable, they display this in their behaviors. They become more motivated to learn. They interact with their friends or teachers comfortably. They can express themselves better. If the teacher creates a strict atmosphere, students feel stressful and they are affected negatively and they reflect their distresses to their peers and teachers. In the interviews a student said:

"I cannot talk to a strict teacher and I cannot feel relaxed in a tense classroom climate because I forget the things that I should know and I cannot say a word".

We can see the negative effects of not having a relaxing atmosphere in a language classroom here.

The third most motivating teacher behavior is item 23, "Taking some breaks when students are mentally exhausted". Its mean score is 4.626. Most of the students think that they should have breaks when they feel tired or exhausted in lessons. In lessons, students may get bored or they may be exhausted especially if they have long hours like block classes and they need breaks. Unless they take break, teachers can lose these students. Related to this question, one of the students stated that:

"Sometimes we are so bored that we cannot listen to our teacher or friends at that time. It becomes very difficult to concentrate on the lesson and we want to take a break"

Another student pointed out that:

"When we have a break, we feel relaxed and it becomes easy to come back to the class then."

Breaks are necessary and significant for students, so not to diminish their motivations, teachers should take breaks when it is necessary. Thus they can have more motivated students and also a more motivating classroom atmosphere.

Another behavior that students find a very motivating teacher behavior among 62 items is 'being open to new ideas'. The mean score of this item is 4.598 and 250 students marked '5' for this item. Students consider that an ideal teacher should be open to new ideas. When a teacher becomes open to new ideas, students can also say their opinions and express themselves more comfortably. Hungarian researchers like Mihály (2002), Petneki (2002), Poór (2003) and Nikolov (2003) state that future teachers should be open towards the needs of the learners in other words they should be innovative and creative (as cited in Szucs, 2009). Okoro and Chukwudi (2011) maintain that an ideal teacher is innovative and when it is essential, he/ she can generate new ideas.

One of the students stated that:

"I think a teacher should be open to new ideas because it also means that he/she gives importance to our ideas too".

Another student said that:

"If a teacher is open to new ideas, we feel more relaxed and comfortable when we express our ideas about something".

Another student pointed out that:

"When a teacher becomes open to new ideas, it becomes easy to suggest something when we think it would be interesting or useful".

As it is seen from the answers of the students, a teacher who is open to new ideas is important in a classroom.

'Being energetic' is another teacher behavior that students find very motivating. Its mean score is 4.575 which is not surprising. Since the students are young they are energetic too. So they want to have a teacher who is like them. Teachers who want to be effective in the classroom should be alert and ready for everything in a classroom. Students might get bored, they might talk to each other and make noise, or they might not want to listen to the teacher. If a teacher doesn't have enough energy for these situations, both his/her and the students' motivations decrease. Students explained their opinions about this item in different ways. For example:

"Energetic teachers always move in the classroom and they use their body languages while they are talking or teaching something. So while I am listening to my teacher, I feel more motivated".

Another student stated that:

"In my opinion teachers affect their students positively or negatively with their behaviors so energetic teachers have energetic students like themselves."

The results indicate that teachers who are energetic have a great influence in motivating in classrooms.

One of the most motivating teacher behaviors is 'Correcting mistakes with a smiling face and by motivating students'. The mean sore of this item is 4.569. Error correction has been a topic of interest since it has pedagogical consequences. One of the main principles based on the theory that can be applied in the classroom setting of Pintrich and Schunk (1996) is "Teachers should provide feedback that increases students' self-efficacy for obtaining the goal". It is understood that correcting mistakes has a significant role in the classroom (as cited in Dörnyei, 2001b, p.128).

Students feel stressful while they are answering questions in the classroom. Even, some of them don't attempt to answer any question because they think that their teachers will scold them and they are afraid of being offended in the classroom. Dörnyei (2001b) asserts that teachers should provide motivational feedback in order to motivate the learners. An interviewee explained his opinions about the item:

"I feel stressful when teachers correct my mistakes in a strict way. I don't want to answer a question next time".

Another student stated that:

"The way that teachers use in correcting mistakes is important for me, if I feel that he/she is angry with me I feel humiliated and it demotivates me".

Failure is demoralizing for most of the students, to make them feel better is not difficult for a teacher who is aware of the significance of correcting mistakes. I believe that teachers should correct the mistakes of their students in a gentle way to encourage them.

According to the data, 'displaying friendly behaviors where appropriate' is the seventh most motivating teacher behavior. The mean score of the item is 4.564. Thus, it can be said that students want to have a friendly teacher in their classroom. Marzano, Pickering and Heflebower (2011) state that the emotions of students have important roles in their involving in the classes. The authors also maintain that the teacher's positive demeanor is a factor that affects students' emotions. When teachers display enthusiasm and intensity, this facilitates student achievement. According to Gorham and Christophel's (1992) study, friendly teacher behaviors such as showing respects towards students, being polite and approachable, concerning with students' interests and problems, working with students on individual basis, increase motivation among students.

About the question a student stated that:

"Friendly teachers are always like friends and they give confidence to us. We feel happy and relaxed in the classroom".

Another student commented that:

"We don't feel anxious and we feel more enthusiastic when we have a teacher whose behaviors are friendly to us."

The eighth most motivating teacher behavior is 'having a sense of humor', with the mean score 4.552. It is clear from the mean score that students are positively affected by a teacher who has a sense of humor. A teacher who makes jokes from time to time can lighten the mood easily and he/she can generate a positive affect during the lesson. Gorham and Christophel (1992) stated in their study that there is a strong relationship between teacher's having sense of humor and motivation in the classroom. Dörnyei (2001a) states that the sense of humor shouldn't be ignored in the classroom

and the teachers should make their learners feel that relaxed attitude. According to one of the items in Dörnyei and Csizér's (1998) 'Ten Commandments for Motivating Language Learners', to have a pleasant and relaxed atmosphere in the classroom, teachers should bring in humor, laughter and smiles, and they can also do fun things and have game-like competitions in their classes (as cited in Winke, 2005). On this issue, two students said that:

"In my opinion, a teacher's having a sense of humor shows his/her enthusiasm about the lesson and this affects our motivation in a positive way".

"When I lose my concentration and my teacher makes us smile with a joke, I can concentrate on the lesson again, I mean I become motivated again".

'Making use of certain topics (music, TV, etc.) that draws students' attention' is another motivating teacher behavior according to the students. The results show that students become more motivated when their teacher uses some interesting topics that are related to students' interests in the classroom. Students might get bored and lose their concentrations in lessons. Teachers should make them involve in the lesson again at this point. They should take the students' attention and motivate them by using some techniques. According to the study about approximately 250 American students' learning experiences over a period of five years, carried out by Oxford (1998), the nature of classroom activities, including irrelevance and repetitiveness was a factor that caused students' demotivation (as cited in Dörnyei 2001b). Hence, teachers should choose the topics that increase students' attractiveness of the course content. Related to this finding, a student stated that:

"We like the topics that are related to our interests more because we learn some new things about ourselves with the help of these topics, too".

Another student uttered that:

"When the teacher uses songs or videos during the lesson, it becomes more interesting for us. Watching or hearing something interesting makes the lesson more attractive I think".

The other very motivating teacher behavior is teacher's using mimes while teaching. Its mean score ($\bar{x}$ =4.512) shows that making use of mimes by the teacher influences

students positively. Most of the time, non-verbal reactions are more effective than verbal ones. The activities that are used with mime in the classrooms convey the message to the learners in a more powerful way. This provides an active and a more motivating learning experience. Teacher's using non-verbal communication in an EFL classroom, such as body movements and facial expressions is a significant factor that affects students' motivation in a positive way (Desiatova, 2009). One of the students stated that:

"It becomes easy to understand the words and sentences when our teacher uses mimes"

Another interviewee stated that:

"Using some facial expressions of our teacher makes me more interested in the topic and the lesson. If our teacher just talks without using any mimes or non-verbal behaviors, I get bored".

The last most motivating teacher behavior that was chosen by the students is 'giving importance to teacher-student and student-student interaction based on course objectives' with the mean score 4.510. The result shows that the interaction between student-teacher and student-student are motivating factors for the participants. Sometimes students need to talk to their teacher about some subjects, or they want to hear some good things from their teacher. On the other hand, students also need to communicate with each other since they feel more relaxed while talking to each other. Teachers should provide the situations for the students to have interactions in pairs or groups. Related to the finding, a student commented that:

"I want to hear some sentences from the teacher to be sure of the thing I have learned".

Another student pointed out that:

"Talking to my friend is really good and I like talking to my friends because I feel relaxed".

4.2. Analysis of the Research Question 2: What are the least motivating teacher behaviors in English classes for students?

The second research question of the study aimed to find out the least motivating teacher behaviors in English classes according to the students. The items whose means scores are below 4 were identified the least motivating teacher behaviors.

