Ufuk University Graduate School of Social Sciences
Department of English Language Teaching

TEACHER MOTIVATIONAL BEHAVIORS: A STUDY AT UFUK UNIVERSITY PREPARATORY SCHOOL

İclal Partlak

Master's Thesis

Ankara, 2014

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KABUL VE ONAY

İclal Partlak tarafından hazırlanan "Motive Edici Öğretmen Davranışları: Ufuk Üniversitesi Hazırlık Okulu Örneği" başlıklı bu çalışma, 26.05.2014 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

Prof. Dr. Gülsev PAKKAN (Başkan)

Yrd. Doç. Dr. Nurdan GÜRBÜZ (Danışman)

Yrd. Doç. Dr. Neslihan ÖZKAN (Üye)

Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduğunu onaylarım.

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BİLDİRİM

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To my beloved family

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ABSTRACT

PARTLAK, İclal. Teacher Motivational Behaviors: A Study at Ufuk University Preparatory School, Master's Thesis, Ankara, 2014.

This study investigated the most and least motivating teacher behaviors according to students' and teachers' perceptions at Ufuk University Preparatory School. Additionally, the effect of gender on students' perceptions in terms of teacher motivational behaviors was investigated. Finally, the similarities and differences between the students' and teachers' perceptions in terms of teacher motivational behaviors were identified.

299 preparatory school students and 17 teachers working at the school participated in the study. The data were collected through Teacher Motivational Behavior Perception Scale, open-ended questions and interview questions developed by Vural (2007). In order to get in-depth data, open-ended questions were asked to students and all of the teachers were interviewed.

The findings of the data revealed that there are certain behaviors such as teachers' having good relationships with students and setting a good example to students with his/her own enthusiastic and motivated behaviors were perceived in a similar way by both the students and the teachers. Moreover, the results indicated that the gender has a significant influence on the students' perceptions of teacher motivational behaviors. Additionally, it was found that teachers perceived the behaviors more motivating than the students.

Key words
Motivation, perceptions, teacher motivational behaviors.

ÖZET

PARTLAK, İclal. Motive Edici Öğretmen Davranışları: Ufuk Üniversitesi Hazırlık Okulu Örneği, Yüksek Lisans Tezi, Ankara, 2014.

Bu çalışma, Ufuk Üniversitesi Hazırlık Okulundaki öğrencilerin ve öğretmenlerin algılarına göre en çok ve en az motive edici öğretmen davranışlarını belirlemeyi amaçlamıştır. Ayrıca, cinsiyet faktörünün, öğrencilerin motive edici öğretmen davranışlarını algılamalarındaki etkisi incelenmiştir. Son olarak, öğrencilerin ve öğretmenlerin motive edici öğretmen davranışlarını algılarındaki benzerlik ve farklılıklar belirlenmiştir.

Çalışmaya 299 hazırlık okulu öğrencisi ve okulda çalışan 17 öğretmen katılmıştır. Veriler, Vural (2007) tarafından geliştirilen Motive Edici Öğretmen Davranışı Algısı Ölçeği, açık uçlu sorular ve yüz yüze görüşmeler ile toplanmıştır. Daha ayrıntılı veri toplamak için, öğrencilere açık uçlu sorular sorulmuş; bütün öğretmenler ile yüz yüze görüşmeler yapılmıştır.

Sonuçlar, öğretmenlerin öğrenciler ile iyi ilişkiler içerisinde olması, kendi istekli ve içten davranışlarıyla öğrencilere iyi bir örnek oluşturması gibi belirli öğretmen davranışlarının; öğrenciler ve öğretmenler tarafından benzer şekilde algılandığını ortaya koymuştur. Ayrıca, çalışma sonuçları cinsiyet faktörünün, öğrencilerin motive edici öğretmen davranışlarını algılarında anlamlı bir etkisi olduğunu ortaya çıkarmıştır. Bunun yanı sıra, öğretmenlerin, öğrencilere oranla, motive edici öğretmen davranışlarını daha güdüleyici buldukları tespit edilmiştir.

Anahtar Sözcükler
Motivasyon, algı, motive edici öğretmen davranışları.

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CHAPTER I
INTRODUCTION

1.1. INTRODUCTION

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

1.2. BACKGROUND OF THE STUDY

As commonly known, motivation is one of the prominent research subjects in the field study of second language learning, and diversified amount of studies have investigated the features, and the functions of motivation in second language learning process. As Dörnyei (1994: 273) states, “motivation is one of the main determinants of the second/foreign language (L2) learning achievement“. Furthermore, Dörnyei regards motivation as one of the key aspects that affect rank and achievement of second/foreign language learning (Dörnyei, 1998).

Until the 1990s, the research of motivation had been mainly conducted in a social-psychological manner in which motivation was considered to be the principal accountable force to learn the language of other community increasing or hampering intercultural communication and affiliation. However, 1990s brought about a change in the concept of L2 motivation; researchers attempted to espouse more practical, education-centered approach to their motivation studies, which would be in conformance with classroom application (Dörnyei & Csizér, 1998). This shift was the result of the feeling that social-psychological approach did not yield an adequately elaborative definition of the classroom

aspect of L2 motivation; therefore, various researchers postulated that situation-specific motives closely associated with classroom reality had a significant function in L2 motivation complex (Dörnyei & Csizér, 1998). Dörnyei (1994), who approaches L2 motivation from an educational perspective, has proposed a motivational framework of L2 motivation in which he has introduced different levels of motivation such as the language level, the learner level, and the learning situation level. The language level includes diversified elements of the L2 such as culture, community together with practical worth of mastering L2. The learner level includes personality traits such as need for achievement, and self-confidence. The learning situation level includes three-components: course-specific motivational components such as the syllabus, the teaching materials, the teaching method, and the learning tasks; teacher-specific motivational components which refer to teacher's personality, teaching style, feedback, and relationship with students; group-specific motivational components which concern the dynamics of the learning group such as goal-orientedness, group cohesiveness, norm & reward system, and classroom goal structure (Dörnyei 1994; Dörnyei & Csizér, 1998).

Furthermore, Dörnyei (2005) states that teacher motivation is an important factor because it affects students' success as it has a crucial influence on students' motivation. According to Dörnyei and Ushioda (2001: 158), "teacher's level of enthusiasm and commitment is one of the most important factors that can affect learners' motivation to learn, and if a teacher is motivated to teach, there is a good chance that his or her students will be motivated to learn". Accordingly, Bernaus, Wilson, and Gardner (2009) indicate that teacher motivation is the most crucial variable because motivated teachers use motivational strategies in order to motivate their learners. Besides, Dörnyei and Csizér (1998) carried on an empirical survey with Hungarian teachers in order to gather classroom data on motivational strategies, and put together ten significant and populously used motivational strategies. Guilloteaux and Dörnyei (2008)'s survey has researched the relationship between motivational teaching strategies and student motivation to learn a language and the outcomes of the

study demonstrated that there is a connection between teachers' motivational strategies and student motivation.

As far as motivational strategies are considered, Winke (2005: 1) states that "research on motivation for foreign language learning has evolved considerably from focusing on describing what composes student motivation to a detailed list of suggestions that help teachers initiate, sustain and further promote student motivation". Dörnyei defines the motivational strategies as "techniques that promote the individual's goal-related behavior and refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect"(Dörnyei, 2001: 28). Moreover, he proposes the components of motivational teaching practice in the L2 classroom which are creating the basic motivational conditions, generating initial motivation, maintaining, and protecting motivation and encouraging positive retrospective self-evaluation. Namely, according to Dörnyei, teachers are responsible for creating the right conditions for their students in order to generate and maintain motivation. McComb and Pope (1994) also state that "all students are motivated to learn under the right conditions, and that you can provide these conditions in your classroom" (McComb and Pope 1994:vii as cited in Dörnyei 2001: 25) Therefore, teachers play a part in initiating students' motivation and providing the essential classroom atmosphere for it, because without adequate motivation, even appropriate curricula and good teaching are not sufficient by themselves to elicit student success (Guilloteaux & Dörnyei, 2008: 56) As Winke (2005: 1) highlights "learner motivation as a variable that not only students bring to the classroom, but also as one that teachers can implement, cultivate and promote throughout the year to enhance learning".

1.3. PURPOSE OF THE STUDY

Main objective in the current study is to investigate the similarities and differences between students and teachers in terms of their perceptions of the

most and least motivating teacher behaviors. In line with this objective, current study aims to find out the most and least motivating teacher behaviors according to the students and teachers and whether there is a significant difference between the students' and teachers' perceptions. The study also aims to find out if there is a significant difference between female and male students in terms of their perceptions of teacher motivational behaviors.

1.4. STATEMENT OF THE PROBLEM

A significant amount of research has been conducted to investigate motivation from various perspectives such as different models of motivation (Gardner, 1960; Dörnyei, 1994; Deci & Wallerand, Pelletier, Ryan, 1991; Williams & Burden, 1997; Dörnyei & Otto, 1998), significant and populously used motivational strategies (Dörnyei, 1994; Dörnyei & Csizér, 1998), the link between the teachers' use of motivational strategies and students' language learning motivation (Guilloteaux & Dörnyei, 2008;, Bernaus, Wilson, & Gardner 2009), students' perceptions of teacher behaviors as motivating and demotivating factors (Gorham& Christophel, 1992). As well as the researchers, educators are aware of the importance of the motivation in determining success in long and tiring language learning process; as Guilloteaux and Dörnyei (2008: 56) state "without adequate motivation, individuals with the most remarkable abilities cannot accomplish long term goals".

At Ufuk University, medium of instruction is Turkish, and almost all faculty students are required to attend English preparatory classes. During their learning processes at Preparatory School, students have 27 hours of English every week. When students finish the English Preparatory School, they have at least three hours of English lessons in their departments. Some students are quite eager to learn English at the beginning; however their eagerness diminishes in time; on the other hand, some other students are demotivated from the beginning and have no interest in learning a foreign language.

Instructors at Ufuk University Preparatory School have expended energy to motivate students for years, and in informal discourses some instructors have revealed that most of the students are demotivated to learn English. When learners are demotivated, instructors have difficulty in instruction and classroom management which cause them feel that the classes become ineffectual. As for the students, in informal discourses, some state that they are not eager to study English, and some of them also accuse instructors in terms of initiating and keeping students' motivation alive in language classrooms.

As commonly known, teachers have a significant role in generating and maintaining motivation. Considering the teachers' unignorable effect on the students and classroom atmosphere, the researcher believes that it is important to find out the most favorable motivational strategies expected by the students and what motivational or demotivational strategies utilized by the teachers during their classroom practices. Teachers may be sure that they are efficacious or good enough to motivate their students with the strategies they use in the classroom setting, but students' expectations may be different. In other words, there may be contradictions between students' and teachers' notions and sentiments in terms of motivational strategies. Therefore, the researcher aims at finding out how students and teachers perceive certain teacher motivational strategies; in this way, teachers at Preparatory School can gain insight into the perceptions of students in terms of the motivational strategies. Moreover, they can have a chance to use the most motivating strategies and to avoid the least motivating ones according to the students' perceptions in order to promote learning and enhance their students' motivation. Therefore, this study aims to explore the problem from the participants' points of view to propose solutions by taking advantage of studies remarked in the literature.

1.5. RESEARCH QUESTIONS

In the present study the following research questions have been addressed:

1. What are the most motivating teacher behaviors in English classes according to the students?
2. What are the least motivating teacher behaviors in English classes according to the students?
3. Is there a significant difference between the female and male students in terms of their perceptions of teacher motivational behaviors?
4. What are the most motivating teacher behaviors in English classes according to the teachers?
5. What are the least motivating teacher behaviors in English classes according to the teachers?
6. What are the similarities and differences between students and teachers in terms of their perceptions of the most and least motivating teacher behaviors?

1.6. SIGNIFICANCE OF THE STUDY

Along with the shift in the research of the motivation in 1990s, which was from social psychological approach to more practical and education-centered approach, researchers have started to focus on how to use motivational strategies to motivate learners instead of focusing on what motivation is. As Guilloteaux and Dörnyei (2008) state, more and more researchers have come to a decision about investigating the pedagogical implications of research by conceptualizing motivational strategies.

It is broadly accepted that teachers have an undeniable role as motivators in language classrooms; they are not only responsible for providing necessary conditions and classroom atmosphere, but also for initiating and maintaining learners' motivation. Lightbown and Spada (1999: 57) put forward that:

> "If teachers can make their classroom places where students enjoy coming because the content is interesting and relevant to their age and level of ability, where the learning goals are challenging yet manageable and clear, and where the atmosphere is supportive and non-threatening, we can make a positive contribution to students' motivation to learn."

Madrid (2002:3) also indicates that "the teacher's behavior as well as his/her way of organizing the class causes changes in the student's motivation". Therefore, teachers possess accountability in every aspect in classroom setting, for this reason, by being aware of their responsibilities teachers should utilize motivational strategies while teaching English in order to affect their students toward English in a positive way.

Bearing this in mind, this study aims at examining both students' and teachers' perceptions of certain teacher motivational strategies and finding out the most and least motivating ones from the points of both teachers' and students' view. Similarities and differences between students' and teachers' perceptions were also defined. Moreover, through gathering data on both students' and teachers' perceptions about these strategies, the researcher aims to shed further light on the previous research.

1.7. DEFINITION OF TERMS

Motivation: " In a general sense, motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and the motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out" (Dörnyei & Otto, 1998,: 64).

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

1.8. LIMITATIONS OF THE STUDY

This study was carried out on Ufuk University Preparatory School teachers and students with the aim of the investigation of the both participant groups' perceptions. Therefore, the results cannot be generalized for other students and teachers in different language learning settings, since the findings of the study are specific to these participant groups.

Another limitation was that the gender distribution of the teachers was not appropriate for parametric methods, for this reason the effect of gender on teachers' perceptions was not examined in the study.

Although the researcher used both quantitative and qualitative data collection instruments such as questionnaires, interviews, and open-ended questions in order to have more reliable results, other types of instruments such as observation checklists could also be utilized. However, they were not used due to time constraints.

1.9. CONCLUSION

In this chapter, the background of the study, purpose of the study, statement of the problem, research questions, significance of the study, definitions of terms and limitations of the study have been presented. In the second chapter, the review of literature will be presented.

CHAPTER II
LITERATURE REVIEW

2.1. INTRODUCTION

This chapter discusses the literature concerning the current study. It provides information about the definitions of motivation, theories of L2 motivation, the effect of motivation on language learning, teacher motivation and motivated teacher, teachers' role in motivating students in the language classrooms, motivational strategies for teachers to motivate L2 learners, the effects of motivational strategies on student motivation.

2.2. WHAT IS MOTIVATION?

Motivation as the subject of many early and current researches has been attempted to be defined in various ways; it has been studied in different manners in different areas, and in different fields; however, no clear consensus has been reached on the definition of it. As Pintrich and Schunk (2002) state "motivation has been conceptualized in varied ways including inner forces, enduring traits, behavioral responses to stimuli, and sets of beliefs and affects"(as cited in Öztürk, Ö. E., 2012a: 11). Numerous early theories tried to think of ways to interpret the principal sources of motivation with regards to drives, needs and reinforcements (Pintrich &Schunk, 2002 as cited in Öztürk, Ö. E., 2012b). Nevertheless, contemporary theories concentrate more on beliefs, values and goals of the individuals as the principal sources of motivation (Eccles and Wigfield, 2002 as cited in Öztürk, Ö. E., 2012b).

According to Gardner, motivation is a multi- faceted construct that denotes combination of effort and desire in order to achieve language learning goal with

the addition of favorable attitudes toward learning the language (Gardner & Tremblay, 1994). Gardner (2001a) also asserts that motivated individual endeavors to achieve the goal, is determined and careful about the task at hand, has goals, desires and aspirations, likes struggling for the goal and accepts success as positive reinforcement and takes advantage of strategies to achieve the goal.

In Dörnyei's (1998: 117) view: "motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process; indeed all the other factors involved in L2 acquisition presuppose motivation to some extent". Dörnyei (2001) also states that motivation refers to the reasons of people's choices to do a particular action, how hard they are going to follow it and how long they are eager to maintain the activity.

Pintrich and Schunk (1996) think that motivation includes diversified mental processes that cause the initiation and maintenance of action; therefore, they define motivation as the process through which goal-directed activity is initiated and carried on (as cited in Dörnyei, 1998).

Ryan and Deci (2000: 54) indicate that "to be motivated means to be moved to do something". An individual who has no drive or no inspiration to act is described as unmotivated; however, an individual who is energized or triggered toward an aim is described as motivated (Ryan & Deci, 2000). They also make the definition of motivation as intrinsic and extrinsic; the former refers to performing an action because it is interesting or enjoyable by one's nature, the latter refers to performing an action because it leads to a separable outcome (Ryan and Deci, 2000).

2.3. THEORIES OF L2 MOTIVATION

There have been varied theories of L2 motivation that aimed to research motivation in language learning (Oxford & Shearin, 1996) because motivation is directly related to language accomplishment (Tremblay & Gardner, 1994). Motivational theories have had the same aim to investigate student motivation in order to enhance student achievement in language learning (Yücel, 2003). The initial stimulus in L2 motivation investigation sprang from social psychology, in other words Gardner's theory is the starting point of the L2 motivation research (Dörnyei, 1998; Shoaib & Dörnyei, n.d.).

Gardner (2001a) states that motivational foundation of language accomplishment is not similar to that of the accomplishment of other school subjects, because learning another language includes accepting something foreign as a part of one's identity and the internalization of components from the culture of the other language, for this reason, as Dörnyei (1998) states L2 motivation comprises featured personality and social aspects and language learning is not a socially neutral field.

Until 1990s, social-psychological theory was prevalent in researching L2 learning motivation (Yücel, 2003); however, in 1990s, focus of the motivation research changed because social- psychological theory which was distant from classroom application started to be seen as insufficient in interpreting motivation in a more practical, education-centered approach (Musleh, 2010). Therefore, many theories have adopted an approach which also considers the classroom dimensions of the language learning motivation

2.3.1. Gardner's Motivation Theory

Among various L2 motivation theories which put emphasis on different points of view of L2 motivation, Robert Gardner has proposed the most influential

motivation theory. According to Gardner (2001a), an individual's attitude towards the L2 and the L2 community is so important that it has an effect on his/her response to the target. Moreover, learning L2 involves adopting the behavioral characteristics of the L2 cultural group. In other words, learning another language includes making something unfamiliar a part of one's self, because language is an integral part of the individual, and is a significant part of the self (Gardner, 2001a). Therefore, to adopt a language includes some modification of the self, in this direction; attitude toward the target community has an important effect on the individual's eagerness to open himself/herself up to change (Gardner, 2001a). Rivers (1983) also states that when the only purpose for learning a second language is external force, internal motivation may be at minimum, on the other hand, if the individuals have positive attitudes towards the target language and its speakers, they will probably be more attentive in the class and eager to be more successful (Gilakjani, Leong, & Sabouri, 2012).

Dörnyei and Ushioda (2001) state that Gardner's motivation theory concentrates on the relationship between motivation and orientation; the latter is a term that Gardner associates with the term 'goal'. By describing motivation and orientation, Gardner also states the major distinction between the two; orientation refers to the causes for learning a second language, while motivation refers to the intended, strengthening struggle to learn the language (Gardner & MacIntyre, 1991). Language learners' orientation can be categorized as integrative and instrumental; the first demonstrates a concern in learning another language due to an earnest and individual concern with the people and the culture depicted by the other language group while the latter focuses on the pragmatic value and benefits of learning a new language (Lambert, 1974 as cited in Gardner & MacIntyre, 1991).

Gardner's term *integrativeness* is originated from Mowrer's construct of identification which proposes that a child is motivated to learn the language of the parents (Gardner, 1960; 2005). Due to the provided support of the parents, the child is eager to acquire the characteristics of the parents which help

accomplish some degree of ease in their non-existence, and this causes piecemeal acquisition of various parental features, culminating in the identification of the child with the parents (Gardner, 1960; 2005). Gardner and Lambert (1972) put forward a similar kind of development which could be significant in second language acquisition (Gardner, 2005). Certainly, they argued integrativeness in a different sense as Mowrer proposed identification. They proposed that due to the "their cultural background, early home experiences, child rearing characteristics, etc… some learners would be more open to other ethnic cultural and linguistic groups than others, and this openness could affect their motivation to learn the other language" (Gardner, 2005: 7). Similarly, Whyte and Holmberg found 'a factor of identification' by researching among Americans who learned Spanish while working in Latin America. Workers who thought that they had bodily features in common with the Latin Americans and who demonstrated an eagerness and wish to meet with them on a level of communal sameness, learned the language and developed much more fluency than workers who couldn't or wouldn't, make this identification (Gardner, 1960). That is, integrativeness (or integrative orientation or integrative motive) refers to an original concern in learning the second language to become closer psychologically to the other language society, and integratively motivated learner has a wish or eagerness to identify with the other language community (Gardner 2001b). As to instrumentality (or instrumental orientation), it refers to the conditions in which the individuals want to learn the language for pragmatic reasons such as getting a good job or a higher salary, school credits; they do not intend to identify themselves with the other group (Gardner 2001b; 2005; 1960; Dörnyei and Ushioda, 2001).

Gardner's motivation theory includes four areas; integrative motive, socio-educational model, Attitude/ Motivation Test Battery, and Tremblay and Gardner's revised model. Dörnyei maintains that the most researched facet of Gardner's motivation theory is the integrative motive which is defined as a "motivation to learn a second language because of positive feelings towards the target community that speaks the language" and it includes three main

components (Gardner, 1985 as cited in Dörnyei and Ushioda, 2001: 42). The first component is integrativeness which refers to concern in foreign languages, and attitudes towards the L2 community, and demonstrates the individual's eagerness and concern in social interaction with members of the target society (L2 group) (Gardner, Tremblay & Masgoret, 1997). The second component is the attitudes toward the learning situation which includes attitudes toward any facet of the condition in which language is learned, and in the school environment these attitudes could be focused on the teacher, the course in general, one's classmates, the course materials, etc.(Gardner 2001a; 2001b). The third component, motivation, refers to integration of effort and desire to reach the goal of learning plus favorable attitudes toward learning the language (Gardner, Tremblay & Masgoret, 1997; Gardner& Tremblay, 1994).

Second area is the socio-educational model which is related with the role of diversified personal difference characteristics of a student throughout the language learning process (Dörnyei and Ushioda, 2001). It divides the learning process into four parts:

a) Antecedent factors (which can be biological or experiential such as gender, age, or learning history)
b) Individual difference (i.e. learner) variables such as intelligence, language aptitude, motivation and language anxiety
c) Language acquisition contexts
d) Learning outcomes (Dörnyei and Ushioda 2001: 52).

As for the third area, The Attitude Motivation Test Battery (AMTB) is a motivation test which has been developed by Smythe and Gardner (1981) to measure the diversified constituents of the socio-educational model of second language acquisition (Vural, 2007; Lovato, 2011). Scale includes sub-tests addressing attitudes towards the L2 community, interest in foreign languages, attitudes towards learning the L2, integrative orientation, instrumental orientation, language anxiety, and parental encouragement (Gardner, 1985).

The fourth area is Tremblay and Gardner's extended version of social psychological construct of L2 motivation through which they propose a succession of language attitudes, motivational behavior and achievement which are incorporated from expectancy and goal theories (Dörnyei and Ushioda, 2001). Distinctively, mediating variables such as goal salience, valence and self- efficacy are added between attitudes and behavior. Goal salience means the specificity of the individual's goals and the frequency of goal- setting strategies used; valence means desire to learn the L2 and attitudes towards learning the L2; self- efficacy includes anxiety and expectancy to be able to perform various language activities by the end of the course (Dörnyei and Ushioda, 2001). The central feature of the model is dissimilarities in attitudes towards the learning situation that the learners express (Gardner, 2001a as cited in Vural, 2007).

Markward (1938) proposes five motives to learn a second language: to be an educated person, to learn the language of a minority group in another speech area, to foster assimilation of a minority language group, to promote trade and colonization and to learn a language required for scientific and/or technical use (Gardner, 2001a) . While Markward (1948) proposes that the first two motives are non- utilitarian and the last three motives are practical Gardner states that the first motive is integrative and the last four are instrumental (Gardner, 2001a).

2.3.2. Self-determination Theory

Self-determination theory, which has been proposed by Deci and Ryan (1991), is interested fundamentally in encouraging a concern in students' learning, an appreciation of education, and a trust in their own abilities and attributes (Deci, Vallerand, Pelletier, Ryan, 1991). According to the theory, "to be self-determining means to experience a sense of choice in initiating and regulating one's own actions"(Deci, Connell, and Ryan 1989 as cited in Öztürk, Ö. E.,

2012b: 37). The theory proposes two kinds of motivation based on the different reasons or goals that originate an action: intrinsic and extrinsic (Ryan & Deci, 2000). Intrinsic motivation refers to doing something because it is inherently interesting or enjoyable; it exists within individuals. In other words, intrinsic motivation refers to the individual's motivation to accomplish a specific activity due to internal rewards "such as joy, pleasure and satisfaction of curiosity"(Dörnyei & Ushioda, 2001: 23; Keblawi: 32, n.d.). Extrinsic motivation refers to performing an activity due to its practical value such as receiving an extrinsic reward or avoiding punishment (Ryan & Deci, 2000; Dörnyei& Ushioda, 2001). According to the self-determination theory, there are four types of extrinsic motivation which is divided into kinds of regulation that diversify in their level of relative autonomy; external regulation, introjected regulation, identified regulation, and integrated regulation (Vansteenkiste & Lens, Deci, 2006). With this extension, principal focus becomes autonomous motivation versus controlled motivation; the first includes experience of volition and choice; whereas the latter includes the experience of being forced or obliged. Furthermore, this diversification is built around the concept of internalization "which is a proactive process through which individuals transform regulation by external contingences into regulation by internal processes." (Deci, Vallerand, Pelletier & Ryan, 1991: 328).

External regulation alludes to the least self-determined type of extrinsic motivation; it is associated with behaviors which are the consequences of external sources such as the teacher's praise. Introjected regulation includes activities that an individual performs with the feeling of pressure in order to avoid guilt and anxiety, as a result of the imposed rules that the individual accepts as norms to be followed in order to improve and keep self-esteem, and feeling of worth such as attending classes regularly. Identified regulation is related to behaviors performed by the individual, because he or she sees the usefulness of performing of the behavior also values and identifies with it such as learning a language which is necessary to pursue one's hobbies or interests. Integrated regulation, the most autonomous form of extrinsic motivation,

includes identified regulations that are fully assimilated to the self. In other words, it includes choiceful behavior that is assimilated with the individual's other values, needs, and identity such as learning L2, because it is a part of culture that an individual has taken on (Deci, Vallerand, Pelletier & Ryan 1991; Ryan and Deci, 2000; Dörnyei & Ushioda 2001; Vansteenkiste & Lens, Deci, 2006; Vural, 2007; Öztürk, Ö. E. 2012a). Although integrated and identified regulations are more autonomous, and accepted to be closer to the intrinsic motivation they are different because individuals still have extrinsic motivation as they perform the activities for their practical outcomes (Deci, Vallerand, Pelletier & Ryan 1991, Ryan and Deci 2000; Vural, 2007). These behaviors occur when the individuals think that they are beneficial for themselves whereas intrinsic motivation includes activities which are interesting and fun for the individuals (Deci, Vallerand, Pelletier & Ryan 1991; Ryan and Deci 2000; Vural, 2007). The theory also mentions a state of amotivation which is the state of the lack of any type of motivation, whether intrinsic or extrinsic, to perform any activity; it is a state due to the fact that the individual feels incompetent, thinks no point in the activity or thinks the activity is unworkable (Dörnyei & Ushioda, 2001; Öztürk, Ö. E. 2012b).

Extrinsic motivation has been told to undermine the intrinsic motivation, as learners may lose their intrinsic motivation if they are obliged to accomplish to meet some extrinsic requirements; Ryan and Deci interpret this process as "intrinsically motivated behaviors become controlled by the rewards so individual's sense of autonomy is undermined" (as cited in Dörnyei & Ushioda 2001: 24). However, later research (Koestner, Ryan, Bernieri, & Holt, 1984; Ryan, 1982; Ryan, Mims & Koestner, 1983) points out that extrinsic motivation does not inevitably undermine intrinsic motivation and that it may even improve it (Luyten & Lens, 1981 as cited in Vansteenkiste & Lens, Deci, 2006). As an example; Brennan and Glover (1980)'s study demonstrates that extrinsic reward, which was an extra 10 point to participating students' grades, did not decrease students' intrinsic motivation (Vural, 2007). Conversely, the extrinsic

reward presented to the participants increased the students' time devoted to task.

The theory also discusses the connections of both types of motivation to basic human needs for autonomy, competence, and relatedness. Competence includes comprehending how to gain different external and internal consequences, and being efficacious in accomplishing the requisite actions; relatedness includes improving safe and satisfying connections with others in one's social milieu; and "autonomy refers to being self-initiating and self-regulating of one's own actions. " (Deci, Vallerand, Pelletier & Ryan, 1991: 327). Deci (1975) offers that intrinsically motivated behaviors based on individuals' needs to feel competent and self- determined (Deci, Vallerand, Pelletier & Ryan 1991). Competence, autonomy, and relatedness receive the same importance like intrinsic motivation as the energizers of internalization (Baumestier & Leary, 1995; Ryan & Deci, 2000; R.M. Ryan, 1995 as cited in Vansteenkiste & Lens, Deci, 2006).

2.3.3. Dörnyei's Motivational Framework of L2 Motivation

In Dörnyei's view L2 learning exhibits a sole condition due to the many-sided properties and functions of language. For this reason, L2 learning is more complicated than barely surmounting new information and knowledge; it includes diversified personality traits, and social factors. Therefore, Dörnyei indicates that a sufficient L2 motivation construct is required to be eclectic drawing components together from distinct psychological fields (Dörnyei, 1994). Accordingly, Dörnyei, who approaches L2 motivation from an educational perspective, has introduced different levels of motivation such as the language level, the learner level, and the learning situation level (Dörnyei, 1994; Dörnyei & Ushioda, 2001). The language level focuses on the diversified elements of the L2 such as culture, community together with practical worth of mastering L2. Basically, this level corresponds to integrative and instrumental motivational

subsystems in Gardner's motivation theory. The learner level focuses on personality traits such as need for achievement and self- confidence (Dörnyei, 1994). The learning situation level includes three components: course-specific motivational components such as the syllabus, the teaching materials, the teaching method, and the learning tasks which correspond to interest, relevance, expectancy, and satisfaction, four motivational conditions of Crookes and Schmidt; teacher-specific motivational components refer to teacher's personality, teaching style, feedback and relationship with students, and group-specific motivational components concern the dynamics of the learning group such as goal- orientedness, group cohesiveness, norm &reward system, and classroom goal structure (Dörnyei,1994; Dörnyei & Ushioda, 2001).

Table 2.1. Components of Foreign Language Learning 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 Relevance Expectancy Satisfaction
Teacher-Specific Motivational Components	Affiliative Drive Authority Type Direct Socialization of Motivation *Modelling *Task Presentation *Feedback
Group-Specific Motivational Components	Goal-orientedness Norm & Reward System Group Cohesion Classroom Goal Structure

Source: Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom.p. 280. *The Modern Language Journal, 78, 273-284*

2.3.4. William and Burden's Framework of L2 Motivation

Another framework of L2 motivation was proposed by William and Burden (1997) who approached motivation from a social constructivist perspective which focuses on the premise that individuals are motivated differently and an individual's motivation is exposed to social and contextual effects. William and Burden divided their construct into two categories; internal factors and external factors according to whether motivational influences result from internal sources such as enjoyment and interest or from external sources such as rewards, passing an exam etc**.** Internal factors involve intrinsic interest of activity, perceived value of the activity, sense of agency, mastery, self-concept, attitudes and other affective states such as confidence, anxiety, fear; external factors include significant others such as parents, teachers and peers, the nature of interaction with significant others, the learning environment, and the broader context involving wider family networks, the local education system, conflicting interests, cultural norms, societal expectations, and attitudes.

Table 2.2. 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
Perceived value of activity	Peers
Personal relevance	**The nature of interaction with significant others**
Anticipated values of outcomes	Mediated learning experiences
Intrinsic value attributed to the activity	The nature and amount of appropriate praise
Sense of agency	Punishments, sanctions
Locus of causality	**The learning environment**
Locus of control re: process and outcome	Comfort
Ability to set appropriate goals	Resources
Mastery	Time of day, week, year
Feeling of competence	Size of class and school
Awareness of developing skills	Class and school ethos
Self-efficacy	**The broader Context**
Self-concept	Wider family networks

Table 2.2. (Cont.) Williams and Burden's (1997) Framework of L2 Motivation

Realistic awareness of personal strengths and weaknesses in skills required	The local education system Conflicting interests Cultural norms
Personal definitions and judgments of success and failure	Societal expectations and attitudes
Self-worth concern	
Learned helplessness	
Attitudes	
To language learning in general	
To the target language	
To the target language community and culture	
Other effective states	
Confidence	
Anxiety, fear	
Developmental age and stage	
Gender	

Source: Dörnyei, Z. (2001). *Motivational strategies in the language classroom*.p.20. UK: Cambridge University Press.

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

Dörnyei and Otto (1998) consider that a concentration in temporal dimension of motivation is of great importance for the gaining insight into the student motivation in that during extended learning activities such as mastering a school subject, a foremost motivational function is to preserve the motivational drive for an appreciable period of time. Since motivation is associated with a dynamically changing and evolving intellectual process; even in a single lesson motivation level can change so it does not remain changeless (Dörnyei, 2000). In this vein, Dörnyei and Otto (1998) have proposed a process model of L2 motivation that is based on a process-oriented approach through which they describe fluctuation of motivation over time.

The model includes two dimensions: action sequence and motivational influences; the first dimension refers to "the behavioral process whereby initial wishes, hopes, and desire are 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“; the second dimension includes“ all the energy sources and motivational forces that underlie and fuel the behavioral process” (Dörnyei and Otto 1998: 47; Dörnyei & Ushioda 2001: 65). By benefiting from Heckhausen and Kuhl’s (1985) Action Control Theory, Dörnyei and Otto categorize the motivated behavioral process into three main phases: preactional phase, actional phase, and postactional phase (Dörnyei & Otto, 1998). Each phase can be influenced both by the learner and the environment external to the learner that includes the classroom environment, and all that it entails (Winke, 2005 as cited in Öztürk, Ö. E., 2012a).

In preactional phase, motivation is required to be generated, and this phase makes reference to choice of motivation because generated motivation helps the individual choose the goal or task to be followed, form intentions, and launch the action (Dörnyei & Ushioda, 2001; Dörnyei, 2005). Preactional phase includes three sub-phases: goal setting, intention formation and the initiation of intention enactment; goal setting includes three antecedents, wishes/hopes, desires, and opportunities (Dörnyei and Otto, 1998). Main motivational influences in this phase are various goal properties and (e.g. relevance, specificity, proximity) values associated with the learning process, outcomes and consequences; attitudes towards the L2, and its speakers; expectancy of success; learner beliefs and strategies; environmental support or constraints (Dörnyei, 2005)

In actional phase, the generated motivation is required to be sustained and protected while the action continues; therefore, this phase makes reference to executive motivation (Dörnyei & Ushioda, 2001; Dörnyei, 2005).This phase includes motivational functions such as generating and carrying out subtasks, ongoing appraisal, and action control, and main motivational functions in this stage are quality of the learning experience, sense of autonomy, teachers’ and parents’ influence, classroom reward and goal structure, influence of the learner

group, knowledge and use of self-regulatory strategies (Dörnyei & Ushioda, 2001; Dörnyei, 2005).

Postactional phase makes reference to motivational retrospection which regards the individual's retrospective evaluation of action that has been accomplished; through this evaluative process, the individual determines the types of activities he/she will be motivated to follow in the future (Dörnyei& Ushioda, 2001; Dörnyei, 2005). Main motivational influences in this phase are attributional factors, self-concept beliefs and received feedback, praise, grades (Dörnyei, 2005).

In line with the two dimensions proposed in the model, Dörnyei and Otto (1998: 64) defines 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, operationalized, and (successfully or unsuccessfully) acted out".

2.3.6. Dörnyei's Theory of L2 Motivational Self-System

L2 Motivational Self-System which was proposed by Dörnyei in 2005 represents a principal reformulation of earlier motivational way of thinking by its explicit use of psychological theories of the self; however the foundation of the theory based on earlier research in the L2 field (Dörnyei & Ushioda, 2001). In his Motivational Self System Dörnyei (2005) presents a new aspect to motivate language learners, and it is composed of three main components; ideal L2 self, the Ought to L2 self and L2 learning experience.

> "Ideal L2 Self, which is the L2 specific facet of one's 'ideal self': 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. Traditional integrative and internalized instrumental motives would typically belong to this component.

> "Ought-to L2 Self, which concerns the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes. This dimension corresponds to ought self and thus to the more extrinsic types of instrumental motives.
> L2 Learning Experience, which concerns situated, 'executive' motives related to the immediate learning environment and experience (e.g. the impact of the teacher, the curriculum, the peer group, the experience of success)" (cited in Dörnyei & Ushioda, 2009: 29).

In Dörnyei's theory Ideal and Ought-to Selves are central constituents, and L2 learning experience is associated with the direct impact of the students' learning environment. Both Ideal and Ought-to Selves refer to future motivational standpoints; however the L2 Learning Experience refers to past and present L2 learning, and experiences which are related to L2 (Musleh, 2010).

2.4. THE EFFECT OF MOTIVATION ON LANGUAGE LEARNING

It is broadly accepted by various researchers that motivation is one of the key aspects that have an influence on the success and failure in language learning process (Dörnyei 1994, 1998; Li & Wong, 2001; Oxford & Shearin, 1994; Okada, Oxford & Abo, 1996; Gardner, Tremblay and Masgoret, 1997). Without adequate motivation, neither the most notable abilities of students, the efficient, and proper curricula nor good teaching serve the purpose to achieve long-term goals in language learning process (Dörnyei, 1998; Dörnyei & Csizer, 1998; Guilloteaux & Dörnyei, 2008) As Oxford and Shearin (1994:12) state:

> "motivation directly influences how often students use L2 learning strategies, how much students interact with native speakers, how much input they receive in the target language, how well they do on curriculum related achievement tests, how high their general proficiency level becomes, and how long they persevere and maintain L2 skills after language study is over."

Thus, motivation provides principal stimulus to start learning the L2, and afterwards, impulsive power to prolong the long and often dull learning process (Dörnyei, 1998). As Keefe and Jenkins (1993) state, students who have high level of motivation to succeed perform well academically, on the other hand students who have low level of motivation do not perform well academically,

however motivation does not ensure success, similarly, achievement does not reflect motivation (Zenzen, 2002.) In line with these statements it can be concluded that motivation and achievement are interconnected, as motivation provides the necessary impetus for learners to proceed in language learning process.

Various researches on the effect of motivation on language learning achievement have demonstrated that motivation influences learners' success and performance. Christiana (2009) conducted a study in order to investigate the influence of motivation on students' academic performance; the results of the study demonstrated that students' motivation has high positive correlation in their academic performance. Choosri and Intharaksa (2011) researched the relationship between motivation and students' achievement; the findings of their research demonstrated that motivation has positive relationship with students' English learning achievement.

Gardner and Lambert (1972) conducted various studies on American high school students who learn French; the findings of the study showed that motivation determines students' success and grades (Öztürk, G., 2012). Malallah (2000) also conducted a study on 409 university students in Kuwait the results of which demonstrate that learners' success in learning English is positively related to their motivational levels (Öztürk, G., 2012).