Table 4.2The least motivating teacher behaviors in English classes for students(items having mean score below 4)

Teacher Behaviors	Motivates me a lot		Motivates me		Makes no effect		Decreases my motivation		Diminishes my motivation		Mean score
	f	%	f	%	f	%	f	%	f	%	$\bar{x}$
8. giving importance to seating for effective language teaching	31	8.8	36	10.3	160	45.6	71	20.2	53	15.1	3.225
60.giving importance to homework that help students learn and improve themselves autonomously	16	4.6	13	3.7	59	16.8	122	34.8	141	40.2	3.461
20.always lecturing in English	32	9.1	42	12	67	19.1	120	34.2	90	25.6	3.552
18.emphasizing the importance of English frequently	23	6.6	31	8.8	106	30.2	105	29.9	86	24.5	3.569
30.stating the objectives and steps of the lesson at the beginning of the lesson	11	3.1	23	6.6	110	31.3	125	35.6	82	23.4	3.695
29.giving information about English and American culture in the class hour	19	5.4	25	7.1	108	30.8	89	25.4	110	31.3	3.700
11.encouraging students to display their products created during classroom activities	11	3.1	19	5.4	115	32.8	119	33.9	87	24.8	3.717
6.sharing her/ his rules and expectations about her/ his lecturing style frankly with the students at the beginning of the term	18	5.1	20	5.7	96	27.4	122	34.8	95	27.1	3.729
50.being aware of some big events in students' lives	15	4.3	8	2.3	120	34.2	90	25.6	118	33.6	3.820
52.sharing personal information with students	12	3.4	9	2.6	110	31.3	118	33.6	102	29.1	3.823

10.giving equal importance to each and every learning experience in the class	8	2.3	15	4.3	100	28.5	120	34.2	108	30.8	3.868
15.encouraging students to take part actively during the lesson	15	4.3	23	6.6	67	19.1	127	36.2	119	33.9	3.888
28.giving students rewards such as English stories, cinema ticket, theatre ticket, etc.	20	5.7	13	3.7	90	25.6	82	23.4	146	41.6	3.914
27.having students watch movies in English language in the classroom and expecting students to write a summary and comment on the film	23	6.6	17	4.8	58	16.5	116	33	137	39	3.931
61.assessing students' homework on time and giving feedback	12	3.4	22	6.3	63	17.9	126	35.9	128	36.5	3.957
3.praising students and telling them "well done" when they are successful	13	3.7	7	2	78	22.2	129	36.8	124	35.3	3.980

The behaviors presented in the table 4.2 don't have very low mean scores and they shouldn't be regarded as demotivating behaviors for the students. They are considered as the least motivating teacher behaviors since they have the lowest mean scores in the questionnaire.

The Table 4.2 indicates the least motivating teacher behaviors in English classes according to the learners. The least motivating behavior is item 8 'giving importance to seating for effective language teaching' with the mean score 3.225. It can be concluded that seating arrangement in the classroom doesn't have an important role for the students. This result can be related to their ages. They are about 20 and maybe they think that they can seat in anywhere in the classroom. About this result a student explained her opinion:

"I think a student should choose his/ her seat in the classroom, sometimes I don't want to sit on the place where my teacher chooses".

Another student stated that:

"This situation is not important for me, I mean, sitting in a different place doesn't have a positive effect on my learning".

The second least motivating teacher behavior according to the participants is 'giving importance to homework that helps students learn and improve themselves autonomously' with the mean score 3.461. The results show that students don't think that the homework given by their teacher develops their autonomy. Sometimes assignments may not be of interest to the learners or the levels of the assignments can be above the level of the learners. I think another reason can be their age. They are adults or nearly adults and they may not like being giving some assignments by someone even by their teacher.

One student supported this result saying that:

"I don't believe that the homework is beneficial for me. I feel very tired after school and I don't want to do homework then".

Another student stressed that:

"I think that I'm old enough to know when to study. I want to study when I want, I don't want to be forced to do homework by my teacher".

Another least motivating teacher behavior is item 20 'always lecturing in English'. The mean score 3.552 indicates that students don't like being always lectured in English. This result shows parallelism with result of Vural (2007) and Ölmezer Öztürk's (2012) studies. According to their findings, participants chose this item as one of the least motivating teacher behaviors in the classroom. One of the participants supported this result by saying that:

"When we don't understand the sentences of our teacher, we feel stressed. We think that we miss some important points while our teacher speaks in English all the time".

Another participant stated that:

"I want to hear the Turkish means of some words, if I cannot understand the explanations, I lose my concentration".

The fourth least motivating teacher behavior for the participants is 'emphasizing the importance of English frequently'. According to the answers, it is apparent that students don't be motivated by emphasizing the importance of English frequently. In Vural (2007) and Ölmezer Öztürk's (2012) studies, teacher's reminding the benefits of

English was considered as one of the least motivating behavior by the learners. Related to this result an interviewee uttered that:

"When the teacher lays emphasis on the importance of English most of the time, it becomes demotivating for me".

One of the learners pointed out that:

"We are the individuals who know the necessity and importance of English so we don't like hearing the same things from the teacher all the time".

Another behavior which was considered as the least motivating teacher behavior by the learners is 'stating the objectives and steps of the lesson at the beginning of the lesson'. The findings show that most of the students are not so interested in learning the objectives of the lesson and they are not motivated because of this.

Item 29 with the mean score 3.700 is another teacher behavior that was regarded as the least motivating behaviors by the participants. According to the answers of the students, 'giving information about English and American culture in the class hour' doesn't have a significant role in increasing their motivation. In Vural's (2007, p.57) study, an item (item: familiarizing students with the cultural background of English) related to giving information about the culture of the target language was the first among the least motivating teacher behaviors according to the students. This item was chosen as one of the least motivating teacher behaviors by the participants in Ölmezer Öztürk's (2012) study. To support this finding a student uttered that:

"We don't need to know the culture of the target language; we are not studying at a department which is related to English so much so we don't want to learn about the culture".

'Encouraging students to display their products created during classroom activities' is another teacher behavior which was regarded as one of the least motivating teacher behavior by the participants. The results indicate that students don't like displaying their products during the lessons. There may be different reasons of their unwillingness about this situation. Some of the students may not want to share their own products with his/ her friends. They may feel stressed or anxious about being criticized by their teacher or

peers. Some of them see it unnecessary to display the products to the class. Related to this result a student commented that:

"I feel anxious while doing something like speaking in front of my teacher or friends"

"Sometimes our friends make fun of us when we make mistakes in class. So I don't want to be embarrassed by them in front of a lot of people".

Item 6 'Sharing his/ her rules and expectations about his/her lecturing style frankly with the students at the beginning of the term' was considered as one of the least motivating teacher behaviors by the learners who participated in the study. The results show that students are not so interested in learning rules and expectations of their teacher at the beginning of the term. In other words, students' motivations don't change in a positive way when they learn the expectations or rules of their teacher. On this question, a student stated that:

"I don't feel more motivated when my teacher tells his/her expectations and rules. In my opinion, this is not related to my motivation".

Participants regarded item 50, 'Being aware of some big events in students' lives', as one of the least motivating teacher behaviors. While some of the students think that their teacher should know about the big events about their lives, most of them prefer their teacher not to know about the important events in their lives. This item is also in the least motivating teacher behaviors group in Ölmezer Öztürk's (2012) study. According to the results, students don't want their teacher to know the significant events in their lives. Maybe, this is because of the fact that they are shy or they may just think teacher's knowing the big events in their lives is unnecessary. In parallel with this finding, a student uttered that:

"I don't want to share the important events in my life with anyone else and also with my teacher, because it is unnecessary".

Another item in the list is 'sharing personal information with students' with the mean score 3.823. According to the result, it can be concluded that while minority of the students want to know some personal information about their teacher, most of the students think that teacher's sharing personal information doesn't have an important role on their motivation. When we look at the previous result, we see that students are

not so interested in sharing information about their lives. Thus, both of these results display that teacher's knowing personal information about students' own lives or students' knowing personal information about their teacher doesn't affect their motivation at school. Related to the item a student commented that:

"I don't believe that my motivation increases when my teacher shares personal information about his/her life with us".

One of the least motivating teacher behaviors according to the students is item 10 'giving equal importance to each and every learning experience in the class'. The findings show that most of the students don't agree with this situation. Some of them may think that more importance should be given to some learning experiences in the class.

Another behavior which was regarded as one of the least motivating teacher behaviors by the students is 'encouraging students to take part actively during the lesson'. It can be concluded that teacher's encouraging learners to take part in the lesson doesn't have a very motivating role in the classroom. Students who participated in the study which was carried out by Ölmezer Öztürk (2012) didn't consider the behavior as very motivating. On this issue, a student said that:

"Sometimes I don't want to take part actively in the lesson, I just want to listen to the teacher, for example, being forced to speak in front of the people makes me stressful".

Item 28 'giving students rewards such as English stories, cinema ticket, theatre ticket, etc.' was regarded as one of the least motivating teacher behaviors by the learners who participated in the study. As the result indicates that, most of the students think that giving rewards to them by their teacher doesn't increase their motivation. Vural (2007) used a similar item, 'offering rewards for students' successes' in her study, and the item was considered as one of the least motivating teacher behaviors by the students who participated in her study, too. It means that most of the students don't like taking rewards from their teacher or it seems that, even if they take a reward, that doesn't increase their motivation. A student supported this result by saying that:

"In my opinion, rewards are not important, and taking a reward doesn't affect my motivation positively".

Item 27 'having students watch movies in English language in the classroom and expecting students to write a summary and comment on the film' became a behavior which didn't motivate students much in the classroom. Even if students like watching movie, they may not want to watch it in English and make comment on it in a written or spoken way. Maybe this is due to the fact that it's a kind of examination of their understanding and a big majority of the students don't like examinations since they feel anxious, stressful or afraid of taking low marks. Consequently, this behavior doesn't have a significant role in increasing students' motivation. Related to the behavior a participant pointed out that:

"I just want to watch the film, making comment or summary after the film makes me anxious".

Another student said that:

"Sometimes I cannot understand what a character says, and I cannot concentrate on the rest of the film and I cannot understand what is happening in the film".

One of the least motivating teacher behaviors according to the learners is item 61, 'assessing students' homework on time and giving feedback'. The findings indicate that students don't like being assessed homework by their teacher. The result is not surprising since most of the students that we met in previous years didn't like doing homework. The reason may be that they get bored while doing homework or being assessed by another person might be behind this unwillingness. On this issue, a student said that:

"I don't like homework, sometimes it becomes difficult to finish it on time and we may get low marks because of this reason".

The last item which was considered as the least motivating teacher behavior by the students is 'Praising students and telling them "well-done" when they are successful". While some of the students think that praises are good for their motivation, most of them think the opposite. It can be said that students' motivations don't increase by being praised or said "well-done" by their teacher. This situation may result from their ages, they are young adults and adults, and they may not be affected by praises so much. Related to this result, a student commented that:

"That my teacher's saying "well-done" to me doesn't affect my motivation much".

4.3. Analysis of the Research Question 3: Is there a significant difference between the female and male students' perceptions of teacher motivational behaviors?

The difference between the female and male students' perceptions of teacher motivational behaviors will be presented according to the factors of the questionnaire. The mean scores were used to determine the differences for each factor.

4.3.1. The difference between the female and male students' perceptions of teacher's lecturing style:

Table 4.3 displays the results of the difference between the female and male students' perceptions of teacher's lecturing style.

Table 4.3 Female and male students' perceptions of teacher's lecturing style

Gender	N	$\bar{x}$
Male	161	4.021
Female	190	4.139

As the table 4.3 shows, there is a meaningful difference according to the genders of the participants. While the mean score of the perceptions of teacher's lecturing style of female students is 4.139, the mean score of the male students' perceptions on this issue is 4.021. These results indicate that teacher's lecturing style is more effective on females' motivation in the classroom.

4.3.2. The difference between the female and male students' perceptions of teacher's personal features:

Table 4.4 displays the difference between female and male participants' perceptions of teacher's personal features.

Table 4.4 Female and male students' perceptions of teacher's personal features

Gender	N	$\bar{x}$
Male	161	4.503
Female	190	4.543

According to the table, there is not a big difference between the perceptions of the learners who participated in the study. The mean scores indicate that the perceptions of teacher's personal features of both male and female students are similar to each other.

4.3.2. The difference between the female and male students' perceptions of teacher's rapport with students:

Table 4.5 shows the difference between the female and male learners' perceptions of teacher's rapport with students.

Table 4.5 Female and male students' perceptions of teacher's rapport with students

Gender	N	$\bar{x}$
Male	161	4.249
Female	190	4.285

As the table shows, there is not a significant difference between the perceptions of female and male students who participated in the study. It can be concluded that the female and male participants' opinions about the teacher's rapport with students show similarity with each other.

4.3.4. The difference between the female and male students' perceptions of teacher's error correction and evaluation techniques:

The table 4.6 indicates the difference between the perceptions of the female and male students who participated in the study.

Table 4.6 Female and male students' perceptions of teacher's error correction and evaluation techniques

Gender	N	$\bar{x}$
Male	161	4.301
Female	190	4.400

As shown in the table, there is not a big difference between female and male students' thoughts about the teacher's error correction and evaluation techniques. The mean scores show that there is a similarity in male and female students' opinions about this category.

4.3.5. The difference between the female and male students' perceptions of teacher's giving and evaluating homework:

As the table 4.7 shows, there is a significant difference between female and male students' perceptions of teacher's giving and evaluating homework.

Table 4.7 Female and male students' perceptions of teacher's giving and evaluating homework

Gender	N	$\bar{x}$
Male	161	3.798
female	190	4.001

The mean score of the female students' perceptions of teacher's giving and evaluating homework is higher than the male students' perceptions in this category. When the mean scores of both genders are compared, it can be concluded that female learners are affected by teacher's giving and evaluating homework more positively in the classroom.

4.4. Analysis of the Research Question 4: Does the teaching methodology exert an impact on students' motivation?

The analysis of this research question will be explained in two different subheadings: The factor which promotes student motivation most and the most motivating items in these factors.

4.4.1. Which factor seemed to promote students' motivation most?

The most motivating teacher behaviors according to the learners were given in the Table 4.1. As the table shows, most of these motivating behaviors are from 'Teacher's personal features'. It can be concluded that teacher's personal features play a significant role on students' motivations. The psychological environment of the classroom is important for the students and this can be provided by the teacher in different ways such as having sense of humor, smiling (Dörnyei, 2001a). The results demonstrate that a teacher who smiles, uses his/her body language effectively, has a sense of humor, and who is energetic and open to new ideas can have the students whose motivations are high in their classrooms.

4.4.2. The items which are considered as the most motivating teacher behaviors in the factors:

In the first factor of the questionnaire, 'Teacher's lecturing style', the most motivating teacher behaviors according to the students item 23 (taking some breaks when students are mentally exhausted) with the mean score 4.626 and item 22 (making use of certain topics that draw students' attention) with the mean score 4.535. With the result of item 23, it can be understood that taking break is very important when they need relaxing. Also, teacher's using some topics that can arouse students' interests has a significant role on their motivation. The item 16 (being aware of what he/she does in the class and trusting his/her knowledge) is another item with the mean score 4.453. Students can understand if the teacher is knowledgeable or not and they want to have a teacher who relies on his/her knowledge to have a better education.

The second factor (Teacher's personal features) of the questionnaire is the most popular one among the students who participated in the study. Six of the nine items have the means scores which are above 4.5. It can be concluded that teacher's personal features such as being energetic, open to new ideas, smiling, having sense of humor and using body language in the classroom increase students' motivation.

In the third factor (Teacher's rapport with students) of the questionnaire, item 46 (mean score= 4.649) and item 48 (mean score= 4.564) are the ones which were found very motivating by most of the participants. Teacher's creating a relaxing atmosphere in the classroom (item 46), is very effective and motivating for students. Teacher's having friendly behaviors has also a positive effect on the motivation of the learners. Hence, it can be concluded that students' motivations are high when they are in an environment in which they feel relaxed and secure.

In the other factor (Teacher's error correction and evaluation techniques) of the questionnaire, the most motivating teacher behavior is item 54 with the highest score (mean score= 4.569). According to this item, teacher's correcting mistakes with a smiling face and by motivating students has an impact on their motivation.

In the last factor (teacher's giving and evaluating homework) of the questionnaire, there are not any behaviors whose mean score is over 4.5. The behavior which was considered as the most motivating is item 62 (mean score=4.065). According to the result, students prefer homework which has different skills.

All these findings show that students want a teacher who is knowledgeable, energetic, positive, innovative, friendly, smiling and they want to have a classroom in which they feel relaxed and secure to be motivated.

CHAPTER 5

CONCLUSION

In this chapter, the summary of the present study, implications and suggestions for practice and future research will be provided and linked to the research objectives.

5.1. The summary of the Study

The aim of this study was to find out the perceptions of preparatory students about 62 teacher motivational behaviors. The study was conducted at Gazi University, METU (Middle East Technical University), Hacettepe University, Ufuk University and Atilim University, Ankara, Turkey. A questionnaire was administered to 351 preparatory students and 16 volunteer students were interviewed. With the purpose of gathering valuable data the triangulation method was conducted, including questionnaire and interviews, in the present study. To investigate students' perceptions of the most motivating teacher behaviors in English classes, the researcher used descriptive statistical tests to analyze the data of the questionnaire. Additionally, to analyze the interviews, constant comparison method (Glaser & Strauss, 1967) was used. In the previous chapter, the findings of the questionnaire were presented and discussed and complemented through the interviews carried out with volunteer students.

5.2. Implications and Suggestions for Practice

This study was focused on four research questions: "What are the most motivating teacher behaviors in English classes for students?", "What are the least motivating teacher behaviors in English classes for students?", "Is there a significant difference between the female and male students' perceptions of teacher motivational behaviors?", "Does the teaching methodology exert an impact on students' motivation?". Here, each question will be discussed and concluded respectively.