2.5. TEACHER MOTIVATION AND MOTIVATED TEACHER

Many researchers have investigated teacher motivation in diversified approaches, in the light of various theories and in relation to different issues (Dörnyei & Ushioda, 2001). According to the results of their investigations, many researchers have assumed that teacher motivation directly affects student motivation and achievement (Dörnyei, 2003, 2005; Guilloteaux, 2007; Kassabgy, Boraie & Schmidt, 2001; Vaughan, 2005; Klassen, Chong, Huan,

Wong, Kates & Hannok, 2008; Bernaus, Wilson & Gardner, 2009). Dörnyei (2005) indicates that teacher motivation is a crucial element which has an effect on the students' achievement as it influences student motivation. Teachers, who are motivated, find pleasure in teaching, and are delighted by it; moreover when they appreciate what they are doing, they feel enthusiastic about it (Mifsud, 2011). Accordingly, in Dörnyei and Ushioda (2001: 158)'s view, "the teacher's level of enthusiasm and commitment is one of the most important factors that can affect learners' motivation to learn; if a teacher is motivated to teach, there is a good chance that his or her students will be motivated to learn". In other words, Dörnyei and Ushioda (2001) explain teacher motivation according to the teacher's level of commitment and enthusiasm.

In a study conducted by Wild et al. (1992), it was found that the students' perception of the teacher as being motivated increases the students' pleasure in the lesson, and concern in the instructional material (Dörnyei & Ushioda, 2001). In a similar study conducted by Matsumoto (2009), it is found that students' perception of the level of teacher commitment to teach has an influence on students' motivation to study English. In another study, conducted by Patrick et al (2000), 60 students were assigned randomly to two classes with enthusiastic and unenthusiastic teachers who were to perform various activities (Dörnyei & Ushioda, 2001). Findings of the study demonstrated that students not only appreciated the enthusiastic circumstance but their motivation also carried on in follow-up tasks in the absence of the teacher. Day (2004: 2) highlights the importance of the teachers' passion to teach as follows:

> "Teachers with a passion for teaching are those who are committed, enthusiastic, and intellectually and emotionally energetic in their work with children, young people and adults alike. Passionate teachers are aware of the challenge of the broader social contexts in which they teach, have a clear sense of identity and believe that they can make a difference to the learning and achievement of their pupils… For these teachers, teaching is a creative an adventurous profession and passion is not an option. It is essential to high-quality teaching."

Mifsud (2011) discusses that teachers are motivated when they are satisfied with their job, and when they feel self-efficacious, because teacher satisfaction influences their performance and level of commitment consequently affects quality of teaching; and also when teachers feel self- efficacious they are more effective, they put so much effort into their performance, try to find ways to improve themselves, and believe that they can help weak students. On the other hand, when the teachers are not satisfied with their job then teaching loses its primary significance not only for the teacher but also for the students (Csikszentmihalyi, 1997 as cited in Mifsud, 2011) because dissatisfaction of teachers causes being inefficacious and unproductive (Pennington, 1991 as cited in Mifsud, 2011). Accordingly, Csikszentmihalyi (1997) states that,

> "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 drive the entirely rational conclusion that the particular subject matter is not worth mastering for its own sake" (cited in Dörnyei& Ushioda 2001:188).

Bernaus, Wilson, and Gardner (2009) suggested that motivated teachers use motivational strategies in order to motivate their students in learning English. Their study included 31 teachers and 694 students in Catalonia (Spain), and the results proposed that teacher motivation is related to teacher application of motivating strategies in the classroom which are also related to student motivation, and English achievement. According to the findings of their study Bernaus, Wilson, and Gardner (2009: 33) suggest that "both students and teachers need to be motivated; if teachers are motivated, students are more actively involved in class activities, and feel more motivated".

2.6. TEACHERS' ROLE IN MOTIVATING STUDENTS IN THE LANGUAGE CLASSROOMS

As commonly known, in L2 classes teachers play multifaceted roles; such as an initiator, facilitator, ideal model of the target language, speaker, mentor, motivator, consultant, and mental supporter which are postulated to affect every

learner's motivation continually (Matsumoto, 2009; Kaboody, 2013), and also interactions between teachers and students unquestionably influence students' motivation to learn (William and Burden, 1997). Therefore, the role of the teacher is crucial to students' language learning process as it influences the lives of the students, and acts on whether a student will love or hate language learning (Mifsud, 2011). In a study conducted by Chambers (1999), students replied the question that whether they liked learning a specific language according to the kind of relationship they had with the teacher. Walker (2001) also carried out a study through focus group interviews with 39 students who anticipate a teacher that behave as their "coach, counsellor, and mentor" as well as a teacher who go through professional development.(as cited in Yau, 2010: 19).

Oxford and Shearin (1994) draw attention to the role of the teachers in comprehending motivation by proposing five implications. First, teachers should work out learners' real reasons for learning another language. Second, teachers should assist learners to possess challenging but accomplishable goals. Third, teachers need to demonstrate them the advantages of learning L2. Fourth, they should create safe, welcoming, and non-intimidating learning environment, and finally they should bolster learners to improve high but realistic self-efficacy which can develop a positive intrinsic motivation.

Krashen (1985) also indicates that learning can only occur provided that certain affective circumstances, such as positive attitudes, self-confidence, and low-anxiety exist, and when these circumstances are present, input can run through the affective filter, and be utilized by the learner (Gömleksiz, 2001). Nikolov (1999) carried out a study in which students were asked to explain their reasons for learning a foreign language, and the most significant motivating factors involved positive attitudes towards the learning context, and the teacher. Students expressed that their teacher is nice, helpful, understanding, and he does not reprimand and he is not angry. The findings of the study also demonstrated that there is a general positive attitude towards the learning

context, activities, and assignments; and students are intrinsically motivated to take part in the classes all deriving from the powerful affective link to the teacher. Feng and Chen (2009: 64) laid emphasis of the effect of teacher's behavior on learning:

> "An enthusiastic and considerate teacher can offer satisfaction to the learner's extra needs. This helps strengthen the learner's study motivation. On the other hand, a teacher's attitude towards the learner has major influence on the learner's learning. As regards emotional cramming, a teacher's physically and mentally pouring into his teaching, and being filled with affection, will help arouse the learning enthusiasm of the learners. However, if the teacher only works as a 'teaching craftsman' and puts no emotion into teaching, the classroom will become static to lessen the learning enthusiasm of the learners."

Moreover, Gardner (2001b) states that the language teacher has numerous missions and accountabilities; they must hold knowledge and skill in order to gain their end. Not only are teachers required to be proficient enough to possess the knowledge and skill to teach the language, but also must have training, personality traits, and talent to teach basic principles, cornerstones of the language to the learners alongside bolstering learners to learn, and use the material. Gardner (2005) also indicates the significance of teachers by claiming that an interesting, devoted, talented teacher with a good mastery of language is liable to further higher levels of motivation (Vural, 2007). Ames (1990) also indicates that efficacious teachers build up goals, beliefs, and attitudes in learners that will preserve a long-reaching participation and that will have an impact on the quality of learning in a positive way.

According to Littlejohn (2008), apart from teachers' responsibilities to motivate learners they are also responsible to avoid demotivating learners by being attentive to the structural organization of learning and teaching. Dörnyei and Ushioda (2001) also state that demotivation is a salient matter of fact in L2 studies, and teachers have crucial accountabilities in this regard. Gorham and Christophel (1992), investigated students' perceptions of teacher behaviors as motivating and demotivating; according to the results of the research, teacher behaviors accounted 44% of both motivator and demotivators, negative teacher behaviors were perceived as more central to learners' demotivation than

positive teacher behaviors were perceived as central to learners' motivation. In another research considering second language demotivation Muhonen (2004) found out that the teacher played an important role in learner motivation; the teacher was a source of demotivation over a half of the pupils, and the most effective demotivating factor for almost half of them. According to the findings of the study demotivating features of the teacher were associated with his or her teaching methods, lack of competence, and personality. Dörnyei investigated the bad learning experiences of 50 secondary school pupils the results of which demonstrated that the largest category directly related to the teacher concerning his or her personality, commitment to teaching, attention paid to the students, competence, teaching method, style, and rapport with students (Dörnyei & Ushioda, 2001).

2.7. MOTIVATIONAL STRATEGIES FOR TEACHERS TO MOTIVATE L2 LEARNERS

There have been various motivational theories proposed to conceptualize motivation in varied aspects emphasizing different dimensions of motivation, and there have been numerous researches carried out in order to identify and analyze various motives (Cheng & Dörnyei, 2007). As motivation has been crucial subject matter in L2 research studies, techniques to increase motivation has also gained importance for classroom application in L2 studies. Cheng and Dörnyei (2007: 154) also indicate the importance of the motivational strategies by stating "With motivation being one of the key factors that determine success in L2 learning, strategies in motivating language learners should be seen as an important aspect of the theoretical analysis of L2 motivation".

Dörnyei (2001a: 28) gives definition of the motivational strategies as "Motivational strategies are techniques that promote the individual's goal-related behavior". He also explains that since human behavior is quite complicated, there are various diversified procedures of carrying it forward

actually almost any effect an individual is subjected to might potentially influence his/her behavior. Motivational strategies allude to those motivational influences that are deliberatively applied to accomplish some systematic and persistent positive effect.

Oxford and Shearin (1994) proposed a broadened model that advances and amplifies the L2 learning motivation theory whose basis stems from the principles not only drawn from social psychology but also from general, educational and cognitive developmental psychology; they offered strategies for teachers to utilize in their lessons in order to motivate their learners.

Table 2.3. Suggested Motivational Strategies from Oxford and Shearin

• Identify the reasons for students to study the L2
• Determine which parts of L2 learning (e.g. speaking conversationally, listening to the lectures in the L2, reading L2 newspapers) are especially valuable to students, and provide activities that include those aspects
• Help shape students' beliefs about success in L2 learning by reminding them that success is not difficult as long as students put effort
• Train the learners in self-assessment and setting challenging goals that give students a sense of progress
• Accept varied student goals, as well as the way students meet their goals according to the different learning styles
• Provide a variety in instructional content and materials
• Demonstrate the students the instrumental motives
• Demonstrate the students the benefits and the enjoyable aspects of learning the L2 (as an exciting mental challenge, a career enhancer, and a vehicle to cultural awareness and friendship). For example, inviting native speaker visitors would be an effective way of confirming that the students can really use the language communicatively
• Teachers can also make the L2 classroom a welcoming, positive place where language anxiety is kept to a minimum
• Provide appropriate instructional frameworks, including various, clear and important activities, which offer richness of stimulation by recreating realistic situations where use of the language is essential (e.g., traveling, ordering meals, finding a doctor, solving a problem)
• Provide students with appropriate feedback
• Assist students according to their specific needs
• Give them a chance for self-direction
• Give extrinsic rewards
• Urge students to develop their own intrinsic rewards, which will enable students to have an increased sense of self-efficacy whereby they attribute the outcome of their study to their own effort

Source: Vural, S. (2007). *Teachers' and Students' Perceptions of Teacher Motivational Behavior*. (Master's thesis, Bilkent University).p.28 Retrieved from: http://www.thesis.bilkent.edu.tr/0003431.pdf

Dörnyei (1994) also put forward a certain number of motivational strategies being founded on the classifications presented in his motivational construct which comprises three constituents: learning level, learner level, and learning situation level.

Table 2.4. Motivational Strategies according to Dörnyei's L2 Motivation Construct

Language Level

- 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

Learner Level

- Develop students' self-confidence
- Promote the students' self-efficacy with regard to achieving learning goals
- Promote favorable self-perceptions of competence in L2
- Decrease student anxiety
- Promote motivation-enhancing attributions
- Encourage students to set attainable sub-goals

Learning Situation Level

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 empathic, 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
- Minimize the detrimental effect of evaluation on intrinsic motivation
- Promote the development of group cohesion and enhance inter-member relations
- Use cooperative learning technique

Source: Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. p.281-282. *The Modern Language Journal, 78, 273-284.*

Dörnyei states that his collection of L2 motivational strategies includes a large number of strategies and techniques and also admits that it is difficult for the average classroom practitioner to manage such a large number of strategies, so there is a need for a smaller set of strategies that teachers should be careful about when attempting to apply a motivationally conscious teaching approach (Dörnyei & Czsiér, 1998). Dörnyei also states that his motivational strategy list is not based on systematic research; rather, it is the consequence of a synthesis of personal experience and semi-formal survey. For these reasons, he carried out an empirical study with Czsiér (1998) in order to obtain a more research-based analysis on L2 motivation by predicating the strategies on the data regarding the beliefs and practices of language teachers (Dörnyei &Czsiér, 1998). The findings of the study demonstrate ten motivational strategies that teachers thought as significant, which Dörnyei and Czsiér (1998) call 'Ten Commandments'.

Table 2.5. Ten Commandments to Motivate Language Learners

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

Source: Oxford, R.L., & Shearin, J. (1994). Language learning motivation: Expanding the theoretical framework.p.24. *The modern Language Journal, 78, 12-28.*

Additionally, Cheng and Dörnyei (2007) carried out a large-scale empirical survey as a modified replication of Dörnyei and Czsiér's (1998: 153) investigation; 387 Taiwanese teachers of English were asked to rate a list of extensive motivational strategies with regards to "how much importance they attached to these, and how often they implemented them in their teaching

practice". The findings of the study pointed out that the strategies found in Cheng and Dörnyei's study showed a certain amount of similarity with the strategies in Dörnyei and Czsiér's (1998) study: displaying motivating teacher behavior, promoting learners' self-confidence, creating a pleasant classroom climate, and presenting tasks properly.

Table 2.6. Ten Motivational Strategies according to the Teachers' Rank Order

1. Set a personal example with your own behavior.
2. Recognize students' effort and celebrate their success.
3. Promote learners' self-confidence.
4. Create a pleasant and relaxed atmosphere in the classroom.
5. Present tasks properly.
6. Increase the learners' goal-orientedness.
7. Make the learning tasks stimulating.
8. Familiarize learners with L2-related values.
9. Promote group cohesiveness and set group norms.
10. Promote learner autonomy.

Source: Cheng, H. F. & Dörnyei, Z. (2007). The use of motivational strategies in language instruction: The case of EFL teaching in Taiwan.p.161 *Innovation in Language Learning and Teaching, Vol.1 (1).*

Additionally, Dörnyei states that motivational strategies follow a process which he divides into four basic units generating a cyclical framework in his process-oriented model (Mifsud, 2011). These units are:

- Creating the basic motivational conditions
- Generating initial motivation
- Maintaining and protecting motivation
- Encouraging positive retrospective self-evaluation

Figure 2.1. The Components of Motivational Teaching Practice in the L2 Classroom

Source: Dörnyei, Z. (2001). *Motivatonal strategies in the language classroom*. p.29 UK: Cambridge University Press.

Al-Mahrooqi, Abrar-Ul-Hassan, and Asante (2012) carried out a modified replication of Cheng and Dörnyei (2007)' study; 286 EFL teachers in Oman took part in their research, and they rated 48 strategies according to importance and frequency with which they employed the strategies in their teaching contexts. The results were analyzed with regards to the most and least important

strategies; findings showed that the most favored strategies were related to the teacher's personal performance in language classroom.

Tagaki (2005) also carried out a study which intended to research the motivational and demotivational factors in the language classroom. The findings of the study demonstrated similar results to the 'Ten Commandments', because both studies involve teaching style and teachers' positive attitude which is stated as 'developing good relationships' in the previous study, and making the classes interesting through personalization (Vural, 2007)

Table 2.7. Motivational and Demotivational Factors according to Tagaki's Study

Motivational Factors	Demotivational Factors
• Ability of speaking English	• Inappropriateness of the level of the class to the students' proficiency level
• Personal relevance	• Teacher's negative attitude (laugh at student mistakes)
• Challenge	• Teacher's laziness (being late for the class)
• Teaching style	• Monotonous teaching style
• Praise	• Peers
• External motivation	
• Sense of achievement	

Source: Vural, S. (2007). *Teachers' and Students' Perceptions of Teacher Motivational Behavior*. p.31. (Master's thesis, Bilkent University). Retrieved from: http://www.thesis. bilkent. edu. tr/0003431.pdf

2.8. THE EFFECTS OF MOTIVATIONAL STRATEGIES ON STUDENT MOTIVATION

"The teacher's use of motivational strategies is generally believed to enhance student motivation"(Guilloteaux & Dörnyei, 2008: 55) in line with this belief there have been a number of studies concerning the relationship between teachers' use of motivational strategies and student motivation. Guilloteaux and Dörnyei (2008) researched the relationship between motivational teaching strategies

and learner motivation in learning a language; their investigation involved 27 language teachers and more than 1300 students in South Korea and predicated on teachers' self-report questionnaires and classroom observation. The findings of the study showed that there is a link between teachers' motivational strategies and students' motivation.

Madrid (2002), also carried out a study which targeted to determine to what extent are eighteen motivational classroom strategies powerful according to the perceptions of 319 students and 18 teachers in Granada, besides, students' perceptions about their level of global motivation was also studied. According to the results obtained in the study the strongest and most powerful strategies concerning teachers' and students' perceptions were; the use of audiovisual resources and new technologies, group work, satisfying the students' needs and interests, students' participation in class, good grades and fulfilment of the student's success expectations, praises and rewards. The weakest motivational strategies were; no participation; listening passively, working individually and using the L2 in class.

Abdollahzadhein and Papi (2011) conducted a study through classroom observation and questionnaire survey including 17 teachers and 741 male students in order to obtain observational evidence on the relationship between teachers' use of motivational strategies and students' motivated behavior in learning English. The results of the study demonstrated that the teachers' motivational strategy practice was strongly related to students' motivated behavior.

Moskovsky, Alrabai, Paolini, and Ratcheva (2012) also carried out an experimental research in Saudi Arabia including 14 teachers and 300 learners which were divided into two groups demographically very equivalently; an experimental and a control group. Students in experimental group were subjected to 10 preselected motivational strategies more than an eight-week period, while the students in control group only had traditional teaching

methods. Questionnaires were conducted at the beginning and end of the survey in order to see whether the motivation level of the experimental group enhanced in the process of time owing to the treatment more than that of the control group. The findings of the study demonstrated that there were differences between the two groups; the motivation level of the students in experimental group increased in the process of time more than the motivation levels of learners in control group.

Cho and Teo (2013) conducted a study which had the purpose to examine whether there was a difference between teachers' use of motivational strategies and students' preference for them; 77 teachers and 219 secondary school students took part in the study in Thailand. The results showed that the teachers used both innovative and traditional strategies to the same degree but students opted for innovative strategies slightly more than traditional ones and there was a significant difference between the teachers' use of motivational strategies and the students' preference. The difference was greater among innovative strategies than among traditional ones meaning some innovative strategies were not used as much as they were preferred by the students.

2.9. SUMMARY

This chapter began by presenting a literature review about the definitions of motivation, theories of L2 motivation, the effect of motivation on language learning. Although different definitions and conceptualizations have been utilized through different theories of L2 motivation, it can be concluded that motivation is a crucial affective factor determining success in language learning process. Then, the chapter continued with the presentations of teacher motivation and motivated teacher, teachers' role in motivating students in language classrooms, motivational strategies for teachers to motivate L2 learners, the effects of motivational strategies on student motivation.

To sum up, in the light of the literature mentioned so far, it can be seen that motivation is a driving force for students and teachers, have an undeniable role in initiating and maintaining motivation in classroom environment. Since motivation is an important affective factor in language classrooms, and teachers have responsibilities in this respect, this study focuses on teacher motivational behaviors by analyzing the perceptions of both students and teachers.

CHAPTER III
METHODOLOGY

3.1. INTRODUCTION

The purpose of the current study was to investigate the students' and teachers' perceptions in terms of teacher motivational behaviors at Ufuk University Preparatory School. The study aimed at exploring the similarities and differences between the students' and teachers' perceptions with regards to the most and least motivating teacher behaviors as well as the effect of gender on students' perceptions.

This chapter presents the methodology employed in the research process. It describes overall design of the study, presents the research questions, descriptions of participants and setting, data collection instruments, data collection procedure and data analysis.

3.2. OVERALL DESIGN OF THE STUDY

This study is a case study carried out in a Turkish university setting. Berg (1998: 225) asserts that "case study methods involve systematically gathering enough information about a particular person, social settings, event, or group to permit the researcher to effectively understand how it operates or functions". As mentioned before, the current study aims to explore 299 students' and 17 teachers' perceptions in terms of teacher motivational behaviors at Ufuk University Preparatory School.

The research was conducted with students and the language instructors at Ufuk University Preparatory School. This study adopted mixed method research paradigm in order to include both qualitative and quantitative research strategies in the investigation process. As Sandelowski (2003) states the researcher aims “to achieve a fuller understanding of target phenomenon” by adopting mixed method research, and also tries to investigate the phenomenon from different angles (as cited in Dörnyei, 2007: 164). The qualitative data were collected through open-ended questions and semi-structured interviews, and the quantitative data were gathered through a questionnaire. The data obtained through questionnaires were analyzed through descriptive and inferential statistics.

3.3. RESEARCH QUESTIONS

The study was guided by the following research questions:

1. What are the most motivating teacher behaviors in English classes according to the students?
2. What are the least motivating teacher behaviors in English classes according to the students?
3. Is there a significant difference between the female and male students in terms of teacher motivational behaviors?
4. What are the most motivating teacher behaviors in English classes according to the teachers?
5. What are the least motivating teacher behaviors in English classes according to the teachers?
6. What are the similarities and differences between students and teachers in terms of their perceptions of the most and least motivating teacher behaviors?

3.4. PARTICIPANTS

The study was conducted at Ufuk University, Preparatory School in the first term of the academic year 2013-2014. Participants of the current study included 299 students and 17 language instructors.

The first participant group included 299 students; although the questionnaires were originally administered to 304 students, 5 of them were eliminated because of the missing answers. Thus, in total, there were 299 participants consisted of 216 female and 83 male students aged between 18 and 25.

Participants were from different departments such as law, medicine, ELT, management, nursing, political science and international relations, guidance and psychological counselling, and psychology. They had a proficiency exam at the beginning of the term, and the students who could not pass the exam were placed in the classes at the Preparatory School. Each class was made up of the students from different departments. As there was no language level classification, the participants were all pre-intermediate students when questionnaires were administered. Although the level of the students was accepted as pre-intermediate at the time of the study, there were both successful and unsuccessful students; in other words, there were some students whose levels were below pre-intermediate.

The second participant group included 17 language instructors including two males and 15 females aged between 23 and 32. The participant teacher group includes nine teachers who graduated from English Language and Literature department and eight teachers who graduated from English Language Teaching department. In addition, 11 teachers completed their MA degree.

3.5. SETTING

Ufuk University is a private university. The medium of instruction in all of the departments is Turkish except ELT**.** Students who get into the university have to take an English proficiency exam, and they have to study at the English Preparatory School for one academic year, unless they pass the exam. Students need to get 60 out of 100 in order to be successful in this exam; the ones who get 60 or more than 60 can start education in their department.

English education at the Preparatory School is compulsory for the students who cannot pass the proficiency exam. There are 18 instructors working at the Preparatory School, and approximately 250-300 students on average study at the school each year. Students have 27 hours of English every week, and each term includes 16 weeks in one academic year; they take course book including speaking hours, reading & writing, and short story classes. English is taught integratively.

At the end of the academic year, students take the proficiency exam; 40% of their scores in their exams during two semesters and 60% of their score in the proficiency exam are summed up, and the students who have 60 and over in total are accepted as successful. These students have their certificate of English preparatory program and can start in their departments. Students, who do not have at least 60 in total, can also start in their departments, but they do not have the right to get the certificate, and they have to pass any proficiency exam conducted in the Preparatory School before they graduate from university.

3.6. DATA COLLECTION INSTRUMENTS

Instruments of the current study consisted of Motivational Behavior Perception Scale, two separate demographic information forms for students and teachers, open ended questions for students, and interview questions for teachers.

3.6.1. Demographic Information Form

The demographic information questionnaire for students consisted of seven questions which asked the participants to indicate their name, class, faculty, department, age, gender, and number of years having studied English.

Other demographic information questionnaire for teachers consisted of seven questions which asked the participants to indicate their name, years of experience, age, gender, faculty, and department of graduation, whether they have MA or PhD degree.

3.6.2. Motivational Behavior Perception Scale

In this study, Turkish version of the Teacher Motivational Behavior Perception Scale developed by Vural (2007) was used. The scale is a self-report measure composed of 56 motivational behaviors drawn from the literature; all of the items are positively worded and designed specifically to measure motivational behavior perception of students and teachers in a foreign language learning setting. The scale is scored on a five point Likert scale including ‘very motivating’, ‘motivating’, ‘no effect’, ‘demotivating’, and ‘very demotivating’ response options. The Cronbach alpha value for the current study was .939, which shows that the scale is a reliable instrument.

3.6.3. Open Ended Questions

There were also 6 open-ended questions included in the questionnaire by Vural (2007) and these questions were asked students while administering the questionnaire in order to obtain students’ own suggestions of teacher motivational behaviors. In the first question, students were asked to describe the behaviors of their previous or current English teacher who motivated them

to learn English. In the second question, students were asked to describe the behaviors of their previous or current English teacher who demotivated them to learn English. In the third question, students were asked whether they were eager to learn English at Ufuk University Preparatory School, also their reasons were asked. The fourth question asked them to tell their opinions about their English teachers' motivational behaviors at Ufuk University Preparatory School. The fifth question asked students what they thought their teachers could do to help them become more motivated in a language classroom. The last question was, whether there was anything else they could think of to motivate them to learn in a classroom, and what their ideal classroom would be like (Vural, 2007).

3.6.4. Interviews

In the current study, semi- structured interviews were carried out in order to obtain information about the teachers' perceptions of teacher motivational behaviors in general. Specifically questions were asked to have teachers' ideas about to what extent motivation is important in the language classroom; the extent to which it is their job to make students interested in learning a foreign language; whether teachers' motivational behaviors affect students' level of motivation and how; what they do in the classroom to motivate the students; what could be done to contribute students to become more motivated in the classroom.

Five interview questions prepared by Vural (2007) were used in the current study. 17 teachers were interviewed in order to obtain their perceptions about teacher motivational behaviors. Since the interview was semi-structured, some extra questions were asked to the teachers in accordance with their answers; for this reason, there were varied numbers of questions asked to each participant. In order to provide teachers a relax atmosphere to answer the questions and express themselves comfortably without being concerned about

their pronunciation or worry about their use of English, the interviews were carried out in Turkish.

3.7. DATA COLLECTION PROCEDURE

The questionnaires were given in person during class time by the researcher between the dates 12th December, 2013 and 27th December, 2013. In order to make explanations and answer any questions of the students, the researcher administered the questionnaires by herself in each class. The students had whole class hour to complete the questionnaire, and at the end of the class hour, the students' questionnaires were collected. A total of 304 questionnaires were distributed to the students, and 17 questionnaires were distributed to the teachers. Moreover, the students were assured regards the confidentiality of the information they would provide. After the questionnaires were administered, the researcher carried out the interviews with the teachers on December 30th and 31st, 2013. The researcher recorded and transcribed the interviews in order to analyze.

3.8. DATA ANALYSIS

In the current study, the data were collected through both quantitative and qualitative research strategies in order to obtain richer analyses; the quantitative data were compiled through a questionnaire, and the qualitative data were collected through open-ended questions and semi-structured interviews. In order to analyze the quantitative data Statistical Package for Social Sciences (SPSS) 20.0 was used. Due to the missing answers, 5 of 304 questionnaires were eliminated. Descriptive statistics (mean, SD, frequency and percentage) of the quantitative data were presented in order to comprehend the characteristics of the sample. After that, reliability analysis (Cronbach's coefficient alpha) was conducted respectively to check the validity and reliability of the instruments.

Information related to the perception of teachers' motivational behaviors with regards to age of students was presented. ANOVA tests were conducted in order to see the effect of demographic information on students' perception of teacher motivational behaviors.

The qualitative data, gathered through open-ended questions and semi-structured interviews in order to have a broad understanding about the perceptions of students and teachers. Open-ended questions were analyzed through coding method. Semi-structured interviews carried out with the teachers were transcribed and coded in order to analyze, as well.

CHAPTER IV
DATA ANALYISIS

4.1. INTRODUCTION

This chapter presents both quantitative and qualitative analyses of the current study. First part of this chapter gives the analysis of the quantitative data, second part of the chapter gives the analysis of the open-ended questions for students, and the last part presents the analysis of the interview questions for teachers.

4.2. DESCRIPTIVE AND INFERENTIAL ANALYSES

There are 299 students and 17 teachers who participated in the study. 72% of the students are females (N=216) and about 28% of the students are males (N=83). There are only 2 male teachers (12%) who participated in the study and 15 out of 17 participating teachers are females (88%). The pie charts illustrate the information about gender.

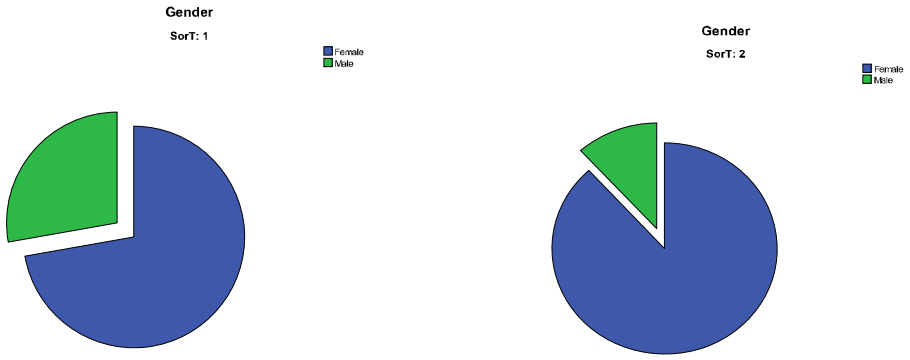

Figure 4.1. Distribution of Gender

53 % of the teachers graduated from the department of literature (N=9) and 47 % of the teachers graduated from the department of ELT (N=8). Moreover, 11 teachers completed their MA degree (64.7%).

Table 4.1. Descriptive Analysis for Demographic Information

Student or Teacher		N	Minimum	Maximum	Mean	Std. Deviation
Students	Age	299	18	25	19	1.02
	YrEngL	299	1	16	8.08	2.86
	total score	299	163	280	239.38	20.94
Teachers	Age	17	23	32	26.82	2.9
	Experience	17	1	9	3.76	2.44
	total score	17	219	274	252.24	17.65

Table 8 illustrates the descriptive analysis results for some demographic information and it can be seen that the youngest student participated in the study is 18 years and the oldest student is 25 years old. The average age is 19 with a standard deviation of 1.02. The age of the teachers range from 23 to 32; and the mean value is about 27 with a standard deviation of 2.9.

The students have been studying English for 8 years on average. There are students who have been studying English for 16 years maximum and at minimum the students have only one year experience in studying English (M=8.08, SD=2.86). The experience of the teachers change between one year to 9 years (M=3.76, SD=2.44).

According to the total score results the students perceived the behaviors (M=239.38, SD=20.94) less motivating than the teachers' perceptions (M=252.24, SD=17.65). The total score values range from 163 to 280 for students and range from 219 to 274 for teachers. Figure 3 illustrates the total score distribution for students and Figure 4 illustrates the distribution for teachers.

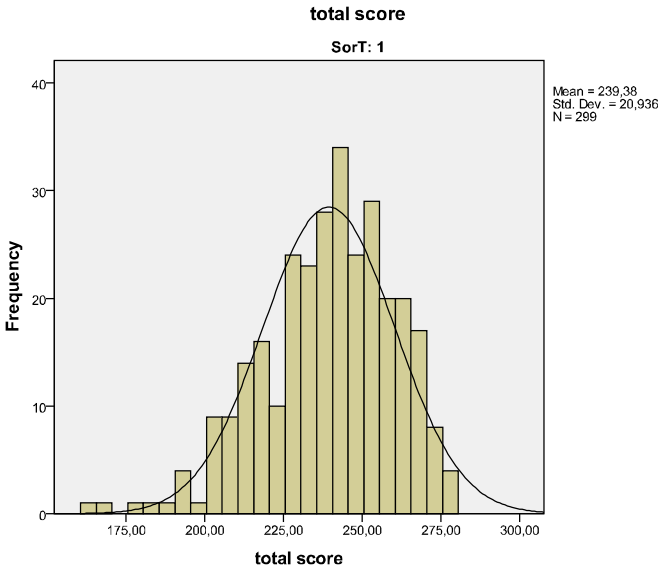

Figure 4.2. Distribution of Students' Scores

Figure 4.3. Distribution of Teachers' Scores

Table 4.2. Item Based Descriptive Analysis for Students

	N	Mean	Std. Deviation
Q39	299	3,40	1,293
Q55	299	3,64	1,064
Q10	299	3,71	1,022
Q19	299	3,81	,883
Q18	299	3,83	1,011
Q7	299	3,85	,919
Q25	299	3,85	,930
Q34	299	3,87	,925
Q49	299	3,93	,844
Q20	299	4,01	,855
Q32	299	4,04	,915
Q23	299	4,06	,861
Q6	299	4,07	,852
Q22	299	4,09	,757
Q54	299	4,11	,921
Q53	299	4,11	,820
Q17	299	4,13	,924
Q50	299	4,19	,862
Q16	299	4,19	,773
Q41	299	4,20	,801
Q12	299	4,21	,854
Q43	299	4,23	,741
Q26	299	4,25	,750
Q27	299	4,28	,752
Q47	299	4,28	,808
Q40	299	4,29	,882
Q9	299	4,29	,859
Q35	299	4,30	,687
Q45	299	4,37	,724
Q56	299	4,38	,761
Q31	299	4,38	,761
Q24	299	4,40	,704
Q21	298	4,41	,729
Q42	299	4,41	,667
Q38	299	4,42	,748
Q44	299	4,42	,740
Q28	299	4,43	,749
Q33	299	4,45	,690
Q14	299	4,46	,651
Q8	299	4,46	,752
Q36	299	4,47	,631
Q15	299	4,49	,647
Q3	299	4,50	,692
Q13	299	4,50	,808
Q37	299	4,51	,631
Q51	299	4,53	,738
Q46	299	4,55	,640
Q48	299	4,56	,612
Q29	299	4,56	,680
Q5	299	4,58	,582
Q30	299	4,60	,618
Q52	299	4,63	,597
Q11	299	4,63	,612
Q4	299	4,66	,565
Q2	299	4,67	,556
Q1	299	4,73	,515
Valid N (listwise)	298		

a. SorT = 1

Table 4.3. Item Based Descriptive Analysis for Teachers

Descriptive Statistics[a]

	N	Mean	Std. Deviation
Q10	17	3,76	,752
Q55	17	3,82	,951
Q7	17	3,88	,857
Q54	17	3,88	1,054
Q12	17	4,18	,951
Q18	17	4,24	,664
Q19	17	4,24	,664
Q32	17	4,24	,903
Q34	17	4,24	,562
Q25	16	4,25	,447
Q20	17	4,29	,686
Q40	17	4,29	,588
Q39	17	4,29	,849
Q49	17	4,29	,772
Q13	17	4,35	,606
Q35	17	4,41	,618
Q43	17	4,41	,618
Q41	17	4,41	,795
Q9	17	4,47	,514
Q51	17	4,47	,717
Q24	17	4,47	,624
Q6	17	4,53	,624
Q27	17	4,53	,514
Q23	16	4,56	,512
Q11	17	4,59	,507
Q22	17	4,59	,507
Q26	17	4,59	,507
Q31	17	4,59	,618
Q4	17	4,59	,507
Q21	17	4,59	,507
Q50	17	4,59	,507
Q5	17	4,65	,493
Q17	17	4,65	,493
Q28	17	4,65	,493
Q29	17	4,65	,493
Q33	17	4,65	,493
Q36	17	4,65	,493
Q48	17	4,65	,493
Q53	17	4,65	,606
Q56	17	4,65	,493
Q15	17	4,65	,493
Q16	17	4,71	,470
Q44	17	4,71	,470
Q42	17	4,71	,470
Q1	17	4,76	,437
Q47	17	4,76	,437
Q2	17	4,76	,437
Q30	17	4,76	,437
Q38	17	4,76	,437
Q46	17	4,76	,437
Q52	17	4,76	,437
Q3	17	4,82	,393
Q8	17	4,82	,393
Q14	17	4,82	,393
Q37	17	4,82	,393
Q45	17	4,88	,332
Valid N (listwise)	16		

a. SorT = 2

In addition to descriptive statistical analysis, inferential statistical analysis were conducted in order to understand whether some demographic characteristics have a statistically significant effect on the total score results. One way ANOVA was conducted to analyze the effect of gender. The results showed that gender has a significant effect on the perceptions of students; $F (1, 297) = 4.60$, $p < .05$.

Table 4.4. Anova Results for Gender of Students

SorT		Sum of Squares	df	Mean Square	F	Sig.
Students	Between Groups	1989,314	1	1989,314	4,593	,033
	Within Groups	128632,981	297	433,108		
	Total	130622,294	298			

4.3. DESCRIPTIVE ANALYSIS FOR EACH ITEM IN THE QUESTIONNAIRE

4.3.1. Q1. Teachers' Having Good Relationships with Students

The results showed that there was not any student who perceived "teachers' having good relationships with students" as demotivating. 3.3% of the students (N=10) perceived that the given behavior was ineffective in terms of increasing or decreasing their motivation. However, about 20.4% of the students' (N=61) perceptions indicated that it was a motivating behavior and 76.3% of the students (N=228) perceived the given behavior as very motivating. Apart from the students, 23.5% of the teachers (N=4) perceived the behavior as motivating and 76.5% of the teachers (N=13) perceived it as a very motivating behavior in language classrooms.

Table 4.5. Descriptive Analysis for Item 1

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	3	10	3,3	3,3	3,3
		4	61	20,4	20,4	23,7
		5	228	76,3	76,3	100,0
		Total	299	100,0	100,0	
2	Valid	4	4	23,5	23,5	23,5
		5	13	76,5	76,5	100,0
		Total	17	100,0	100,0	

4.3.2. Q2. Teachers' Setting a Good Example to Students with His/Her Own Enthusiastic and Motivated Behavior

According to the results obtained, "teachers' setting a good example to students with his/her own enthusiastic and motivated behavior" was perceived ineffective by 4.3 % of the students (N=13). However 24.4% of the students (N=73) perceived that the given behavior was motivating and 71.2% of the students (N=213) perceived that it was very motivating. There was not any student who perceived the stated behavior as demotivating. As to teachers, 23.5 % of them (N=4) perceived that it was motivating behavior and 76.5% of them (N= 13) perceived it as very motivating in the language classroom.

Table 4.6. Descriptive Analysis for Item 2

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	3	13	4,3	4,3	4,3
		4	73	24,4	24,4	28,8
		5	213	71,2	71,2	100,0
		Total	299	100,0	100,0	
2	Valid	4	4	23,5	23,5	23,5
		5	13	76,5	76,5	100,0
		Total	17	100,0	100,0	

4.3.3. Q3.Teachers' Making Students Feel That He/She Is Mentally and Physically Available to Help Them

According to the results obtained, "teachers' making students feel that he/she is mentally and physically available to help them" was perceived as demotivating by 0.7 % of the students (N=2) and ineffective by 9.4% of the students (N=28). However, 29.1% of the students (N=87) perceived that it was motivating and 60.9 % of the students (N=182) perceived that it was a very motivating behavior in the language classroom. As to teachers, 17.6% of them (N=3) perceived that the behavior was motivating and 82.4% of them (N= 14) perceived that the behavior was very motivating.