The findings of the first question show that some certain teacher behaviors have a significant role on students' motivations. Especially teacher's personal features influence students most positively. Teacher's being smiling, friendly with the students, open to new ideas, energetic, having sense of humor, giving importance to teacher-

student and student-student interaction, correcting mistakes with a smiling face and by motivating students, creating a relaxing atmosphere in the classroom, his/her making use of interesting topics, taking breaks when students are mentally exhausted and using his/her mimes are the most motivating behaviors among the 62 items in the questionnaire according to the learners. According to the early investigations (Andersen, 1979; Andersen, Norton, & Nussbaum 1981; Andersen & Withrow, 1981 as cited in Christophel, 1990) perceptions of teacher immediacy were highly correlated with favorable student attitudes and immediate teachers were viewed as more positive and effective by students. Dörnyei (2001a) states that every teacher who thinks the long-term development of his/her students is responsible for the motivation of their students. To create motivational conditions in a classroom, a teacher should have appropriate teacher behaviors. For example, he/she should have good relationships with the students, they should share warm, personal interactions with their students, they should have a sense of humor and there must be mutual trust in the classroom (Dörnyei, 2001a).

The second research question of the study aims to find out the least motivating teacher behaviors according to the students. The results indicated that teacher's always lecturing in English, giving information of American and English culture, emphasizing the importance of English, having students watch movies in English and making them write a summary or comment on the film were not found very motivating by the students. Also, teacher's praising students and telling them "well done", giving them some rewards, encouraging them to take part actively during the lesson, sharing his/her rules and expectations about his/her lecturing style frankly with the students at the beginning of the term, stating the objectives and steps of the lesson at the beginning of the lesson were the other teacher behaviors that students found less motivating. Most of the students don't like homework, the results of the factor that is related to this issue show that teacher's giving importance to homework that helps students learn and improve themselves autonomously and his/her assessing homework on time and giving feedback don't increase students' motivations much. Students don't give importance to seating in a different place in the classroom, either. Although teachers' being friendly with their students and their creating relaxing atmosphere in the classroom are very important for the students, teacher's sharing his/her personal information with students

and their being aware of some big events in students' lives are not important for most of the learners.

The third question investigates the difference between the female and male participants' perceptions of the teacher motivational behaviors. The findings reveal that both the female and male learners' perceptions of 'teacher's personal features', 'teacher's rapport with students' and 'teacher's error correction and evaluation techniques' were similar to each other. On the other hand, 'teacher's lecturing style' and 'teacher's giving and evaluating homework' were found more motivating by the female students.

The last question of the study aims to find out if the teaching methodology exerts an impact on students' motivation. According to the results, the behaviors about 'teacher's personal features' were found the most motivating teacher behaviors by the participants. It can be concluded that teachers who are smiling, energetic, open to new ideas, good at using body language, have sense of humor can decrease learners' anxieties, and have students whose motivations are high in their classroom. Pappamihiel (2002) points out that while most of the educators and administrators focus on mostly English proficiency, some factors such as anxiety are overlooked in mainstreaming decisions. Also the teachers who give importance to their learners' interests and use the topics which arouse their interests, and take breaks when their learners need can increase his/her learners' motivations easily. Students want a friendly teacher and a relaxing atmosphere because they want to feel secure and relaxed in their classroom and they don't want to be afraid of making mistakes and they want a teacher who has a smiling face while he/she is correcting their mistakes. MacIntyre (1995) asserts that when a student answers a question in a second language class, he/she may become anxious and anxiety leads to worry and rumination. Cognitive performance is diminished because of the divided attention and thus performance suffers. When the situations are seen as threatening by the learners, there can be adverse affect on their learning since the learners who are highly anxious are often in a state of divided attentional resources, and their ability to concentrate and be successful in lessons is hampered ((Eysenck, 1979 as cited in Pappamihiel, 2002). In their study, MacIntyre and Gardner (1994) found that anxiety and learning achievement are negatively correlated (as cited in Pappamihiel, 2002).

5.3. Implications and Suggestions for Future Research

This study mainly aimed to investigate the perceptions of 351 preparatory students towards teacher motivational behaviors in the second term of 2013-2014 academic year at five universities (Gazi University, Middle East Technical University, Hacettepe University, Ufuk University and Atilim University) in Ankara, Turkey. The result of the study developed valuable information for the teachers. Nevertheless, more researches in this area can be conducted as the findings of this study do not conclude that all students think the same things about the teacher behaviors in the questionnaire.

The questionnaire was administered to the limited number of students. Thus, further researches can be done in many aspects for a better understanding of the perceptions of students' teacher motivational behaviors. In a future study, it can be conducted to more students from different universities and the number of the students at the universities can be close to each other. Furthermore, the number of the participants who were interviewed can be increased. Also, for a further study, more detailed interview questions can be asked to the learners to have a more in-depth data.

In addition, the present study was administered to preparatory students who are studying at universities. For a future research, primary, secondary and high school students can take part in the study to have more detailed information about different perceptions of the teacher motivational behaviors.

Finally, the items and the constructs of the questionnaire can be studied in detailed and improved for a study in the future and it can be conducted in different cultural contexts to make the study more valid and reliable.

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APPENDICES

APPENDIX A1

TEACHER MOTIVATIONAL BEHAVIORS QUESTIONNAIRE

Dear students,

This questionnaire was developed to gather data for a thesis being carried out at Department of English Language Teaching at Ufuk University. The questionnaire aims to gather data about students' perceptions of teacher motivational behaviors in language teaching.

There is no true or false answer for the items in the questionnaire. All the answers and personal information will be confidential. Your opinions are significant so please read the questions carefully and answer all the items sincerely. Please, evaluate each and every item in the light of the statements below.

Motivates me a lot	"5"
Motivates me	"4"
Makes no effect	"3"
Decreases my motivation	"2"
Diminishes my motivation	"1"

Thank you for your valuable contribution.

Gender: Female ( ) Male ( ) **University:**

Age: **Department:**

Teacher's Lecturing Style					
Teacher's;					
1. doing warm-up activities at the beginning of the lesson	5	4	3	2	1
2. making a brief summary of that lesson at the end of each lesson	5	4	3	2	1
3. praising students and telling them "well-done" when they are successful	5	4	3	2	1
4. encouraging students to use the language by saying "you can do this"	5	4	3	2	1
5. using the board in an organized and legible way	5	4	3	2	1
6. sharing her/ his rules and expectations about her/his lecturing style frankly with the students at the beginning of the term	5	4	3	2	1
7. giving more time to students to use language by making use of pair and group work activities during	5	4	3	2	1

class time					
8. giving importance to seating for effective language teaching	5	4	3	2	1
9. making use of real objects and pictures while lecturing and teaching vocabulary	5	4	3	2	1
10. giving equal importance to each and every learning experience in the class	5	4	3	2	1
11. encouraging students to display their products created during classroom activities	5	4	3	2	1
12. giving examples regarding the daily usage of language and encouraging students to use these examples	5	4	3	2	1
13. informing students about the learning strategies for better learning	5	4	3	2	1
14. trying hard for students to have positive attitudes towards learning language	5	4	3	2	1
15. encouraging students to take part actively during the lesson	5	4	3	2	1
16. being aware of what s/he does in the class and trusting her/his knowledge	5	4	3	2	1
17. coming to class well-prepared and planned	5	4	3	2	1
18. emphasizing the importance of English frequently	5	4	3	2	1
19. including current affairs into her/ his lecture	5	4	3	2	1
20. always lecturing in English	5	4	3	2	1
21. making use of activities such as games, songs and participating in these activities	5	4	3	2	1
22. making use of certain topics (music, TV, etc.) that draw students' attention	5	4	3	2	1
23. taking some breaks when students are mentally exhausted	5	4	3	2	1
24. making students aware by telling the objectives of the activities	5	4	3	2	1
25. encouraging students to make oral presentations in English about various topics (depending on the topic studied)	5	4	3	2	1
26. benefitting from technology such as DVD, internet, projector	5	4	3	2	1
27. having students watch movies in English language in the classroom and expecting students to write a summary and comment on the film	5	4	3	2	1
28. giving students rewards such as English stories,	5	4	3	2	1

cinema ticket, theatre ticket, etc.					
29. giving information about English and American culture in the class hour	5	4	3	2	1
30. stating the objectives and steps of the lesson at the beginning of the lesson	5	4	3	2	1
31. lecturing in an organized way	5	4	3	2	1
32. giving importance to activities that are for effective use of language	5	4	3	2	1
33. giving importance to activities that are for better pronunciation	5	4	3	2	1
34. making use of activities for teaching vocabulary	5	4	3	2	1
35. asking questions which are appropriate for students' levels and learning objectives	5	4	3	2	1
36. teaching idioms related to daily life	5	4	3	2	1
Teacher's Personal Features					
Teacher's;					
37. putting a smile on her/ his face in the classroom	5	4	3	2	1
38. using her/his mimes while teaching	5	4	3	2	1
39. making use of her/ his body language while teaching	5	4	3	2	1
40. being affectionate towards her/ his profession and having students feel it	5	4	3	2	1
41. being energetic	5	4	3	2	1
42. being open to new ideas	5	4	3	2	1
43. having a sense of humor	5	4	3	2	1
44. giving importance to teacher-student and student-student interaction based on course objectives	5	4	3	2	1
45. using time efficiently	5	4	3	2	1
Teacher's Rapport With Students					
Teacher's;					
46. creating a relaxing atmosphere in which students can easily exchange ideas	5	4	3	2	1
47. knowing her/his students well	5	4	3	2	1
48. displaying friendly behaviors where appropriate	5	4	3	2	1
49. sharing students' problems by talking to them	5	4	3	2	1
50. being aware of some big events in students' lives	5	4	3	2	1
51. calling students by their first names instead of	5	4	3	2	1

"you"					
52. sharing personal information with students	5	4	3	2	1
Teacher's Error Correction and Evaluation Techniques					
Teacher's;					
53. informing students that mistakes are natural during learning process	5	4	3	2	1
54. correcting mistakes with a smiling face and by motivating students	5	4	3	2	1
55. correcting students' mistakes by talking to them individually	5	4	3	2	1
56. commenting on students' learning process by talking to them individually	5	4	3	2	1
57. using an assessment technique through which students can evaluate their own development	5	4	3	2	1
Teacher's Giving and Evaluating Homework					
Teacher's;					
58. stating the objectives of homework s/he gives	5	4	3	2	1
59. giving homework regularly	5	4	3	2	1
60. giving importance to homework that help students learn and improve themselves autonomously	5	4	3	2	1
61. assessing students' homework on time and giving feedback	5	4	3	2	1
62. giving various homework related to different skills (writing, listening, language use,etc.)	5	4	3	2	1

APPENDIX A2

MOTİVE EDİCİ ÖĞRETMEN DAVRANIŞLARINI DEĞERLENDİRME ANKETİ

Sevgili öğrenciler,

Bu anket Ufuk Üniversitesi İngiliz Dili Eğitimi Yüksek Lisans Programı'nda yürütülen bir tez çalışmasına veri toplamak için hazırlanmıştır. Anket, öğretmenlerin öğrencileri yabancı dil öğretiminde motive etmek için yaptığı davranışların öğrenciler tarafından nasıl algıladığı hakkında veri toplamayı amaçlamaktadır.

Ankette doğru ya da yanlış cevap yoktur. Verilen tüm cevaplar ve kişisel bilgiler gizli tutulacak, sadece çalışma için kullanılacaktır. Fikirleriniz son derece önemlidir, o yüzden tüm soruları dikkatlice okuyunuz ve içtenlikle cevap veriniz. Her bir maddeyi aşağıdaki ifadelere göre değerlendiriniz.

Beni çok motive eder	"5"
Beni motive eder	"4"
Etkisi yoktur	"3"
Motivasyonumu azaltır	"2"
Motivasyonumu yok eder	"1"

Çalışmaya katıldığınız için teşekkür ederim.

Cinsiyet:　　**Bayan ( )**　　　　**Erkek ( )**　　**Üniversite:**

Yaşınız :　　　　　　　　　　　　　　　**Bölüm:**

Öğretmenin Ders İşleyiş Tarzı

Öğretmenin;					
1. derse başlarken, öğrencileri derse ısındırma amaçlı etkinliklere yer vermesi	5	4	3	2	1
2. her ders sonunda o dersin kısa bir özetini yapması	5	4	3	2	1
3. öğrencileri başarılarından dolayı övmesi, aferin demesi	5	4	3	2	1
4. öğrencileri **"yapabilirsin"** diyerek dili kullanmaya teşvik etmesi	5	4	3	2	1
5. tahtayı düzenli kullanması ve tahtaya okunaklı bir şekilde yazması	5	4	3	2	1
6. ders işleyişi ile ilişkili kurallarını ve beklentilerini dönem başında öğrencilerle açık bir şekilde paylaşması	5	4	3	2	1
7. derste ikili ve grup çalışmalarına/etkinliklere yer vererek öğrencilere dili kullanmak için daha fazla zaman vermesi	5	4	3	2	1

8. etkin bir dil öğretimi için oturma düzenine önem vermesi	5	4	3	2	1
9. gerek ders anlatırken gerekse sözcük öğretirken gerçek nesnelerden, resimlerden yararlanması	5	4	3	2	1
10. sınıf içinde gerçekleşen her öğrenme deneyimini eşit düzeyde önemli görmesi	5	4	3	2	1
11. sınıf içi etkinliklerde üretilen ürünleri sınıf ortamında sergilemeye teşvik etmesi	5	4	3	2	1
12. dilin günlük yaşamdaki pratik kullanımına yönelik örnekler vererek öğrencilerini bunları kullanması için teşvik etmesi	5	4	3	2	1
13. dili daha iyi öğrenmeye yönelik öğrenme stratejileri konusunda bilgilendirmesi	5	4	3	2	1
14. öğrencilerin dil öğrenmeye yönelik olumlu tutumlar geliştirmesi için gayret göstermesi	5	4	3	2	1
15. ders sırasında öğrencilerin yoğun bir şekilde derse katılımını sağlamaya çalışması	5	4	3	2	1
16. derste ne yaptığını biliyor olması ve bilgisine güvenmesi	5	4	3	2	1
17. derse planlı ve donanımlı gelmesi	5	4	3	2	1
18. İngilizcenin önemini sık sık vurgulaması	5	4	3	2	1
19. dersinde güncel hayatla ilgili bilgilere yer vermesi	5	4	3	2	1
20. ders esnasında sürekli İngilizce konuşması	5	4	3	2	1
21. oyun, şarkı gibi etkinliklerden yararlanması ve bunlara kendisinin de katılması	5	4	3	2	1
22. öğrencinin ilgisini çeken konulara (müzik, TV, sinema vs.) dersinde yer vermesi	5	4	3	2	1
23. öğrenciler zihnen yorulduğunda mola vermesi	5	4	3	2	1
24. öğrencilere etkinliklerin amacını anlatıp onları bilinçlendirmesi	5	4	3	2	1
25. öğrencilerin çeşitli konularda (işlenen konuya bağlı olarak) İngilizce sözlü sunular yapmalarını sağlaması	5	4	3	2	1
26. sınıfta ders işlerken teknolojiden (DVD, internet, yansıtıcı) faydalanması	5	4	3	2	1
27. İngilizce film izletmesi, izlenilen filmler hakkında özet yazdırması ve film hakkında sözel yorumlar yapmalarını istemesi	5	4	3	2	1
28. öğrencilere ödüller vermesi (İngilizce hikaye kitabı, tiyatro bileti, sinema bileti vs.)	5	4	3	2	1
29. derslerinde İngiliz ve Amerikan kültürü hakkında bilgi vermesi	5	4	3	2	1
30. ders başında dersin amacını ve aşamalarını belirtmesi	5	4	3	2	1
31. dersi belli bir düzen içerisinde işlemesi	5	4	3	2	1

32. dili etkin bir biçimde kullandırmaya yönelik etkinliklere ağırlık vermesi	5	4	3	2	1
33. telaffuz gelişimine yönelik etkinliklere önem vermesi	5	4	3	2	1
34. sözcük öğretimine yönelik çalıştırmalar yaptırması	5	4	3	2	1
35. sorduğu soruların öğrenme amaçları ve öğrencilerin düzeylerine uygun olması	5	4	3	2	1
36. günlük yaşamla ilgili deyimler öğretmeye çalışması	5	4	3	2	1
Öğretmenin Bireysel Özellikleri					
Öğretmenin;					
37. sınıf içinde güler yüzlü olması	5	4	3	2	1
38. konuyu anlatırken yüz mimiklerini kullanması	5	4	3	2	1
39. konuyu anlatırken vücut dilinden yararlanması	5	4	3	2	1
40. mesleğini sevdiğini öğrencilere hissettirmesi	5	4	3	2	1
41. enerjik olması	5	4	3	2	1
42. yeni fikirlere açık olması	5	4	3	2	1
43. mizah anlayışına sahip olması	5	4	3	2	1
44. ders amaçlarına uygun öğretmen-öğrenci, öğrenci-öğrenci arasındaki etkileşime önem vermesi	5	4	3	2	1
45. zamanı etkin bir şekilde kullanması	5	4	3	2	1
Öğretmenin Öğrencilere Yaklaşımı					
Öğretmenin;					
46. öğrencilerin fikirlerini rahatça paylaşabileceği bir sınıf ortamı sağlaması	5	4	3	2	1
47. öğrencilerini iyi tanıması	5	4	3	2	1
48. öğrencilere yeri geldiğinde arkadaşça davranması	5	4	3	2	1
49. öğrencilerle sohbet ederek onların sıkıntılarını paylaşması	5	4	3	2	1
50. öğrencilerin hayatlarındaki önemli gelişmelerden haberdar olması	5	4	3	2	1
51. öğrencilere "sen" yerine ismiyle hitap etmesi	5	4	3	2	1
52. öğrencilerle kendisi hakkında bilgiler paylaşması	5	4	3	2	1
Öğretmenin Değerlendirme Yöntemleri ve Hatalara Karşı Yaklaşımı					
Öğretmenin;					
53. öğrencilere hataların öğrenme sürecinde normal olduğunu söylemesi	5	4	3	2	1
54.hataları gülümseyerek, öğrenciyi rencide etmeden düzeltmesi	5	4	3	2	1