Table 4.7. Descriptive Analysis for Item 3

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	2	2	,7	,7	,7
		3	28	9,4	9,4	10,0
		4	87	29,1	29,1	39,1
		5	182	60,9	60,9	100,0
		Total	299	100,0	100,0	
2	Valid	4	3	17,6	17,6	17,6
		5	14	82,4	82,4	100,0
		Total	17	100,0	100,0	

4.3.4. Q4.Teachers' Being Supportive and Friendly

According to the results obtained "teachers' being supportive and friendly" was perceived as demotivating by 0.3% of the students (N=1) and ineffective by 3.7% of the students (N=11) in terms of increasing and decreasing their motivation. However, 25.8% of the students (N=77) perceived that it was motivating and 70.2% of the students (N=210) perceived that it was very motivating. Apart from students, 41.2 % of the teachers (N=7) perceived that the

behavior was motivating and 58.8% of them (N=10) perceived that it was very motivating behavior in the language classroom.

Table 4.8. Descriptive Analysis for Item 4

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	2	1	,3	,3	,3
		3	11	3,7	3,7	4,0
		4	77	25,8	25,8	29,8
		5	210	70,2	70,2	100,0
		Total	299	100,0	100,0	
2	Valid	4	7	41,2	41,2	41,2
		5	10	58,8	58,8	100,0
		Total	17	100,0	100,0	

4.3.5. Q5. Teachers' Providing Students with Positive Feedback

According to the results obtained, "teachers' providing students with positive feedback" was not perceived as a demotivating behavior by any of the students. 4.7% of the students (N=14) perceived that it was ineffective in terms of increasing or decreasing their motivation. However, 33.1% of the students' (N=99) perceptions indicated that the behavior was motivating and 62.2% of the students' (N=186) perceptions indicated that it was a very motivating behavior. Apart from students, 35.3 % of the teachers (N=6) perceived that "teachers' providing students with positive feedback" was motivating and 64.7% of them (N=11) perceived that it was a very motivating behavior in the language classroom.

Table 4.9. Descriptive Analysis for Item 5

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	3	14	4,7	4,7	4,7
		4	99	33,1	33,1	37,8
		5	186	62,2	62,2	100,0
		Total	299	100,0	100,0	
2	Valid	4	6	35,3	35,3	35,3
		5	11	64,7	64,7	100,0
		Total	17	100,0	100,0	

4.3.6. Q6. Teachers' Encouraging Students to Try Harder

According to the results obtained, "teachers' encouraging students to try harder" was perceived very demotivating by 1% of the students (N=3) and demotivating by 2% of the students (N=6). 20.7% of the students (N=62) perceived that it was ineffective concerning students' motivation. However, 41.1% of the students (N=123) perceived that the stated behavior was motivating and 35.1% of the students (N=105) perceived that it was very motivating. Apart from students, 5.9% of the teachers (N=1) perceived that "teachers' encouraging students to try harder" was ineffective; 35.3% of the teachers (N=6) perceived that it was motivating and 58.8% of them (N=10) perceived that it was a very motivating behavior in the language classroom.

Table 4.10. Descriptive Analysis for Item 6

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	1	3	1,0	1,0	1,0
		2	6	2,0	2,0	3,0
		3	62	20,7	20,7	23,7
		4	123	41,1	41,1	64,9
		5	105	35,1	35,1	100,0
		Total	299	100,0	100,0	
2	Valid	3	1	5,9	5,9	5,9
		4	6	35,3	35,3	41,2
		5	10	58,8	58,8	100,0
		Total	17	100,0	100,0	

4.3.7. Q7. Teachers' Making Students Remarks That He/She Has High Expectations for What They Can Achieve

According to the results, "teachers' making students remarks that he/she has high expectations for what they can achieve" was perceived as very demotivating by 1.3 % of the students (N=4) and demotivating by 5.7% of the students (N=17). 25.4% of the students (N=76) perceived that it was ineffective in terms of increasing or decreasing their motivation. However, 41.5% of the students' (N=124) perceptions showed that it was motivating and 26.1% of the students' (N=78) perceptions showed that it was a very motivating behavior. Apart from students, 5.9% of the teachers (N=1) perceived that it was demotivating; 23.5 % of the teachers (N=4) perceived that it was ineffective; 47.1% of the teachers (N=8) perceived that it was motivating and 23.5% of them (N=4) perceived that it was a very motivating behavior in the language classroom.

Table 4.11. Descriptive Analysis for Item 7

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	1	4	1,3	1,3	1,3
		2	17	5,7	5,7	7,0
		3	76	25,4	25,4	32,4
		4	124	41,5	41,5	73,9
		5	78	26,1	26,1	100,0
		Total	299	100,0	100,0	
2	Valid	2	1	5,9	5,9	5,9
		3	4	23,5	23,5	29,4
		4	8	47,1	47,1	76,5
		5	4	23,5	23,5	100,0
		Total	17	100,0	100,0	

4.3.8. Q8. Teachers' Monitoring and Caring about Students' Progress and Appreciating Their Success

According to the results "teachers' monitoring and caring about students' progress and appreciating their success" was perceived as very demotivating by 0.3% of the students (N=1) and demotivating by 1.3% of the students (N=4). 9.7% of the students (N=29) perceived that the given behavior was ineffective concerning students' motivation. However, 28.8% of the students' (N=86) perceptions indicated that it was motivating and 59.9% of the students' (N=179) perceptions indicated that it was a very motivating behavior. Apart from students, 17.6% of the teachers (N=3) perceived that the behavior was motivating and 82.4% of them (N=14) perceived that it was a very motivating behavior in the language classroom.

Table 4.12. Descriptive Analysis for Item 8

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	1	1	,3	,3	,3
		2	4	1,3	1,3	1,7
		3	29	9,7	9,7	11,4
		4	86	28,8	28,8	40,1
		5	179	59,9	59,9	100,0
		Total	299	100,0	100,0	
2	Valid	4	3	17,6	17,6	17,6
		5	14	82,4	82,4	100,0
		Total	17	100,0	100,0	

4.3.9. Q9. Teachers' Focusing on Individual Improvement and Progress Rather Than on Exams and Grades

According to the results obtained "teachers' focusing on individual improvement and progress rather than on exams and grades" was perceived as very demotivating by 0.7% of the students (N=2) and demotivating by 2.3% of the students (N=7). 15.4% of the students (N=46) perceived that the given behavior was ineffective in terms of increasing or decreasing their motivation. However, 30.4% of the students (N=91) perceived that the stated behavior was motivating and 51.2% of the students (N=153) perceived that it was very motivating. Apart from students, 52.9 % of the teachers (N=9) perceived that it was motivating and 47.1% of them (N=8) perceived that it was a very motivating behavior in the language classroom.

Table 4.13. Descriptive Analysis for Item 9

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	1	2	,7	,7	,7
		2	7	2,3	2,3	3,0
		3	46	15,4	15,4	18,4
		4	91	30,4	30,4	48,8
		5	153	51,2	51,2	100,0
		Total	299	100,0	100,0	
2	Valid	4	9	52,9	52,9	52,9
		5	8	47,1	47,1	100,0
		Total	17	100,0	100,0	

4.3.10. Q10. Teachers' Offering Rewards for Students' Successes

According to the results obtained "teachers' offering rewards for students' success" was perceived as very demotivating by 4.3 % of the students (N=13) and demotivating by 3.3% of the students (N=10). 34.4% of the students (N=103) perceived that it was ineffective in terms of increasing or decreasing their motivation. However, 32.4% of the students' (N=97) perceptions showed that it was motivating and 25.4% of the students' (N=76) perceptions showed that it was a very motivating behavior. Apart from students, 5.9% of the teachers (N=1) perceived that it was demotivating; 23.5 % of the teachers (N=4) perceived that it was ineffective; 58.8% of the teachers (N=10) perceived that it was motivating and 11.8% of them (N=2) perceived that it was a very motivating behavior in the language classroom.

Table 4.14. Descriptive Analysis for Item 10

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	1	13	4,3	4,3	4,3
		2	10	3,3	3,3	7,7
		3	103	34,4	34,4	42,1
		4	97	32,4	32,4	74,6
		5	76	25,4	25,4	100,0
		Total	299	100,0	100,0	
2	Valid	2	1	5,9	5,9	5,9
		3	4	23,5	23,5	29,4
		4	10	58,8	58,8	88,2
		5	2	11,8	11,8	100,0
		Total	17	100,0	100,0	

4.3.11. Q11. Teachers' Bringing in and Encouraging Humor, Smiles and Fun to Classes

The results showed that "teachers' bringing in and encouraging humor, smiles and fun to the classes" was perceived as very demotivating by 0.7% of the students (N=2) and demotivating by 0.3% of the students (N=1). 2% of the students (N=6) perceived that it was ineffective. However, 29.4% of the students (N=88) perceived that it was motivating and 67.6% of the students (N=202) perceived that it was a very motivating behavior. Apart from students, 41.2 % of the teachers (N=7) perceived that the behavior was motivating and 58.8% of them (N=10) perceived that it was a very motivating behavior in the language classroom.

Table 4.15. Descriptive Analysis for Item 11

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	1	2	,7	,7	,7
		2	1	,3	,3	1,0
		3	6	2,0	2,0	3,0
		4	88	29,4	29,4	32,4
		5	202	67,6	67,6	100,0
		Total	299	100,0	100,0	
2	Valid	4	7	41,2	41,2	41,2
		5	10	58,8	58,8	100,0
		Total	17	100,0	100,0	

4.3.12. Q12. Teachers' Making It Clear to Students That Communicating Meaning Effectively in English in Class Is More Important Than Being Grammatically Correct

The results showed that 1 % of the students (N=3) perceived "teachers' making it clear to students that communicating meaning effectively in English in class is more important than being grammatically correct" as a very demotivating behavior and 3.3% of the students (N=10) perceived that it was demotivating. 12% of the students (N=36) perceived that it was ineffective. However, 41.1% of the students (N=123) perceived that it was motivating and 42.5% of the students (N=127) perceived that it was a very motivating behavior. Apart from students, 5.9% of the teachers (N=1) perceived that it was demotivating; 17.6 % of the teachers (N=3) perceived that it was ineffective; 29.4% of the teachers (N=5) perceived that it was motivating and 47.1% of them (N=8) perceived that it was a very motivating behavior in the language classroom.

Table 4.16. Descriptive Analysis for Item 12

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	1	3	1,0	1,0	1,0
		2	10	3,3	3,3	4,3
		3	36	12,0	12,0	16,4
		4	123	41,1	41,1	57,5
		5	127	42,5	42,5	100,0
		Total	299	100,0	100,0	
2	Valid	2	1	5,9	5,9	5,9
		3	3	17,6	17,6	23,5
		4	5	29,4	29,4	52,9
		5	8	47,1	47,1	100,0
		Total	17	100,0	100,0	

4.3.13. Q13. Teachers' Avoiding Face-Threatening Acts Such as Humiliating Criticism

The results showed that 1.7% of the students (N=5) perceived that "teachers' avoiding face-threatening acts such as humiliating criticism" as very demotivating behavior and 1.7% of the students (N=5) perceived that it was demotivating. 5% of the students (N=15) perceived that it was ineffective concerning the role that play in their motivation. However, 28.1% of the students (N=84) perceived that it was motivating and 63.5% of the students (N=190) perceived that it was a very motivating behavior. Apart from students, 5.9% of the teachers' (N=1) perceptions showed that it was ineffective; 52.9 % of the teachers' (N=9) perceptions showed that it was motivating and 41.2% of their (N=7) perceptions showed that it was a very motivating behavior in the language classroom.

Table 4.17. Descriptive Analysis for Item 13

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	1	5	1,7	1,7	1,7
		2	5	1,7	1,7	3,3
		3	15	5,0	5,0	8,4
		4	84	28,1	28,1	36,5
		5	190	63,5	63,5	100,0
		Total	299	100,0	100,0	
2	Valid	3	1	5,9	5,9	5,9
		4	9	52,9	52,9	58,8
		5	7	41,2	41,2	100,0
		Total	17	100,0	100,0	

4.3.14. Q14. Teachers' Giving Students Clear Instructions and Guidance/Models for the Purpose, Procedures and the Appropriate Strategies That the Task Requires

The results showed that 0.7 % of the students (N=2) perceived "teachers' giving students clear instructions and guidance/models for the purpose, procedures and the appropriate strategies that the task requires" as demotivating and 6.7% of the students (N=20) perceived that it was ineffective concerning the role that play in their motivation. However, 38.5% of the students (N=115) perceived that it was motivating and 54.2% of the students (N=162) perceived that it was a very motivating behavior. Apart from students, 17.6 % of the teachers (N=3) perceived that it was motivating and 82.4% of them (N=14) perceived that it was a very motivating behavior in the language classroom.

Table 4.18. Descriptive Analysis for Item 14

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	2	2	,7	,7	,7
		3	20	6,7	6,7	7,4
		4	115	38,5	38,5	45,8
		5	162	54,2	54,2	100,0
		Total	299	100,0	100,0	
2	Valid	4	3	17,6	17,6	17,6
		5	14	82,4	82,4	100,0
		Total	17	100,0	100,0	

4.3.15. Q15. Teachers' Helping Students to Develop Realistic Beliefs about Learning English

The results showed that 0.3% of the students (N=1) perceived "teachers' helping students to develop realistic beliefs about learning English" as demotivating behavior and 7.4% of the students (N=22) perceived that it was ineffective. However, 35.5% of the students' (N=106) perceptions showed that it was motivating and 56.9% of the students' (N=170) perceptions showed that it was a very motivating behavior. Apart from students, 35.3 % of the teachers (N=6) perceived that it was motivating and 64.7% of them (N=11) perceived that it was a very motivating behavior in the language classroom.

Table 4.19. Descriptive Analysis for Item 15

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	2	1	,3	,3	,3
		3	22	7,4	7,4	7,7
		4	106	35,5	35,5	43,1
		5	170	56,9	56,9	100,0
		Total	299	100,0	100,0	
2	Valid	4	6	35,3	35,3	35,3
		5	11	64,7	64,7	100,0
		Total	17	100,0	100,0	

4.3.16. Q16. Teachers' Encouraging Students to Use Their Creativity

The results showed that 0.3 % of the students (N=1) perceived "teachers' encouraging students to use their creativity" as very demotivating and 1.7% of the students (N=5) perceived that it was demotivating. 15.1% of the students (N=45) perceived that it was ineffective. However, 44.5% of the students (N=133) perceived that it was motivating and 38.5% of the students (N=115) perceived that it was a very motivating behavior. Apart from students, 29.4% of the teachers (N=5) perceived the stated behavior as motivating and 70.6% of them (N=12) perceived it as a very motivating behavior in the language classroom.

Table 4.20. Descriptive Analysis for Item 16

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	1	1	,3	,3	,3
		2	5	1,7	1,7	2,0
		3	45	15,1	15,1	17,1
		4	133	44,5	44,5	61,5
		5	115	38,5	38,5	100,0
		Total	299	100,0	100,0	
2	Valid	4	5	29,4	29,4	29,4
		5	12	70,6	70,6	100,0
		Total	17	100,0	100,0	

4.3.17. Q17 Teachers' Trying to Include Personal Content That Is Relevant to Students' Lives to Class Content

The results showed that 1.3 % of the students (N=4) perceived "teachers' trying to include personal content that is relevant to students' lives to class content" as very demotivating and 2% of the students (N=6) perceived that it was demotivating. 22.7% of the students (N=68) perceived that it was ineffective. However, 29.8% of the students (N=89) perceived that it was motivating and 44.1% of the students (N=132) perceived that it was a very motivating behavior.

Apart from students, 35.3% of the teachers (N=6) perceived that it was motivating and 64.7% of them (N=11) perceived that it was a very motivating behavior in the language classroom.

Table 4.21. Descriptive Analysis for Item 17

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	1	4	1,3	1,3	1,3
		2	6	2,0	2,0	3,3
		3	68	22,7	22,7	26,1
		4	89	29,8	29,8	55,9
		5	132	44,1	44,1	100,0
		Total	299	100,0	100,0	
2	Valid	4	6	35,3	35,3	35,3
		5	11	64,7	64,7	100,0
		Total	17	100,0	100,0	

4.3.18. Q18. Teachers' Speaking in English During Classes

The results showed that 2.7 % of the students (N=8) perceived "teachers' speaking in English during classes" as very demotivating and 8.7% of the students (N=26) thought that it was demotivating. 18.7% of the students (N=56) perceived that it was ineffective. However, 42.8% of the students (N=128) perceived that it was motivating and 27.1% of the students (N=81) perceived that it was a very motivating behavior. Apart from students, 11.8% of the teachers (N=2) perceived that it was ineffective; 52.9 % of the teachers (N=9) perceived that it was motivating and 35.3% of them (N=6) perceived that it was a very motivating behavior in the language classroom.

Table 4.22. Descriptive Analysis for Item 18

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	1	8	2,7	2,7	2,7
		2	26	8,7	8,7	11,4
		3	56	18,7	18,7	30,1
		4	128	42,8	42,8	72,9
		5	81	27,1	27,1	100,0
		Total	299	100,0	100,0	
2	Valid	3	2	11,8	11,8	11,8
		4	9	52,9	52,9	64,7
		5	6	35,3	35,3	100,0
		Total	17	100,0	100,0	

4.3.19. Q19 Teachers' Familiarizing Students with The Cultural Background Df English

The results showed that 1 % of the students (N=3) perceived "teachers' familiarizing students with the cultural background of English" as very demotivating and 2.3% of the students (N=7) perceived that it was demotivating. 37.1% of the students (N=111) perceived that it was ineffective. However, 33.8% of the students (N=101) perceived that it was motivating and 25.8% of the students (N=77) perceived that it was a very motivating behavior. Apart from students, 11.8% of the teachers' (N=2) perceptions showed that it was ineffective; 52.9 % of the teachers' (N=9) perceptions showed that it was motivating and 35.3% of their (N=6) perceptions showed that it was a very motivating behavior in the language classroom.

Table 4.23. Descriptive Analysis for Item 19

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	1	3	1,0	1,0	1,0
		2	7	2,3	2,3	3,3
		3	111	37,1	37,1	40,5
		4	101	33,8	33,8	74,2
		5	77	25,8	25,8	100,0
		Total	299	100,0	100,0	
2	Valid	3	2	11,8	11,8	11,8
		4	9	52,9	52,9	64,7
		5	6	35,3	35,3	100,0
		Total	17	100,0	100,0	

4.3.20. Q20. Teachers' Reminding Students of the Benefits of Mastering English

The results showed that 1.3 % of the students (N=4) perceived "teachers' reminding students of the benefits of mastering English" as very demotivating and 1.3% of the students (N=4) perceived that it was demotivating. 23.7% of the students (N=71) perceived that the given behavior was ineffective in terms of increasing or decreasing their motivation. However, 41.8% of the students (N=125) perceived that it was motivating and 31.8% of the students (N=95) perceived that it was a very motivating behavior. Apart from students, 11.8% of the teachers (N=2) perceived that it was ineffective; 47.1 % of the teachers (N=8) perceived that it was motivating and 41.2% of them (N=7) perceived that it was a very motivating behavior in the language classroom.

Table 4.24. Descriptive Analysis for Item 20

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	1	4	1,3	1,3	1,3
		2	4	1,3	1,3	2,7
		3	71	23,7	23,7	26,4
		4	125	41,8	41,8	68,2
		5	95	31,8	31,8	100,0
		Total	299	100,0	100,0	
2	Valid	3	2	11,8	11,8	11,8
		4	8	47,1	47,1	58,8
		5	7	41,2	41,2	100,0
		Total	17	100,0	100,0	

4.3.21. Q21 Teachers' Encouraging Students to Speak in English During Classes

The results showed that 0.7 % of the students (N=2) perceived "teachers' encouraging students to speak in English during classes" as very demotivating and 1.3% of the students (N=4) perceived that it was demotivating. 6.4% of the students (N=19) perceived that the given behavior was ineffective concerning the role that the behavior play in students' motivation. However, 39.5% of the students (N=118) perceived that it was motivating and 51.8% of the students (N=155) perceived that it was a very motivating behavior. Apart from students, 41.2 % of the teachers' (N=7) perceptions showed that it was motivating and 58.8% of teachers' (N=10) perceptions showed that it was a very motivating behavior in the language classroom

Table 4.25. Descriptive Analysis for Item 21

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	1	2	,7	,7	,7
		2	4	1,3	1,3	2,0
		3	19	6,4	6,4	8,4
		4	118	39,5	39,6	48,0
		5	155	51,8	52,0	100,0
		Total	298	99,7	100,0	
	Missing	System	1	,3		
	Total		299	100,0		
2	Valid	4	7	41,2	41,2	41,2
		5	10	58,8	58,8	100,0
		Total	17	100,0	100,0	

4.3.22. Q22 Teachers' Asking Students to Work toward A Pre-Determined Goal

Findings of the item analysis in the questionnaire indicated that 0.7 % of the students (N=2) perceived "teachers' asking students to work toward a pre-determined goal" as very demotivating and 1% of the students (N=3) perceived that it was demotivating. 17.4% of the students (N=52) perceived that it was ineffective in terms of increasing and decreasing their motivation. However, 50.5% of the students' (N=151) perceptions indicated that the given behavior was motivating and 30.4% of the students' (N=91) perceptions indicated that it was a very motivating behavior. Apart from students, 41.2% of the teachers (N=7) perceived that it was motivating and 58.8% of them (N=10) perceived that it was a very motivating behavior in the language classroom.

Table 4.26. Descriptive Analysis for Item 22

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	1	2	,7	,7	,7
		2	3	1,0	1,0	1,7
		3	52	17,4	17,4	19,1
		4	151	50,5	50,5	69,6
		5	91	30,4	30,4	100,0
		Total	299	100,0	100,0	
2	Valid	4	7	41,2	41,2	41,2
		5	10	58,8	58,8	100,0
		Total	17	100,0	100,0	

4.3.23. Q23. Teachers' Organizing Group/Pair Work Activities to Enhance Cooperative Learning

Findings of the item analysis of the questionnaire indicated that 1 % of the students (N=3) perceived "teachers' organizing group/pair work activities to enhance cooperative learning" as very demotivating and 2.3% of the students (N=7) perceived that it was demotivating. 21.1% of the students (N=63) perceived that it was ineffective. However, 40.8% of the students (N=122) perceived it as motivating and 34.8% of the students (N=104) perceived it as a very motivating behavior. Apart from students, 41.2% of the teachers (N=7) perceived the given behavior as motivating and 52.9% of them (N=9) perceived it as a very motivating behavior in the language classroom. There is one missing answer in the analysis of this item.

Table 4.27. Descriptive Analysis for Item 23

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	1	3	1,0	1,0	1,0
		2	7	2,3	2,3	3,3
		3	63	21,1	21,1	24,4
		4	122	40,8	40,8	65,2
		5	104	34,8	34,8	100,0
		Total	299	100,0	100,0	
2	Valid	4	7	41,2	43,8	43,8
		5	9	52,9	56,3	100,0
		Total	16	94,1	100,0	
	Missing	System	1	5,9		
	Total		17	100,0		

4.3.24. Q24. Teachers' Adopting the Role of a Facilitator Rather Than an Authority Figure

Findings of the item analysis of the questionnaire indicated that 1 % of the students (N=3) perceived "teachers' adopting the role of a facilitator rather than an authority figure" as demotivating. 9.7% of the students (N=29) perceived that it was ineffective. However, 37.8% of the students (N=113) perceived that it was motivating and 51.5% of the students (N=154) perceived that it was a very motivating behavior. Apart from students, 5.9% of the teachers (N=1) perceived that it was ineffective; 41.2% of the teachers (N=7) perceived that it was motivating and 52.9% of them (N=9) perceived that it was a very motivating behavior in the language classroom.

Table 4.28. Descriptive Analysis for Item 24

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	2	3	1,0	1,0	1,0
		3	29	9,7	9,7	10,7
		4	113	37,8	37,8	48,5
		5	154	51,5	51,5	100,0
		Total	299	100,0	100,0	
2	Valid	3	1	5,9	5,9	5,9
		4	7	41,2	41,2	47,1
		5	9	52,9	52,9	100,0
		Total	17	100,0	100,0	

4.3.25. Q25. Teachers' Encouraging Peer Learning and Group Presentation

Findings of the item analysis of the questionnaire indicated that 1.7 % of the students (N=5) perceived "teachers' encouraging peer learning and group presentation" as very demotivating and 5.7% of the students (N=17) perceived that it was demotivating. 24.4% of the students (N=73) perceived that it was ineffective concerning students' motivation. However, 42.1% of the students (N=126) perceived that it was motivating and 26.1% of the students (N=78) perceived that it was a very motivating behavior. Apart from students, 70.6% of the teachers (N=12) perceived that the behavior as motivating and 23.5% of them (N=4) perceived it as a very motivating behavior in the language classroom. There is one missing answer in the analysis of this item.

Table 4.29. Descriptive Analysis for Item 25

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	1	5	1,7	1,7	1,7
		2	17	5,7	5,7	7,4
		3	73	24,4	24,4	31,8
		4	126	42,1	42,1	73,9
		5	78	26,1	26,1	100,0
		Total	299	100,0	100,0	
2	Valid	4	12	70,6	75,0	75,0
		5	4	23,5	25,0	100,0
		Total	16	94,1	100,0	
	Missing	System	1	5,9		
	Total		17	100,0		

4.3.26. Q26. Teachers' Encouraging Students to Motivate Themselves to Learn English

Findings of the item analysis of the questionnaire indicated that 0.3% of the students (N=1) perceived **"**teachers' encouraging students to motivate themselves to learn English" as very demotivating and 0.7% of the students (N=2) perceived that it was demotivating. 14.7% of the students (N=44) perceived that it was ineffective concerning students' motivation. However, 42.5% of the students (N=127) perceived that it was motivating and 41.8% of the students (N=125) perceived that it was a very motivating behavior. Apart from students, 41.2% of the teachers (N=7) perceived that it was motivating and 58.8% of them (N=10) perceived that it was a very motivating behavior in the language classroom.

Table 4.30 Descriptive Analysis for Item 26

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	1	1	,3	,3	,3
		2	2	,7	,7	1,0
		3	44	14,7	14,7	15,7
		4	127	42,5	42,5	58,2
		5	125	41,8	41,8	100,0
		Total	299	100,0	100,0	
2	Valid	4	7	41,2	41,2	41,2
		5	10	58,8	58,8	100,0
		Total	17	100,0	100,0	

4.3.27. Q27 Teachers' Allowing Students to Evaluate Their Own Progress

Findings of the item analysis of the questionnaire indicated that 0.3% of the students (N=1) perceived **"**teachers' allowing students to evaluate their own progress" as very demotivating and 1% of the students (N=3) perceived that it was demotivating. 13% of the students (N=39) perceived that it was ineffective concerning students' motivation. However, 41.5% of the students (N=124) perceived that it was motivating and 44.1% of the students (N=132) perceived that it was a very motivating behavior. Apart from students, 47.1% of the teachers (N=8) perceived that it was motivating and 52.9% of them (N=9) perceived that it was a very motivating behavior in the language classroom.

Table 4.31. Descriptive Analysis for Item 27

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	1	1	,3	,3	,3
		2	3	1,0	1,0	1,3
		3	39	13,0	13,0	14,4
		4	124	41,5	41,5	55,9
		5	132	44,1	44,1	100,0
		Total	299	100,0	100,0	
2	Valid	4	8	47,1	47,1	47,1
		5	9	52,9	52,9	100,0
		Total	17	100,0	100,0	

4.3.28. Q28. Teachers' Encouraging Questions and Other Contributions from the Students

Findings of the item analysis of the questionnaire indicated that 0.3 % of the students (N=1) perceived "teachers' encouraging questions and other contributions from the students" as very demotivating and 1.7% of the students (N=5) perceived that it was demotivating. 8.7% of the students (N=26) perceived that it was ineffective concerning students' motivation. However, 33.4% of the students (N=100) perceived that it was motivating and 55.9% of the students (N=167) perceived that it was a very motivating behavior. Apart from students, 35.3% of the teachers' (N=6) perceptions showed that it was motivating and 64.7% of teachers' (N=11) perceptions showed that it was a very motivating behavior in the language classroom.

Table 4.32. Descriptive Analysis for Item 28

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	1	1	,3	,3	,3
		2	5	1,7	1,7	2,0
		3	26	8,7	8,7	10,7
		4	100	33,4	33,4	44,1
		5	167	55,9	55,9	100,0
		Total	299	100,0	100,0	
2	Valid	4	6	35,3	35,3	35,3
		5	11	64,7	64,7	100,0
		Total	17	100,0	100,0	

4.3.29. Q29 Teachers' Showing Students That He/She Accepts and Cares about Them

Findings of the item analysis of the questionnaire indicated that 0.3 % of the students (N=1) perceived "teachers' showing students that he/she accepts and cares about them" as very demotivating and 0.7% of the students (N=2) perceived that it was demotivating. 6.7% of the students (N=20) perceived that it was ineffective concerning students' motivation. However, 27.1% of the students (N=81) perceived that it was motivating and 65.2% of the students (N=195) perceived that it was a very motivating behavior. Apart from students, 35.3% of the teachers (N=6) perceived that it was motivating and 64.7% of them (N=11) perceived that it was a very motivating behavior in the language classroom.

Table 4.33. Descriptive Analysis for Item 29

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	1	1	,3	,3	,3
		2	2	,7	,7	1,0
		3	20	6,7	6,7	7,7
		4	81	27,1	27,1	34,8
		5	195	65,2	65,2	100,0
		Total	299	100,0	100,0	
2	Valid	4	6	35,3	35,3	35,3
		5	11	64,7	64,7	100,0
		Total	17	100,0	100,0	

4.3.30. Q30. Teachers' Being Sensitive to Students' Feelings and Trying to Understand Students

Findings of the item analysis of the questionnaire indicated that 0.3 % of the students (N=1) perceived "teachers' being sensitive to students' feelings and trying to understand students" as very demotivating. 5% of the students (N=15) perceived that it was ineffective concerning students' motivation. However, 28.4% of the students (N=85) perceived that it was motivating and 66.2% of the students (N=198) perceived that it was a very motivating behavior. Apart from students, 23.5% of the teachers (N=4) perceived that it was motivating and 76.5% of them (N=13) perceived that it was a very motivating behavior in the language classroom.

Table 4.34. Descriptive Analysis for Item 30

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	1	1	,3	,3	,3
		3	15	5,0	5,0	5,4
		4	85	28,4	28,4	33,8
		5	198	66,2	66,2	100,0
		Total	299	100,0	100,0	
2	Valid	4	4	23,5	23,5	23,5
		5	13	76,5	76,5	100,0
		Total	17	100,0	100,0	

4.3.31. Q31. Teachers' Taking Students' Interests, Beliefs, Preferences, Requests and Needs into Consideration

Findings of the item analysis of the questionnaire indicated that 1% of the students (N=3) perceived "teachers' taking students' interests, beliefs, preferences, requests and needs into consideration" as very demotivating. 11% of the students (N=33) perceived that it was ineffective concerning students' motivation. However, 35.5% of the students (N=106) perceived that it was motivating and 52.5% of the students (N=157) perceived that it was a very motivating behavior. Apart from students, 5.9% of the teachers (N=1) perceived that it was ineffective; 29.4% of the teachers (N=5) perceived that it was motivating and 64.7% of them (N=11) perceived that it was a very motivating behavior in the language classroom

Table 4.35. Descriptive Analysis for Item 31

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	1	3	1,0	1,0	1,0
		3	33	11,0	11,0	12,0
		4	106	35,5	35,5	47,5
		5	157	52,5	52,5	100,0
		Total	299	100,0	100,0	
2	Valid	3	1	5,9	5,9	5,9
		4	5	29,4	29,4	35,3
		5	11	64,7	64,7	100,0
		Total	17	100,0	100,0	

4.3.32. Q32. Teachers' Highlighting What Students *Can* Do Rather Than What They *Cannot*

Obtained results from the analysis of the questionnaire revealed that 1.3% of the students (N=4) perceived "teachers' highlighting what students *can* do rather than what they *cannot"* as very demotivating and 3.7% of the students (N=11) perceived that it was demotivating. 20.7% of the students (N=62) perceived that it was ineffective in contributing their motivation. However, 38.1% of the students (N=114) perceived that the given behavior was motivating and 36.1% of the students (N=108) perceived that it was a very motivating behavior in terms of increasing their motivation. Apart from students, 5.9% of the teachers (N=1) perceived that it was demotivating; 11.8 % of the teachers (N=2) perceived that it was ineffective; 35.3% of the teachers (N=6) perceived that it was motivating and 47.1% of them (N=8) thought that it was a very motivating behavior in the language classroom.

Table 4.36. Descriptive Analysis for Item 32

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	1	4	1,3	1,3	1,3
		2	11	3,7	3,7	5,0
		3	62	20,7	20,7	25,8
		4	114	38,1	38,1	63,9
		5	108	36,1	36,1	100,0
		Total	299	100,0	100,0	
2	Valid	2	1	5,9	5,9	5,9
		3	2	11,8	11,8	17,6
		4	6	35,3	35,3	52,9
		5	8	47,1	47,1	100,0
		Total	17	100,0	100,0	

4.3.33. Q33. Teachers' Balancing the Difficulty of Tasks with Students' Competence and Making the Tasks Challenging Enough So That Students Feel That They Are Learning Something New

Obtained results from the analysis of the questionnaire revealed that 0.3 % of the students (N=1) perceived "teachers' balancing the difficulty of tasks with students' competence, and making the tasks challenging enough so that students feel that they are learning something new" as very demotivating and 1% of the students (N=3) perceived that it was demotivating. 6.4% of the students (N=19) perceived that the stated behavior was ineffective. However, 38.1% of the students (N=114) perceived that it was motivating and 54.2% of the students (N=162) perceived that it was a very motivating behavior. Apart from students, 35.3% of the teachers (N=6) perceived that it was motivating and 64.7% of them (N=11) perceived that it was a very motivating behavior in the language classroom.

Table 4.37. Descriptive Analysis for Item 33

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	1	1	,3	,3	,3
		2	3	1,0	1,0	1,3
		3	19	6,4	6,4	7,7
		4	114	38,1	38,1	45,8
		5	162	54,2	54,2	100,0
		Total	299	100,0	100,0	
2	Valid	4	6	35,3	35,3	35,3
		5	11	64,7	64,7	100,0
		Total	17	100,0	100,0	

4.3.34. Q34 Teachers' Praising Students Effectively for a Specific Achievement

Obtained results from the analysis of the questionnaire revealed that 2 % of the students (N=6) perceived **"**teachers' praising students effectively for a specific achievement" as very demotivating and 3.7% of the students (N=11) perceived that it was demotivating. 26.8% of the students (N=80) perceived that the given behavior was ineffective concerning their motivation. However, 40.1% of the students (N=120) perceived that it was motivating and 27.4% of the students (N=82) perceived that it was a very motivating behavior. Apart from students, 5.9% of the teachers (N=1) perceived that it was ineffective; 64.7% of the teachers (N=11) perceived that it was motivating and 29.4% of them (N=5) perceived that it was a very motivating behavior in the language classroom.

Table 4.38. Descriptive Analysis for Item 34

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	1	6	2,0	2,0	2,0
		2	11	3,7	3,7	5,7
		3	80	26,8	26,8	32,4
		4	120	40,1	40,1	72,6
		5	82	27,4	27,4	100,0
		Total	299	100,0	100,0	
2	Valid	3	1	5,9	5,9	5,9
		4	11	64,7	64,7	70,6
		5	5	29,4	29,4	100,0
		Total	17	100,0	100,0	

4.3.35. Q35. Teachers' Helping Students Recognize That Language Learning Is Not 100% an Outcome of Ability; and That It's Mainly Effort Which Is Needed for Success

Obtained results from the analysis of the questionnaire revealed that 0.7 % of the students (N=2) perceived "teachers' helping students recognize that language learning is not 100% an outcome of ability; and that it's mainly effort which is needed for success" as demotivating. 11% of the students (N=33) perceived that it was ineffective. However, 46.2% of the students' (N=138) perceptions showed that it was motivating and 42.1% of the students' (N=126) perceptions that it was a very motivating behavior. Apart from students, 5.9% of the teachers (N=1) perceived that it was ineffective; 47.1% of the teachers (N=8) perceived that it was motivating and 47.1% of them (N=8) perceived that it was a very motivating behavior in the language classroom.

Table 4.39. Descriptive Analysis for Item 35

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	2	2	,7	,7	,7
		3	33	11,0	11,0	11,7
		4	138	46,2	46,2	57,9
		5	126	42,1	42,1	100,0
		Total	299	100,0	100,0	
2	Valid	3	1	5,9	5,9	5,9
		4	8	47,1	47,1	52,9
		5	8	47,1	47,1	100,0
		Total	17	100,0	100,0	

4.3.36. Q36. Teachers' Taking Students' Learning and Achievement Seriously

Obtained results from the analysis of the questionnaire revealed that 0.3 % of the students (N=1) perceived "teachers' taking students' learning and achievement seriously" as demotivating. 6.4% of the students (N=19) perceived that it was ineffective. However, 38.8% of the students (N=116) perceived that it was motivating and 54.5% of the students (N=163) perceived that it was a very motivating behavior. Apart from students, 35.3% of the teachers (N=6) perceived that it was motivating and 64.7% of them (N=11) perceived that it was a very motivating behavior in the language classroom.

Table 4.40. Descriptive Analysis for Item 36

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	2	1	,3	,3	,3
		3	19	6,4	6,4	6,7
		4	116	38,8	38,8	45,5
		5	163	54,5	54,5	100,0
		Total	299	100,0	100,0	
2	Valid	4	6	35,3	35,3	35,3
		5	11	64,7	64,7	100,0
		Total	17	100,0	100,0	

4.3.37. Q37. Teachers' Noticing and Reacting to Any Positive Contribution (e.g. Comment, Example) from Students during Classes

Obtained results from the analysis of the questionnaire revealed that 0.7 % of the students (N=2) perceived **"**teachers' noticing and reacting to any positive contribution (e.g. comment, example) from students during classes" as demotivating behavior. 5.4% of the students (N=16) perceived that it was ineffective. However, 36.8% of the students (N=110) perceived that it was motivating and 57.2% of the students (N=171) perceived that it was a very motivating behavior. Apart from students, 17.6% of the teachers (N=3) perceived that it was motivating and 82.4% of them (N=14) perceived that it was a very motivating behavior in the language classroom.

Table 4.41. Descriptive Analysis for Item 37

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	2	2	,7	,7	,7
		3	16	5,4	5,4	6,0
		4	110	36,8	36,8	42,8
		5	171	57,2	57,2	100,0
		Total	299	100,0	100,0	
2	Valid	4	3	17,6	17,6	17,6
		5	14	82,4	82,4	100,0
		Total	17	100,0	100,0	

4.3.38. Q38. Teachers' Using a Short And Interesting Opening Activity to Start Each Class

Obtained results from the analysis of the questionnaire revealed that 2 % of the students (N=6) perceived **"**teachers' using a short and interesting opening activity to start each class" as demotivating. 9.7% of the students (N=29) perceived that it was ineffective. However, 32.4% of the students (N=97) perceived that it was motivating and 55.9% of the students (N=167) perceived that it was a very motivating behavior. Apart from students, 23.5% of the

teachers (N=4) perceived that it was motivating and 76.5% of them (N=13) perceived that it was a very motivating behavior in the language classroom.