55. öğrencilerin yaptıkları hataları bire bir görüşerek düzeltmeye çalışması	5	4	3	2	1
56. öğrencilerin genel gidişatlarını bire bir görüşerek değerlendirip önerilerde bulunması	5	4	3	2	1
57. öğrencilerin kendi gelişimlerini değerlendirip görecekleri bir değerlendirme yöntemi kullanması	5	4	3	2	1
Öğretmenin Ödev Vermesi ve Değerlendirmesi					
Öğretmenin,					
58. verdiği ödevlerin amacını belirtmesi	5	4	3	2	1
59. düzenli olarak ödev vermesi	5	4	3	2	1
60. öğrencinin İngilizceyi kendi kendine öğrenmesini ve geliştirmesini sağlayacak ödev çalışmalarına önem vermesi	5	4	3	2	1
61. öğrencilerin ödevlerini zamanında değerlendirmesi ve geri dönüt vermesi	5	4	3	2	1
62. farklı becerilere (yazma, okuma, dilbilgisi, vb.) yönelik ödevler vermesi	5	4	3	2	1

APPENDIX B1

English Version of Interview

1-Do you believe that there is a close link between teacher's lecturing style and student motivation? Can you explain your opinions by giving examples?

Student1: Sometimes we are so bored that we cannot listen to our teacher or friends at that time. It becomes very difficult to concentrate on the lesson and we want to take a break.

Student 2: When we have a break, we feel relaxed and it becomes easy to come back to the class then.

Student 3: I think teachers should use interesting topics in the classroom. We like the topics that are related to our interests more because we learn some new things about ourselves with the help of these topics too.

Student 4: When the teacher uses songs or videos during the lesson, it becomes more interesting for us. Watching or hearing something interesting makes the lesson more interesting I think. Also, watching films is good but I just want to watch the film, making comments or summaries after the film makes me anxious.

Student 5: I want to express my opinion about seating in the classroom. I think a student should choose his/her seat in the classroom, sometimes I don't want to sit on the place where my teacher chooses.

Student 6: Seating in a different place doesn't affect my learning. This situation is not important for me; I mean sitting in a different place doesn't have a positive effect on my learning.

Student 7: I don't want our teacher to speak English all the time in the classroom. When we don't understand what our teacher says, we feel stressed. We think that we miss some important points while our teacher speaks English all the time.

Student 8: I want to hear the Turkish means of some words, if I cannot understand the explanations, I lose my concentration.

Student 9: When the teacher lays emphasis on the importance of English most of the time, it becomes demotivating for me.

Student 10: We are the individuals who know the necessity and importance of English so we don't like hearing the same things from the teacher all the time.

Student 11: We don't need to know the culture of the target language; we are not studying at a department which is related to English so much so we don't want to learn about the culture.

Student 12: I feel anxious while doing something like speaking in front of my teacher or friends. Also, sometimes, while I'm watching an English film I cannot understand what a character says, and I cannot concentrate on the rest of the film and I cannot understand what is happening in the film.

Student 13: Sometimes our friends make fun of us when we make mistakes in class. So I don't want to be embarrassed by them in front of a lot of people.

Student 14: I don't feel more motivated when my teacher tells his/her expectations and rules. In my opinion, this is not related to my motivation.

Student 15: Sometimes I don't want to take part actively in the lesson, I just want to listen to the teacher, for example, being forced to speak in front of the people makes me stressful.

Student 16: In my opinion, rewards are not important, and taking a reward doesn't affect my motivation positively and that my teacher's saying "well-done" to me doesn't affect my motivation much.

2-What do you think about a teacher's personal features? Does a teacher's reflecting his/her personal features in the classroom make you more motivated? Can you give examples?

Student 1: I feel more relaxed when my teacher smiles at me and I don't feel anxious while I'm answering the questions.

Student 2: If my teacher smiles in the class, I like him/her more and I like lessons too and I feel more enthusiastic about English.

Student 3: I think a teacher should be open to new ideas because it also means that he/she gives importance to our ideas too.

Student 4: If a teacher is open to new ideas, we feel more relaxed and comfortable when we express our ideas about something.

Student 5: When a teacher becomes open to new ideas, it becomes easy to suggest something when we think it would be interesting or useful.

Student 6: I like energetic teachers. Energetic teachers always move in the classroom and they use their body languages while they are talking or teaching something. So while I'm listening to my teacher, I feel more motivated.

Student 7: In my opinion, teachers affect their students positively or negatively with their behaviors so energetic teachers have energetic students like themselves.

Student 8: I think teachers should use humor in the classroom. In my opinion, a teacher's having a sense of humor shows his/her enthusiasm about the lesson and this affects our motivation in a positive way.

Student 9: When I lose my concentration and my teacher makes us smile with a joke, I can concentrate on the lesson again, I mean I become motivated again.

Student 10: I believe that miming has an important role in lessons. It becomes easy to understand the words and sentences when our teacher uses mimes.

Student 11: Using some facial expressions of our teacher makes me more interested in the topic and the lesson. If our teacher just talks without using any mimes or non-verbal behaviors, I get bored.

Student 12: I want to hear some sentences from the teacher to be sure of the thing I have learned.

Student 13: Teachers should use pair or group works in the classroom. Talking to my friend is really good and I like talking to my friends because I feel relaxed.

Student 14: I want to see a smiling and an energetic teacher in my classroom. Then I feel better.

Student 15: I think a teacher should use his/her mimics and body language effectively during the lesson.

Student 16: I think a teacher should smile in the lesson and also, he/ she should use time effectively.

3- Is teacher's rapport with students important in the classroom? Does it affect student motivation in a positive or negative way? Can you give examples?

Student 1: I cannot talk to a strict teacher and I cannot feel relaxed in a tense classroom climate because I forget the things that I should know and I cannot say a word.

Student 2: I think teachers should be friendly. Friendly teachers are always like friends and they give confidence to us. We feel happy and relaxed in the classroom.

Student 3: We don't feel anxious and we feel more enthusiastic when we have a teacher whose behaviors are friendly to us.

Student 4: I don't want to share the important events in my life with anyone else and also with my teacher, because it is unnecessary.

Student 5: I don't believe that my motivation increases when my teacher shares personal information about his/her life with us.

Student 6: I want to have a teacher who is friendly with us.

Student 7: I don't have any idea about a teacher's knowing a student well but his/her behaving friendly to students has a positive effect on their motivation I think.

Student 8: I don't want to study with a teacher who is always angry in the classroom and I want my teacher to know my name also.

Student 9: I think knowing personal information about my teacher doesn't affect my motivation.

Student 10: I don't want to share big events in my life with my teacher. I think this doesn't affect my motivation positively.

Student 11: I want my teacher to know me well and I want him/her to be a friendly teacher.

Student 12: I think, teachers and students should get on well. They both should be friendly and understanding to each other. So students can be more motivated.

Student 13: Teachers should let students express their opinions comfortably. They should be friendly.

Student 14: I don't want my teacher to know big events in my life and I don't want to learn personal information about my teacher.

Student 15: I think sharing my problems with my teacher is unnecessary.

Student 16: I believe that a teacher should know his/her students well.

4-What do you think about "teacher's error correction and evaluation techniques"? Do you believe that there is a strong relationship between motivation and teacher's way of correction and evaluation technique? Can you state your ideas giving examples?

Student 1: I feel stressful when teachers correct my mistakes in a strict way. I don't want to answer a question next time.

Student 2: The way that teacher use in correcting mistakes is important for me. If I feel that he/she is angry with me I feel humiliated and it demotivates me.

Student 3: If my teacher corrects my mistakes in a strict way, my motivation decreases.

Student 4: I want my teacher to talk to me individually about my mistakes.

Student 5: I think that a teacher can make students more motivated when he/she corrects the mistakes without offending them.

Student 6: A teacher should think his/her students' feelings, and he/she shouldn't offend them in the classroom.

Student 7: I think teachers should tell students that making mistakes is normal in learning.

Student 8: I think teachers should correct mistakes by smiling and motivating them.

Student 9: A teacher should always smile in the classroom especially while he/she is correcting mistakes.

Student 10: A teacher should make students believe that mistakes are natural in learning.

Student 11: I feel stressful while I'm answering a question. If my teacher smiles I feel better.

Student 12: I want my teacher to comment on my answers with a smiling face.

Student 13: I feel demotivated if my teacher gets angry when he/she is correcting our mistakes.

Student 14: I think correcting mistakes with a smiling face is important and it affects motivation positively.

Student 15: The teacher can talk to me individually when I make a mistake.

Student 16: As a student, I want to see a smiling teacher when I make a mistake. Otherwise, I feel demotivated.

5- How does "teacher's giving and evaluating homework" affect student motivation? What do you think about this issue? Can you explain your opinions by giving examples?

Student 1: I don't believe that the homework is beneficial for me. I feel very tired after school and I don't want to do homework then.

Student 2: I think that I'm old enough to know when to study. I want to study when I want, I don't want to be forced to do homework by my teacher.

Student 3: I don't like homework, sometimes it becomes difficult to finish it on time and we may get low marks because of this reason.

Student 4: I don't want my teacher to give homework regularly because I don't like homework.

Student 5: When my teacher gives homework, I don't feel more motivated.

Student 6: A teacher can state the objectives of homework; I think that helps us to understand the homework better.

Student 7: A teacher's assigning homework doesn't motivate me, because I want to study my lessons when I want.

Student 8: I believe that I'm old enough to decide when to study so homework doesn't motivate me.

Student 9: I think a teacher's giving homework related to different skills can be motivated for us.

Student 10: I don't like homework so I don't want my teacher to give us homework.

Student 11: I think homework is beneficial for us and it motivates me.

Student 12: I think doing homework is boring so it doesn't motivate me.

Student 13: When my teacher gives us homework which is not related to my interest, I don't want to do it and it demotivates me.

Student 14: I believe that teachers should give feedback about homework. If students learn their mistakes they can do better next time so I think that this is motivating for us.

Student 15: I don't like homework. It is not motivating.

Student 16: Homework helps us to remember the subjects and learn better, I think it is motivating.

APPENDIX B2

Turkish Version of the Interview

1.Öğretmenin ders işleyiş tarzı ile öğrenci motivasyonu arasında yakın bir ilişki olduğunu düşünüyor musunuz? Düşüncelerinizi örneklerle açıklayabilir misiniz?

Öğrenci 1: Bazen o kadar çok sıkılıyoruz ki o zaman arkadaşlarımızı veya öğretmenimizi dinleyemiyoruz. Derse yoğunlaşmak çok zor oluyor ve ara vermek istiyoruz.

Öğrenci 2: Ara verdiğimizde dinlenmiş hissediyoruz ve o zaman derse dönmek kolay oluyor.

Öğrenci 3: Bence öğretmenler sınıfta ilginç konular kullanmalılar. Kendi ilgilerimize yönelik konuları daha çok seviyoruz çünkü bu konular sayesinde kendimizle ilgili yeni şeyler öğreniyoruz.

Öğrenci 4: Öğretmen sınıfta şarkı veya video kullandığında bizim için daha ilginç oluyor. İlginç bir şey görmek ya da duymak bence dersi daha ilginç yapıyor. Ayrıca film izlemek de güzel ama sadece filmi izlemek istiyorum, filmden sonra yorum yapmak ya da özetlemek beni gerginleştiriyor.

Öğrenci 5: Oturma düzeni ile ilgili yorum yapmak istiyorum. Bence bir öğrenci oturacağı yeri kendi seçmeli, ben bazen öğretmenin seçtiği yerde oturmak istemiyorum.

Öğrenci 6: Farklı bir yerde oturmak benim öğrenmemi etkilemez. Bu durum benim için önemli değil, yani farklı bir yerde oturmanın benim öğrenmem üzerinde olumlu bir etkisi yoktur.

Öğrenci 7: Ben öğretmenimizin sınıfta sürekli İngilizce konuşmasını istemiyorum. Öğretmenimizin ne dediğini anlamadığımız zaman, gergin hissediyoruz. Öğretmenimiz sürekli İngilizce konuştuğu zaman bazı noktaları kaçırdığımızı düşünüyoruz.

Öğrenci 8: Bazı kelimelerin Türkçe anlamlarını duymak istiyorum, eğer açıklamaları anlayamazsam konsantremi kaybediyorum.

Öğrenci 9: Öğretmen İngilizcenin önemini çok vurguladığı zaman bu benim şevkimi kırıyor.

Öğrenci 10: Bizler İngilizce'nin gerekliliğini ve önemini bilen bireyleriz bu yüzden öğretmenden sürekli aynı şeyleri duymaktan hoşlanmıyoruz.

Öğrenci 11: Öğrendiğimiz dilin kültürünü bilmemize gerek yok, İngilizceyle çok alakalı bir bölümde okumuyoruz o yüzden kültürle ilgili bir şey öğrenmek istemiyoruz.

Öğrenci 12: Öğretmenimin ya da arkadaşlarımın önünde konuşmak gibi şeyler beni endişelendiriyor. Aynı zamanda bazen İngilizce film izlerken karakterin ne dediğini anlamıyorum, filmin geri kalanına konsantre olamıyorum ve filmde ne olduğunu anlayamıyorum.

Öğrenci 13: Bazen arkadaşlarımız sınıfta yanlış yaptığımızda bizimle dalga geçiyorlar. Bu yüzden birçok insan önünde onlar tarafından utandırılmak istemiyorum.

Öğrenci 14: Öğretmenim beklentilerini ve kurallarını söylediği zaman daha motive hissetmiyorum. Bence bu motivasyonumla alakalı değil.

Öğrenci 15: Ben bazen sınıfta aktif olarak katılmak istemiyorum, sadece öğretmeni dinlemek istiyorum, örneğin, insanlar önünde konuşmaya zorlanmak beni geriyor.

Öğrenci 16: Bence ödüller önemli değil ve bir ödül almak benim motivasyonumu olumlu bir şekilde etkilemez ve öğretmenimin bana aferin demesi benim motivasyonumu çok etkilemez.

2. Öğretmenin bireysel özellikleri hakkında ne düşünüyorsunuz? Öğretmenin sınıfta bireysel özelliklerini yansıtması sizi daha fazla motive eder mi? Örnekler veriniz.

Öğrenci 1: Öğretmenim bana gülümsediği zaman daha rahat hissediyorum. Soruları cevaplarken gergin hissetmiyorum.

Öğrenci 2: Eğer öğretmen sınıfta gülümserse, onu ve dersleri daha çok severim ve İngilizce'ye karşı daha istekli olurum.

Öğrenci 3: Bence bir öğretmen yeni fikirlere karşı açık olmalı çünkü bu aynı zamanda bizim fikirlerimize de önem verdiğini gösterir.

Öğrenci 4: Eğer bir öğretmen yeni fikirlere karşı açık olursa, herhangi bir şeyle ilgili görüşlerimizi açıklarken daha rahat hissederiz.

Öğrenci 5: Bir öğretmen yeni fikirlere açık olduğu zaman, faydalı ya da ilginç olduğunu düşündüğümüz şeyleri önermek kolay olur.

Öğrenci 6: Enerjik öğretmenleri seviyorum. Enerjik öğretmenler sürekli sınıfta dolaşıyorlar ve konuşurken veya bir şeyler öğretirken vücut dillerini kullanıyorlar böylece öğretmenimi dinlerken daha motive hissediyorum.

Öğrenci 7: Bence, öğretmenler davranışlarıyla öğrencileri olumlu ya da olumsuz yönde etkilerler bu yüzden enerjik öğretmenlerin kendileri gibi enerjik öğrencileri olur.

Öğrenci 8: Bence öğretmenler sınıfta mizah kullanmalılar. Benim düşünceme göre, mizah anlayışına sahip bir öğretmen dersine karşı hevesli olduğunu gösterir ve bu bizim motivasyonumuzu olumlu bir şekilde etkiler.

Öğrenci 9: Konsantrasyonumu kaybettiğim zaman ve öğretmen bana bir şaka yaparak gülümsediği zaman derse tekrar konsantre olabilirim yani tekrar motive olabilirim.

Öğrenci 10: Derslerde taklit yapmanın önemli bir yeri olduğunu düşünüyorum. Öğretmenimiz taklidi kullandığı zaman kelimeleri ve cümleleri anlamak kolay oluyor.

Öğrenci 11: Öğretmenin bazı yüz ifadeleri kullanması konuya ve derse karşı daha ilgili olmamı sağlıyor. Eğer öğretmenimiz taklit veya sözel olmayan davranışları kullanmaz ve sadece konuşursa sıkılıyorum.

Öğrenci 12: Öğrendiğim şeyden emin olmak için öğretmenden bazı cümleler duymak istiyorum.

Öğrenci 13: Öğretmenler sınıfta iki kişilik veya daha fazla kişiden oluşan grup çalışmaları kullanmalılar. Arkadaşımla konuşmak gerçekten çok güzel ve rahat hissettiğim için arkadaşlarımla konuşmayı seviyorum.

Öğrenci 14: Sınıfımda güler yüzlü ve enerjik bir öğretmen görmek isterim. Öyle olduğu zaman daha iyi hissederim.

Öğrenci 15: Bence bir öğretmen ders esnasında mimiklerini ve vücut dilini etkili bir şekilde kullanmalı.

Öğrenci 16: Bence bir öğretmen derste gülümsemeli ve aynı zamanda zamanı etkili kullanmalı.