Table 4.42. Descriptive Analysis for Item 38

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	2	6	2,0	2,0	2,0
		3	29	9,7	9,7	11,7
		4	97	32,4	32,4	44,1
		5	167	55,9	55,9	100,0
		Total	299	100,0	100,0	
2	Valid	4	4	23,5	23,5	23,5
		5	13	76,5	76,5	100,0
		Total	17	100,0	100,0	

4.3.39. Q39 Teachers' Realizing That Mistakes Are a Natural Part of Language Learning, and Not Correcting Every Single Mistake Students Make

Obtained results from the analysis of the questionnaire revealed that 11.0 % of the students (N=33) perceived "teachers' realizing that mistakes are a natural part of language learning, and not correcting every single mistake students make" as very demotivating and 12.7% of the students (N=38) perceived that it was demotivating. 26.8% of the students (N=80) perceived that it was ineffective. However, 24.1% of the students (N=72) perceived that it was motivating and 25.4% of the students (N=76) perceived that it was a very motivating behavior. Apart from students, 5.9% of the teachers (N=1) perceived that it was demotivating; 5.9 % of the teachers (N=1) perceived that it was ineffective; 41.2% of the teachers (N=7) perceived that it was motivating and 47.1% of them (N=8) perceived that it was a very motivating behavior in the language classroom.

Table 4.43. Descriptive Analysis for Item 39

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	1	33	11,0	11,0	11,0
		2	38	12,7	12,7	23,7
		3	80	26,8	26,8	50,5
		4	72	24,1	24,1	74,6
		5	76	25,4	25,4	100,0
		Total	299	100,0	100,0	
2	Valid	2	1	5,9	5,9	5,9
		3	1	5,9	5,9	11,8
		4	7	41,2	41,2	52,9
		5	8	47,1	47,1	100,0
		Total	17	100,0	100,0	

4.3.40. Q40 Teachers' Incorporating Games in His/Her Teaching Style

Obtained results from the analysis of the questionnaire revealed that 1.7 % of the students (N=5) perceived "teachers' incorporating games in his/her teaching style" as very demotivating and 1.7% of the students (N=5) perceived that it was demotivating. 13.4% of the students (N=40) perceived that it was ineffective. However, 32.4% of the students (N=97) perceived that it was motivating and 50.8% of the students (N=152) perceived that it was a very motivating behavior. Apart from students, 5.9% of the teachers (N=1) perceived that it was ineffective; 58.8% of the teachers (N=10) perceived that it was motivating and 35.3% of them (N=6) perceived that it was a very motivating behavior in the language classroom.

Table 4.44. Descriptive Analysis for Item 40

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	1	5	1,7	1,7	1,7
		2	5	1,7	1,7	3,3
		3	40	13,4	13,4	16,7
		4	97	32,4	32,4	49,2
		5	152	50,8	50,8	100,0
		Total	299	100,0	100,0	
2	Valid	3	1	5,9	5,9	5,9
		4	10	58,8	58,8	64,7
		5	6	35,3	35,3	100,0
		Total	17	100,0	100,0	

4.3.41. Q41. Teachers' Giving Good Reasons To Students As To Why a Particular Task Is Meaningful or Useful

Obtained results from the analysis of the questionnaire revealed that 0.7 % of the students (N=2) perceived "teachers' giving good reasons to students as to why a particular task is meaningful or useful" as very demotivating and 1% of the students (N=3) perceived that it was demotivating. 17.1% of the students (N=51) perceived that it was ineffective. However, 40.5% of the students (N=121) perceived that it was motivating and 40.8% of the students (N=122) perceived that it was a very motivating behavior. Apart from students, 17.6% of the teachers (N=3) perceived that it was ineffective; 23.5% of the teachers (N=4) thought that it was motivating and 58.8% of them (N=10) perceived that it was a very motivating behavior in the language classroom.

Table 4.45. Descriptive Analysis for Item 41

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	1	2	,7	,7	,7
		2	3	1,0	1,0	1,7
		3	51	17,1	17,1	18,7
		4	121	40,5	40,5	59,2
		5	122	40,8	40,8	100,0
		Total	299	100,0	100,0	
2	Valid	3	3	17,6	17,6	17,6
		4	4	23,5	23,5	41,2
		5	10	58,8	58,8	100,0
		Total	17	100,0	100,0	

4.3.42. Q42. Teachers' Making Tasks Attractive by Including Novel and Fantasy Elements

The item, "teachers' making tasks attractive by including novel and fantasy elements" was found to be perceived as demotivating by 0.3 % of the students (N=1). 9% of the students (N=27) perceived that the behavior was ineffective in terms of increasing or decreasing their motivation. However, it was perceived as motivating by 39.8% of the students (N=119) and very motivating by 50.8% of the students (N=152). Apart from students, the given behavior was perceived as motivating by 29.4% of the teachers (N=5) and very motivating by 70.6% of teachers (N=12) in the language classroom.

Table 4.46. Descriptive Analysis for Item 42

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	2	1	,3	,3	,3
		3	27	9,0	9,0	9,4
		4	119	39,8	39,8	49,2
		5	152	50,8	50,8	100,0
		Total	299	100,0	100,0	
2	Valid	4	5	29,4	29,4	29,4
		5	12	70,6	70,6	100,0
		Total	17	100,0	100,0	

4.3.43. Q43. Teachers' Increasing Students' Goal-Orientedness by Encouraging Them to Set Explicit Learning Goals

The item, "teachers' increasing students' goal-orientedness by encouraging them to set explicit learning goals" was found to be perceived as very demotivating by 0.7 % of the students (N=2) and demotivating by 0.3% of the students (N=1). The given behavior was perceived as ineffective by 13.4% of the students (N=40). However, it was perceived as motivating by 46.2% of the students (N=138) and very motivating by 39.5% of the students (N=118). Apart from students, the given behavior was perceived as ineffective by 5.9% of the teachers (N=1). The behavior was perceived as motivating by 47.1% of the teachers (N=8) and very motivating by 47.1% of them (N=8) in the language classroom.

Table 4.47. Descriptive Analysis for Item 43

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	1	2	,7	,7	,7
		2	1	,3	,3	1,0
		3	40	13,4	13,4	14,4
		4	138	46,2	46,2	60,5
		5	118	39,5	39,5	100,0
		Total	299	100,0	100,0	
2	Valid	3	1	5,9	5,9	5,9
		4	8	47,1	47,1	52,9
		5	8	47,1	47,1	100,0
		Total	17	100,0	100,0	

4.3.44. Q44. Teachers' Breaking the Routine by Introducing Unexpected Events, Varying the Tasks and Presentation/Practice Techniques

The item "teachers' breaking the routine by introducing unexpected events, varying the tasks and presentation/practice techniques" was found to be perceived as very demotivating by 0.7 % of the students (N=2) and demotivating by 1% of the students (N=3). It was perceived as ineffective by 8% of the students (N=24). However, it was perceived as motivating by 35.8% of the students (N=107) and very motivating by 54.5% of the students (N=163). Apart from students, the item was perceived as motivating by 29.4% of the teachers (N=5) and very motivating by 70.6% of them (N=12).

Table 4.48. Descriptive Analysis for Item 44

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	1	2	,7	,7	,7
		2	3	1,0	1,0	1,7
		3	24	8,0	8,0	9,7
		4	107	35,8	35,8	45,5
		5	163	54,5	54,5	100,0
		Total	299	100,0	100,0	
2	Valid	4	5	29,4	29,4	29,4
		5	12	70,6	70,6	100,0
		Total	17	100,0	100,0	

4.3.45. Q45. Teachers' Introducing Various Interesting Topics and Supplementary Materials

The analysis of the item "teachers' introducing various interesting topics and supplementary materials" indicated that 0.3 % of the students (N=1) perceived the given behavior as very demotivating and 1.3% of the students (N=4) perceived the behavior as demotivating. 8.4% of the students (N=25) perceived it as ineffective. However, 40.5% of the students (N=121) perceived that it was motivating and 49.5% of the students (N=148) perceived that it was a very motivating behavior. Apart from students, 11.8% of the teachers (N=2) perceived that it was motivating and 88.2% of them (N=15) thought that it was a very motivating behavior in the language classroom.

Table 4.49. Descriptive Analysis for Item 45

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	1	1	,3	,3	,3
		2	4	1,3	1,3	1,7
		3	25	8,4	8,4	10,0
		4	121	40,5	40,5	50,5
		5	148	49,5	49,5	100,0
		Total	299	100,0	100,0	
2	Valid	4	2	11,8	11,8	11,8
		5	15	88,2	88,2	100,0
		Total	17	100,0	100,0	

4.3.46. Q46. Teachers' Using Various Auditory and Visual Teaching Aids (e.g. Cassette Player, Movies, Pictures) in Classes

The analysis of the item "teachers' using various auditory and visual teaching aids (e.g. cassette player, movies, pictures) in classes" indicated that 0.3 % of the students (N=1) perceived the given behavior as very demotivating. 6% of the students (N=18) perceived that it was ineffective concerning the role that play in students' motivation. However, 32.1% of the students (N=96) perceived the behavior as motivating and 61.5% of the students (N=184) perceived it as a very motivating behavior. Apart from students, 23.5% of the teachers (N=4) perceived that it was motivating and 76.5% of them (N=13) perceived that it was a very motivating behavior in the language classroom.

Table 4.50. Descriptive Analysis for Item 46

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	1	1	,3	,3	,3
		3	18	6,0	6,0	6,4
		4	96	32,1	32,1	38,5
		5	184	61,5	61,5	100,0
		Total	299	100,0	100,0	
2	Valid	4	4	23,5	23,5	23,5
		5	13	76,5	76,5	100,0
		Total	17	100,0	100,0	

4.3.47. Q47 Teachers' Introducing Authentic Cultural Materials (e.g. Newspaper) in Classes

The analysis of the item "teachers' introducing authentic cultural materials (e.g. newspaper) in classes" indicated that 0.3 % of the students (N=1) perceived the given behavior as very demotivating and 1.7% of the students (N=5) perceived that it was demotivating. 15.4% of the students (N=46) perceived that it was ineffective. However, 34.8% of the students (N=104) perceived the behavior as motivating and 47.8% of the students (N=143) perceived it as a very motivating behavior. Apart from students, 23.5% of the teachers (N=4) perceived that it was motivating and 76.5% of them (N=13) perceived that it was a very motivating behavior in the language classroom.

Table 4.51. Descriptive Analysis for Item 47

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	1	1	,3	,3	,3
		2	5	1,7	1,7	2,0
		3	46	15,4	15,4	17,4
		4	104	34,8	34,8	52,2
		5	143	47,8	47,8	100,0
		Total	299	100,0	100,0	
2	Valid	4	4	23,5	23,5	23,5
		5	13	76,5	76,5	100,0
		Total	17	100,0	100,0	

4.3.48. Q48. Teachers' Pointing out the Aspects of English That Students Will Enjoy

The analysis of the item **"**teachers' pointing out the aspects of English that students will enjoy" indicated that 0.3 % of the students (N=1) perceived that the given behavior was demotivating. 5.4% of the students (N=16) perceived that it was ineffective. However, 32.4% of the students (N=97) perceived the given behavior as motivating and 61.9% of the students (N=185) perceived it as a very motivating behavior. Apart from students, 35.3% of the teachers (N=6) perceived that it was motivating and 64.7% of them (N=11) perceived that it was a very motivating behavior in the language classroom.

Table 4.52. Descriptive Analysis for Item 48

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	2	1	,3	,3	,3
		3	16	5,4	5,4	5,7
		4	97	32,4	32,4	38,1
		5	185	61,9	61,9	100,0
		Total	299	100,0	100,0	
2	Valid	4	6	35,3	35,3	35,3
		5	11	64,7	64,7	100,0
		Total	17	100,0	100,0	

4.3.49. Q49. Teachers' Making Students Realize That He/She Values English as a Meaningful Experience

The analysis of the item "teachers' making students realize that he/she values English as a meaningful experience" indicated that 0.7 % of the students (N=2) perceived that the given behavior was very demotivating and 1% of the students (N=3) perceived that it was demotivating. 32.4% of the students (N=97) perceived that it was ineffective. However, 36.8% of the students (N=110) perceived the given behavior as motivating and 29.1% of the students (N=87) perceived it as a very motivating behavior. Apart from students, 17.6% of the teachers (N=3) perceived that it was ineffective; 35.3% of the teachers (N=6) perceived that it was motivating and 47.1% of them (N=8) perceived that it was a very motivating behavior in the language classroom.

Table 4.53. Descriptive Analysis for Item 49

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	1	2	,7	,7	,7
		2	3	1,0	1,0	1,7
		3	97	32,4	32,4	34,1
		4	110	36,8	36,8	70,9
		5	87	29,1	29,1	100,0
		Total	299	100,0	100,0	
2	Valid	3	3	17,6	17,6	17,6
		4	6	35,3	35,3	52,9
		5	8	47,1	47,1	100,0
		Total	17	100,0	100,0	

4.3.50. Q50. Teachers' Enhancing Inter-Member Relations by Creating Classroom Situations in Which Students Can Share Genuine Personal Information, Including Game-Like Inter-Group Competitions

The analysis of the item "teachers' enhancing inter-member relations by creating classroom situations in which students can share genuine personal information, including game-like inter-group competitions" indicated that 1 % of the students (N=3) perceived the given behavior was very demotivating and 2% of the students (N=6) perceived that it was demotivating. 17.4% of the students (N=52) perceived the behavior as ineffective. However, 36.5% of the students (N=109) perceived that it was motivating and 43.1% of the students (N=129) perceived it as a very motivating behavior. Apart from students, 41.2% of the teachers (N=7) perceived that it was motivating and 58.8% of them (N=10) perceived that it was a very motivating behavior in the language classroom.

Table 4.54. Descriptive Analysis for Item 50

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	1	3	1,0	1,0	1,0
		2	6	2,0	2,0	3,0
		3	52	17,4	17,4	20,4
		4	109	36,5	36,5	56,9
		5	129	43,1	43,1	100,0
		Total	299	100,0	100,0	
2	Valid	4	7	41,2	41,2	41,2
		5	10	58,8	58,8	100,0
		Total	17	100,0	100,0	

4.3.51. Q51. Teachers' Avoiding Any Comparison among Students

The analysis of the item "teachers' avoiding any comparison among students" indicated that 0.3% of the students (N=1) perceived that the given behavior was very demotivating and 1% of the students (N=3) perceived that it was demotivating. 9.7% of the students (N=29) perceived that it was ineffective. However, 23.4% of the students (N=70) perceived that the behavior was motivating and 65.6% of the students (N=196) perceived it as a very motivating behavior. Apart from students, 11.8% of the teachers (N=2) perceived that it was ineffective; 29.4% of the teachers (N=5) perceived that it was motivating and 58.8% of them (N=10) perceived that it was a very motivating behavior in the language classroom.

Table 4.55. Descriptive Analysis for Item 51

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	1	1	,3	,3	,3
		2	3	1,0	1,0	1,3
		3	29	9,7	9,7	11,0
		4	70	23,4	23,4	34,4
		5	196	65,6	65,6	100,0
		Total	299	100,0	100,0	
2	Valid	3	2	11,8	11,8	11,8
		4	5	29,4	29,4	41,2
		5	10	58,8	58,8	100,0
		Total	17	100,0	100,0	

4.3.52. Q52. Teachers' Teaching Students Strategies That Will Make Learning Easier

The analysis of the item "teachers' teaching students strategies that will make learning easier" indicated that 0.7 % of the students (N=2) perceived that the given behavior was demotivating. 4% of the students (N=12) perceived that it was ineffective. However, 27.4% of the students (N=82) perceived that it was motivating and 67.9% of the students (N=203) perceived it as a very motivating behavior. Apart from students, 23.5% of the teachers (N=4) perceived that it was motivating and 76.5% of them (N=13) perceived that it was a very motivating behavior in the language classroom.

Table 4.56. Descriptive Analysis for Item 52

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	2	2	,7	,7	,7
		3	12	4,0	4,0	4,7
		4	82	27,4	27,4	32,1
		5	203	67,9	67,9	100,0
		Total	299	100,0	100,0	
2	Valid	4	4	23,5	23,5	23,5
		5	13	76,5	76,5	100,0
		Total	17	100,0	100,0	

4.3.53. Q53. Teachers' Giving Students Responsibilities or Their Own Learning Process

The analysis of the item **"**teachers' giving students responsibilities for their own learning process" indicated that 0.7 % of the students (N=2) perceived that the given behavior was very demotivating and 2% of the students (N=6) thought that it was demotivating. 18.4% of the students (N=55) perceived that it was ineffective. However, 43.1% of the students (N=129) perceived the given behavior as motivating and 35.8% of the students (N=107) perceived that it was a very motivating behavior. Apart from students, 5.9% of the teachers (N=1) perceived that it was ineffective; 23.5% of the teachers (N=4) perceived that it was motivating and 70.6% of them (N=12) perceived that it was a very motivating behavior in the language classroom.

Table 4.57. Descriptive Analysis for Item 53

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	1	2	,7	,7	,7
		2	6	2,0	2,0	2,7
		3	55	18,4	18,4	21,1
		4	129	43,1	43,1	64,2
		5	107	35,8	35,8	100,0
		Total	299	100,0	100,0	
2	Valid	3	1	5,9	5,9	5,9
		4	4	23,5	23,5	29,4
		5	12	70,6	70,6	100,0
		Total	17	100,0	100,0	

4.3.54. Q54. Teachers' Minimizing External Pressure and Control as The Leader of the Class

The analysis of the item "teachers' minimizing external pressure and control as the leader of the class" indicated that 1.7 % of the students (N=5) perceived the behavior as very demotivating and 3.3% of the students (N=10) perceived that it was demotivating. 17.4% of the students (N=52) perceived the behavior as ineffective. However, 37.8% of the students (N=113) perceived that it was motivating and 39.8% of the students (N=119) perceived that it was a very motivating behavior. Apart from students, 11.8% of the teachers (N=2) thought that it was demotivating; 23.5 of the teachers (N=4) perceived that it was ineffective; 29.4% of the teachers (N=5) perceived that it was motivating and 35.3% of them (N=6) perceived that it was a very motivating behavior in the language classroom.

Table 4.58. Descriptive Analysis for Item 54

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	1	5	1,7	1,7	1,7
		2	10	3,3	3,3	5,0
		3	52	17,4	17,4	22,4
		4	113	37,8	37,8	60,2
		5	119	39,8	39,8	100,0
		Total	299	100,0	100,0	
2	Valid	2	2	11,8	11,8	11,8
		3	4	23,5	23,5	35,3
		4	5	29,4	29,4	64,7
		5	6	35,3	35,3	100,0
		Total	17	100,0	100,0	

4.3.55. Q55. Teachers' Allowing Students to Self/Peer Correct

The analysis of the item "teachers' allowing students to self/peer correct" indicated that 3.7 % of the students (N=11) perceived the given behavior as very demotivating and 11% of the students (N=33) perceived that it was demotivating. 26.1% of the students (N=78) perceived the given behavior as ineffective. However, 36.5% of the students (N=109) perceived that it was motivating and 22.7% of the students (N=68) perceived it as a very motivating behavior. Apart from students, 11.8% of the teachers (N=2) perceived that it was demotivating; 17.6 of the teachers (N=3) perceived that it was ineffective; 47.1% of the teachers (N=8) perceived that it was motivating and 23.5% of them (N=4) perceived that it was a very motivating behavior in the language classroom.

Table 4.59. Descriptive Analysis for Item 55

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	1	11	3,7	3,7	3,7
		2	33	11,0	11,0	14,7
		3	78	26,1	26,1	40,8
		4	109	36,5	36,5	77,3
		5	68	22,7	22,7	100,0
		Total	299	100,0	100,0	
2	Valid	2	2	11,8	11,8	11,8
		3	3	17,6	17,6	29,4
		4	8	47,1	47,1	76,5
		5	4	23,5	23,5	100,0
		Total	17	100,0	100,0	

4.3.56. Q56.Teachers' Involving Students in Running the English Course

The analysis of the item "teachers' involving students in running the English course" indicated that 0.7 % of the students (N=2) perceived that the given behavior was very demotivating and 1.3% of the students (N=4) perceived that it was demotivating. 9% of the students (N=27) perceived that it was ineffective. However, 37.1% of the students (N=111) perceived that the behavior as motivating and 51.8% of the students (N=155) perceived that it was a very motivating behavior. Apart from students, 35.3% of the teachers (N=6) perceived that the given behavior was motivating and 64.7% of them (N=11) perceived that it was a very motivating behavior in the language classroom.

Table 4.60. Descriptive Analysis for Item 56

SorT			Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	1	2	,7	,7	,7
		2	4	1,3	1,3	2,0
		3	27	9,0	9,0	11,0
		4	111	37,1	37,1	48,2
		5	155	51,8	51,8	100,0
		Total	299	100,0	100,0	
2	Valid	4	6	35,3	35,3	35,3
		5	11	64,7	64,7	100,0
		Total	17	100,0	100,0	

4.4. ANALYSIS OF THE OPEN-ENDED QUESTIONS FOR STUDENTS

4.4.1. Q1. Please Describe the Behaviors of an English Teacher of Yours (Current or Previous) Which Really Motivated You to Learn English

Analysis of the student responses to the open-ended question, which was asked students to describe their previous or current English teachers' behaviors that really motivated them to learn English, could be categorized as teachers' teaching style, teachers' personal features, and the relationship between teachers and students.

Table 4.61. Students' Opinions about Teacher Behaviors that Motivated Them

	Freq	Percent
Teachers' Teaching Style	**122**	**41%**
➢ Teacher's making the lesson enjoyable	35	
• Taking advantage of enjoyable activities such as games, songs		
• Making students watch films in English		
• Having short breaks when students get bored		
➢ Correcting mistakes in an understanding way without humiliating	23	
• Avoiding making fun of students' pronunciation		
• Avoiding uttering offensive terms when students make mistake		
➢ Encouraging students to try harder		
• Make students believe that they can achieve if they struggle	20	
• Telling students that English is not too difficult to achieve		
• Giving examples from their own experiences while learning English		
➢ Emphasizing the importance of English in terms of occupational and social life	19	
• Giving examples related to daily life		
➢ Being interested in students' learning progress individually	15	
➢ Appreciating students when they are successful	10	
Teachers' Personal Features	**57**	**19%**
➢ Having sense of humor	12	
➢ Being supportive	12	
➢ Having a smiling face	12	
➢ Being understanding	11	
➢ Being patient	10	
The Relationship between Teacher and Students	**82**	**27%**
➢ Showing that they value students	25	
➢ Creating a relaxing atmosphere in classroom setting	22	
➢ Being friendly instead of being authoritarian	20	
➢ Increasing students' self-confidence	15	

41% of the student responses (N=122) were related to teachers' teaching style. 35 students stated that when teachers create an enjoyable classroom atmosphere by including games (item 40), songs into their teaching practice, students enjoy the lesson and become interested in the subject. They also stated that watching films in English was a good motivator for them, besides having short breaks when students get bored provides opportunity for students to start the lesson eagerly. 15 students stated that teachers' being interested in students' learning process individually (item 8) makes students feel that

teachers care about them and their progress which help them become more interested in the lesson. 19 students also stated that when teachers emphasize the importance of English in terms of both social and occupational life (item 20) they become more aware of the advantages. Moreover, teachers' giving examples from daily life was stated as a motivator for the students. Teachers' correcting mistakes in an understanding way without humiliating (item 13) was stated as motivating by 23 students. Moreover, teachers' avoiding offensive terms when students make mistake and avoiding making fun of students' pronunciation were stated as motivators. 20 students reported that teachers' encouraging students to try harder by making them believe that they can achieve if they struggle; by telling students that English is not too difficult to achieve; by giving examples from their own experiences while learning English were also motivating. Teachers' appreciating students when they are successful (item 34) was also accepted as a motivator in 19 students' responses.

As to teachers' personal features, 19% of the students (N=57) stated that teachers' being supportive (item 4), understanding, and patient were motivators for students. Teachers' having sense of humor and having smiling face were also stated as motivating in students' responses.

27% of the students' (N=82) responses were related to the relationship between teacher and students. 25 students reported that teachers' showing that they value students was a motivator for them. Teachers' creating a relaxing atmosphere in classroom setting was also stated as motivating by 22 students. Furthermore, teachers' being friendly instead of being authoritarian (item 24) was accepted as a motivator in 20 students' responses. 15 students reported that teachers' increasing students' self-confidence was a motivating behavior for them.

Additionally, 12% of the students (N=38) stated that there have never been any motivational behaviors displayed by their teachers in their language learning process.

Analysis of the student responses to the open-ended question which was asked students to describe their previous or current English teachers' behaviors that really motivated students to learn English could be categorized as teachers' teaching style, teachers' personal features, and the relationship between teachers and students.

4.4.2. Q2. Please Describe the Behaviors of An English Teacher of Yours (Current or Previous) Which Really Demotivated You to Learn English.

Analysis of the student responses to the open-ended question, which was asked students to describe their previous or current English teachers' behaviors that really demotivated students to learn English, could be grouped as teachers' teaching style, teachers' personal features, and the relationship between teachers and students.

Table 4.62. Students' Opinions about Teacher Behaviors That Demotivated Them

	Frequency	Percent
Teachers' Teaching Style	**164**	**56%**
➢ When students make mistake teachers':	37	
• humiliating		
• shouting		
• offending		
• making fun of students' pronunciation		
➢ Having monotonous teaching style	30	
• Being deprived of creativity		
➢ Teaching in compliance with only successful students' level by ignoring weak students who have difficulty in understanding	26	
➢ Trying to teach by compelling students	17	
• Compelling students to take part in the activities		
• Compelling students to speak		
• Asking questions so often		
➢ Being reluctant to teach	22	
• Coming to class to fill in time		
• Teaching because they have to		
• Not trying hard to teach		
• Teaching as if it was a subject included in the curriculum		
➢ Making comparison	15	
➢ Speaking in English every time	17	
Teachers' Personal Features (26)	**26**	**8%**
➢ Being unsupportive	10	
➢ Being authoritarian	6	
➢ Being impatient	5	
➢ Being unsmiling	5	
The Relationship between Teacher and Students	**55**	**18%**
➢ Behaving in an intolerant way	11	
➢ Destroying students' self-confidence	20	
• Emphasizing students are slow in learning		
• Telling that students are bad at learning English		
• Discouraging students		
➢ Not having good relationships with students	24	
• Reprimanding students		
• Ignoring students		
• Not being affectionate towards students		
• Not showing respect students as individuals		

55% of the students' responses (N=164) were related to teachers' teaching style. One of the demotivating factors for students was the way the teachers' correcting mistakes; behaviors such as humiliating, shouting and offending were stated as demotivating factors by 37 students. Additionally, teachers' making fun of students' pronunciation was stated as a demotivator. 30 students stated that teachers' monotonous teaching style and teachers' being deprived of creativity were demotivating. Teachers' teaching according to the level of successful students by ignoring weak ones who have difficulty in understanding was stated as demotivating behavior by 26 students. 17 students reported that teachers' struggles to teach by compelling students such as compelling students to speak, to take part in activities and asking questions so often were demotivators for them. Teachers' being reluctant to teach; coming to class to fill in time; teaching because they have to and teaching as if it was just a subject included in the curriculum were stated as demotivators in 22 students' responses. 15 students stated that teachers' making comparison among students was demotivating for them. 17 students also reported that teachers' speaking in English every time was a demotivating behavior in the classroom.

9% of the students' (N=26) responses were related to teachers' personal features. Students stated that when teachers are unsmiling, unsupportive, impatient, and authoritarian, students become demotivated.

18% of the students (N=55) commented on the relationship between the teachers and the students. Teachers' behaving in an intolerant way was stated as a demotivator by 11 students. 20 students reported that teachers' destroying students' self-confidence by emphasizing students are slow in learning; by telling that students are bad at learning English and by discouraging students was demotivating behavior in the classroom. Moreover, 24 students mentioned in their responses that if teachers do not have good relationships with students and display behaviors such as reprimanding and ignoring students; not being affectionate towards students and not showing respect students as individuals, students feel demotivated.

18% of the students (N=54) stated that none of their teachers demotivated them in their language learning process.

4.4.3. Q3. Do You Feel Motivated to Learn English Here? Why/ Why Not? Please Write Down Your Reasons.

Analyzed student responses to the open-ended question, which was asked students whether they are motivated or not to learn English at Ufuk University Preparatory School, were firstly grouped as students who are motivated and the students who are not motivated. Secondly in each group some categorizations were formed according to the students' responses.

Table 4.63. Reasons of Students Who are Motivated to Learn English

	Frequency	Percent
Students who are motivated to learn English	**215**	**72%**
Teacher Related Reasons (48)	**48**	**16%**
➢ Teachers have a great command of English so students think that they have so many things to learn from their teachers • They teach in an interesting way	20	
➢ Teachers' giving importance to the learning of their students • They exert effort to teach effectively so students do not want to waste teachers' effort • Teachers are helpful • They answer students' questions with pleasure	10	
➢ Students love their teachers	10	
➢ Teachers emphasize importance of English	8	
Intrinsic Reasons	**42**	**14%**
➢ Students like learning English	10	
➢ In order to talk to people from other countries and to learn about different cultures	12	
➢ Students think that learning a language is interesting	10	
➢ In order to improve their knowledge	10	
Extrinsic Reasons	**125**	**2%**
➢ English will be useful in their occupational life • English will be useful in finding a job	52	
➢ Students need English in their departments at university	40	
➢ Students do not want to waste their 1 year at preparatory school • Students want to pass preparatory school	20	
➢ Students want to have academic career	13	

72% of the students (N=215) stated that they were motivated to learn English at Ufuk University Preparatory School. Responses of the motivated students were grouped as teacher related reasons, intrinsic reasons and extrinsic reasons. 16% of the students' (N=48) responses constituted teacher related reasons. 20 students stated that they were motivated to learn English because teachers at Ufuk University Preparatory School have a great command of English; they are qualified so students think that they have so many things to learn from their teachers, besides they teach in an interesting way. 10 students mentioned in their responses that teachers give importance to the learning of their students (item 36) by being helpful and by answering students' questions with pleasure. Furthermore, teachers exert effort to teach effectively so students do not want to waste teachers' effort. 10 students stated that they were motivated because they love their teachers. 8 students mentioned in their responses that they were motivated because teachers emphasize the importance of English (item 20).
14% of the students' (N=42) responses constituted intrinsic reasons. 10 students stated that they are motivated to learn English because they like learning it. 12 students stated that they are motivated to learn English because they want to talk to people from other countries and they want to learn different cultures.10 students mentioned that language learning is interesting that is why they are motivated to learn English. 10 students reported that they are motivated to learn English because they want to improve themselves.

42% of the students' (N=125) responses constituted extrinsic reasons. 52 students stated that they were motivated to learn English because English would be useful in their occupational life, for example, it would be useful in finding a job. 40 students stated that they want to learn English because they need English in their departments at university. 20 students reported that they want to learn English in order to pass preparatory school and not to waste their one year in the school. 13 students stated that they want to learn English because they want to have academic career.

Table 4.64. Reasons of Students Who are not Motivated to Learn English

	Frequency	Percent
Students who are not motivated to learn English	**84**	**28%**
Teacher Related Reasons	**24**	**8%**
➢ Teachers ignore weak students	10	
➢ Teachers' being reluctant to teach	9	
➢ Teachers' monotonous teaching style	5	
School Related Reasons	**30**	**10%**
➢ There is not a level classification system	12	
➢ Students do not need English in their departments	11	
• The medium of instruction is Turkish		
➢ The obligation to study at the Preparatory School	7	
Intrinsic Reasons	**30**	**10%**
➢ Students do not like English	18	
• Learning English is boring		
➢ Students think that English will not be useful for their lives	12	

28% of the students (N=84) stated that they were not motivated to learn English at Ufuk University Preparatory School. Responses of the students were grouped as teacher related reasons, school related reasons and intrinsic reasons.

8% of the students' (N=24) responses constituted teacher related reasons. 9 students stated that they were not motivated to learn English because their teachers were reluctant to teach. 10 students mentioned in their responses that teachers ignore weak students, for this reason, they were not motivated to learn English. 5 students stated that teachers had a monotonous teaching style, so they were not motivated to learn English.

10% of the students' (N=30) responses constituted school related reasons. 11 students stated that the medium of instruction is not English in their departments, for this reason, they do not want to learn English. 12 students stated that there was not a level classification system; therefore they were not motivated to learn English. 7 students also reported that they were not motivated to learn because it was obligatory to study at the preparatory school.
10% of the students' (N=30) responses constituted intrinsic reasons.18 students stated that they do not like English and learning English is boring. 12 students

thought that English would not be useful for their lives, so they were not motivated to learn.

4.4.4. Q4. What Do You Think About English Teachers' Motivational Behaviors in This School?

Analyzed student responses to the open-ended question which was asked students to state their ideas about English teachers' motivational behaviors at Ufuk University Preparatory School, were firstly grouped as students who think teachers' behaviors as motivating and students who think teachers' behaviors as demotivating. Secondly, in each group some categorizations were formed according to the students' responses.

Table 4.65. Responses of Students Who Think Teachers' Behaviors are Motivating

	Frequency	Percent
Students who think teachers' behaviors are motivating	**210**	**70%**
Teaching style	**90**	**30%**
➢ Teachers are motivating		
• They make lessons enjoyable	34	
• They include games, songs, films into their lessons		
• They create varied activities (instead of insisting on fixed ones)		
➢ They are enthusiastic to teach	20	
➢ They are helpful when students have difficulty in understanding	10	
➢ Teachers take some breaks when students get bored	10	
➢ They encourage students	8	
➢ They correct mistakes with an understanding manner without humiliating	8	
Teachers' Personal Features	**64**	**21%**
➢ They have smiling faces	20	
➢ They are friendly	14	
➢ They are understanding	10	
➢ They are supportive	10	
➢ They are young and energetic	10	
The Relationship between Teacher and Students	**56**	**19%**
➢ They have good relationships with students	24	
➢ They value students	20	
➢ They talk in a motivating way	12	

70% of the students (N=210) thought that teachers' behaviors were motivating. Students' responses were categorized as teachers' teaching style, teachers' personal features, and the relationship between teachers and students. %30 of the students (N=90) stated that teachers' teaching style was motivating. 34 students reported in their responses that teachers are motivating by making lessons enjoyable, by including games, songs, and films into their lessons, and by creating varied activities instead of insisting on the same ones. 20 students stated that teachers were enthusiastic to teach which made them to become more motivated. 10 students stated that teachers were helpful; when students have difficulty in understanding, they help students. 8 students mentioned that teachers correct mistakes in an understanding way without humiliating. 8 students stated that teachers encourage students. 10 students stated that teachers take some breaks when students get bored.

21% of the students' (N=64) answers constituted comments on teachers' personal features. 20 students stated that teachers have smiling faces which is a good motivator for them. 14 students' answers indicated that teachers are friendly. 10 students mentioned that teachers understand; 10 students stated that teachers are supportive and 10 students mentioned in their answers that teachers are young and energetic.

19% of the students (N=56) stated that the relationship between teachers and students is motivating. 24 students maintained that teachers have good relationships with students; 20 students stated that teachers' value students and 12 students indicated that teachers talk in a motivating way.

Table 4.66. Responses of Students Who Think Teachers' Behaviors are Demotivating

	Frequency	Percent
Students who think teachers' behaviors are demotivating	**89**	**30%**
Teaching style	**48**	**16%**
➢ Teachers teach in a monotonous way	10	
➢ They do not care whether students understand or not	10	
➢ Teachers do not answer students' questions	10	
➢ They compel students to speak in English	10	
➢ They teach just because they have to	8	
The Relationship between Teacher and Students	**41**	**14%**
➢ They ignore students	21	
➢ Teachers humiliate students when they make mistakes	11	
➢ Teachers shout at students	9	

30% of the students (N=89) thought that teachers' behaviors were demotivating. Students' responses were categorized as teachers' teaching style and the relationship between teacher and students. 16% of the students (N=48) commented on the teachers' teaching style. 10 students stated that teachers' monotonous teaching style was demotivating factor in the classroom. 8 students mentioned in their responses that some of the teachers teach just because they have to which was accepted as a demotivating behavior by the students. 10 students reported that some of their teachers do not care whether students understand or not which makes students become demotivated. Teachers' compelling students to speak English was reported to be demotivating behavior by 10 students. 10 students reported that teachers' not answering the students' questions is a demotivating behavior in the classroom.

14% of the students (N=41) responses were related to the relationship between teacher and the students. 21 students stated that teachers ignore students; 11 students reported that teachers humiliate students when they make mistakes; also 9 students stated that teachers shout at students. For these reasons, they thought that teachers' behaviors were demotivating.

4.4.5. Q.5. What Do You Think Teachers Could Do To Help Students Become More Motivated in a Language Classroom?

Analysis of the student responses to the open-ended question which was asked students to state their ideas about what teachers could do to help students become more motivated in a language classroom were grouped as teachers' teaching style, teachers' personal features, and the relationship between teacher and the students.

Table 4.67. Students' Suggestions for Teachers

	Frequency	Percent
Teachers' Teaching Style	**210**	**70%**
➢ Teaching in an enjoyable way • Taking advantage of activities such as games • Including English songs, films, TV programs and videos more often into their lessons • Creating varied and different activities • Taking some breaks through short conversations about interesting topics when students get bored • Including group/pair work activities	80	
➢ Trying to help learners have positive attitudes toward English. • Emphasizing the importance of English and creating language awareness • Including current affairs into the lessons	35	
➢ Showing that they love teaching	25	
➢ Providing a relaxing classroom atmosphere	20	
➢ Promoting students' self-confidence • by encouraging students • by avoiding offensive terms towards students • by correcting their mistakes without humiliating • by avoiding making fun of students' pronunciation	20	
➢ Answering students' questions	15	
➢ Explaining in Turkish when students do not understand	15	
Teachers' Personal Features	**47**	**15%**
➢ Having a smiling face	16	
➢ Having sense of humor	15	
➢ Being supportive	11	
➢ Being a positive person	5	
The Relationship between Teacher and Students	**23**	**7%**
➢ Displaying friendly behaviors	13	
➢ Not being authoritarian	5	
➢ Having good relationships with students	5	
Teachers try hard sufficiently	**26**	**8%**
➢ They include films, games into their lessons	10	
➢ They use visual, auditory materials	8	
➢ They try hard to teach students	8	

%70 of the students (N=210) stated their ideas about teachers' teaching style. 80 students suggested that teachers should teach in an enjoyable way by taking advantage of activities such as games; by including English songs, films, TV programs and videos more often into their lessons; by creating varied and different activities; by taking some breaks through short conversations about interesting topics when students get bored; and by including pair/ group work activities. 35 students reported that teachers should try to help learners have positive attitudes toward English by emphasizing the importance of English and creating language awareness, by including current affairs into the lessons. 25 students stated that teachers should show that they love teaching English. 20 students mentioned that teachers should promote students' self-confidence by encouraging them; by avoiding offensive terms toward students; by correcting students' mistakes without humiliating, and by avoiding making fun of students' pronunciations. 20 students stated that teachers should provide a relaxing classroom atmosphere. Teachers' explaining in Turkish when students do not understand was suggested by 15 students. Finally, 15 students reported in their responses that teachers should answer students' questions, they should not ignore students.

15% of the students (N=47) responses were related to teachers' personal features. 16 students stated that teachers should smile in the classroom, and 15 students stated that teachers should have a sense of humor. 11 students suggested that teachers should be supportive. Teachers' being a positive person was also suggested by 5 students.

7% of the students (N=23) stated their ideas about the relationship between teacher and students. 13 students stated that teachers should display friendly behaviors. 5 students suggested that teachers should not be authoritarian, and 5 students suggested that teachers should have good relationships with students.

8% of the students (N=26) stated that teachers at Ufuk University Preparatory School try hard sufficiently; they include films and games into their lessons; they use visual and auditory materials, and they try hard to teach students.

4.4.6. Q6. Is There Anything Else You Could Think of to Motivate You to Learn English?

%77 of the students (N=230) stated that there was not anything else in addition to the behaviors they had stated in the previous questions. %23 of the students (N=69) made additions to the question. 20 students reported that teachers should be motivated before they try to motivate the students. 15 students stated that they want to be praised more for their progress and success. 13 students stated that teachers should not come to the classes in depressed way; they should smile. 12 students stated that teachers should include more speaking activities into the lessons. 9 students suggested that teachers should encourage students more than they do.

4.5. ANALYSIS OF THE TEACHER INTERVIEWS

4.5.1. Q1. What Do You Think about the Effect of Students' Motivation in Learning English?

All 17 teachers stated that the effect of students' motivation is crucial; they accept motivation as the key to success because motivation affects students' study habits; they study eagerly, they try to find ways to practice what they learn; they ask questions and they listen more carefully when they are motivated. According to the teachers, the more motivated the students are, the more they participate in the activities; the more they practice the language; the more they care about their progress; the more they enjoy learning English. One

of the teachers also maintained that a student even with a brilliant capacity in learning English cannot reach the expected level of English without motivation.

4.5.2. Q2. To What Extent Is It Teachers' Job to Make Students Interested in Learning a Foreign Language?

All participant teachers think that they are responsible to motivate students. Five teachers (P1, P11, P3, P13, P17) stated that students, most of the time, come with a prejudice against learning a foreign language, so teachers are the ones to diminish that situation; teachers can do this by communicating with the students in the right way and with the help of the techniques in teaching English. P2 indicated that it is in teacher's hands to make students love or hate the subject; in order to help students have positive attitudes towards English; first of all, teachers should show their positive attitudes. In her opinion, if teachers are energetic and active in the classroom showing that they enjoy teaching English, students will of course like learning English. On the contrary, if teachers are reluctant to teach and make it clear that they do not enjoy teaching; of course, students will think that there is no point in learning English. For this reason, she indicates that teachers' first responsibility is to motivate themselves and forget about their daily problems when they come into the classrooms. P12 shares the same idea in that teachers, first of all, should be eager to teach and should address to students' academic needs according to students' interests, age groups, and students' goals. According to her, teachers should avoid monotonous teaching style by insisting on the standard or stabilized kinds of activities, they should use their creativity and catch students' attention. She also indicates that feedback should be given to students, but teachers should give constructive feedback instead of destructive ones. P4 and P5 indicated that as teachers, we should observe students in the classrooms, and we should try to shape our teaching practice according to the needs of the students. P5 indicated that it may not be possible to be interested in every student in the classrooms which include 25 or 26 students every time, but we

should try to follow students' progress individually as much as possible. If you show that you care about students' progress, they feel themselves valuable, and they become more motivated. P7 stated that teachers should create the understanding of "us" which means that teachers are together with students in this learning process, they should not leave any student behind in the classroom; teachers cannot tell students that if you do not understand stay alone and try to. According to her, teachers should help students individually when they need, students should not be left alone. She also added that if students realize that teachers care about them, and teachers are ready to help every time they never feel helpless. P14 indicated that teachers should get on very well with students but there should be a border in this relationship. If teachers make students love themselves and keep smiling they can affect students in a positive way. Four teachers (P6, P10, P15, P16) indicated that teachers should give students a reason by explaining why they need to learn English; what kind of advantages it will provide for their lives. If students do not know what to do with English, they will lose their motivation, so teachers need to provide students reasons and goals. Moreover, teachers indicated that teachers should make lessons interesting by using visual and auditory materials together with the use of technology; teachers also should know students' interests in that they can shape lessons according to the subjects that students are interested in. Two (P8, P9) teachers stated that teachers are responsible to motivate students, but students also share this responsibility to some extent; if students do not want to learn anything and close themselves in the learning process, no matter how hard the teachers try, they cannot overcome the barriers of the students.

Table 4.68. Teachers' Responses about Their Responsibility to Make Students Interested in Learning a Foreign Language

	Frequency
➢ Communicating with the students in the right way	5
➢ Explaining the advantages of learning English	5
➢ Using visual and auditory materials	5
➢ Shape teaching practice according to students' needs, interests	3
➢ Showing positive attitudes toward English	2
➢ Showing enthusiasm to teach	2
➢ Avoiding monotonous teaching style by using their creativity	2
➢ Giving constructive feedback	2
➢ Following students' progress individually	2
➢ Helping students individually	1
➢ Having good relationships with students	

4.5.3. Q3. Do You Think Teachers' Motivational Behaviors Affect Students' Level of Motivation? How?

All participant teachers stated, with regard to the effect of teachers' motivational behaviors on students' level of motivation, that motivational behaviors of teachers have a great effect on students' motivational level, but one of them, P8, added a different point of view. She thinks that teachers' motivational behaviors do not affect every student every time; on the one hand, some students become more motivated as a result of the teachers' motivational behaviors; on the other hand some students are never affected by those behaviors. In other words, there is no such thing that motivational behaviors work for every student. According to her, if students have motivation to some extent, teachers have a chance to increase the motivation level of students, but if students do not have even the slightest motivation from the beginning, it is not easy to affect those students; no matter how hard teachers try, students do not show any reaction. P15 stated that teachers at university are late to affect students because she thinks that students should be motivated from the beginning when they met English for the first time. In her opinion, if students have prejudices against English, it becomes more difficult to overcome these

prejudices as time passes by. She also stated that in spite of these prejudices, teachers still have chance to motivate students by helping students, by encouraging students, and by helping them love English. Five (P13, P11, P1, P5, P6) teachers maintained that teachers are the main factors that lead to students love or hate the subject because they believe that every kind of behavior displayed by the teachers affect students. P11 thinks that the relationship between teacher and the students is quite important because if students love their teacher, they also love the subject and become eager to learn. For this reason, these teachers stated that they try to help students in or out of the classroom; they try to understand students by being aware of their problems or their daily lives out of the school by accepting them as individuals. In this way students feel that they are valuable which helps them become more motivated. Three teachers (P3, P10, P4) indicated that feedback and varied activities are important because when teachers give positive feedback such "well done, you are improving your English very well", they feel that they can achieve which help them become more motivated and struggle more. According to these teachers, varied activities such as games, songs, and films attract students' attention. For this reason, teachers should use diversified activities according to the students' needs and interests. They added that when students enjoy learning, they become motivated to learn, they struggle and as they struggle, they become more successful than before. P2 stated that "I see students as the reflections of teachers. If teachers are active, energetic, and positive in the classroom, students become the same. If teachers are reluctant to teach, students also become reluctant to learn." P1 shared the same idea; she maintained that teacher motivation has an incontrovertible effect on student motivation; if teachers have motivation to teach, students become motivated to learn. Therefore, teachers should be motivated to motivate students. Sharing the same idea, P17 indicated that there is an interdependent relationship between the teacher motivation and students' motivation; the more motivated the teacher is the more eager the students are, and the more they would be successful. P14 reported that if she relates the subject to students' daily lives such as songs, singers, actors or actresses, films they like or the daily things

that they use every time, teachers can attract students' attention, and students start to enjoy the lessons. Three teachers (P7, P12, P16) maintained that smiling is important, making jokes and uttering nice words affect students' point of view towards the teacher and the lesson. P7 added that students understand that teachers do not stand against them; on the contrary, they understand that teachers stand by them if teachers are friendly. P9 specifies that warm-up activities are the most important parts to start an effective and enjoyable lesson; they are the first perceptions of the students about the lesson, for this reason, she tries to have good and interesting warm-up activities.

Table 4.69. Teachers' Considerations about the Effect of Teacher Motivational Behaviors

	Frequency
➢ Teachers are the main factors that lead students to love or hate the subject	5
➢ Varied activities such as games, songs, films are important	3
➢ Teacher motivation has an undeniable effect on students	3
➢ Smiling, making jokes and nice words affect students in a positive way	3
➢ Relatedness of the subject to the daily lives of the students is significant	1
➢ Warm-up activities play an important role in motivating students	1
➢ The relationship between students and the teacher is quite important	1
➢ Feedback is important	1

4.5.4. Q4. Do You Do Anything Special in the Classroom to Motivate the Students? What Do You Do?

P2 reported that she always smiles and tries to speak loudly because she thinks that students need to hear her voice giving the message that "I am here". She indicated that she gives importance to have little conversations before

beginning the class and she also tries to use her body language as much as possible. Two teachers (P17, P3) reported that they try to create supportive/ safe classroom environment where students can share their ideas freely. P3 also added that she tries to address students in a positive way especially while correcting their mistakes. She also reported that she tries to motivate students verbally and emotionally most of the time, but sometimes, she has to use grades to motivate students since she accepts grades as a reality of students' learning processes. P17 also reported that she establishes competitions by using games related to the subject; she allows students to work together through pair or group works so that they can motivate each other by collaborating to solve the problems, moreover, she encourages students by saying "good job", "well done". Three teachers (P1, P4, P7) reported that they try to use the activities which are related to students' interests and to their lives; P7 reported that she always uses visual or auditory materials related to the subject and technology is also useful in attracting students' attention because young adults are very good at technology. P1 stated that she uses games; music and some other activities related to subject in this way, students have fun and keep their motivation alive. Two teachers reported (P8, P12) that they use interesting or funny short stories according to the students' levels in order to attract students' attention because they believe that if teachers arouse interest in the classroom, motivation level of the students increases. P12 added that she uses jokes alongside of short stories; she believes that if students have fun, they enjoy learning. P9 reported that she especially tries to help students collaborate, to act as a class whose members help each other, act together, in other words, she tries to provide collaboration instead of competition. She also tries to show students their progress. For example, at the beginning of the year, she recorded videos with each student and at the end of the year, she will record videos with each student as well, in this way, she wants to show her students whether they make progress or how they make progress at the end of their learning process. P15 reported that she tries to behave students by accepting them as individuals; she tries to know about students' lives and shows them interest, in this way, students feel that she cares about them not

only in the classroom but also out of the classroom and they start to be interested in what she teaches. She tries to be interested in students individually. Three teachers (P5, P10) reported that they use activities which improve their speaking skills that will be useful to communicate each other and in their daily lives because students need to feel that they can speak this language; otherwise, they lose their motivation. P5 added that he also mentions about the advantages of English especially in their occupational life. P6 reported that he does not compel students when they get bored; he states that sometimes students want to do a test or sometimes they want to take notes then, he gives students tests or writes the subject on the board. Moreover, he tries to know his students as much as possible. P16 reported that she gives students extra worksheets in order to let them practice what they learn and also adds that she tries to have good relationships with students. P11 reported that smiling is quite effective and she includes songs, videos and films into her lessons in order to motivate students, moreover, she has some short breaks after 20-25 minutes in order to prevent students from getting bored, and in these short breaks she has conversations with students related to subject. P13 shared the same idea with P11; she reported that she tries to smile every time even when she is not in the mood and she has short breaks when students get bored. She also added that having good relationships with students is a good motivator so she always tries to have good relationships with students. P14 reported that, from the beginning, she tries to find the problems that students have had in their language learning process; after analyzing the problems together with the students, she suggests learning strategies for better learning.

Table 4.70. Teachers' Strategies to Motivate Students

	Frequency
➢ Smiling	3
➢ Using activities which help improve students' speaking skills	3
➢ Creating safe/ supportive classroom environment	2
➢ Using interesting funny short stories	2
➢ Including pair/group works	2
➢ Trying to have good relationships with students	2
➢ Using body language	1
➢ Trying to motivate students verbally and emotionally	1
➢ Emphasizing advantages of English	1
➢ Having short breaks when students get bored	1
➢ Suggesting learning strategies for better learning	1
➢ Addressing students in a positive way especially while correcting mistakes	1
➢ Using grades to motivate students	1
➢ Encouraging students	1
➢ Making jokes	1
➢ Using visual and auditory materials	1
➢ Showing students their progress	1
➢ Trying to know about students by accepting them as individuals	1
➢ Establishing competitions by using games	1
➢ Speaking loudly	1
➢ Trying to know students as much as possible	1

4.5.5. Q5. What Do You Think Teachers Could Do To Help Students Become More Motivated in a Language Classroom?

P1 stated that teachers may use contemporary techniques instead of traditional ones, and teachers should check students' knowledge in the process of learning in order not to make students feel lost; as students feel lost they give up easily. She also added that the activities that are used in the classroom should make students use their knowledge so students will feel that they are capable. P2 reported that teachers can do extra activities outside the classroom such as going on excursions, in this way, teachers can build a relationship with students; at the same time students can have chance to practice what they learn. She also added that varied activities such as songs, games, videos can be organized according to students' interests, age groups. P8 added a different idea to the extra activities by indicating that speaking clubs with a native

speaker can help students become motivated because the more students practice the language, the more eager students are. P4 and P9 reported that teachers can study with students individually; by helping students overcome their barriers or problems, by addressing to students' needs teachers can be successful in motivating students. P3 reported that she speaks mostly in English in order to motivate students because when students understand what she says, they try to answer or talk in the same way. For this reason, as students see that they can practice the language, they become happy and motivated to struggle more. P5 reported that teachers should not teach English as a subject which is just a body of rules, on the contrary, teachers should help students accept English as a key that opens the doors of a new, different world where they can use it and enjoy it. P7 reported that teachers should get feedback from the students about their teaching practice; what students would like to have in their learning process; how they would understand better, what kind of activities they would like and so on. By this way, teachers can have interesting and different ideas as well as they can have a chance to know about students' ideas about themselves. P11 stated that she tells her students the reasons why they need to learn English; also she tells success stories of her previous students who started to study English without having any idea of it and became successful thanks to their struggles at the end of their learning processes. She stated that by telling success stories of other students, she tries to give the message that "why would not you do that?". P10 reported that teachers should have good relationships with students, and also they should avoid monotonous teaching style. P13 reported that teachers should prevent students' accepting English as a subject in order to be passed with good grades; teachers should help learners have language awareness by telling them the advantages of English. P14 mentioned that teachers should teach according to multiple intelligences, and they should not see the students as the passive receivers of the knowledge who just sit and listen to the teacher. On the contrary, teachers should let students experience the language. P15 highlighted the importance of the students' self-confidence, so teachers have responsibility in this vein. She stated that teachers should encourage students

all the time because when students lose beliefs in themselves, they become demotivated. She also gives example: “he has never written anything in writing lessons because he thinks that he does not have the sufficient capacity to write. I have been trying to encourage him for a long time and now he can write long paragraphs because he started to believe in himself”. P12 suggested that each student can have a day, during which lessons are based on his /her interests, life, hobbies etc. P6 maintained that teachers can shape their lessons according to the needs and wishes of the students in compliance with the curriculum. P16 reported that she gives extra materials to students whose departments are ELT but she also underlines that students who are interested in can also join the group to study. She has 15-20 minutes sessions with students in a week during which she tries to help students. P17 suggested that using varied activities can motivate students; she also maintained that teachers should avoid destructive feedback, and they should try to be understanding and caring toward students.

Table 4.71. Teachers’ Ideas to Help Students Become More Motivated

	Frequency
➢ Encouraging students	2
➢ Using contemporary techniques	1
➢ Telling success stories	1
➢ Doing extra activities outside the classroom	1
➢ Getting feedback from students about their teaching practice	1
➢ Being understanding and caring	1
➢ Using varied enjoyable activities	1
➢ Using activities according to students’ interests and age groups	1
➢ Having special days for students	1
➢ Speaking clubs with native speakers	1
➢ Choosing activities that make students use the language	1
➢ Avoiding teaching English as subject which is a body of rules	1
➢ Avoiding monotonous teaching style	1
➢ Having good relationships with students	1
➢ Emphasizing the advantages of learning English	1
➢ Speaking in English	1
➢ Studying with students individually when they need	1
➢ Allowing students experience the language	1
➢ Shaping lessons according to students’ needs and interests	1
➢ Increase students’ self-confidence	1
➢ Providing constructive feedback	1

CHAPTER V
RESULTS and DISCUSSION

5.1. INTRODUCTION

This chapter is devoted to the discussion of the main findings elicited through the analyses of the questionnaires, open-ended questions for students, interviews with teachers, and it is organized in accordance with the research questions. The researcher attempted to answer and discuss each of the research questions in detail, and attempted to comment by making reference to earlier studies.

5.2. ANALYSIS OF THE RESEARCH QUESTION 1: WHAT ARE THE MOST MOTIVATING TEACHER BEHAVIORS IN ENGLISH CLASSES ACCORDING TO THE STUDENTS?

The first research question attempted to reveal the top five most motivating teacher behaviors in English classes according to the students. The conducted questionnaire was a five-point Likert scale; therefore each item was graded out of five. Additionally, mean scores and standard deviations were calculated through descriptive statistics. Table 79 displays the top five most motivating behaviors according to the students.

Table 5.1. The Top Five Most Motivating Behaviors according to the Students

Motivational Behavior	**M**	**SD**
1. having good relationships with students	4.73	.515
2. setting a good example to students with his/her own enthusiastic and motivated behavior	4.67	.556
4. being supportive and friendly	4.66	.565
11. bringing in and encouraging humor, smiles and fun to the classes.	4.63	.612
52. teaching students strategies that will make learning easier	4.63	.597

As table 5.1 displays, teachers' having good relationships with students (M: 4.73), setting a good example to students with his/her own enthusiastic and motivated behavior (M: 4.67) and being supportive and friendly (M: 4.66), bringing in and encouraging humor, smiles and fun to the classes (M: 4.63), teaching students strategies that will make learning easier (M: 4.63) were found to be the top five most motivating behaviors in the 56 item questionnaire. Items 1 and 4 are related to teacher-student relationship; items 11 and 52 are to do with teachers' teaching style (methodology and instruction); item 2 is related to how teacher motivation affects student motivation.

The most motivating teacher behavior, according to the results of the questionnaire, was found to be teachers' having good relationships with students. The majority of the students considered teachers' having good relationships with students as the most motivating behavior displayed by the teachers. Coleman (2001) proposes that the more effectively teachers can establish relationships with their students; the greater will be their influence on motivation and learning (as cited in Pickens, 2007:54). It can be concluded that students become more motivated when teachers have good relationships with students. This finding of the study showed parallelism with the result of the Vural (2007)'s study in which the participant students found teachers' having good relationship with students as one of the most motivating behaviors. Some of the results of the open-ended questions tend to support the findings of the questionnaire. 29 students stated that teachers' having good relationships is a

good motivator for them and students also stated that they become eager, relaxed and they enjoy lessons when teachers have good relationships with students; 11 students indicated that when teachers get tough on the class, students feel nervous, and this situation prevents their learning because they hesitate to ask any questions, and to take part in the lessons. Moreover, 24 students stated that when teachers do not have good relationships with students by reprimanding students, by not being affectionate towards them, and by not showing respect to students as individuals, students become demotivated to learn. One of the students stated that:

> "In order to motivate, teachers should have good relationships with students. When teachers are friendly, I can ask any question without hesitation and I can express myself without worrying. I become more eager to attend the classes but if the teacher does not have good relationships with us, I never want to attend the classes of that teacher and always keep my silence in his/her lessons".

The second most motivating teacher behavior rated by the students was setting a good example to students with his/her own enthusiastic and motivated behavior. If teachers are motivated, and show their motivation, students become motivated as well. Moreover, as Wiseman and Hunt (2001) indicate, in the classrooms where teachers exhibit their enthusiasm, students are more probably to become spirited, and accordingly, motivated to learn as they notice their teachers enjoying their work (as cited in Pickens, 2007: 53) The participant students in Vural (2007)'s study also rated the given behavior as the most motivating behavior. Some of the responses to the open-ended questions also support the item 2; 45 students stated that if teachers show their enthusiasm, and show that they love teaching, they also become enthusiastic about learning. Additionally, 39 students maintained that in order to motivate students, teachers should be motivated first. When teachers are reluctant to teach by coming to class to fill in time, by showing that they teach because they have to and not trying to teach hard, teachers make students think that there is no point in learning English as they think that even the teachers do not give importance, why students should care. Moreover, students expressed that if teachers teach English as if it was a subject included in the curriculum, they just try to pass the exams with only reasonable grades. One of the students stated that:

> "When the teacher is motivated, I am affected in a positive way even if my motivation is low; but if the teacher's motivation is low, my motivation also decreases. Sometimes, it is so clear that teachers come to class in order to fill in time. In such situations I lose my motivation to listen and take part in the activities".

Teachers' being supportive and friendly was found to be the third most motivating behavior by the majority of the students, and 34 students stated that teachers' being supportive motivate them because, as students state, teachers help students overcome their barriers such as anxiety by supporting them, and students feel that with the support of their teachers they can manage difficulties in learning English successfully. Additionally, 10 students stated that when teachers are unsupportive they become demotivated to learn. Moreover, 45 students maintained that teachers' being friendly is a motivating behavior for them which help students feel close to their teachers and struggle more to learn. According to Vural (2007)'s study, teachers' being supportive and friendly was also found to be one of the most motivating behaviors. One of the students stated that:

> "When teachers are friendly, I feel myself relaxed in the classroom because their friendly behaviors remove the authoritarian atmosphere in the classroom and I have the feeling that teacher is like a friend so I do not have to be worried to ask any question."

Teachers' bringing in and encouraging humor, smiles and fun to the classes was found to be the fourth motivating behavior among 56 items. Hall and Goetz (2013) recommended that one of the keys of providing an enjoyable lesson for students is to introduce humor into the classroom. The finding of the questionnaire was also supported by the responses to the open-ended questions in which 27 students maintained that teachers' having sense of humor is a good motivator for them because when teachers have sense of humor, students have fun in the classes. In the study conducted by Vural (2007), teachers' bringing in and encouraging humor and fun to the classes was also found to be a motivating behavior by the students. In another study conducted by Öztürk (Ö. E., 2012a), teachers' having sense of humor was also found to be a motivating behavior. It can be concluded that when students have fun in the

classes they become motivated, and enjoy the classes. One of the students stated that:

> "I become motivated in a classroom where the teacher makes jokes, finds funny and interesting activities because if I have fun, I never get bored and learn in an enjoyable way. However, if the teacher is too authoritarian and teaches in a monotonous way, I do not want to attend the classes."

The fifth most motivating behavior according to the students was teachers' teaching students' strategies that will make learning easier. The finding of the study showed parallelism with the study conducted by Vural (2007). As English is not a subject to which students are familiar, they may need some strategies about how to study, how to learn easily. It can be concluded that teachers' teaching strategies to students is a motivating behavior through which students overcome learning difficulties in their learning processes.

Apart from the responses which support the results of the questionnaire, students also mentioned in their responses to the open-ended questions about some characteristics of teachers' teaching style, teachers' personal features and the teacher-student relationship which are also related to some other items in the questionnaire. 129 students stated that teachers' making the lesson enjoyable by taking advantage of activities such as games (item 40), songs, and by making students watch films in English is a good motivator for them because according to the students such activities attract their attention, and help them enjoy the lessons without getting bored. Additionally, 45 students stated that when teachers have monotonous teaching style by being deprived of creativity they do not want to take part in the lessons because they lose their attention and interest gradually. Teachers' being interested in students' learning progress individually (item 9) was also stated by 15 students as a motivating behavior which makes students feel that they are important for their teachers, besides, 31 students stated that when teachers ignore them they become demotivated because they feel alone in the learning process. The way the teachers' correcting the mistakes is also important for the students, as 31 students stated teachers' correcting the mistakes in an understanding manner without

humiliating, and teachers' avoiding making fun of students' pronunciation prevent students from being afraid of making mistakes and feel free to take part in the lessons. On the other hand, 46 students maintained that teachers' humiliating, offending students when they make mistakes destroy their self-confidence; they never want to take part in the lessons again, and they feel that they would never be able to learn the language. Besides, teachers' making fun of students' pronunciation is offending according to the students and they hesitate to talk in the lessons. 47 students maintained that when teachers emphasize the importance of English in terms of occupational and social life (item 20) they become aware of the advantages of the English, and they are motivated to learn the language and teachers' giving examples related to daily life makes students feel that they can use English in their lives. In addition, 20 students maintained that teachers' encouraging them by making students try harder (item 6); by telling that English is not too difficult to achieve; by giving examples from their own experiences while learning English increase students' self-confidence which is perceived as motivating by the students. On the other hand, 20 students maintained that when teachers emphasize that students are slow in learning, and when teachers tell students that they are bad at learning English, they discourage students, they destroy students' self-confidence. 35 students maintained that teachers' having short breaks when students get bored is a good motivator for them because after these short breaks they can start the lesson more eagerly without getting bored. Finally, related to teachers' teaching style students need to be appreciated by the teachers, as 10 students mentioned, they become eager, more confident, and more motivated to learn when teachers appreciate their successes.

As for the characteristics related to teachers' personal features, teachers' being smiling is expressed by 53 students to be motivating for it provides a positive atmosphere in the classroom. Besides, another 5 students stated that when teachers are unsmiling, they become demotivated. Teachers' being understanding is also important for 21 students because, as they mentioned in their responses, most of the time they need to be understood by their teachers.

5.3. ANALYSIS OF THE RESEARCH QUESTION 2: WHAT ARE THE LEAST MOTIVATING TEACHER BEHAVIORS IN ENGLISH CLASSES ACCORDING TO THE STUDENTS?

The second research question attempted to reveal the five least motivating teacher behaviors in English classes according to the students and mean scores. Table 80 displays the least motivating teacher behaviors according to the students.

Table 5.2. The Five Least Motivating Teacher Behaviors according to the Students

Motivational Behaviors	M	SD
39. realizing that mistakes are a natural part of language learning, and not correcting every single mistake students make	3.40	1.293
55. allowing students to self/peer correct	3.64	1.064
10. offering rewards for students' successes	3.71	1.022
19. familiarizing students with the cultural background of English	3.81	.883
18. speaking in English during classes	3.83	1.011

As table 5.2 shows, teachers' realizing that mistakes are natural part of language learning, and not correcting every single mistake students make (M: 3.40), allowing students to self/peer correct (M: 3.64), offering rewards for students' successes (M: 3.71), familiarizing students with the cultural background of English (M: 3.81), speaking in English during classes (M: 3.83) were found to be the least motivating teacher behaviors according to the students. Items 18 and 19 are to do with teachers' approaches to English and its culture. Items 10 and 55 are related to teachers' behaviors in the classroom which are perceived as the behaviors that might cause students' losing face in the classroom. Item 39 is to do with the teachers' approaching to students' mistakes.

According to 299 students participating in the study, the least motivating teacher behavior was found to be teachers' realizing that mistakes are a natural part of

language learning, and not correcting every single mistake students make. Maybe it is due to the fact that students have the feeling of being ignored when the teachers do not correct every mistake of them, and maybe students think that if teachers do not correct every mistake, they cannot learn. In Vural's (2007) study the participant learner group also found the given behavior as very demotivating.

The second least motivating behavior was found to be teachers' allowing students to self/peer correct. Students' answers showed that they are not motivated when the teachers allow students to self/peer correct. Hence, it can be said that self/peer correction may lead students feel embarrassed or humiliated in front of the class because self/peer correction requires the emphasis of the mistake to be corrected. For this reason students may feel insufficient when the teacher forces the student or allows other students to correct the mistake. In Vural (2007)'s study, the participant students also found teachers' allowing students to self/peer correct as a demotivating behavior.

Teachers' offering rewards for students' successes was found to be the third least motivating behavior rated by the participant students. They may feel that, it results in losing face of the students who cannot receive rewards from the teacher. Teachers' offering rewards may encourage students who are successful but for the ones who cannot be successful, it may result in demotivation. The finding of the study showed parallelism with the study of Vural (2007) in which students found the given behavior as demotivating.

Teachers' familiarizing students with the cultural background of English was found to be the fourth least motivating behavior. It can be concluded that students do not want to learn cultural background of English. Students may think that learning the cultural background of English is not useful or effective in learning the language; they may consider it to be learned separately. Vural (2007)'s study also indicated that teachers' familiarizing students with the

cultural background of English was considered one of the least motivating teacher behaviors.

The fifth least motivating behavior rated by the participant students was teachers' speaking in English during classes. According to the results, students consider teachers' speaking in English as one of the least motivating behaviors, and 17 students maintained, in their responses to the open-ended questions, that they become demotivated when the teachers speak in English because they do not understand, and feel that they cannot learn anything. Moreover, 15 students stated that they prefer their teachers to explain in Turkish when they do not understand. Hence, it can be concluded that students prefer their mother tongue rather than the target language as the medium of instruction in their learning processes. Students may prefer their mother tongue because they can understand the subject more easily, and when they are taught through the target language they may have difficulty in understanding, so they may be afraid of being unable to learn. In Vural (2007)'s, Öztürk (Ö. E., 2012a)'s and Madrid (2002)'s studies, participant students also considered teachers' speaking English as a demotivating behavior. One of the students stated that:

> "When teachers speak in English every time, I do not understand anything and I feel lost. When I feel lost, I cannot focus on the point where I should start to study to understand in a more clear way and I get the feeling that I do not have enough capacity to learn the language. I think teachers should teach in Turkish when students have difficulty in understanding."

According to the results of the student responses to the open-ended questions, students also found teachers' trying to teach by compelling students demotivating; 27 students stated that teachers' asking questions so often, compelling students to speak and to take part in the activities cause students feel disturbed. Some of the students expressed that they want to take part in the lessons when they want, not when teachers asked to do. 26 students maintained that they feel demotivated when the teachers teach in compliance with only successful students' level by ignoring weak students who have difficulty in understanding; they expressed their need to be cared equally in order to be more motivated and successful. Teachers' making comparison was

also reported to be a demotivating behavior by 15 students; they indicated that when teachers make comparison they feel that they are inferior in their ability to other students. Teachers' being authoritarian (N=31) and impatient (N=5) is also stated as a demotivating factor for students, because they feel nervous and do not know what to do in the classroom when their teachers are authoritarian and impatient.

5.4. ANALYSIS OF THE RESEARCH QUESTION 3: IS THERE A SIGNIFICANT DIFFERENCE BETWEEN THE FEMALE AND MALE STUDENTS IN TERMS OF THEIR PERCEPTIONS ABOUT TEACHER MOTIVATIONAL BEHAVIORS?

This research question of the study aims to find out whether the perceptions of female and male students differ or not. In addition to descriptive statistical analysis, inferential statistical analysis were conducted in order to understand whether gender has a statistically significant effect on the total score results. One way ANOVA was conducted to analyze the effect of gender. Table 81 shows the difference between the genders, significance value, and mean scores.

Table 5.3. Anova Results for Gender of Students

SorT		Sum of Squares	df	Mean Square	F	Sig.
Students	Between Groups	1989,314	1	1989,314	4,593	,033
	Within Groups	128632,981	297	433,108		
	Total	130622,294	298			

The results show that gender has a significant effect on the perceptions of students; $F(1, 297) = 4.60$, $p < .05$. The female students are different from male students in terms of their perceptions of the motivational behaviors of English instructors and this demonstrates that female students perceive the motivational behaviors in a more positive way. In other words, there is a significant difference between the female and male students in terms of their perceptions of teacher

motivational behaviors. This finding of the study showed parallelism with Öztürk (Ö.E., 2012a)'s study in which female students have more positive thoughts about teacher motivational behaviors.

5.5. ANALYSIS OF THE RESEARCH QUESTION 4: WHAT ARE THE MOST MOTIVATING TEACHER BEHAVIORS IN ENGLISH CLASSES ACCORDING TO THE TEACHERS?

The third research question tried to explore the top five most motivating teacher behaviors according to the teachers' rating who participated in the study.

Table 5.4. The Top Five Most Motivating Teacher Behaviors according to the Teachers

Motivational Behavior	M	SD
45. introducing various interesting topics and supplementary materials	4.88	.332
37. noticing and reacting to any positive contribution (e.g. comment, example) from students during classes	4.82	.393
14. giving students clear instructions and guidance/models for the purpose, procedures and the appropriate strategies that the task requires	4.82	.393
8. monitoring and caring about students' progress and appreciating their success	4.82	.393
3. making students feel that he/she is mentally and physically available to help them	4.82	.393
52. teaching students strategies that will make learning easier	4.76	437
46. using various auditory and visual teaching aids (e.g. cassette player, movies, pictures) in classes	4.76	.437
38. using a short and interesting opening activity to start each class	4.76	.437
30. being sensitive to students' feelings and trying to understand students	4.76	.437
2. setting a good example to students with his/her own enthusiastic and motivated behavior	4.76	.437
47. introducing authentic cultural materials (e.g. newspaper) in classes	4.76	.437
1. having good relationships with students	4.76	.437
16. encouraging students to use their creativity	4.71	.470
44. breaking the routine by introducing unexpected events, varying the tasks and presentation/practice techniques	4.71	.470
42. making tasks attractive by including novel and fantasy elements	4.71	.470
15. helping students to develop realistic beliefs about learning English	4.65	.493
56. involving students in running the English course	4.65	.493

According to the results of the participant teachers' ratings, 17 behaviors in the questionnaire were found to be the most motivating behaviors since most of the items have the same mean score. As table 82 demonstrates, the most motivating behaviors were teachers' introducing various interesting topics and supplementary materials (M: 4.88), noticing and reacting to any positive contribution (e.g. comment, example) from students during classes (M: 4.82), giving students clear instructions and guidance/models for the purpose, procedures and the appropriate strategies that the task requires (M: 4.82), monitoring and caring about students' progress and appreciating their success (M: 4.82), making students feel that he/she is mentally and physically available to help them (M: 4.82), teaching students strategies that will make learning easier (M: 4.76), using various auditory and visual teaching aids (e.g. cassette player, movies, pictures) in classes (M: 4.76), using a short and interesting opening activity to start each class (M: 4.76), being sensitive to students' feelings and trying to understand students (M: 4.76), setting a good example to students with his/her own enthusiastic and motivated behavior (M: 4.76), introducing authentic cultural materials (e.g. newspaper) in classes (M: 4.76), having good relationships with students (M: 4.76), encouraging students to use their creativity (M: 4.71), breaking the routine by introducing unexpected events, varying the tasks and presentation/practice techniques (M:4. 71), making tasks attractive by including novel and fantasy elements (M: 4.71), helping students to develop realistic beliefs about learning English (M: 4.65), involving students in running the English course (M: 4.65). Items 15, 16, and 52 are related to teachers' guiding students to make learning easier; items 45, 14, 44, 37, and 2 are to do with teachers' perceptions of their own roles and responsibilities; items 46 and 47 are related to teachers' providing students with a variety of materials; items 3, 30, and 1 are to do with teacher-student relationship and emotional tie; items 38 and 42 are related to teachers' making classes interesting; item 56 is to do with teachers' involving students in the learning process; item 8 is related to teachers' monitoring students' progress.

According to the results of the teacher ratings the most motivating teacher behavior was found to be teachers' introducing various interesting topics and supplementary materials. Participant teachers in the current study may have thought that introducing various interesting topics are useful in providing an enjoyable and interesting classroom atmosphere where students do not lose their attention and motivation. Moreover, teachers may have thought that using supplementary materials provides students practice the language in different ways which help students see various points of the use of the language. In Vural (2007)'s study teachers' introducing various interesting topics and supplementary materials was found as one of the most motivating behaviors by the participant teachers as well. Besides, the participant teachers in Al-Mahrooqi, Abrar-Ul-Hassan, Asante (2012)'s study found teachers' introducing various interesting topics as one of the most important motivating behaviors according to the participant teachers.

The second most motivating teacher behavior was found to be teachers' noticing and reacting to any positive contribution (e.g. comment, example) from students during classes. Teachers thought that noticing and reacting to students' positive contributions is very motivating. It may be because of the fact that students attach a great amount of importance to their teachers' behaviors in the classroom, therefore teachers' noticing their contributions motivate students to be more eager to contribute in the classes. Accordingly, when teachers react to students' positive contributions, they encourage students because students value teacher responses to their contributions and that leads to further participation in time. Moreover, when students are active participants instead of being passive receivers of the knowledge, they learn better and keep the knowledge in their mind more effectively. The participant teachers in the study conducted by Vural (2007) also found the teachers' noticing and reacting to any positive contribution (e.g. comment, example) from students during classes as a very motivating teacher behavior.

Teachers' giving students clear instructions and guidance/models for the purpose, procedures, and the appropriate strategies that the task requires was found to be the third most motivating teacher behavior. Teachers may be aware of the fact that the level of the language that they use in the classroom has a crucial importance in providing comprehensible input. Especially, in giving instructions, teachers must modify the level of their language according to the students' language levels in order to be understood. Otherwise, students do not understand what to do and this may cause confusion in the classroom. Accordingly, teachers must formulate their instructions clearly and effectively while assigning tasks to make the students understand what is required to be done. In this way, by modeling or guiding students through clear instructions teachers can help students understand the necessary strategies to use for the purpose and the procedure of the tasks. The finding of the study showed parallelism with the study of Vural (2007) in which the participant teachers rated the teachers' giving students clear instructions and guidance/models for the purpose, procedures, and the appropriate strategies that the task requires as one of the most motivating behaviors. Similarly, in Al-Mahrooqi, Abrar-Ul-Hassan, Asante (2012)'s study teachers' giving clear instructions by modelling was found to be an important teacher behavior in order to motivate students.

The fourth most motivating behavior was found to be teachers' monitoring and caring about students' progress and appreciating their success. According to the results, it is clear that monitoring and caring about students' progress and appreciating their success was perceived as a very motivating behavior by the participant teachers. Concordantly, Petty (2004: 64) maintained that:

> "They will hate being ignored; they will be encouraged by praise; and as long as their successes are recognized and praised, they will probably find any reasonable constructive criticism challenging rather than demotivating." (as cited in Steward, 2008: 59)

The participant teachers may be aware of the fact that if they give importance to students' progress and recognize students' success, they can motivate students in order to be better in their learning processes. Furthermore, this kind of

relationship provides students to have self- awareness that helps students to accept teachers' criticism as guidance rather than a demotivating behavior. Additionally, three teachers maintained in their responses to the interview questions that following students' progress individually as much as possible is quite motivating for the students because they notice that teachers care about students' progress which means that teachers give importance to students' learning. In this way students feel themselves valuable in the eyes of their teachers and become more motivated. Moreover, teachers' appreciation of students' success as a result of their progress can help students become more motivated to study more in order to show further progress. The finding of the study showed parallelism with the study conducted by Vural (2007) in which teachers' monitoring and caring about students' progress and appreciating their success was found to be a very motivating behavior. One teacher said that:

> "Students need help in their language learning processes, because language learning is a different experience for them. Teachers need to guide students in this tedious journey, for this reason I try to care about my students' problems, needs individually as much as possible. I try to explain the advantages of learning this language. Their attitudes change when I show that I follow their progress, they understand that I give importance to them and their learning. However, it is not so easy to care about students' progress individually in classrooms which include 25-26 students."