3. Sizce sınıfta öğretmenin öğrencilere yaklaşımı önemli mi? Bu öğrenci motivasyonu olumlu mu yoksa olumsuz mu etkiler? Örnek verebilir misiniz?

Öğrenci 1: Katı bir öğretmenle konuşamam ve gergin bir sınıf ortamında rahat hissedemem çünkü söylemem gerekenleri unuturum ve bir kelime bile söyleyemem.

Öğrenci 2: Bence öğretmenler dost canlısı olmalı, dost canlısı öğretmenler hep arkadaş gibidirler ve bize güven verirler. Sınıfta mutlu ve rahat hissederiz.

Öğrenci 3: Eğer davranışları bizlere karşı arkadaşça olan bir öğretmenimiz olursa gergin hissetmeyiz ve daha hevesli oluruz.

Öğrenci 4: Hayatımdaki önemli olayları hiç kimse ile hatta öğretmenimle bile paylaşmak istemem çünkü gereksiz.

Öğrenci 5: Öğretmenimin hayatı ile ilgili kişisel bilgileri bizimle paylaştığı zaman motivasyonumun yükseldiğine inanmıyorum.

Öğrenci 6: Dost canlısı bir öğretmenim olsun istiyorum.

Öğrenci 7: Bir öğretmenin öğrencisini iyi tanıması ile ilgili bir fikrim yok ama öğretmenin öğrencilerine dostça davranmasının öğrencilerin motivasyonu üzerinde olumlu etkisi olduğunu düşünüyorum.

Öğrenci 8: Sınıfta sürekli sinirli olan bir öğretmenle çalışmak istemem ve aynı zamanda öğretmenimin adımı bilmesini isterim.

Öğrenci 9: Bence öğretmenle ilgili kişisel bilgileri bilmek motivasyonumu etkilemez.

Öğrenci 10: Hayatımdaki önemli olayları öğretmenimle paylaşmak istemem. Bence bu benim motivasyonumu olumlu bir şekilde etkilemez.

Öğrenci 11: Öğretmenimin beni iyi tanımasını ve aynı zamanda dost canlısı bir öğretmen olmasını isterim.

Öğrenci 12: Bence öğretmenler ve öğrenciler iyi anlaşmalı. Birbirlerine karşı arkadaşça ve anlayışlı olmalılar. Böylece öğrenciler daha çok motive olabilir.

Öğrenci 13: Öğretmenler öğrencilerin düşüncelerini rahatça açıklamalarına izin vermeliler. .Aynı zamanda dost canlısı olmalılar.

Öğrenci 14: Hayatımdaki önemli gelişmeleri öğretmenimin bilmesini istemem ve öğretmenimle ilgili kişisel bilgileri öğrenmek istemem.

Öğrenci 15: Bence problemlerimi öğretmenimle paylaşmak gereksiz.

Öğrenci 16: Bir öğretmenin öğrencilerini iyi tanıması gerektiğine inanıyorum.

4. Öğretmenin değerlendirme yöntemleri ve hatalara karşı yaklaşımı konusunda ne düşünüyorsunuz? Öğretmenin değerlendirme yöntemleri ve hatalara karşı yaklaşımı ile motivasyon arasında güçlü bir bağ olduğuna inanıyor musunuz? Fikirlerinizi örneklerle açıklayınız.

Öğrenci 1: Öğretmenler yanlışlarımı katı bir şekilde düzelttikleri zaman gergin hissediyorum. Bir dahaki sefere soruları cevaplamak istemiyorum.

Öğrenci 2: Öğretmenin hataları düzeltme şekli benim için önemli. Eğer bana kızdığını hissedersem aşağılanmış hissederim ve bu benim şevkimi kırar.

Öğrenci 3: Eğer öğretmenim yanlışlarımı sert bir şekilde düzeltirse motivasyonum düşer.

Öğrenci 4: Öğretmenimin hatalarımla ilgili benimle kişisel olarak konuşmasını isterim.

Öğrenci 5: Bence bir öğretmen öğrencilerinin hatalarını onları rencide etmeden düzeltirse onları daha çok motive edebilir.

Öğrenci 6: Bence bir öğretmen öğrencilerinin duygularını göz önünde bulundurmalı ve onları sınıfta rencide etmemeli.

Öğrenci 7: Bence öğretmenler öğrencilere öğrenmede hata yapmanın normal olduğunu söylemeliler.

Öğrenci 8: Bence öğretmenler hataları gülümseyerek ve öğrencileri motive ederek düzeltmeliler.

Öğrenci 9: Bir öğretmen sınıfta daima gülümsemeli özellikle de hatalı düzeltirken.

Öğrenci 10: Bir öğretmen öğrencilere hataların öğrenmede doğal olduğuna inandırmalı.

Öğrenci 11: Bir soru cevaplarken gergin hissediyorum. Eğer öğretmenim gülümserse daha iyi hissederim.

Öğrenci 12: Öğretmenimin cevaplarıma gülümseyen bir yüzle yorum yapmasını isterim.

Öğrenci 13: Öğretmenimiz yanlışlarımızı düzeltirken kızarsa şevkimiz kırılıyor.

Öğrenci 14: Bence hataları gülümseyen bir yüzle düzeltmek önemli ve motivasyonu olumlu olarak etkiler.

Öğrenci 15: Ben hata yaptığım zaman öğretmen benimle kişisel olarak konuşabilir.

Öğrenci 16: Bir öğrenci olarak hata yaptığımda gülümseyen bir öğretmen görmek isterim. Aksi takdirde şevkim kırılır.

5. Öğretmenin ödev vermesi ve değerlendirmesi öğrenci motivasyonunu nasıl etkiler? Bu konuda ne düşünüyorsunuz? Düşüncelerinizi örnek vererek açıklayabilir misiniz?

Öğrenci 1: Ödevin benim içi faydalı olduğuna inanmıyorum. Okuldan sonra yorgun hissediyorum ve ödev yapmak istemiyorum.

Öğrenci 2: Ne zaman çalışacağımı bilecek kadar olgun olduğumu düşünüyorum. İstediğim zaman çalışmak isterim ve öğretmenim tarafından ödev yapmaya zorlanmak istemem.

Öğrenci 3: Ödevden hoşlanmıyorum bazen ödevi vaktinde bitirmek zor oluyor bu yüzden düşük notlar alabiliyoruz.

Öğrenci 4: Öğretmenimin düzenli olarak ödev vermesini istemiyorum çünkü ödevden hoşlanmıyorum.

Öğrenci 5: Öğretmen ödev verdiği zaman daha motive olmuş hissetmiyorum.

Öğrenci 6: Öğretmen ödevin amaçlarını belirtebilir bence bu ödevi daha iyi anlamamıza yardımcı olur.

Öğrenci 7: Bir öğretmenin ödev vermesi beni motive etmez çünkü ben istediğim zaman ders çalışmak isterim.

Öğrenci 8: Ben ne zaman ders çalışacağıma karar verecek kadar olgun olduğuma inanıyorum o yüzden ödev beni motive etmez.

Öğrenci 9: Bence öğretmenin farklı becerilerle ilgili ödev vermesi bizim için motive edici olabilir.

Öğrenci 10: Ödevden hoşlanmıyorum bu yüzden öğretmenin bize ödev vermesini istemiyorum.

Öğrenci 11: Ödevlerin bizim için yararlı olduğunu düşünüyorum ve bu beni motive ediyor.

Öğrenci 12: Ödev yapmanın sıkıcı olduğunu düşünüyorum ve ödev yapmak beni motive etmiyor.

Öğrenci 13: Öğretmenimiz ilgim dışında bir konuyla ilgili ödev verdiğinde, ödevi yapmak istemiyorum ve bu benim şevkimi kırıyor.

Öğrenci 14: Öğretmenlerin ödevlerle ilgili dönüt vermeleri gerektiğine inanıyorum. Eğer öğrenciler hatalarını öğrenirlerse bir dahaki sefere daha iyi yapabilirler bu yüzden bunun bizim için motive edici olduğunu düşünüyorum.

Öğrenci 15: Ödevi sevmiyorum. Motive edici değil.

Öğrenci 16: Ödev, konuları hatırlamamıza ve daha iyi öğrenmemize yardımcı oluyor, ödevin motive edici olduğunu düşünüyorum.

ÖZGEÇMİŞ

Kişisel Bilgiler

Adı Soyadı: Eda KAHRAMAN

Doğum Yeri ve Tarihi: Mersin- 1985

Eğitim Durumu

Lisans Öğrenimi: İngilizce Öğretmenliği- Gazi Üniversitesi

Yüksek Lisans Öğrenimi: İngiliz Dili Eğitimi- Ufuk Üniversitesi

Bildiği Yabancı Diller: İngilizce

Bilimsel Faaliyetleri: -

İş Deneyimi

Stajlar : -

Projeler: -

Çalıştığı Kurumlar: Gazi Üniversitesi

İletişim:

E-posta adresi: edakahraman@gazi.edu.tr

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