Teachers' making students feel that he/she is mentally and physically available to help them was found to be the fifth most motivating behavior by the participant teachers. Teachers thought that making students feel that he/she is mentally and physically available to help them was a very motivating behavior. Teachers may have believed that they make students feel they are not alone in their learning processes by showing students their mentally and physically readiness to help them since teachers know the fact that language learning is a challenging process during which students need support. In this way, teachers' showing their availableness encourage students to play active role in their language learning processes because students know that whenever they need help teachers will be there to help. The participant teachers in Vural (2007)'s

study also found the given behavior as one of the most motivating teacher behavior.

Teachers' teaching students strategies that will make learning easier was also found to be one of the most motivating behaviors rated by the participant teachers. One of the teachers reported in her interview that she tries to find the problems together with the students that they have had in their language learning process, and then she suggests learning strategies for better learning. The reason might be that the teachers know the fact that learning a language, which is different from other school subjects, requires different study habits. Students may not be aware of the strategies to keep their knowledge alive; therefore, teachers' guiding students about how to learn easily helps students learn without difficulty. This result shows parallelism with the study of Öztürk (Ö. E, 2012a) in which teachers' teaching students strategies that will make learning easier was found to be one of the most motivating behavior by the participant teachers. One teacher uttered that:

> "From the beginning, I try to learn my students' attitudes toward English. Generally most of the students state that they do not like English because they do not understand English no matter how they study. For this reason, I try to find the problems with the students in their study habits in their learning processes. Then, I suggest them some strategies that can be useful while studying English."

Using various auditory and visual teaching aids (e.g. cassette player, movies, pictures) in classes was also found to be a very motivating teacher behavior. 7 teachers also mentioned in their responses to the interview questions that they try to use auditory and visual teaching aids as much as possible. These teachers maintained that using auditory and visual aids such as pictures, videos, films, songs makes lessons interesting, and accelerates students' learning by preventing them getting bored. It can be concluded that teachers believe the usefulness and effectiveness of the auditory and visual aids in students' motivation to learn the language. One of the teachers stated that:

> "In order to motivate students I use varied visual and auditory materials such as pictures, videos, songs. These kinds of materials attract students' attention and also prevent lessons from being boring."

The other very motivating teacher behavior according to the teachers was teachers' using a short and interesting opening activity to start each class. One of the teachers maintained in her response to an interview question that to start each class she tries to have good and interesting warm-up activities because these activities are important to start an effective, enjoyable lesson as they are the first perceptions of the students about the ongoing lesson. Accordingly, teachers may have believed that the way they start the classes are important; if they manage to attract the attention of the students at the beginning, students may have the feeling that they are going to enjoy the lesson and they may keep their motivation alive.

Teachers' being sensitive to students' feelings and trying to understand students was also found to be a very motivating teacher behavior by the participant teachers. The reason might be that teachers are aware of the fact that feelings can impede or enhance learning of the students, therefore; teachers can help students by being sensitive to their feelings. Apart from the situations associated with studying such as attending classes, taking exams, doing homework students may also have other situations related to their lives outside the classrooms which can affect their emotional states. For this reason, when teachers try to understand students, they may help students in overcoming their negative feelings or problems in or outside the classroom. In Vural (2007)'s study, teachers' being sensitive to students' feelings and trying to understand students was also found to be a very motivating teacher behavior by the participant teachers. Five teachers maintained in their interviews that they try to understand students by being aware of their problems or daily lives out of the school. One of the teachers stated that:

> "I try to know my students as much as possible because when you know your students or their lives outside the classroom you can also understand their mood in the classroom. Sometimes, they may have problems related to school or to their lives and cannot concentrate on the lesson. If you ask what the problem is instead

> of getting angry, they notice that we understand them and accept them as individuals and this affects students' level of motivation"

The other very motivating teacher behavior was found to be teachers' setting a good example to students with his/her own enthusiastic and motivated behavior. 2 teachers reported in their answers to the interview questions that teacher motivation has an important effect on student motivation because if teachers are active, energetic, and enthusiastic in the classroom, the students are affected in the same way. As seen in the results, the teachers know the effect of their own motivation as well as the student motivation, and they know that in order to motivate students they need to be motivated. In Vural (2007)'s study teachers' setting a good example to students with his/her own enthusiastic, and motivated behavior was also found to be motivating behavior by the participant teachers. Besides, participant teachers in Al-Mahrooqi, Abrar-Ul-Hassan, Asante (2012)'s study found teachers' showing their enthusiasm as one of the most important teacher behavior to motivate students. For this motivating teacher behavior one teacher stated that:

> "In my opinion, teacher motivation has an undeniable effect on students' motivation. When a teacher does his/her job passionately, students feel the passion. Students always feel the difference between the reluctance and passion of the teacher so their motivation level changes accordingly. As it highly has importance on students, teachers should keep themselves motivated. When a teacher greets students cheerfully, students and their level of motivation are affected positively so they get open to learn."

Teachers' introducing authentic cultural materials (e.g. newspaper) in classes was another very motivating behavior found by the participant teachers. Teachers thought that introducing authentic cultural materials (e.g. newspapers) was a very motivating teacher behavior in language classrooms. One of the teachers maintained in her responses to the interview questions that lessons should be life- related because students question why they learn so realia usage may help teachers in that problem. The reason might be that teachers' belief about the effectiveness of cultural elements in language learning process; by using authentic cultural materials teachers help students gain insight into the language use, and through these materials students understand how the

language is used in daily life, how cultural elements help the learners use the language.

Teachers' having good relationships with students was also considered as a motivating behavior. Daniels and Arapostathis (2005) maintain that student-teacher relationship has an important impact on student motivation, and the amount of eagerness to strive for (as cited in Pickens, 2007:54). Besides, Anderman & Anderman (2010) state that when students have good relationships with their teachers they learn more and more effectively, and this positive relationship may excite a feeling of competence in students; these feelings of competence may result in enhanced learning and psychological health. The finding of the study showed parallelism with Al-Mahrooqi, Abrar-Ul-Hassan, Asante (2012)'s study in which participant teachers rated establishing good relationships with students as one of the most important teacher behavior in terms of motivating students. Besides, the participant teachers in Vural (2007)'s study also found this behavior motivating. Four teachers reported in their interviews that having good relationships with students has a significant effect on students' motivation; they believed that building good relationships with students is an effective tool to motivate students because they enjoy the lessons, feel relaxed, and become eager to learn. One of the teachers commented that:

> "In my opinion, having good relationships is one of the most effective behaviors to motivate students in the class. When teachers build good relationships with the students by gaining their trust, students love their teachers unavoidably. For this reason, I always try to build good relationships with my students by smiling, being understanding and patient because I know that if students love the teacher, they love the subject as well."

The other very motivating teacher behavior was found to be teachers' encouraging students to use their creativity. Teachers may be aware of the fact that when they encourage students to use their creativity, they provide students opportunities to show their abilities. When encouraged, students have the chance to produce something novel by using their skills, therefore; by being aware of students' abilities teachers must provide a classroom environment

which fosters creativity. Such an environment includes the situations where students feel free to share their ideas; where students have high self-confidence; where teachers are patient, understanding, and open to new ideas. Teachers' breaking the routine by introducing unexpected events, varying the tasks and presentation/practice techniques was also considered to be a very motivating behavior. This behavior is related to teachers' making tasks attractive by including novel and fantasy elements and this is another behavior considered as very motivating by the teachers. As seen in the results, teachers think that breaking the routine by introducing unexpected events, varying the tasks and presentation/practice techniques was very motivating in the language classrooms. The reason may be that when teachers use the same techniques and activities in the classroom students may get bored, and lose their attention so teachers need to use novel elements. When teachers vary the tasks, presentation/practice techniques, and use fantasy elements they get out of the routine and in this way they provide students with different, attractive lessons which students enjoy. One of the teachers stated in her interview that teachers should give up insisting on standard or stabilized types of activities and they should use their creativity in order to make students enjoy the lessons. Teachers' breaking the routine by introducing unexpected events, varying the tasks and presentation/practice techniques was also found to be a very motivating teacher behavior by the participant teachers in Vural (2007)'s study. Similarly, in Al-Mahrooqi, Abrar-Ul-Hassan, Asante (2012)'s study teachers' breaking the routine by varying the presentation format was found to be a very motivating behavior.

Teachers' helping students to develop realistic beliefs about learning English was also considered as a very motivating teacher behavior by the participant teachers. As Dörnyei (2001: 70) states students may have incorrect beliefs which can grow into obstacles in mastering an L2, therefore teachers should:

> "Positively confront the possible erroneous beliefs, expectations, and assumptions that learners may have. Raise the learners' general awareness about the different ways languages are learnt and the number of factors that can contribute to success."

It can be said that teachers believe that helping students to develop realistic beliefs about learning English is a very motivating behavior, because if students have unrealistic beliefs, they become disappointed during or at the end of their language learning processes. Therefore, by helping students to develop realistic beliefs about learning English, teachers can help students improve self-confidence in their language learning process.

Teachers' involving students in running the English course was found another very motivating behavior by the teachers. The reason may be that teachers are aware of the fact that language is learned by experiencing. For this reason teachers may try to provide opportunities which help students use the language. In this way, students feel that they are capable. As seen in the results, teachers give importance to involve students into the lessons as active participants because language learning is not a process during which learners receive the knowledge without practicing.

5.6. ANALYSIS OF THE RESEARCH QUESTION 5: WHAT ARE THE LEAST MOTIVATING TEACHER BEHAVIORS IN ENGLISH CLASSES ACCORDING TO THE TEACHERS?

This research question of the study attempted to find out the five least motivating behaviors according to the responses of the participant teachers.

Table 5.5. The Five Least Motivating Teacher Behaviors according to the Teachers

Motivational Behavior	**M**	**SD**
10. offering rewards for students' successes	3.76	.752
55. allowing students to self/peer correct	3.82	.951
7. making students remarks that he/she has high expectations for what they can achieve	3.88	.437
54. minimizing external pressure and control as the leader of the class	3.88	1.054
12. making it clear to students that communicating meaning effectively in English in class is more important than being grammatically correct	4.18	.951

As seen in table 5.5, teachers' offering rewards for students' successes (M: 3.76), allowing students to self/peer correct (M: 3.82), making students remarks that he/she has high expectations for what they can achieve (M: 3.88), minimizing external pressure and control as the leader of the class (M: 3.88), making it clear to students that communicating meaning effectively in English in class is more important than being grammatically correct (M: 4.18) were found to be the least motivating teacher behaviors according to the teachers who took part in the study. Items 12 and 54 are related to teachers' promoting a relaxing classroom atmosphere; item 10 is to do with teachers' appreciating students' success; item 7 is related to teachers' caring about students' success and item 55 is related to teachers' allowing students to self/peer correct.

Teachers' offering rewards for students' successes was found to be the least motivating teacher behavior by the participant teachers. It is clear that teachers do not think that offering rewards for students' successes motivates them and helps them become more eager to learn. As Kohn (1993) states, teachers may have thought that offering rewards promote a competitive environment amongst the classmates which may cause the match students against each other in order to receive the reward, for this reason, students may compete for the prize instead of assisting each other (Kelsey, 2010). Kohn (1993) also states that "when we are working for a reward, we do exactly what is necessary to get it and no more," and Kohn (1993)'s research indicates that rewards make students feel controlled, and it prevents students from cooperation, and taking risks (as cited in Kelsey, 2010: 88). It can be concluded that offering rewards may prevent students from collaborating and creative thinking because their aim becomes to get the reward, and in accordance with this purpose they may forget the reason for why they study: "learning". The participant teachers in Vural (2007)'s study also found teachers' offering rewards for students' successes as a demotivating behavior.

The second least motivating teacher behavior was found to be teachers' allowing students to self/peer correct by the teachers. As Jeremy Harmer (2004)

states the student when corrected by a peer, might feel that she/he is inferior to his peers (Sultana, 2009), and adds that in these situations students may prefer to be corrected by their teachers, and this may be the reason why the participant teachers considered allowing self/peer correction as one of the least motivating teacher behaviors. Teachers may have thought that self/peer correction may lead students to feel inadequate, and to lose face in front of their classmates so they may choose to correct students themselves. The participant teachers in Vural (2007)'s study also found teachers' allowing students to self/peer correct as one of the least motivating teacher behaviors.

Teachers' making students remarks that he/she has high expectations for what they can achieve was also found as one of the least motivating behaviors by the teachers. Rosenthal and Jacobson (1968) asserted that by forming higher teacher expectations for students, teachers can improve students' performances (Good, 1981). It is clear that the teachers in this study did not think in the same way; they may have thought that teachers' expectations influence student behavior and performance in a negative or positive way but forming high expectations for students might harm their self-confidence if they fall short of their teachers' expectations.

Teachers' minimizing external pressure and control as the leader of the class was found to be the fourth least motivating behavior. It is clear that teachers think that minimizing external pressure and control was not a very motivating behavior, and they thought that it was necessary to control students in the classroom environment. They may have thought that if teachers minimize the external pressure and control as the leader of the class, they may have difficulties in classroom management which may result in decrease in the students' level of motivation.

The fifth least motivating behavior according to the participant teachers was teachers' making it clear to students that communicating meaning effectively in English in class is more important than being grammatically correct. The reason

may be that teachers attach the same importance to being grammatically correct as communicating meaning effectively. They may have the belief that accuracy has the same amount of importance as fluency in effective communication performances.

5.7. ANALYSIS OF THE RESEARCH QUESTION 6: WHAT ARE THE SIMILARITIES AND DIFFERENCES BETWEEN STUDENTS AND TEACHERS IN TERMS OF THEIR PERCEPTIONS OF THE MOST AND LEAST MOTIVATING TEACHER BEHAVIORS?

This research question of the study tries to show the similarities and differences between students and teachers in terms of their perceptions of the most and least motivating teacher behaviors. Table 84 and 85 show the comparisons of the teacher behaviors found as the most and the least motivating teacher behaviors by the participant teachers and students.

Table 5.6. Comparison of the Most Motivating Teacher Behaviors

The most motivating teacher behaviors according to the students	**M**	**The most motivating teacher behaviors according to the teachers**	**M**
1. having good relationships with students	4.73	**45.** introducing various interesting topics and supplementary materials	4.88
2. setting a good example to students with his/her own enthusiastic and motivated behavior	4.67	**37.** noticing and reacting to any positive contribution (e.g. comment, example) from students during classes	4.82
4. being supportive and friendly	4.66	**14.** giving students clear instructions and guidance/models for the purpose, procedures and the appropriate strategies that the task requires	4.82
11. bringing in and encouraging humor, smiles and fun to the classes.	4.63	**8.** monitoring and caring about students' progress and appreciating their success	4.82
52. teaching students strategies that will make learning easier	4.63	**3.** making students feel that he/she is mentally and physically available to help them	4.82
		52. teaching students strategies that will make learning easier	4.76
		46. using various auditory and visual teaching aids (e.g. cassette player, movies, pictures) in classes	4.76
		38. using a short and interesting opening activity to start each class	4.76
		30. being sensitive to students' feelings and trying to understand students	4.76
		2. setting a good example to students with his/her own enthusiastic and motivated behavior	4.76
		47. introducing authentic cultural materials (e.g. newspaper) in classes	4.76
		1. having good relationships with students	4.76
		16. encouraging students to use their creativity	4.71
		44. breaking the routine by introducing unexpected events, varying the tasks and presentation/practice techniques	4.71
		42. making tasks attractive by including novel and fantasy elements	4.71
		15. helping students to develop realistic beliefs about learning English	4.65
		56. involving students in running the English course	4.65

Table 84 demonstrates the most motivating teacher behaviors according to the students and teachers. The table shows the similarities and differences of all the most motivating teacher behaviors rated by the students and teachers. 3 of the items were thought as very motivating behaviors by both the students and the

teachers; therefore the items 1(having good relationships with students), 2 (setting a good example to students with his/her own enthusiastic and motivated behavior) and 52 (teaching students strategies that will make learning easier) are the common motivating teachers behaviors rated by both students and the teachers. Apart from these behaviors, the mean scores demonstrated in the table show that there are some other teacher behaviors that were thought as very motivating by the students and the teachers. It is obvious that these items were thought not in a similar way by both students and teachers as these are not the common behaviors.

Apart from the common behaviors, there are other teacher behaviors which were thought as very motivating only by the students: item 4 (being supportive and friendly), and item 11 (bringing in and encouraging humor, smiles and fun to the classes). Moreover, the most motivating teacher behaviors which are thought only by the teachers are items 45 (introducing various interesting topics and supplementary materials), 37 (noticing and reacting to any positive contribution (e.g. comment, example) from students during classes), 14 (giving students clear instructions and guidance/models for the purpose, procedures and the appropriate strategies that the task requires), 8 (monitoring and caring about students' progress and appreciating their success), 3 (making students feel that he/she is mentally and physically available to help them), 46 (using various auditory and visual teaching aids (e.g. cassette player, movies, pictures) in classes), 38 (using a short and interesting opening activity to start each class), 30 (being sensitive to students' feelings and trying to understand students), 47 (introducing authentic cultural materials (e.g. newspaper) in classes), 16 (encouraging students to use their creativity), 44 (breaking the routine by introducing unexpected events, varying the tasks and presentation/practice techniques), 42 (making tasks attractive by including novel and fantasy elements), 15 (helping students to develop realistic beliefs about learning English), 56 (involving students in running the English course). It is obvious that there are more motivational behaviors rated by the teachers than students did; students rated 5 behaviors as the most motivating, however,

teachers' rating showed that there are 17 behaviors which were thought as the most motivating behaviors by the teachers.

Table 5.7. Comparison of the Least Motivating Teacher Behaviors

The least motivating teacher behaviors according to the students	**M**	**The least motivating teacher behaviors according to the teachers**	**M**
39. realizing that mistakes are a natural part of language learning, and not correcting every single mistake students make	3.40	**10.** offering rewards for students' successes	3.76
55. allowing students to self/peer correct	3.64	**55.** allowing students to self/peer correct	3.82
10. offering rewards for students' successes	3.71	**7.** making students remarks that he/she has high expectations for what they can achieve	3.88
19. familiarizing students with the cultural background of English	3.81	**54.** minimizing external pressure and control as the leader of the class	3.88
18. speaking in English during classes	3.83	**12.** making it clear to students that communicating meaning effectively in English in class is more important than being grammatically correct	4.18

The findings given in Table 85 demonstrate the least motivating teacher behaviors according to both students and teachers. It is clear that there are 2 behaviors which were considered as not very motivating behaviors by both students and teachers. These similarly considered common behaviors are item 55 (allowing students to self/peer correct), and item 10 (offering rewards for students' successes). However, there are some other behaviors which were perceived differently by the teachers and the students as the least motivating behaviors.

Apart from the common behaviors rated as the least motivating by both teachers and students, there are other behaviors which were considered as the least motivating behaviors only by the students. These behaviors are item 39 (realizing that mistakes are a natural part of language learning, and not

correcting every single mistake students make), item 19 (familiarizing students with the cultural background of English) and item 18 (speaking in English during classes).

There are also other behaviors which were perceived as the least motivating behaviors only by the teachers. These behaviors are item 7 (making students remarks that he/she has high expectations for what they can achieve), item 54 (minimizing external pressure and control as the leader of the class), and item 12 (making it clear to students that communicating meaning effectively in English in class is more important than being grammatically correct).

The findings showed that there are some similarities and differences between the perceptions of students and teachers in terms of the most and least teacher motivational behaviors. The students rated 5 behaviors as the most motivating behaviors; however teachers rated 17 behaviors as the motivating behaviors. Therefore, it is clear that teachers thought these teacher behaviors as more motivating, in other words students perceived the behaviors less motivational than teachers did. According to the ratings of the students and teachers there are 3 common behaviors which were found as the most motivating teacher behaviors by both groups. These common most motivating teacher behaviors found by the both groups are the following:

a) having good relationships with students
b) setting a good example to students with his/her own enthusiastic and motivated behavior
c) teaching students strategies that will make learning easier.

There are also some differences in both groups' perceptions. The students considered that teachers' being supportive and friendly, and teachers' bringing in and encouraging humor, smiles and fun to the classes are very motivating teacher behaviors.

On the other side, teachers considered the following behaviors as very motivating:

a) introducing various interesting topics and supplementary materials),
b) noticing and reacting to any positive contribution (e.g. comment, example) from students during classes
c) giving students clear instructions and guidance/models for the purpose, procedures and the appropriate strategies that the task requires
d) monitoring and caring about students' progress and appreciating their success
e) making students feel that he/she is mentally and physically available to help them
f) using various auditory and visual teaching aids (e.g. cassette player, movies, pictures) in classes
g) using a short and interesting opening activity to start each class
h) being sensitive to students' feelings and trying to understand students
i) introducing authentic cultural materials (e.g. newspaper) in classes
j) encouraging students to use their creativity
k) breaking the routine by introducing unexpected events, varying the tasks and presentation/practice techniques
l) making tasks attractive by including novel and fantasy elements
m) helping students to develop realistic beliefs about learning English
n) involving students in running the English course

Students considered the behaviors that make the lessons more relaxed and enjoyable such as teachers' supportive and friendly behaviors, teachers' bringing in and encouraging humor, smiles and fun to the classes as very motivating behaviors. However, the teachers were more interested in guiding students to make learning easier (items 15, 16), providing students with a variety of materials (items 46, 47), monitoring students' progress (item 8), making classes interesting (items 38, 42), the relationship between the teacher

and the students and the emotional tie between them (items 3, 30) and their own roles and responsibilities as teachers (items 45, 14, 44, 37).

As for the similarities and differences between the students and teachers in terms of the least motivating teacher behaviors, both students and teachers rated 5 behaviors as the least motivating and there are only 2 common behaviors similarly perceived by both students and teachers. These common behaviors are:

a) allowing students to self/ peer correct
b) offering rewards for students' successes

Both groups considered that teachers' allowing students to self/peer correct and offering rewards for students' successes are not very motivating behaviors when compared to the mean scores of the least motivating behaviors they rated.

Other behaviors rated as the least motivating only by the students are:

a) realizing that mistakes are a natural part of language learning, and not correcting every single mistake students make
b) familiarizing students with the cultural background of English
c) speaking in English during classes

On the other hand, the least motivating behaviors rated only by the teachers are:

a) making students remarks that he/she has high expectations for what they can achieve
b) minimizing external pressure and control as the leader of the class
c) making it clear to students that communicating meaning effectively in English in class is more important than being grammatically correct

Students thought that teachers' not correcting every single mistake students make, teachers' speaking in English during classes are not very motivating behaviors and it can be said that students are not interested in cultural background of English, so teachers' familiarizing students with the cultural background of English is not a very motivating behavior. However, teachers believed that remarking high expectations for what students can achieve, minimizing external pressure and control and emphasizing communicating meaning effectively in English is more important than being grammatically correct do not have a motivating effect on students.

CHAPTER VI
CONCLUSION

6.1. INTRODUCTION

This chapter presents the conclusion concerning overall study. This section includes the summary of the study, findings of the study, discussion of the findings, implication of the findings for classroom practices and suggestions for further research.

6.2. SUMMARY OF THE STUDY

The current study researched students' and teachers' perceptions of teacher motivational behaviors at Ufuk University, Preparatory School. In order to gather data concerning the participant teachers' perceptions, questionnaires and interviews were employed. Moreover, questionnaires and open-ended questions were utilized as data collection devices in order to explore students' perceptions. The participants of the study were 17 instructors working at Ufuk University Preparatory School and 299 students studying at Ufuk University Preparatory School during 2013-2014 academic year.

The same questionnaire was administered to both students and teachers in order to find out their perceptions about 56 teacher motivational behaviors. In order to gather more in-depth information about students' perceptions, open-ended questions were used, in this way, students had chance to explain their reasons for their considerations. Similarly, semi-structured interviews were conducted in order to get detailed information about teachers' perceptions.

The answers to the questionnaire were analyzed by using frequencies, means and the standard deviations of the items. Students' responses to the open-ended questions and teacher interviews which were transcribed by the researcher were analyzed through categorization. The researcher organized the obtained results from both qualitative and quantitative data in line with the research questions.

6.3. FINDINGS OF THE STUDY

The current study looked into the perceptions of both students and teachers in terms of 56 teacher motivational behaviors. In line with the research questions both qualitative and quantitative results were analyzed and organized. Accordingly, the most and the least motivating teacher behaviors were identified according to the perceptions of both students and teachers; the effect of gender on students' perceptions was also investigated. Moreover, the similarities and the differences in both students' and teachers' perceptions were defined.

According to the results obtained from participant students' ratings, the most motivating teacher behaviors out of 56 items presented in the questionnaire are the following:

- teachers' having good relationships with students
- setting a good example to students with his/her own enthusiastic and motivated behavior
- being supportive and friendly
- bringing in and encouraging humor, smiles and fun to the classes
- teaching students strategies that will make learning easier.

Apart from the responses to the questionnaire, students also stated in their responses to the open-ended questions that some behaviors really motivate them; these behaviors are:

- making the lesson enjoyable by taking advantages of activities such as games, songs, and films
- being interested in students' learning process individually
- correcting mistakes in an understanding manner without humiliating
- emphasizing the importance of English in terms of occupational and social life
- encouraging students by making them try harder, by telling them English is not too difficult to achieve, and by giving examples from their own experiences while learning English
- appreciating students
- being smiling
- being understanding.

Table 6.1. The Most Motivating Behaviors according to the Students

Results of the Questionnaire	**Results of the Open-ended questions**
➢ teachers' having good relationships with students	➢ making the lesson enjoyable by taking advantage of activities such as games, songs and films • having short breaks
➢ setting a good example to students with his/her own enthusiastic and motivated behavior	➢ being interested in students' learning process individually
➢ being supportive and friendly	➢ correcting mistakes in an understanding manner without humiliating
➢ bringing in and encouraging humor, smiles and fun to the classes	➢ emphasizing the importance of English in terms of occupational and social life
➢ teaching students strategies that will make learning easier	➢ encouraging students by making them try harder, by telling them English is not too difficult to achieve and by giving examples from their own experiences while learning English
	➢ appreciating students
	➢ being smiling
	➢ being understanding.
	➢ showing that they value students
	➢ creating a relaxing classroom atmosphere

On the other hand, certain teacher behaviors, out of 56 items in the questionnaire, were not considered as very motivating by the participant students. These behaviors which were not found to be very motivating are:

- realizing that mistakes are a natural part of language learning, and not correcting every single mistake students make
- allowing students to self/peer correct
- offering rewards for students' successes
- familiarizing students with the cultural background of English
- speaking in English during classes.

Students also mentioned some teacher behaviors that demotivate them in their responses to the open-ended questions. These behaviors are:

- teachers' trying to teach by compelling students
- teaching in compliance with only successful students' level by ignoring weak students
- making comparison,
- being authoritarian and impatient
- showing that they value students
- creating a relaxing classroom atmosphere.

Table 6.2. The Least Motivating Behaviors according to the Students

Results of the Questionnaire	**Results of the Open-ended questions**
➢ realizing that mistakes are a natural part of language learning, and not correcting every single mistake students make	➢ teachers' trying to teach by compelling students
➢ allowing students to self/peer correct	➢ teaching in compliance with only successful students' level by ignoring weak students
➢ offering rewards for students' successes	➢ making comparison
➢ familiarizing students with the cultural background of English	➢ being authoritarian and impatient
➢ speaking in English during classes.	

The obtained results from the participant teachers' ratings in the questionnaire indicated that teachers found the following behaviors as the most motivating:

- introducing various interesting topics and supplementary materials
- noticing and reacting to any positive contribution (e.g. comment, example) from students during classes
- giving students clear instructions and guidance/models for the purpose, procedures and the appropriate strategies that the task requires
- monitoring and caring about students' progress and appreciating their success
- making students feel that he/she is mentally and physically available to help them
- teaching students strategies that will make learning easier
- using various auditory and visual teaching aids (e.g. cassette player, movies, pictures) in classes
- using a short and interesting opening activity to start each class
- being sensitive to students' feelings and trying to understand students
- setting a good example to students with his/her own enthusiastic and motivated behavior
- introducing authentic cultural materials (e.g. newspaper) in classes
- having good relationships with students
- encouraging students to use their creativity
- breaking the routine by introducing unexpected events, varying the tasks and presentation/practice techniques
- making tasks attractive by including novel and fantasy elements
- helping students to develop realistic beliefs about learning English
- involving students in running the English course.

On the other hand, the participant teachers considered some behaviors as not very motivating, these behaviors are the following:

- offering rewards for students' successes

- allowing students to self/peer correct
- making students remarks that he/she has high expectations for what they can achieve
- minimizing external pressure and control as the leader of the class
- making it clear to students that communicating meaning effectively in English in class is more important than being grammatically correct.

The results obtained from both the students' and teachers' questionnaires showed that teachers' having good relationships with students, setting a good example to students with his/her own enthusiastic and motivated behavior, teaching strategies that will make learning easier were found to be most motivating teacher behaviors by both students and teachers. The least motivating teacher behaviors were also considered to be teachers' allowing students to self/peer correct and offering rewards for students' successes by both the students and teachers.

Table 6.3. The Most and Least Motivating Behaviors according to both Students and Teachers

The Most Motivating Teacher Behaviors	**The Least Motivating Teacher Behaviors**
➢ teachers' having good relationships with students	➢ teachers' allowing students to self/peer correct
➢ teachers' setting a good example to students with his/her own enthusiastic and motivated behavior	➢ offering rewards for students' successes
➢ teachers' teaching students strategies that will make learning easier	

The findings of the study indicated that there is a significant effect of gender on students' perceptions. Female students found 56 teacher motivational behaviors more motivating than the male students in the current study. As the participant teachers' gender distribution was not appropriate for parametric methods, since there are 2 males and 15 female teachers, the effect of gender on teachers' perceptions was not investigated in the study. In addition to these results, the

findings demonstrated that the teachers perceived the behaviors presented in the questionnaire more motivating than the students.

6.4. DISCUSSION OF THE FINDINGS

In line with the results obtained from the data, it can be concluded that there are some certain behaviors that students need in order to be motivated in language classrooms at Ufuk University Preparatory School. It is clear that students are very motivated when teachers have good relationships with students. Liu (1997) emphasizes the importance of teachers' relationship with students as: "the close emotional bond between teachers and students led students to recognize the school as a home away from home. The teachers' dedication to students' growth helped inspire the students to meet the school's requirement, both academic and behavioral" (as cited in Knoell, 2012:10). Participant students expect their teachers to show that they value students, and create a relaxing classroom atmosphere in their relationships with their students. Teachers' being supportive, friendly, smiling, and understanding can be included in teachers' having good relationships with students because when teachers are supportive, friendly, smiling, and understanding toward students, they build good relationships both in and out of the classrooms. Additionally, teachers should avoid being authoritarian and impatient because students may feel under pressure which cause them to stay as passive receivers of the knowledge who do not experience the language.

Students expect their teachers to be a good example with their own enthusiastic and motivated behavior. When teachers are motivated, there is a high possibility of motivating students as well, otherwise, teachers may have difficulty in motivating students unless they are motivated. Csikszentmihalyi (1997) states the importance of teacher motivation as "when teachers do not enjoy what they are doing then teaching is divested of its main value for both the teacher and the students" (as cited in Mifsud, 2011). In that vein, it can be concluded that

teachers' being motivated is one of the most important key elements to motivate students.

Findings indicated that students need to have fun in the classes which help them enjoy the lessons, for this reason, teachers should try to make the lessons enjoyable as much as possible by encouraging humor, smiles, and fun. Moreover, teachers should use some enjoyable activities such as games, songs, and films in order to create classroom atmospheres which are full of fun. In other words, setting cheerful classroom atmosphere can help students have positive feelings which make students more eager to learn and take part in the lesson. Having short breaks when students get bored also helps students relax and start the lesson again eagerly. Accordingly, Hargreaves (1994) indicates that "good teaching is charged with positive emotion. It is not just a matter of knowing one's subject, being efficient, having correct competencies, or learning all the right techniques. Good teachers are not well oiled machines. They are emotional, passionate beings who connect with their students and fill their work and classes with pleasure, creativity, challenge and joy" (as cited in Knoell, 2012: 10).

Results of the study also indicated that teachers should teach strategies that will make the learning easier for students. Since the language learning is a different and demanding process, students need guidance about how to study and learn effectively. When students recognize that they learn in an easy way, they become motivated to study more. On the other hand, if the learning process becomes complicated, students feel lost, and do not know what to do which cause them lose their motivation. Moreover, in order not to leave students alone in this tedious learning process, teachers should be interested in students' learning progress individually as much as possible.

Teachers also need to be careful when correcting students' mistakes because the findings indicated that students are very sensitive about the teachers' correction of their mistakes. If teachers correct students' mistakes in a sarcastic

and humiliating way, students feel embarrassed, inefficacious which may cause them to hesitate to talk in the classroom and feel anxious. This situation prevents students from experiencing the language, and also destroys students' self-confidence. Students also expect teachers to correct every single mistake they make; students may think that they understand in a better way when all their mistakes are corrected. For this reason, teachers should try to correct students' mistakes as much as possible in an understanding way without humiliating. Moreover, teachers should avoid allowing students to self/peer correct because the participant students prefer teachers to correct their mistakes instead of their peers. Maybe it is due to the fact that students feel inferior when teachers allow students to correct their classmates' mistakes.

Moreover, students also expect teachers to encourage, and appreciate them. Students' responses to the open-ended questions indicated that students need to be appreciated and encouraged. When they are appreciated, they feel motivated to struggle more. However, teachers should avoid offering rewards for students' successes because students consider this behavior as not very motivating. Students also need encouragement because they face many problems during their language learning process. For this reason, students may feel inefficacious, and need encouragement. When teachers encourage students by stating that English is not too difficult to achieve, by making them try harder, students become more motivated to study and achieve.

Teachers should also avoid trying to teach by compelling students. Sometimes students may not feel ready to take part in the lessons or speak in the target language. Therefore, teachers need to be understanding toward students, and wait for the time that students are ready and eager to learn, speak, and take part in the activities. Without students' wishes, there is no point in trying to compel, because no matter how hard the teacher puts effort, students will never learn, unless they want. Instead of compelling, teachers should try to attract students' attention, in this way, students may become eager to learn.

Teachers also need to be careful about weak students in the classrooms. If teachers teach in compliance with only successful students' levels, they leave the weak students behind the classroom. This situation causes weak students to feel inadequate in that they have difficulty in understanding, and also these students may feel that teachers do not give importance to their learning process. For these reasons, they lose their motivation to struggle because language learning is not a familiar process for students, so they have prejudices against this experience. If teachers ignore students in this process, students do not try to overcome their prejudices which make the situation more complicated for them.

Another point to be taken into consideration is the use of target language in language classrooms. The findings of the study indicated that students found teachers' speaking in English throughout the lesson as not a very motivating behavior. They may think that when teacher speaks in the target language, they will not understand what is taught. This situation may prevent students from feeling safe and confident in the classrooms. Therefore, teachers should use mother tongue when students have difficulty in understanding. The use of target language should be in compliance with students' language levels. As the students' language levels progress, teacher can increase the use of the target language in classrooms.

Teachers' making comparison between students is another point that students feel uncomfortable. According to the results of the study, students state their problems with teachers' making comparison. Students may feel that they are inferior to their friends when teachers compare them. This situation may also cause a competition between students instead of collaboration. Therefore, teachers should avoid comparing students because every student is unique and has his/her own incomparable features.

Furthermore, it can be concluded that students are not interested in the cultural background of English. May be it is due to the fact that students do not consider

learning the culture of community, who speak the target language, as one of the most important part of language learning. Byram, Morgan et al. (1994) indicate the necessity of culture in language learning process as “knowledge of the grammatical system of a language [grammatical competence] has to be complemented by understanding of culture-specific meanings [communicative or rather cultural competence]” (as cited in Thanasoulas, 2001). As culture and language cannot be separable, teachers should emphasize the importance of cultural elements in language learning, and present the culture of community who speak the language in an interesting way in order to attract students’ attention. In this way, students may understand the importance of culture in language learning process, and enjoy learning cultural elements.

6.5. IMPLICATION OF THE FINDINGS FOR CLASSROOM PRACTICES

The current study concentrated on certain teacher motivational behaviors drawn from literature, and the effects of these behaviors on student motivation. This study aimed to find out the most and least motivating teacher behaviors out of 56 motivational behaviors according to students’ and teachers’ perceptions; moreover, similarities and differences between these two participant groups were investigated, therefore the results and findings of the study are noteworthy for the teachers and the field. By the aid of this study, teachers can have the chance to gain insight about very motivating teacher behaviors according to students. In this way, teachers can shape their teaching practices in line with the students’ needs by being aware of the differences and similarities between their motivational behaviors that they display and students’ requests.

In line with the obtained findings from the study, some suggestions were made to be taken into consideration by teachers in order to have both more motivating students and more motivating classroom atmospheres where more productive lessons take place. Table 89 presents the mentioned suggestions.

Table 6.4. Suggestions for Teachers to Motivate Students in Language Classrooms

➢ have good relationships with students
➢ set a good example to students with your own enthusiastic and motivated behavior
➢ show that you love teaching
➢ be supportive and friendly
➢ bring in and encourage humor, smiles and fun to the classes
➢ teach students strategies that will make learning easier
➢ make the lessons enjoyable by taking advantage of games, songs and films
➢ create varied and different activities and group/pair work activities
➢ have short breaks when students get bored
➢ be interested in students' progress individually
➢ emphasize the importance of English in terms of occupational and social life
➢ include current affairs into lessons
➢ correct mistakes in an understanding manner without humiliating
➢ encourage students to try harder
➢ appreciate students when they are successful
➢ have a sense of humor
➢ be supportive, understanding and patient
➢ have a smiling face
➢ show that you value students
➢ create a relaxing atmosphere in classroom setting
➢ be friendly instead of being authoritarian
➢ increase students' self-confidence
➢ answer students' questions
➢ explain in Turkish when students do not understand
➢ avoid making comparison

These behaviors presented above are the most motivating teacher behaviors for the students who study at Ufuk University Preparatory School. Teachers have the opportunity to find out students' perceptions about more motivating teacher behaviors, and understand students' expectations with these most motivating behaviors.

6.6. SUGGESTIONS FOR FURTHER RESEARCH

Taking into account the findings and limitations of the study, a number of suggestions can be made for further research. This study was restricted to 17 teachers and 299 students at Ufuk University Preparatory School; therefore, similar studies may be conducted in different universities simultaneously in order to have a broader investigation, and to make a broader comparison of the perceptions of students and teachers in different language learning contexts.

In addition, teachers may be observed in order to see whether they display motivational behaviors in their classroom practices that they reported in the interviews.

Moreover, teachers' level of work motivation may be measured in order to investigate whether there is a correlation between teachers' level of motivation, and their motivational behaviors that they display in their teaching practices.
Additionally, students' level of motivation may be investigated along with their grades in order to see teachers' reported motivational behaviors affect student motivation and academic success.

Furthermore, in some language learning settings where teachers have specific classes to teach, students' perceptions of their teachers' motivational behaviors that they display in the classroom and teachers' perceptions of their own motivational behaviors may be studied in order to compare what students think of their teachers, and what teachers think of themselves in terms of teacher motivational behaviors.

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APPENDICES

APPENDIX I
DEMOGRAPHIC INFORMATION FORM FOR STUDENTS

Sevgili öğrenciler,

Bu anket, Ufuk Üniversitesi İngilizce Öğretmenliği Yüksek Lisans Programı'nda yürütülen bir tez çalışmasına veri toplamak için hazırlanmıştır. Anketin amacı öğretmenlerin öğrencileri motive etmek için yaptığı davranışlarla ilgili siz öğrencilerin fikirlerini toplamaktır; bu yüzden cevaplarınızı, verilen davranışların öğretmen davranışı olduğu fikrini göz önünde bulundurarak seçmeniz çok önemlidir. Ankette doğru ya da yanlış cevap yoktur. Tüm cevaplar ve kişisel bilgileriniz gizli tutulacak ve sadece çalışmada kullanılacaktır.

Çalışmaya katıldığınız için teşekkür eder, çalışmalarınızda başarılar dilerim.

İclal Partlak

Bölüm I. Kişisel Bilgiler

Lütfen kişisel bilgilerinizi yazınız.

İsim : ……..…….. Sınıf : ……...
Fakülte : ……..…….. İngilizce öğrendiği toplam süre: …..
Bölüm : ……..…….. Yaş : ……
Cinsiyet : K/E Tarih : …….

APPENDIX II
DEMOGRAPHIC INFORMATION FORM FOR TEACHERS

Sevgili öğretmen arkadaşlarım,

Bu anket, Ufuk Üniversitesi İngilizce Öğretmenliği Yüksek Lisans Programı'nda yürütülen bir tez çalışmasına veri toplamak için hazırlanmıştır. Anketin amacı öğretmenlerin öğrencileri motive etmek için yaptığı davranışlarla ilgili siz öğretmenlerin fikirlerini toplamaktır; bu yüzden cevaplarınızı, verilen davranışların öğretmen davranışı olduğu fikrini göz önünde bulundurarak seçmeniz çok önemlidir. Ankette doğru ya da yanlış cevap yoktur. Tüm cevaplar ve kişisel bilgileriniz gizli tutulacak ve sadece çalışmada kullanılacaktır.

Çalışmaya katıldığınız için teşekkür eder, çalışmalarınızda başarılar dilerim.

İclal Partlak

Bölüm I. Kişisel Bilgiler

Lütfen kişisel bilgilerinizi yazınız.

Lütfen kişisel bilgilerinizi yazınız.

İsim :……...
Mezun Olunan Fakülte : …….
Mezun Olunan Bölüm : …….
Yaş : …….

Yüksek Lisans/Doktora: ……
Deneyim süresi: ……
Cinsiyet: K/E
Tarih: …….

APPENDIX III

ENGLISH VERSION OF THE QUESTIONNAIRE

Part II. Motivational Behaviors for Teachers in the Classroom

Please mark the box that corresponds to your answer.

5 = Very motivating
4 = Motivating
3 = No effect
2 = Demotivating
1 = Very demotivating

Teachers'	**is…**				
	5	**4**	**3**	**2**	**1**
1. having good relationships with students					
2. setting a good example to students with his/her own enthusiastic and motivated behavior					
3. making students feel that he/she is mentally and physically available to help them					
4. being supportive and friendly					
5. providing students with positive feedback					
6. encouraging students to try harder					
7. making students remarks that he/she has high expectations for what they can achieve					
8. monitoring and caring about students' progress and appreciating their success					
9. focusing on individual improvement and progress rather than on exams and grades					
10. offering rewards for students' successes					
11. bringing in and encouraging humor, smiles and fun to classes					
12. making it clear to students that communicating meaning effectively in English in class is more important than being grammatically correct					
13. avoiding face-threatening acts such as humiliating criticism					
14. giving students clear instructions and guidance/models for the purpose, procedures and the appropriate strategies that the task requires					
15. helping students to develop realistic beliefs about learning English					
16. encouraging students to use their creativity					
17. trying to include personal content that is relevant to students' lives to class content					

5 = Very motivating, 4= Motivating, 3= No effect,
2= Demotivating, 1 = Very demotivating

18. speaking in English during classes					
19. familiarizing students with the cultural background of English					
20. reminding students of the benefits of mastering English					
21. encouraging students to speak in English during classes					
22. asking students to work toward a pre-determined goal					
23. organizing group/pair work activities to enhance cooperative learning					
24. adopting the role of a facilitator rather than an authority figure					
25. encouraging peer learning and group presentation					
26. encouraging students to motivate themselves to learn English					
27. allowing students to evaluate their own progress					
28. encouraging questions and other contributions from the students					
29. showing students that he/she accepts and cares about them					
30. being sensitive to students' feelings and trying to understand students					
31. taking students' interests, beliefs, preferences, requests and needs into consideration					
32. highlighting what students can do rather than what they cannot					
33. balancing the difficulty of tasks with students' competence, and making the tasks challenging enough so that students feel that they are learning something new					
34. praising students effectively for a specific achievement					
35. helping students recognize that language learning is not 100% an outcome of ability; and that it's mainly effort which is needed for success					
36. taking students' learning and achievement seriously					
37. noticing and reacting to any positive contribution (e.g. comment, example) from students during classes					
38. using a short and interesting opening activity to start each class					
39. realizing that mistakes are a natural part of language learning, and not correcting every single mistake students make					
40. incorporating games in his/her teaching style					
41. giving good reasons to students as to why a particular task is meaningful or useful					
42. making tasks attractive by including novel and fantasy elements					

5 = Very motivating, 4= Motivating, 3= No effect,
2= Demotivating, 1 = Very demotivating

43. increasing students' goal-orientedness by encouraging them to set explicit learning goals					
44. breaking the routine by introducing unexpected events, varying the tasks and presentation/practice techniques					
45. introducing various interesting topics and supplementary materials					
46. using various auditory and visual teaching aids (e.g. cassette player, movies, pictures) in classes					
47. introducing authentic cultural materials (e.g.newspaper) in classes					
48. pointing out the aspects of English that students will enjoy					
49. making students realize that he/she values English as a meaningful experience					
50. enhancing inter-member relations by creating classroom situations in which students can share genuine personal information, including game-like inter-group competitions					
51. avoiding any comparison among students					
52. teaching students strategies that will make learning easier					
53. giving students responsibilities for their own learning process					
54. minimizing external pressure and control as the leader of the class					
55. allowing students to self/peer correct					
56. involving students in running the English course					

Part III. Open-ended Questions

Please write your ideas about each question providing examples and reasons if necessary.

1. Please describe the behaviors of an English teacher of yours (current or previous) which really motivated you to learn English.

2. Please describe the behaviors of an English teacher of yours (current or previous) which really demotivated you to learn English.

3. Do you feel motivated to learn English here? Why/Why not? Please write down your reasons.

4. What do you think about English teachers' motivational behaviors in this school?

5. What do you think teachers could do to help students become more motivated in a language classroom?

6. Is there anything else you could think of to motivate you to learn English? What would your ideal classroom be like?

APPENDIX IV

TURKISH VERSION OF THE QUESTIONNAIRE

Bölüm II. Öğretmenlerin Sınıf içinde Öğrencileri Motive Etmek için Yaptıkları Davranışlar

Lütfen cevabınıza uygun kutuyu aşağıdaki değerlendirme ölçeğine göre işaretleyiniz.

5 = Oldukça motive edicidir
4 = Motive edicidir
3 = Etkisi yoktur
2 = Motivasyon kırıcıdır
1 = Oldukça motivasyon kırıcıdır

Öğretmenin….	**5**	**4**	**3**	**2**	**1**
1. Öğrencilerle iyi ilişkiler içerisinde olması					
2. Kendi istekli ve içten davranışlarıyla öğrencilere iyi bir örnek oluşturması					
3. Öğrencilere, onlara yardım etmek için zihinsel ve fiziksel olarak hazır olduğunu hissettirmesi					
4. Öğrencileri destekleyici ve arkadaşça tavırlar içerisinde olması					
5. Öğrencilere olumlu dönütler vermesi					
6. Öğrencileri daha çok çalışmaya teşvik etmesi					
7. Öğrencilere, başarabilecekleri şeyler konusunda yüksek beklentileri olduğunu belirtmesi					
8. Öğrencilerin ilerlemesini takip etmesi, önemsemesi ve başarılarını takdir etmesi					
9. Sınavlar ve notlardan çok, öğrencilerin bireysel gelişim ve ilerlemelerine odaklanması					
10. Ders içi başarılarından dolayı öğrencilere ödüller vermesi					
11. Derse eğlence, gülmece ve mizah katması ve bu ögeleri teşvik etmesi					
12. Öğrencilerin, derste söylemek istediklerini İngilizce olarak ifade edebilmelerinin, gramer açısından doğru cümleler kurabilmeleri kadar önemli olduğunu ifade etmesi					
13. Öğrencileri aşağılayıcı eleştiriler gibi gurur kırıcı davranışlardan kaçınması					
14. Öğrencilere, aktivitelerin amacı, nasıl yapılacağı ve aktiviteyi kolaylıkla yapmak için gereken stratejiler konusunda açık talimatlarla yol göstermesi					
15. Öğrencilerin İngilizce öğrenme konusunda kendine güven duygusu geliştirmelerinde yardımcı olması					
16. Öğrencileri yaratıcılıklarını kullanmaları konusunda yüreklendirmesi					

5 = Oldukça motive edicidir, 4 = Motive edicidir, 3= Etkisi yoktur,
2 = Motivasyon kırıcıdır, 1 = Oldukça motivasyon kırıcıdır

17. Öğrencilerin hayatlarıyla alakalı konuları (futbol, müzik vb.)dersin içeriğine katması					
18. Derste İngilizce konuşması					
19. Öğrencileri İngilizce'nin kültüründen haberdar etmesi					
20. Öğrencilere İngilizce öğrenmenin faydalarını hatırlatması					
21. Öğrencileri derste İngilizce konuşmaları konusunda cesaretlendirmesi					
22. Öğrencilerden belirledikleri bir hedefe doğru çalışmalarını istemesi					
23. İşbirliği içerisinde öğrenmeyi sağlamak için grup ve ikili çalışma aktiviteleri organize etmesi					
24. Bir otorite figürü olmaktan çok, öğrencileri yönlendirici rol üstlenmesi					
25. Öğrencilerin birbirlerinden öğrenmesini ve grup sunumlarını teşvik etmesi					
26. Öğrencilerin İngilizce öğrenimine karşı kendilerini motive etmelerini teşvik etmesi					
27. Öğrencilerin İngilizce öğrenmedeki ilerlemelerini değerlendirmelerine zemin hazırlaması					
28. Öğrencileri soru sormaları ve derse katkıda bulunmaları konusunda yüreklendirmesi					
29. Öğrencilere onları oldukları gibi kabul ettiğini ve onları dikkate aldığını göstermesi					
30. Öğrencilerin duygularına karşı duyarlı olması ve onları anlamaya çalışması					
31. Öğrencilerin ilgi, inanç, tercih, istek ve ihtiyaçlarını dikkate alması					
32. Öğrencilerin yapamadığı değil, yapabildiği şeyleri vurgulaması					
33. Aktivitelerin zorluğunu öğrencilerin kapasiteleriyle dengelemesi ve öğrencilerin yeni bir şeyler öğrendiklerini hissettirecek aktiviteler sunması					
34. Ders içi başarılarından dolayı öğrencileri etkili bir şekilde övmesi					
35. Öğrencilerin dil öğreniminin %100 yeteneğin sonucu olmadığını, başarı için asıl gerekenin çaba olduğunu fark etmelerine yardımcı olması					
36. Öğrencilerin öğrenme ve başarılarını ciddiye alması					
37. Öğrencilerden ders işlenirken gelen herhangi bir olumlu katkıyı (yorum, örnek vb.) fark etmesi ve onlara tepki vermesi					
38. Derse başlamak için kısa ve ilgi çekici bir başlangıç aktivitesi kullanması					

5 = Oldukça motive edicidir, 4 = Motive edicidir, 3= Etkisi yoktur,
2 = Motivasyon kırıcıdır, 1 = Oldukça motivasyon kırıcıdır

17. Öğrencilerin hayatlarıyla alakalı konuları (futbol, müzik vb.)dersin içeriğine katması					
39. Hataların dil öğrenmenin doğal bir parçası olduğunun farkında olması ve öğrencilerin yaptığı her bir hatayı düzeltmemesi					
40. Öğretim stiline oyunları dahil etmesi					
41. Bir aktivitenin neden anlamlı veya faydalı olduğunu öğrencilere açıklaması					
42. Yeni ve ilginç ögeler katarak aktiviteleri ilgi çekici hale getirmesi					
43. Öğrencileri, kesin öğrenme amaçları belirlemeye teşvik ederek onların hedef bilincini artırması					
44. Alışılmışın dışında şeyler yaparak, aktiviteleri ve ders sunum/pratik tekniklerini çeşitlendirerek dersteki monotonluğu kırması					
45. Çeşitli ilginç konular ve öğrenmeyi destekleyici materyaller kullanması					
46. Derslerde çeşitli görsel ve işitsel öğretim araçları (teyp, film, resim vb.) kullanması					
47. Derslerde gerçek hayatla ilişkili kültürel materyaller (gazete vb.) kullanması					
48. Öğrencilerin dikkatini, İngilizce'nin hoşlarına gidecek yönlerine çekmesi					
49. İngilizce 'ye değer verdiğini öğrencilerin anlamasını sağlaması					
50. Sınıfta, öğrencilerin gerçek kişisel bilgilerini paylaşabilecekleri durumlar (oyun benzeri gruplar arası yarışmalar vb.) yaratarak kişilerarası ilişkileri geliştirmesi					
51. Öğrenciler arasında herhangi bir şekilde kıyaslama yapmaktan kaçınması					
52. Öğrencilere öğrenmeyi kolaylaştıracak stratejiler öğretmesi					
53. Öğrencilere kendi öğrenmeleri için sorumluluklar vermesi					
54. Sınıfın lideri olarak baskıyı ve kontrolü en aza indirmesi					
55. Öğrencilerin hatalarını kendilerinin ya daarkadaşlarının düzeltmesine izin vermesi					
56. Öğrenim sürecine öğrencileri de katması					

Bölüm III. Açık Uçlu Sorular

Lütfen her bir soruyla ilgili fikirlerinizi, nedenler ve örnekler göstererek yazınız.

1. Şimdiki ya da geçmişteki bir İngilizce öğretmeninizin sizi İngilizce öğrenmeye motive eden davranışlarını anlatınız.

2. Şimdiki ya da geçmişteki bir İngilizce öğretmeninizin İngilizce öğrenme isteğinizi kıran/azaltan davranışlarını anlatınız.

3. Bu okulda İngilizce öğrenmeye istekli misiniz? Neden? Lütfen nedenlerinizi yazınız.

4. Bu okuldaki İngilizce öğretmenlerinin öğrencileri motive edici davranışları hakkında ne düşünüyorsunuz?

5. Sizce öğretmenler, bir İngilizce sınıfında öğrencilerin daha istekli olmalarına yardım etmek için ne yapabilirler?

6. Sizi İngilizce öğrenmeye isteklendireceğini düşündüğünüz başka sınıf içi öğretmen davranışları var mı?

APPENDIX V

INTERVIEW QUESTIONS

1. What do you think about the effect of students' motivation in learning English?

2. To what extent is it teachers' job to make students interested in learning a foreign language?

3. Do you think teachers' motivational behaviors affect students' level of motivation? How?

4. Do you do anything special in the classroom to motivate the students? What do you do?

5. What do you think teachers could do to help students become more motivated in a language classroom?

APPENDIX VI

ÖĞRETMEN GÖRÜŞMELERİ

SORU 1. Öğrenci motivasyonunun İngilizce öğrenmeye yönelik etkisi hakkında ne düşünüyorsunuz?

1. Bence motivasyon başarının anahtarıdır. İngilizce öğrenmede mükemmel kapasiteye sahip bir öğrenci bile motivasyon olmadan beklenen İngilizce seviyesine ulaşamaz. Motivasyona sahip öğrenciler güvenli, öğrenmeye açık ve hazır hissederler; motivasyon öğrenme sürecindeki engelleri yok eder.

2. Öğrenciler motive oldukları zaman herhangi bir derste de çok yüksek başarı gösterebiliyorlar ama bizim işimiz İngilizce öğretmek olduğu için benim gözlemlediğim kadarıyla öğrenciler eğer motive olmuşlarsa, kendilerini öğrenmeye adamışlarsa çok daha hevesli geliyorlar derslere ve belirli bir süreç sonunda İngilizce bilgilerinde belirli bir artış gözlemleyebiliyoruz. Hatta kişisel olarak motive olmuş öğrenciler bütün sınıfı da motive edebiliyorlar. Bu nedenle sınıf başarısı da oldukça yüksek etkileniyor ve de daha yüksek sınav notları ya da sınıf içi daha çok katılım oluyor. Özellikle konuşma ve dinleme becerilerinde yükselme gözlemliyoruz. Bu nedenle bence motivasyon gerçekten çok önemli, dersi sevmeleri çok önemli.

3. Öğrencinin öğretmeni tarafında teşvik edilmesinin ciddi anlamda önemli olduğunu düşünüyorum. Böylece öğrencilerin ilgisi ciddi olarak artıyor ve öğrenciler derse katıldıklarında daha çok öğrendikleri için motivasyonları artıyor bence.

Peki öğrencilerin motivasyonları yüksek ya da düşük olduğunda nasıl oluyor?

Motivasyonları yüksek olduğunda genellikle derse daha çok katılıyorlar, katıldıkça öğretmenler de onları takdir ettiği sürece başarılarının arttığını düşünüyorum. Bir de düşük olmasının sebebi öğretmenlerinin negatif dönüt vererek biraz heveslerini kırması olabilir bazen. Ama özellikle hocalarımızın buna dikkat ettiğini düşünüyorum. Yanlışlarını yapıcı bir şekilde yapıcı bir dille düzelttiklerinde öğrencilerin derse katılımı aktif olarak kalmaya devam ediyor ve yanlışlarından bir şeyler öğrendiklerini düşünüyorum.

4. Motivasyon öğrencinin sınıf içindeki derse katılımını etkiliyor. Sınavlardaki performansını aynı zamanda İngilizceyi öğrenme isteklerini de olumlu ya da olumsuz yönde etkileyebiliyor. Yani sadece sınıf içi değil sınıf dışında da İngilizce konuşabilecekleri ortamlar yaratıyorlar ya da arıyorlar, ihtiyaç hissediyorlar.

5. İngilizce bir matematik gibi ya da diğer alanlar gibi sınıfta öğrenilen bir şey değil. Yani bu bir dil ve dil hayatta uygulandığı sürece var olabilir. Motivasyon belki de en önemli unsur çünkü sınıfta hiçbir şey veremezsiniz mümkün değil ama öğrenci sınıf dışına çıktığı zaman kendi çalışabiliyorsa veya çalışmayı geçiyorum o öğrendiği şeyleri hayatına uygulayabiliyorsa tabi ki bir şekilde öğrenebilecektir. Zaten, sanırım eğitim alanında evde çalışma ve uzaktan çalışmada en çok materyali bulunan alandır dil öğrenimi özellikle de İngilizce. O yüzden bu da motivasyonun dil öğreniminde özellikle İngilizce öğreniminde en önemli parça olduğunu kanıtlar nitelikte.

6. Öğrenci daha çok kendini motive ettiğinde ya ben bu işi öğreneceğim arkadaş dediği zaman tabi ki daha çok öğrenme isteği oluyor, daha kolay öğrenebiliyorlar.

Mesela kendi öğrencilerimden örnek vereyim Zehra diye bir öğrenci vardı. 2 tane çocuğu vardı ve İngilizce ile ilgili hiçbir bilgisi yoktu. Ama dönem başında bir başladı çalışmaya dönem sonunda en iyi notlar ondaydı. Niye? Motivasyon işte. Kendini motive etti ben bu işi öğreneceğim dedi ve öğrendi yani. Ama bazıları da var İngilizcesi de çok iyi, gelmiş hazırlığı atlayamamış. İngilizce bilgisi var, motivasyonu yok. Üniversiteye geldik takılalım derken öyle geçiriyor zamanını olan İngilizcesi de gidiyor. Niye motivasyondan dolayı işte.

7. Deneyimime dayanarak en önemli unsurun bu olduğunu düşünüyorum. Mesleğimde ilerledikçe bunun farkına daha çok varıyorum. Çünkü biz her ne kadar onların öğreticileri gibi görünsek de iş gerçekten öğrencilerde bitiyor. Motive olmamış veya motive edilmemiş bir öğrenci kesinlikle derse katılmıyor, dersi dinlemiyor. Bunun sonucunda da dil öğrenimi asla başarılı bir şekilde gerçekleşmiyor. Hani bırakın öğrenci motivasyonunun etkisini, öğrenci motivasyonu zaten başlı başına bir sebep. Yani en önemli sebep, başlıca sebep bu bence ki bunun bir an önce sağlanması lazım.

8. Motivasyonu yüksek olan öğrencilerin öğrenmeleri de yüksek oluyor. Sonucu da oldukça verimli oluyor ama düşük olursa da bunu öğretmene bağlıyorum. Yani öğretmen öğrencinin motivasyonunu yükselterek onu derse katabilir ve verimi artırabilir.

9. Öğrenci motivasyonunun çok önemli bir etkiye sahip olduğunu düşünüyorum. Motivasyonu yüksek olan öğrenci dili kullanmak istiyor ve hayatlarının ilerisinde de kullanıyorlar. Bizim öğrencilerimizin motivasyonu hazırlığı bitirip bölüme geçmek.

10. Motivasyon dil öğreniminde büyük bir etkiye sahiptir. Motivasyonu olmayan öğrenciler derste dikkat dağınıklığı yaşar. Dersi sabote etmeye çalışır. İlgisiz davranırlar. Vakit geçirmeye çalışırlar. Öğrenmek istemeyen öğrencilerin zorlanmaları kötü ama öğretmen bir şekilde bu öğrencileri motive etmeye çalışmalıdır. Motivasyonları yüksek olan öğrencilerin derse katılımı yüksek oluyor, verilen ödevleri yapıyorlar düzenli şekilde. İngilizceyi bir ders olarak görmeyip okul dışında da kullanabilecekleri bir araç olarak görüyorlar. Onların içsel motivasyonu daha yüksek.

11. Motivasyon tabi ki etkili hatta İngilizce öğrenmedeki en önemli unsur bile olabilir. Öğrencinin motivasyonu yüksek olduğu zaman tabi ki derse katılımı da artıyor. verilen görevleri, alıştırmaları istekle yapıyor. Bu da öğrencilerin başarılarını artırıyor.

12. Sadece İngilizce, dil öğrenme değil, bir insanın aslında neye motivasyonu olursa o işte başarılı olduğu zaten bilimsel olarak kanıtlanmış bir şey. Dil öğrenimi sürekli pratik gerektiren, sürekli dikkat gerektiren, hatta bazen ezber gerektiren bir alan olduğu için öğrencilerde motivasyon olması şart. Fakat hani bunları hatırlatmak belki onları motive edebilir, bir takım örnekler sunmak, eski öğrencilerden onların deneyimlerinden örnekler sunmak bu tip şeyler motivasyonu artıracaktır. Hatta bir yerde okumuştum, araştırmanın nerede ve kim tarafından yapıldığını hatırlamıyorum. Ama iki grup öğrenciye farklı şeyler uygulandığında, başarılı olan bir öğrenci grubuna başarısızsınız, siz okulun orta derecesinde yer aldınız ya da başarısız bir gruba siz bu sınavda aslında iyi bir şeyler yapabildiniz gibi şeyler söylendiğinde, araştırma sonucunda başarılı olan grubun bir sonraki sınavda başarısının düştüğü gözlemlenmiş. Diğer taraftan da başarısız olan grubun da sanki bu edinilmiş şeyi kaybetmemek için her ne kadar inanmasalar da kendilerine

güvenmeseler de bir mahcup etmemek adına işe sarıldıkları ile ilgili bir makale okumuştum. Yılını ve araştırmacıyı tam hatırlamıyorum.

13. Motivasyonu yüksek olan öğrencilerin derse katılımı artıyor, motivasyonu düşük olan öğrenciler de derse pek ilgi göstermiyorlar. Bazı öğrenciler derse katılmadan sessizce oturmalarına rağmen sınavlarda yüksek not alabiliyorlar, tabi farklı algılamaları olan öğrenciler de var. En büyük motive göstergesinin derse katılım olduğunu düşünüyorum. Bu doğrultuda da öğrencilerin başarılarının arttığını düşünüyorum.

14. İngilizce öğrenmek diğer derslerden biraz daha farklı bir tecrübe aslında. Bu süreçte öğrencilerin başarılı olabilmesi için motivasyon seviyelerinin düşük olmaması gerekiyor. Çünkü ne kadar çok motive olurlarsa, o kadar çok derslere katılımı ve derslere olan ilgileri artıyor öğrencilerin. Bu anlamda da bize çok iş düşüyor aslında. Çünkü biz öğrencilerin hayatlarında önemli bir yere sahibiz. Bizim davranışlarımız, sözlerimiz, yaptığımız her hareket onların motivasyonlarının azalmasına da ya da artmasına neden olabiliyor.

15. Tamamen etkili bir şey. Motivasyonu olup da derse gelen öğrenci zaten derse katılıyor, kendini bir şekilde belli ediyor ve bir şeyler öğrenmek için çabalıyor. Her türlü aktiviteye katılıyor ya da kendi isteklerini söyleyebiliyor. Bu da tabi ki öğrenmesini kolaylaştırıyor ve hızlandırıyor.

16. Kesinlikle etkisi vardır. Motivasyonu yüksek olan öğrenci daha fazla derse gelmek ister, derse daha fazla katılır ve bu da öğretmenin motivasyonunu artırır. Öğrencilerin derse katılımı da diğer öğrencileri olumlu yönde güdüler. Bir şeyleri başardığını görmek de motivasyonu artırır.

17. Ben, motivasyon olmadan öğrenmenin pek mümkün olmayacağını düşünüyorum. Motivasyon, çalışmanın hızını artıracağı gibi etkisini de artıracaktır. Motivasyon öğrencilerin başarılarını diğer faktörlerden çok daha fazla etkilemektedir. Kısacası motivasyon öğrenciler için başarının anahtarıdır.

SORU 2. Öğrencilerin yabancı bir dil öğrenmeye karşı ilgilerini sağlamak ne ölçüde öğretmenlerin işidir?

1. Öğrenciler çoğu zaman yabancı dil öğrenmeye karşı ön yargılı bir şekilde okula geliyorlar. Bu yüzden öğretmenler öğrencilerin ön yargılarını azaltmak anlamında sorumlu kişilerdir bence. Bunu da öğrenciler ile doğru bir şekilde iletişim kurarak ve İngilizce öğretme tekniklerinden faydalanarak başarabilirler. Öğrencinin kafası karıştığında, anlamadığında ya da sınıfın gerisinde kaldığını hissettiğinde öğrenme süreci geri dönmemek üzere yarıda kalmış oluyor.

2. Öğretmenlere çok iş düşüyor aslında çünkü dersi sevdirmek ya da dersten nefret ettirmek öğretmenlerin elinde. Eğer enerji dolu, aktif atlayıp zıplayan öğretmen görüyorlarsa çocuklar daha çok motive oluyorlar. Mesela ben çok modum düşük şekilde derse girdiğim zaman, öğrencilerin de isteksiz olduğunu gözlemleyebiliyorum. Eğer biz ders işlemeye istekli olmazsak ya da bundan zevk almadığımızı gösterirsek öğrenciler de bu dersi öğrenmenin pek bir anlamı olmadığını düşünüyorlar. Ya da tam tersi çok iyi hissederek, şaka yaparak sınıfa geldiğimde çok daha iyi karşılık alıyorum öğrencilerden. Öğrencilerin derse karşı pozitif tutumlarının olmasını istiyorsak ilk önce bizim bu tutumla onları karşılamamız gerekir diye düşünüyorum. Yani öğrencileri, öğretmenlerin bir nevi yansımaları

olarak görüyorum. Bu nedenle öğretmenlerin de derse girmeden önce kendi kişisel hayatlarından sıyrılıp o derse kendilerini odaklayarak girmeleri daha mantıklı oluyor. Kendilerini daha önceden motive ederek, derse gireceğim iyi geçecek, sıkıntım varsa belli etmemeliyim onları kendime çekmeliyim diye düşünmeliler. O zaman çok etki ediyor, öğrenciler de daha mutlu oluyor ve dersten tatmin oluyorlar.

Öğretmenin motivasyonu da önemli yani

Tabi ki. Öğretmenin motivasyonu her zaman önemli. Hatta bizim görevimiz gibi, sürekli motive olmak zorundayız. Belki bazı zamanlar zor olabiliyor insanız sonuçta ama bunları sınıf dışında bırakmalıyız.

3. Bence burada öğretmenlerin ciddi derecede yeri var. Çünkü hocalar, öğrencileri olumlu şekilde takdir ettiklerinde katılımları artıyor öğrencilerin ve bu durumda ilgisi aktif olarak devam ediyor. Ancak negatif olarak yıkıcı bazı eleştiriler yaptığımızda öğrencinin motivasyonu negatif şekilde etkileniyor. Zaten genel olarak öğrencilerin İngilizce öğrenmeye karşı bir ön yargıları oluyor. Ya başaramayacaklarını ya da nasıl oluyor bilmiyorum ama öğrenemeyeceklerini düşünüyorlar en baştan. Bir de öğretmen tutup da negatif dönütler verirse, öğrencinin motivasyonu iyice düşüyor. Bu da tabi İngilizce öğrenmesini yavaşlatıyor öğrencinin. Ne kadar çok başarılarını takdir edip desteklersek o kadar çok başarılarının arttığını düşünüyorum kısacası.

4. Tabi sadece kitap değil. Kitap bizim için bir araç ama hocaların da bu anlamda öğrencileri sınıf içerisinde gözlemleyerek, her öğrenci tipine uygun değişik aktiviteler ve konular sunarak motive etmesi gerekiyor. Tabi bu da ciddi bir ihtiyaç analizini de gerektiriyor aynı zamanda. Öğrencileri sınıf içinde gözlemleyerek, onların ihtiyaçlarını isteklerini beklentilerini karşılayacak şekilde aktiviteler, etkinlikler sunmak önemli. Kitapta da gerekiyorsa belirli bölümleri desteklemek, ilave etmek ya da çıkartmak, tamamen dersi öğrenciye göre şekillendirmek gerekli.

5. Açıkçası öğretmen lafını çok sevdiğimi de söyleyemem. Biz daha çok rehberiz ve öğrencileri yönlendirmemiz gerekiyor. Aslında öğrencilerin dil öğrenimi açısından motivasyon ne kadar önemliyse, hoca açısından da o kadar önemli olmalı. Belki de bizim işimiz motive etmek, öğrencileri bu alana yönlendirmek. Mesela sınıfta öğrencileri gözlemleyip ne tür eksikleri var, ihtiyaçları neler bunları belirleyip öğretim şeklimizi buna göre şekillendirmeliyiz. Tabi bazen bu zor olabiliyor 25-26 kişilik sınıflarda. Ama en azından elimizden geldiğince bunu yapmalıyız. Öğrencilere değer verdiğinizi gösterdiğiniz zaman onlar daha çok motive oluyorlar. O yüzden motive etmek de bir anlamda bizim işimiz oluyor.

6. Öğrencilere öncelikle niye İngilizce öğreniyorlar onu anlatmak lazım. Tabi bazı öğrenciler var benim bölümümle ilgisi yok bu hazırlığın diyor, dil öğrenmek istemiyor. Tabi bunlara öğretmenin yapabileceği ne kadar bir şey olur orası tartışılır. Ama tabi öğretmen isteklendirmeli, demeli ki şunu şunu yaparsanız ilerde şu işi kazanmanıza faydası olur diye söylemeli. Ayrıca görsel, işitsel ögelerle dersi desteklemeli. O yüzden biz, öğretmenler olarak, öğrencileri motive etmede önemli rollere sahibiz diyebilirim.

7. Bizim en önemli sıkıntılarımızdan biri, hep öğrenci merkezli eğitimi savunuyoruz. Ama kaç tane hoca öğrenci merkezli eğitimi gerçekleştirebiliyor burası tartışılır. Tabi yetiştirmemiz gereken bir müfredat var bundan dolayı biraz sıkıntılıyız ama bence bu öğretme süreci bir yolculuk gibi algılanmalı ve öğretmenler “biz” ruhunu oluşturabilmeli. Ortada bir konu var, hoca geliyor ve sana bunu anlatmaya çalışıyor

anladıysan ne iyi, anlamadıysan kal tek başına gibi bir şey var aslında. Hani şöyle yaparsak bence çok güzel olabilir ortada bir konu var ve biz bunu birlikte öğreniyoruz. Yani bu yolculukta öğrencilere onların yanında olduğumuzu göstermeliyiz. İşte bu birlikte olmayı başarabildiğimiz an, hiçbir çocuk kendini yalnız hissetmeyecek öğrenirken. Elimizden geldiğince onlara bireysel olarak yardım etmeliyiz. Bu şekilde zaten motivasyon sağlanacak ve yabancı dile karşı olan o önyargı yıkılacak. Yani öğrencilere değer verdiğimizi biraz göstermek gerekiyor. Çünkü öğrenciler onlara değer verdiğimizi ve her zaman yardım için hazır olduğumuzu fark ederlerse kendilerini çaresiz hissetmezler ve bu da zaten motivasyonu arttırır.

8. Öğrencinin motivasyonunun arttırılmasında bence öğretmen ve öğrenci yarı yarıya aynı derecede sorumlu. Öğretmenin çok ilgilenmesi, derse ilgi duymayan öğrencileri kendine çekmeye çalışması her zaman etkili olmayabilir. Etkili sonuçlar da vermeyebilir. Öğrencinin de bunu istemesi gerekiyor yoksa istediğiniz kadar ilgi gösterin çocuktan verim alamazsınız.

9. Bir adım gelen bir öğrenciyi bence hoca alıp götürebilir. Buna yürekten inanıyorum çünkü öğretmenlik sadece bilgi aktarımı değil. Nihayetinde yetişkinlerle çalışan insanlarız onların da artık bilgiye kendilerinin ulaşabilmesi lazım. Bence hocaya da çok görev düşüyor ama sadece hocanın görevi değil bu. Öğrenciden bir şey gelmediği sürece hoca istediği kadar ilgilensin, yüreklendirsin o iş olmaz. Burada öğrencilerin de belli bir dereceye kadar sorumluluk taşıdığını düşünüyorum.

10. Öğrencileri motive etmede hocalar büyük öneme sahiptir ama bu daha çok dış motivasyonla ilgili şeyler olabilir. İngilizcenin bir ders olmaktan çıkıp bir konuşma aracı olduğunu göstermeleri gerekiyor. Yani neden İngilizce öğreniyorlar, amaç ne bunu öğretmeliyiz. Neyi ne için öğrendiklerini bilmezlerse doğal olarak boşa çalıştıklarını düşünüp dersle ilgilenmeyeceklerdir. Yani öğrenciler onlara bir amaç kazandırılarak motive edilebilir. Ayrıca görsel ve işitsel materyallerle ders işlenirse ve öğrencilerin ilgi duyduğu alanlarla dersler ilişkilendirilirse öğrencilerin motivasyonu artar.

11. Motivasyon tabi ki sadece öğrenciye kalmış bir şey de değil, öğrencinin de okula gelirken tamamen İngilizceyi öğreneceğim şeklinde bir motivasyonla gelmesini de bekleyemeyiz. Mutlaka bazı şüpheleri olacaktır, tedirginlikleri, ön yargıları olacaktır. Bu durumda tabi hocaya büyük görev düşüyor. İngilizcenin yararlarından bahsedebiliriz mesela ileride ne işe yarayacağından bahsederek motive edebiliriz. Ya da dersi daha ilginç kılarak, daha renkli hale getirerek, güncel konulardan bahsederek, dersi onların hobileriyle, sevdikleri şeylerle ilişkilendirerek onların motivasyonlarını arttırabiliriz.

12. Kurum, öğretmen ve öğrenci arasında üçgende geçen bir enerji olarak düşünüyorum ben motivasyonu. Yukarıdan başlayarak motive edildiğinde ister istemez öğrenciye de yansıyor. Aynı şekilde tersten de bir etki var; öğrenci motivasyonu düşük olduğunda, öğretmeni motivasyonunu ters yönde etkileyebiliyor. Ama tabi ki öğretmenin, motivasyonu sağlama konusunda biraz daha merkezde bir yerde olduğunu düşünüyorum. Derse tabi ki istekli gelmesi dışında, öğrencilerin akademik ihtiyaçlarına cevap verebilmesi onların ilgi alanlarına, yaş gruplarına göre, amaçlara, hedeflere yönelik ders anlatma tekniklerini şekillendirmesi gerekiyor. Stabilize ya da standart metotlardan kaçınma, tarz değiştirme, biraz drama, biraz hareketlilik gibi şeylerle motivasyon sağlanabilir. Ama her şeyden önce o sonuç odaklı değil süreç odaklı olmanın ne olduğunu

öğretip süreç sonunda da kesinlikle takdir etmek. Dönüt vermek ama bu yıkıcı değil yapıcı olmalı. Dur sen yapamadın, hop, sus şeklinde değil ama onu daha çok başarıya götürecek, yapabilirsin iyi gidiyorsun gibi yönlendirmek ama hayalperest de olmamak lazım. Kısacası öğretmene çok büyük iş düşüyor diyorum.

13. Öğrenciler için İngilizce biraz farklı bir alan. Bir Türkçe, bir tarih dersi gibi değil açıkçası. Bu yüzden öğrenciler biraz tedirgin olabiliyorlar. Farklı algıları oluyor, yapamayacaklarını düşünüyorlar. Bu durumda biz biraz öğrencilere yardımcı olmalıyız aslında. Onların tedirginliklerini gidermede yardım etmeliyiz. Öncelikle onlarla doğru bir şekilde iletişime geçmeliyiz ve uygun tekniklerle dili öğrenmedeki zorluklarını aşmada yardım etmeliyiz. Tabi ki İngilizcenin faydalarından da bahsetmeliyiz ki öğrenciler bu dilin onlara ne tür faydaları olacağını bilsinler. Bunu ben de ikinci yılımdaki tecrübemde yapmaya başladım. Sene başında onlara İngilizcenin ne tür artılar getireceğinden bahsediyorum ve bunları somut şeylere dayandırıyorum. Örneğin, Türkiye'de yüksek lisans yapabilmeleri için önlerinde iki sınav var biri ALES, diğeri YDS. Bu hazırlık sonunda dil sınavına girerlerse 5 yıl geçerli olduğunu ve hala bu skorla bir yere gelebileceklerini, işe girdiklerinde dil tazminatı alabileceklerini anlatıyorum. Böylelikle onları az çok motive ettiğimi düşünüyorum. Öğretmenler olarak bu anlamda bize düşen çok görev var sonuçta.

14. Sınırı çizebilirsek çok güzel etkiler. Sana saygısını kaybetmeyecek derecede samimi olmalısın öğrenci de nerde durması gerektiğini bilmeli. Geçen derste çok sinirlenmiştim bir sınıfta çünkü bir öğrenci bana ofladı. Bunu yapamamalı. Sanırım orada ben hata yapmışım. Hep samimi oldum onlarla, onların özel hayatlarını falan biliyorum artık. Ama bir sınırı vardır ve hoca öğrenciye şunu yap dediğinde oflarsa o sınır gitmiştir. Ona dikkat ederek öğrencilerimizin kalbini kazanmalıyız. Ondan sonra onları ikna edebiliriz öğrenmek için. Mekanik değil hiçbir şey, bilgisayarda video açıp izlemiyor çocuklar. Bizi izliyorlar, bizim ne demek istediğimizi anlayabilmeliler, bizi biraz sevmeliler aslında. Hani bizim gerçekten onlara iyilik yapmaya çalıştığımızın farkında olmalılar ki o zaman öğrenmek ister ve öğrenirler. O yüzden de güler yüz önemli ama öğretmen karizması diye bir şey var onu bozmadan. Kısacası diyebilirim ki öğretmen öğrencileri motive etme konusunda sorumludur, bunu da öğrencilerle sınırı aşmadan bir samimiyet kurarak, onların kalbini kazanarak ve onlara güler yüz göstererek bunu yapabiliriz.

15. Büyük sorumluluk öğretmenlere aittir aslında. Onlara bir amaç, bir sebep vermeliyiz neden İngilizce öğrenmeleri gerektiğini bilmeleri gerekir. Bunu da biz sağlayabiliriz onlara. Öğrenci neden bu dili öğrendiğini bilmezse, motivasyonu olmaz ya da olan motivasyonu da yok olur. Onların hayatlarına ne tür faydaları var anlatırsak mutlaka istek duyarlar diye düşünüyorum.

16. Öğrenciyi motive etmek anlamında bizim de çok fazla sorumluluklarımız var. İlk olarak, öğrencilere İngilizcenin onların ne işlerine yarayacağını iyi anlatmamız gerekir diye düşünüyorum. Eğer İngilizce ile ne yapacaklarını bilmezlerse çok fazla motivasyonları olmuyor ve derse katılım sağlayamıyorlar. Ama neye yarayacağını bildikleri takdirde, daha çok katılım gösteriyorlar, daha istekli oluyorlar. Bunun dışında, öğretmen görsel materyaller getirebilir sınıflarımızda projektör var, öğrenciler video izlemekten çok hoşlanıyorlar. Ve izlediklerini, duyduklarını, anlayabildiklerini söylüyorlar.

17. Öğretmenlerin, öğrencileri motive etmede, derse olan ilgilerini arttırmada çok önemli ve büyük bir etkiye sahip olduklarını düşünüyorum. Sonuçta dil öğrenmek onlar için farklı bir tecrübe. Bu anlamda öğretmenin yeri çok önemli. Çünkü

öğrenciler önceki öğretmenlerinin tavrı, dersi öğrenmede yaşadıkları zorluklar ve bunlar gibi bir çok yaşanmış tecrübeleri yüzünden dersi ya sevmiyorlar ya da çok fazla önyargıları oluyor. Bu olumsuzlukları kaldırmada onlara en çok yardım edecek olan kişiler de öğretmenler tabi ki.

SORU 3. Öğretmenlerin motive edici davranışlarının, öğrencilerin motivasyon seviyelerini etkilediğini düşünüyor musunuz? Eğer etkiliyorsa nasıl etkiliyor?

1. Bana göre öğretmenler, öğrencilerin bir dersi sevmesinde ya da nefret etmesinde en önemli role sahiptir. Çünkü öğretmenin her türlü davranışı öğrenciyi etkiler, sesindeki en ufak değişim bile öğrenci için çok önemlidir. Bu yüzden motive edici davranışlar öğrencinin motivasyon seviyesini artırmada çok etkilidir. Ben elimden geldiğince, sınıf içinde veya dışında bir sorunları olduğunda öğrencilerle ilgilenmeye çalışıyorum ki sadece öğrenci olmadıklarını aynı zamanda birey olarak onları önemsediğimi görebilsinler. Aynı zamanda hocaların motivasyon seviyelerinin de öğrenci motivasyonu üzerinde inkar edilemez etkisi vardır. Bir öğretmen işini tutkuyla yaptığı zaman öğrenciler bunu hissederler. Öğrenciler her zaman hocanın tutkusu ve isteksizliği arasındaki farkı hisseder ve buna bağlı olarak da öğrencilerin motivasyon seviyesi değişir. Öğrenciler üzerinde öğretmen motivasyonunun çok büyük önemi olduğu için öğretmenler motivasyonlarını canlı tutmalıdırlar. Öğretmenler öğrencilerini neşeli bir şekilde karşıladığında öğrenciler ve onların motivasyon seviyeleri pozitif bir şekilde etkilenir ve öğrenmeye açık olurlar. Öğretmenler öğretmek için motivasyonlu olurlarsa öğrenciler de öğrenmek için motivasyona sahip olurlar bence. Aynı zamanda da motive edici davranışları her zaman sergilemeliler.

2. Tabi ki. Eğer öğrenciler motive olmuşlarsa, dersinize daha mutlu geliyorlar, materyallerini getiriyorlar. Aa bugün bu hocanın dersi var getireyim ayıp olur diye düşünüyorlar. Materyal getirince, dersi daha iyi dinleyince, daha iyi bir anlama seviyesine ulaşıyorlar. Biz üniversitede çalıştığımız için diyorum, genellikle, İngilizcesi iyi olan öğrenciler, bölüm derslerinde de başarılı olabiliyorlar. Çünkü bir şekilde yabancı bir dil öğrenmeye kendini adapte edebilmiş olan insan zaten Türkçe olan derslerinde de daha başarılı olabilmeyi öğrenmiş oluyor.

Peki öğretmenlerin motive edici davranışları öğrencilerin motivasyon seviyelerini etkiliyor mu? Yani öğrencilerin motivasyonunu arttırıyor mu ya da tam tersine öğretmenler o davranışları göstermediğinde motivasyon seviyelerini düşürüyor mu? Ne düşünüyorsunuz?

Kesinlikle. Mesela bazen ben bunu yaşıyorum kendi sınıfımda, canım sıkkın olabiliyor herhangi bir duruma o anda belki kötü davranmıyorum ama her zaman yaptığım gibi olumlu da davranamayabiliyorum. Biraz nötr oluyorum. İnanılmaz bir değişim gözlemliyorum öğrencilerimde. Gerçekten isteksizleşiyorlar. Hoca da istemiyor madem ben de katkı sağlamak zorunda değilim gibi bir düşünceleri oluyor. Onun için ben biraz topladığım zaman, hani birazcık kendimi iyi hissedip onlara da yansıttığım zaman dersin çok daha etkili geçtiğini, daha verimli olduğunu düşünüyorum, onu gözlemliyorum yani. Kısacası daha önce de dediğim gibi ben öğrencileri, öğretmenlerin bir aynası, yansıması olarak görüyorum. Eğer öğretmenler aktifse, enerjikse, pozitifse öğrenciler de aynı şekilde öğretmenleri gibi oluyorlar. Ama öğretmenler isteksizse öğrenciler de isteksizleşiyorlar.

3. Evet kesinlikle etkiliyor. Güler yüz bunun başlangıcı. Onun dışında, bir şeyler yazdıklarında onlara “aferin, çok güzel, böyle devam et” gibi şeyler söylediğimizde ya da güzel kompozisyonlar yazdıklarında “İngilizceniz gerçekten çok ilerledi, böyle yeni kavramları kullanmaya devam edin” gibi şeyler söylediğimizde gerçekten ciddi anlamda motivasyonlarının arttığını düşünüyorum. Sürekli hatalarını söylediğinizde öğrenciler demotive oluyorlar, moralleri bozuluyor dolayısıyla derse gelmek istemiyorlar. Bu anlamda bizim davranışlarımızın çok önemli olduğunu düşünüyorum. Bir de farklı aktiviteler kullanmak bu anlamda faydalı oluyor. Mesela şarkı dinlettiğimizde öğrencilerin çok hoşuna gidiyor, ya da kısa filmler izlettiğimiz zaman bundan zevk alıyorlar. Ama sürekli aynı tarz aktiviteler bir noktadan sonra öğrencinin dikkatini çekmiyor ve sıkılıyorlar.

4. Olumlu yönde etkilemektedir. Özellikle ilgilerini çekecek aktiviteler kullandığımızda mesela filmler, şarkılar, oyunlar olduğunda derste gerçekten çok eğleniyorlar ve eğlenirken de öğreniyorlar. Bir de dönütlerimiz bence önemli. Öğrenciye “aferin, bak ne güzel yapıyorsun” dediğimiz zaman başardıklarını hissediyorlar ve bu hisle daha çok uğraşıyorlar öğrenmek için. E tabi uğraştıkça da ilerleme kaydediyorlar.

5. Tabi ki. Öğrenciler için biz burada bir anlamda rol modeliz. Bizim onları özellikle motive edici davranışlarımız, kendi duruşumuzla sergilediğimiz davranışlar veya onlarla yaptığımız konuşmalarımız da tabi ki onların motivasyonunu önemli derecede etkileyecektir. Özellikle onlarla olan ilişkimiz bence bu anlamda çok etkilidir. Eğer onlarla ilgilenirsek, onlara yardımcı olursak bu illa ki sınıf içinde olmak zorunda değil tabi, onları birey olarak kabul ettiğimiz gösterirsek zaten öğrenciler kendilerini bizim gözümüzde değerli hissedeceklerdir ve bu da onların motivasyonunu olumlu yönde etkileyecektir. Çoğumuz biliyoruz ki eğer öğrenci öğretmenini severse dersini de sever ama tam tersi olursa o dersten de nefret edebilir.

6. Hocanın, öğrenciyle ilgilendiğini görmesi, o öğrenciyi daha da şevklendirecektir. Bu aslında bir nevi aralarındaki ilişkiyle de alakalıdır. Hocanın her türlü davranışı öğrenciyi etkiler sonuçta. Yani hoca öğrencisine ilgi gösterirse, onun öğrenmesini önemsediğini gösterirse, yardımcı olmaya çalışırsa öğrenci zaten bunlara tepkisiz kalamayacaktır. Bir noktadan sonra hocasına kendini göstermek için çabalayacaktır. Aralarındaki ilişki ne kadar iyi olursa öğrencinin motivasyonunun da o kadar pozitif yönde etkileneceğini düşünüyorum. Yani hocasını severse derse ilgisi artar diyebilirim. Ama hoca öğrenciye karşı ilgisizse mesela bir ödevi yaptığında öğretmen ilgilenmezse öğrenci bir daha ödevini yapmayabilir. Amaan boş ver hoca ilgilenmiyor nasılsa der. Ama hocanın ilgilendiğini görürse daha dikkatli yapar. daha özenli yapar diye düşünüyorum. Tabi bu sadece bir örnek daha bir çok anlamda öğretmenlerin davranışları, öğrencilerin motivasyon seviyesini etkiler.

7. Öğretmenlerin motive edici davranışlarının çok üst düzeyde olması gerektiğini düşünüyorum ve bunun da en önemli unsurlardan biri olduğunu düşünüyorum. Kendimizden hatırlayalım bir çoğumuz neden İngilizce öğretmeni olmuşuzdur? Orta okuldaki veya lisedeki İngilizce öğretmenimize hayran olduğumuz için. Hani gerçekten çok etkileyen bir şey. Çocuk öğretmenini seviyorsa, öğretmenin tarzını anlayabilmişse ve o tarz ona uygunsa zaten öğrenciler derste sana eşlik ediyor. Bu yüzden gülümsemek, şakalar yapmak, öğrencilere güzel sözler söylemek bence önemli. Böylece onlara arkadaşça yaklaşmış oluyoruz. Bu sayede bizi kendilerine yakın görüyorlar ve bu zorlu öğrenme sürecinde onlara karşı değil onların yanında durduğumuzu fark ediyorlar.

8. Motive edici davranışlar, her zaman her öğrenciyi etkilemez bence. Bazı öğrenciler, hocaların motive edici davranışlarından etkilenip motive olabilirler ama bazıları da hiçbir şekilde etkilenmezler. Yani motive edici davranışlar her zaman her öğrenci için işe yaramaz bence. Eğer öğrenciler belli bir motivasyon ile okula gelmişlerse hocaların bu öğrencileri motive etme şansı vardır. Ama öğrencide en ufak bir motivasyon seviyesi mevcut değilse en başından beri, bu öğrencileri etkilemek pek kolay olmaz ne yazık ki. Öğretmen ne kadar çok uğraşırsa uğraşsın bu öğrenciler kesinlikle tepki vermezler. İşte burada öğretmenlerin işinin gerçekten zor olduğunu düşünüyorum motive etmek anlamında.

9. İnanılmaz katkısı var. Ben, özellikle derse ısındırma kısmının, etkili ve eğlenceli bir derse başlamakta çok önemli olduğunu düşünüyorum. Çünkü derse giriş kısmı öğrencinin ders hakkındaki ilk izlenimi oluyor bence. Eğer güzel, ilgi çekici bir şekilde derse başlanırsa öğrencinin izlenimi de aynı şekilde oluyor ve dikkatleri çok dağılmadan derse devam edebiliyorlar. Bu yüzden iyi ve ilginç aktivitelerle derse başlamaya çalışıyorum. Bir de öğrencinin kendine inanmasını sağlamaya çalışıyorum. Eğer bir insan kendine inanırsa zaten motivasyonu da yüksek oluyor, başarı oranı da artıyor

10. Öğrenciler genellikle motive edici hocaların derslerini daha çok takip eder, daha fazla ilgili gösterir. Bu yüzden hocaların motive edici davranışlarının, öğrencilerin motivasyonunu arttırmada çok etkili olduğunu düşünüyorum. Mesela derste kullanılan aktiviteler çeşitlendirildiğinde bu onlar için zevkli oluyor ve eğer dersten zevk alırlarsa daha çok katılım gösteriyorlar ve daha çok çabalıyorlar. Çünkü sürekli aynı aktivite bir noktadan sonra öğrencinin dikkatini çekmiyor ve artık ilgilenmek istemiyor. Buna ek olarak hocalardan aldıkları dönütler bence önemli. Ne kadar çok olumlu dönüt verirsek, öğrenci derse daha çok katılım gösteriyor. Onların sürekli hatalarına odaklanıp negatif dönütler verirsek, öğrencinin isteğini kırmış oluruz. Bu onların hatalarını düzeltmeyelim anlamına gelmiyor tabi ki. Ama hataları da düzeltirken kullandığımız dile özen göstermeliyiz ve sadece hatalarını düzeltmemeliyiz. Başarılarının da farkına varmalıyız. Bu yüzden başarabildikleri noktalara da değinmeliyiz diye düşünüyorum.

11. Bence hoca ve öğrenci arasındaki ilişki oldukça önemlidir çünkü eğer öğrenciler hocalarını severlerse dersi de severler ve çalışmaya daha istekli olurlar. Bu yüzden öğrencilerle iyi ilişkiler kurulmalıdır, mesela çok özele girmeyiz belki ama onların günlük hayatlarında neler oluyor az çok bilmeliyiz, onlara sınıf içinde ve ya dışında yardımcı olmalıyız. Daha bunlara benzer birçok şey yaptığımızda öğrenciler zaten bizimle bir bağ kurarlar ve bu doğrultuda da motive olurlar diye düşünüyorum. Hocasını seven öğrenci ister istemez dersini de sever. Ama tabi hocaların motive edici davranışları, her zaman öğrencinin motivasyon seviyesini etkileyecek diye de bir şey yok. Genellikle etkiler ama istisnalar da olabiliyor bildiğiniz gibi. Çoğu öğrencide bu davranışların etkili olduğunu gözlemleyebiliyorum ama bazı öğrencilerde bu etkili olmayabiliyor. Eğer öğrenci, belirli bir motivasyon seviyesi ile geldiyse hocaya düşen görevle de, o sorumlulukla da, hocanın olumlu tavırlarıyla bu zaten birleşir ve tamam gayet güzel motivasyonlu bir ders işlenir. Ama zaten öğrenci sıfır motivasyonla geldiyse o seviyeyi çok etkileyeceğini de sanmıyorum açıkçası. Hoca ne yaparsa yapsın, bu tür öğrencilerin motivasyonunu çok fazla arttırabileceğini düşünmüyorum ama dediğim gibi bu tür öğrenciler genellikle istisna oluyorlar.

12. Kişisel alanda davranış şekliniz, konuşma tarzınız, onlara yaklaşımınız bunlar öğrencileri motive etmede çok önemli. Bu sadece dil öğreniminde değil aslında her alanda arkadaş ilişkilerinde de motive edici bir şey, evlilik ilişkileri de dahil. Dolayısıyla, sınıf sosyal bir ortam biraz da organik düşünmek lazım. Diğer hayatlardan çok farklı değil. Bu anlamda kişisel olarak onlara daha yakın olmak tabi sorunlarını anlayabilmek, dinleyebilmek, onlara gülümseyebilmek, şakalar yapmak, yeri geldiğinde güzel sözler söyleyebilmek. Özellikle üniversite dönemindeki öğrencilerin hayatları ile ilgilenebilmek. Bunlarla zaten onları kendinize çekebiliyorsunuz.

13. Kesinlikle etkiler. Öğretmenin her türlü davranışı, konuşması, vücut dili, yüzündeki her türlü mimik ya da bir bakışı bile öğrencinin motivasyonunu etkiler. İyi yönde etkiler iyi bir şekilde kullanırsa. Ama sınıfta öğrenciyi rencide etmek gibi davranışlarda bulunursa öğretmenler, öğrenci motivasyonunu kötü yönde etkiler ve bir daha da düzeltemeyebilir. Bu yüzden öğrencilerle olan ilişkimize biraz dikkat etmeliyiz. Onları anlamaya çalışmalıyız, yardımcı olmalıyız, biz onlara ne kadar iyi davranır yardımcı olmaya çalışırsak onlardan da o kadar iyi yönde dönütler alabiliriz ders anlamında. Bence öğretmen bir öğrencinin o dersi sevmesini sağlayabilir ya da o dersten nefret etmesine sebep olabilir. O yüzden biz öğrencilerimizin dersi sevme sebepleri olmak için uğraşmalıyız.

14. Tabi ki etkiler. Mesela, bir şarkıcı hakkında konuşurken, onların ne tarz müzik sevebileceğini az çok biliyorum, onlara siz ne dinliyorsunuz, ne seviyorsunuz, o insanların hayat hikayelerini hiç merak ettiniz mi, gibi ilgi alanlarından girip bilmedikleri bir yere götürüyorsunuz. Bu şekilde, merak ettirerek motive etmiş oluyorum. O gün işlenen konu ile ilgili hayatımızda, etrafımızda olan örnekleri vererek hayatlarından bir şeyler bularak dikkatlerini çekiyorum. Sürekli hayatlarından bir şeyler bulup konuyla bağdaştırırsanız artık bu öğrendiğimiz işe yarar bir şey algısını oluşturuyorsunuz.

15. Aslında biz bu aşamada biraz geç kalmış gibi oluyoruz bence. Bu, daha da önce, ilk İngilizce öğrenmeye başladıkları zamanlarda yapılması gereken bir şey. En başta İngilizceye karşı bir motivasyonlarının olması lazım bence. Eğer öğrencilerin İngilizce öğrenmeye yönelik ön yargıları varsa bu yargıları aşmak zaman geçtikçe daha zor oluyor. Ama bu ön yargılara rağmen, öğretmenler öğrencilere yardım ederek, onları yüreklendirerek ve İngilizceyi sevmelerini sağlayarak hala öğrencileri motive etme şansına sahipler diye de düşünüyorum. Tabi biraz zorlu bir yol olduğunu da unutmamak lazım.

16. Kesinlikle etkiler. Sınıfta öğretmen ne kadar aktifse, öğrenciye ne kadar dokunuyorsa, o kadar yüksek oranda olumlu bir dönüt alıyor. Öğrenciyle ilgilenmek, öğrenciye kendini özel hissettirmek, şakalar yapmak, onlara olumlu şeyler söylemek. Bunlar olduğu zaman öğrencinin motivasyonu artıyor ister istemez çünkü kaygılarından az çok sıyrılıyorlar, kendilerini iyi hissediyorlar. Bunun yanında video, film izlemek İngilizce altyazılı onlara olumlu yönde etkide bulunuyor ve motivasyonlarını yükseltiyor.

17. Tabi ki, çok büyük etkisi olduğunu düşünüyorum. Eğer öğretmen öğrencilerine motive edici davranışları sergileyebiliyorsa öğrenciler olumlu yönde etkilenirler. Doğal olarak motivasyonları artar. Mesela, ben öğrencilerime güldüğümde ya da hatalarına ters tepki vermediğimde, onları da gülerken buluyorum ya da hata yapmaktan korkmuyorlar. Ama tam tersine bu tür davranışlar yerine daha negatif yaklaşırsak öğrencilerin motivasyonları düşer. Ama öğretmen motivasyonunun da

önemi bence büyük. Hatta öğretmen ve öğrenci motivasyonunun karşılıklı ilişki içerisinde olduğunu düşünüyorum. Öğretmenin motivasyonu ne kadar yüksek olursa, öğrenciler de o kadar istekli, o kadar başarılı olurlar.

SORU 4. Öğrencileri motive etmek için yaptığınız özel bir şey var mı? Eğer varsa, ne yapıyorsunuz?

1. Öğretme süreci bittikten sonra müzik, oyun ya da konu ile alakalı farklı aktiviteler yapıyorum. Çoğu zaman bu aktiviteleri öğrencilerin ilgi alanlarına göre uyarlamaya çalışıyorum. Öğrendikleri ve farklı bir aktivite ile bildiklerini pekiştirdikleri için öğrencilerin motivasyonu devam ediyor. Bir öğretmen olarak, İngilizce öğrenmenin önündeki en büyük engelin, bu öğrenme sürecinin sıradan ve sıkıcı olmasından kaynaklandığını düşünüyorum. Bu yüzden ben öğrencilerimi bu döngünün dışına çıkararak farklı hissetmelerini sağlamaya çalışıyorum. Böylece bu sıkıcı ders anlatma sürecini öğrenciler için eğlenceli kıldığımı düşünüyorum. Bu yaptığım aktiviteler, öğrencilerin bilgilerini kullandırmaya yönelik olduğu için ve onların hayatları ile bir şekilde bağdaştırıldığı için, onları daha da öğrenmeye isteklendiriyor. Böylece zamanları boşa gitmiyor, zorunluluk ortadan kalkıyor ve motivasyon artıyor.

2. Benim yaptığım şey sürekli gülümsemek, sadece derste değil koridorda ya da bahçede gördüğümde selam vermek ve gülümsemek. Sınıfa girdiğim andan itibaren yüksek sesle konuşarak onlara ben buradayım mesajı vermek. Günlerinin ya da hafta sonlarının nasıl geçtiğini sormak. Ufak tefek konuşmalar yapmak. Vücut dilimi ve ses tonumu iyi kullanmaya özen gösteriyorum, eğer ses tonum çok düşük şekilde konuşursam isteksiz gibi geliyorum öğrencilere ama ben zaten çok bağırarak, ses tonumu yüksek tutarak öğrencilerin dikkatini çok rahat bir şekilde çekebildiğimi düşünüyorum.

Peki siz ders işlerken, öğrencilerin motivasyonu düştüğünde, canları ders işlemek istemediğinde, herkes çok sıkıldığında neler yapıyorsunuz?

Hemen dersi bırakıyorum, tabi bırakıyorum derken hadi kitabı bırakın gidelim şeklinde değil. Yine kitabım elimde oluyor dersin içindeymiş gibi hissettirerek dersle aslında çok alakası olmayan ama konuyla, temayla bağlantılı konuşuyoruz, muhabbet açıyoruz, şakalaşıyoruz. Bir 5 dakika sonra hadi tekrar deneyelim, hadi birazcık dinlenin falan gibi dikkatlerini dağıtıp sonra tekrar toplamalarına yardım etmeye çalışıyorum. Çünkü yetişkin de olsa insanların bir dayanma süreleri var derse. Hepsi de çok çok istekli olamayabiliyor her zaman. Mecburiyetten geldiğini hissedenler de var. Biraz kafaları dağıldıktan sonra eğer yettiğini düşünürsem, buna da kendim karar veriyorum, bakıyorum biraz daha iyiler, yüzleri gülüyor tekrar hadi bakalım derse başlayalım, şu konuda ne düşünüyorsunuz gibi bir soru soruyorum mesela. Onlar konuşurken derse giriş yapmış oluyoruz zaten böylelikle tekrar devam ediyor.

3. Olabildiğince olumlu şeyleri söylemeye çalışıyorum ama yanlış yaptıklarında da “güzel bir bakış açısı fakat aslında böyle düşünsen daha iyi olur” gibi şeyler söylüyorum. Çünkü yanlışlarını düzeltirken kullanılan dil bence önemli. Yani olumlu, destekleyici bir sınıf ortamı kurmaya çalışıyorum ki öğrenciler fikirlerini paylaşmak da sıkıntı yaşamasınlar. Bazen de biraz öğretmenlik yetilerimi kullanarak, biraz notu işin içine sokuyorum. Ama daha çok sözel anlamda onları motive etmeye, duygusal anlamda motive etmeye çalışıyorum nottan ziyade. Ama dediğim gibi not da sonuçta öğrencilerin hayatının bir gerçeği olarak var.

4. Seçtiğimiz konular gösterdiğimiz aktiviteler öğrenciyi direkt derse çekmeye yönelik olmalı. Her öğrencinin ilgi duyduğu bir alan vardır, bir konu vardır. İşte tamamen öğrenciyi tanımakla alakalı. Sınıf çok iyi tanımak, sınıfın koşullarını çok iyi bilmek aynı zamanda hocanın kendini tanıması da çok çok önemli ve öğrenci ile o kontağı kurmak gerekiyor. Öğrenciyi bir şekilde ihtiyaçlarına cevap verebilecek şekilde derse çekmeye çalışıyorum bu tür aktivitelerle.

5. Açıkçası sınıfta daha çok derse bağlı kalmayı tercih ediyorum. İşlemekle yükümlü olduğumuz konuları işleyinceye kadar. Onun dışında yaptığımız konuşmalar olsun, sınıf içi muhabbetlerimiz olsun veya sınıf dışı konuşmalarımız olsun orda tabi ki örneklemelerle İngilizceyi kullanabilecekleri alanlar olsun, mesleki açıdan olacağı faydaları hakkında bilgilendirmeye çalışıyorum. Hani dersle bağlantılı olarak. Sınıfta gecen bağlamla ilgili başka bir şey aklıma gelirse onun hakkında birkaç şey söyleyip akıllarını biraz daha çelip hem derse hem de genel anlamda İngilizceye daha motive olmalarını sağlamaya çalışıyorum. Bir de onların bu dili konuşmalarını sağlayabilecek aktiviteleri yapıyorum ki öğrenciler dili kullanabildiklerini görsünler. Bu şekilde zamanla öğrencilerin motivasyonu artıyor.

6. Öğrencileri sıkmama gayretine giriyorum. Canları ders işlemek istemiyorsa yani illa ki diretme, illa ki bu dersi işleyeceğiz dememeye çalışıyorum. Ama tabi bazen de konuların yetişmesi gerekiyor o ayrı bir mesele. Yani öğrenciyi biraz daha rahat bırakmaya çalışıyorum, bir yandan da isteklendirmeye çalışıyorum. Ya da ne bileyim mesela diyelim sürekli kitaptan ders işledik, öğrenci bazen test çözmek istiyor ya da ne bileyim tahtaya bir şeyler yazılsın onları yazayım istiyor yani bunun yoluna gidiyorum. Baktım ki sıkıldılar tahtaya bir şeyler yazıp konuyu anlatmaya çalışıyorum ya da anlatma yöntemimi değiştirip ilgilerini çekecek şekilde anlatmaya çalışıyorum. Bunun yanı sıra, olabildiğince öğrencilerimi tanımaya çalışıyorum çünkü öğrencilerinizi tanıdığınızda ya da onların sınıf dışındaki hayatlarını bildiğinizde sınıf içindeki ruh hallerini de anlayabiliyorsunuz. Bazen okulla ilgili ya da hayatları ile ilgili problemleri olabiliyor ve derse odaklanamayabiliyorlar. Onlara kızmak yerine, sorunun ne olduğunu sorduğunuzda onları anladığımızı, onları birey olarak kabullendiğinizi anlıyorlar ve bu onların motivasyon seviyesini etkiliyor.

7. Hiçbir zaman sadece kitabımı alıp derse gittiğimi hatırlamıyorum, çok nadir olmuştur bu. Konu ne olursa olsun mutlaka bir görsel öge kullanırım, onu yapamıyorsam işitsel bir şey, konuyla ilgili bir şey mutlaka dinletirim ki biz genç insanlarla ders işliyoruz genellikle ve onlar artık dersten sapmaya çok müsaitler, dikkatleri çok çabuk dağılıyor, ilgilerini çekmek çok zor. Bu yüzden öğrencileri motive etmek için resimler, şarkılar, videolar gibi çeşitli işitsel ve görsel materyaller kullanıyorum. Tabi bunlarda öğrencilerin hayatları ya da ilgi alanları ile bağlantılı oluyor. Bu çeşit materyaller öğrencilerin dikkatini çekiyor ve derslerin sıkıcı olmasını önlüyor. Teknoloji dediğimiz şey de gelişmede tavan yaptı. Ya benim en güçlü silahım sanırım teknolojiyi güzel kullanabilmem. Teknoloji işin içinde olduğu zaman öğrencilerin dikkatini çekebiliyorum çünkü öğrenciler teknolojiyi çok iyi kullanıyorlar. Mesela o bağımlı oldukları cep telefonlarıyla onlara ses kaydı yaptırabiliyorum. İlk başta utansalar da çok hoşlarına gidiyor. Daha çok ilgilerini çeken materyal kullandığım zaman otomatikman onları derste buluyorum. Ekstra bir şey yapmama gerek kalmıyor.

8. Öğrencilerin motivasyonunu arttırdığını düşündüğüm kısa hikayeler var, komik ya da insanları düşündürücü hikayeler olabiliyor bunlar. Mutlaka konuyla bir bağlantısı olmalı ki öğrencilerin dikkatini konuya çekebilsin. Eğer dikkatlerini çekmeyi başarabilirsek zaten öğrencilerin de motivasyonu artıyor.

9. Ben özellikle sınıf birliği üzerinde çalışmaya çalışıyorum, sınıf olarak hareket etmelerini sağlamaya çalışıyorum belli aktivitelerde. Sınıf birliğini sağlamaya çalışıyorum yani birbirleri ile rekabet etmeleri değil de iş birliği içinde olmaları önemli, ben de bu yönde katkıda bulunmaya çalışıyorum. Bir de onların ilerlemelerini takip edip onlarla da bunu paylaşmaya çalışıyorum. Mesela, sene başında hepsiyle birer video çektim ve sene sonunda da çekeceğim. Buradaki amaç sene başında neredeydiniz, sene sonunda nasıl ilerleme gösterdiniz, gelişimlerini onlara göstermek istiyorum.

10. Öğrettiğimiz dili kullanabileceklerini gösterecek aktiviteler alıştırmalar yaptırırım. Birbirleriyle iletişim kurabilmelerinde yardımcı olacak aktiviteler yaptırırım. Bunların içinde oyunlar, dramalar olabilir. Dilbilgisi öğretimin yanında grup çalışmaları yaptırmaya çalışıyorum. İngilizcenin hayatlarına gerçekten faydası olduğunu göstermeye çalışıyorum.

11. Derste güler yüzlü olmanın çok etkili olduğunu düşünüyorum. Öğrencilerden aldığım geri dönüt olarak da söyleyebilirim bunu. İngilizceyi renkli hale getirmek için bazı şarkılar olsun, bazı filmleri izletmek olsun, ne bileyim konuşma aktivitelerinde daha çok onların ilgisini çekecek konular olsun bunların etkili olduğunu düşünüyorum. Bir hocam vakti zamanında bana bir şey demişti hiç unutmam. Öğrencinin dikkati yirminci dakikada bozulurmuş. Mesela bunu göz önüne alırım her zaman. 20-25 dakika sonra dersi bölüp onların dikkatini dağıtmayı sağlayacak şeylerden ya da dikkatini odaklayacakları yine dersle alakalı başka bir konu bulurum. Bir 5 -10 dakika onla ilgili konuşturup derse döndürürüm. Yani aksi halde ders biraz sıkıcı bir hal alabiliyor. Ayrıca, sadece kitaba yönelik ders işleme değil de videolar, farklı konuşma aktiviteleri, şarkılar, filmler kullanarak motive etmeye çalışırım.

12. Ben genelde öğrencileri şakalarla motive etmeye çalışırım. O da şu ana kadar hep gülmeyi seven sınıflarım olduğu için işe yaradı. Böylece eğlenirken öğrenmiş oluyorlar ve öğrenme süreçleri zorlu geçmiyor. Bir şeyi öğretirken ya aktivite öncesinde ya da aktivite sonrasında, artık konunun yapısına, doğasına göre değişiyor, bir hikâye anlatırım İngilizce olarak tabi ki onların anlayabileceği şekilde. Çünkü çok zor olanı vermek de demotive edici çok kolay olanı vermek de demotive edici. Şaka yaptığımda ya da o konunun geçtiği bir hikaye anlattığımda o öğrendikleri şeyi kullanmak zorunda oldukları ya da biri bir şey anlatırken aa işte öğrendiğimiz şey diye geçmesi hemen onu arada hatırlamalarının onları motive ettiğini gördüm. O yüzden genelde böyle şeyler kullanıyorum. Sanki ders dışındaymış gibi ama mutlaka içinde öğrendikleri bir şey geçiyor. Öğrencileri de bunları kullandırmaya yönlendiriyorum.

13. Genellikle gülümsüyorum öğrencilerime. Çok sinirlendiğim zaman bile kendimi kontrol etmeye çalışıyorum, çünkü öğrencilerin bunu bilerek kasti yapmadıklarının farkındayım. Çünkü bana değil genel olarak derse karşı yaptıkları bir davranış bu. Onları anlamaya çalışıyorum. Onların da genç olduğunu, kafalarını çeldirici şeyler olduğunu düşünüyorum. O yüzden rica ediyorum kibar bir şekilde bak böyle yaparsan dersimizi yapabilmemiz daha rahat olur şeklinde. Bazen sohbet ediyorum hep yoğun ders olmuyor son 5 ya da 10 dakika konuşuyorum onlarla. Ya da çok sıkıldıklarında kısa aralar veriyorum. Bir de bana göre öğrencilerle iyi ilişkiler kurmak en etkili davranışlardan biri onları motive etmek açısından. Öğretmenler öğrencilerin güvenini kazanarak onlarla iyi ilişkiler içerisinde olurlarsa öğrenciler de öğretmenlerini severler, bu kaçınılmaz bir durum. Bu sebeple ben, gülümseyerek, onlara karşı anlayışlı ve sabırlı olarak öğrencilerimle iyi ilişkiler kurmaya

çalışıyorum her zaman. Çünkü biliyorum ki eğer öğrenciler öğretmenlerini severlerse, dersini de severler.

14. Neden öğrenmemiz gerektiğini iyi anlatmamız lazım. Örneklerle anlatmak lazım. Öğrencilerle tanıştığınız anda hemen derse başlamak yerine siz neden buradasınız diye bir sormak lazım. Sonra, şimdiye kadar yaptığınız yanlışlar neler diye bir sorgulamak lazım. Siz 4. sınıftan beri İngilizce öğreniyorsunuz ama hala neden kelime bilmiyorsunuz, neden konuşamıyorsunuz, nerede hata yapıldı diye sorgulamak lazım. En başta ben öğrencilerin bu dile karşı olan tutumlarını öğrenmeye çalışıyorum. Genellikle öğrencilerin çoğu İngilizceden hoşlanmadıklarını söylüyorlar çünkü ne kadar çok çalışırlarsa çalışsınlar anlayamadıklarını söylüyorlar. Bu yüzden öğrencilerin, öğrenme süreçlerindeki çalışma alışkanlıklarındaki problemlerini bulmaya çalışıyorum. Sonra onlara İngilizce çalışırken faydalı olabilecek stratejiler öneriyorum. Bence biz öğretmenler olarak öğrencilere daha verimli çalışma konusunda yöntem vermeliyiz. Ya da çalışma davranışlarını değiştirmeliyiz.

15. Ben biraz kişisel yaklaşmaya çalışıyorum öğrencilerime, onları aynı zamanda birer birey olarak kabul ederek yapmaya çalışıyorum. Yani klasik öğrenciye bakış açısından yapmıyorum bunu. Hepsinin hayatlarında neler olup bittiğini öğrendikten sonra ona yönelik konuşuyorum, ona yönelik davranıyorum ya da sınıfta yanına gittiğim zaman hayatıyla ilgili birkaç bir şey sorup derse öyle katabiliyorum. Ya da bir konu olduğunda sen bilirsin, sen de böyle bir şey yaşamıştın gibi özel yaklaşımlarım oluyor onlara. Böylece sadece sınıf içerisinde değil sınıf dışarısında da onlarla ilgili olduğumu gösteriyorum aslında. Bunu anlayan öğrenciler de ister istemez benim derste anlattıklarıma karşı ilgi duymaya başlıyorlar. Dönüt vermek gibi şeyleri de kullanıyorum. Yani bireysel olarak ilgilenmeye daha çok özen gösteriyorum.

16. Ekstra çalışma sayfaları vermeye çalışıyorum. Bunları hep beraber yapmaya çalışıyoruz. Öğrendiklerini uygulamalarını sağlamaya çalışıyorum. Mümkün olduğunca öğrenci hakkında bilgi edinmeye çalışıyorum. Onlarla ilgilenip ilişkimizi sıcak tutuyoruz. Ama mesafeyi de koruyabiliyoruz bunun yanında.

17. Dünyanın en iyi kitapları ya da materyalleri öğrencileri öğrenmeye isteklendiremez eğer motivasyonları yoksa. Bu yüzden, ben, olabildiğince güvenli, destekleyici, düşüncelerini özgürce dile getirebildikleri bir sınıf ortamı sağlamaya çalışıyorum öğrencilerime. Zaman zaman konu ile alakalı grup oyunları kullanarak yarışma düzenliyorum böylece öğrenciler ikili ya da grup çalışmaları yapabiliyorlar, sorunları çözmek için iş birliği içinde oluyorlar, bir nevi birbirlerini motive ediyorlar diyebilirim. Bu şekilde öğrenciler beraber çalışabiliyorlar, problemlerini beraber çözebiliyorlar. “Aferin, güzel iş çıkardınız, cevabın için teşekkür ederim” gibi sözlü ifadelerle de onların sınıf içinde gösterdikleri katılıma olumlu dönütler vermeye çalışıyorum.

SORU 5. Öğrencilerin, bir dil sınıfında, daha çok motive olabilmelerine yardımcı olabilmek için öğretmenler neler yapabilir?

1. Öğretmenler, gelenekselleşmiş öğretim yöntemleri yerine çağdaş yöntemleri kullanmalıdırlar. Öğrencilerin zamanını boşa harcamamak ve kendilerini kaybolmuş hissetmelerini engellemek için öğrenme sürecinde onların bilgilerini, öğrenmelerini takip etmelidirler. Çünkü öğrenciler kendilerini kaybolmuş hissettiklerinde çok kolayca her şeyden vazgeçebiliyorlar. Ayrıca, sınıf içerisinde uygulanan aktiviteler

öğrencilere bilgilerini kullandırabilecek nitelikte olmalı ki öğrenciler başarabildiklerini hissedebilsinler.

2. Ekstra sınıf dışı aktiviteler de yapılabilir çünkü öğretmenler ve öğrenciler arasında bağ kurmak açısından iyi olabilir bu. Hani bazı hocalar kişisel olarak yapabilir bunu ama bunu bir gelenek haline getirmek faydalı olabilir. Mesela ufak turlara çıkmak, ufak tatiller yapmak gibi. Ve bunları hep öğrendiğimiz alan içerisinde yapmak bence baya etkili olabilir sınıf dışında. Sınıf içinde yaş grubuna uygun olarak oyunlar kullanılabilir, buna ek olarak İngilizce filmler, müzikler kullanılarak öğrencilerin ilgisi çekilebilir. Onun dışında sevdikleri alanları az çok biliyoruz, yaş grubuna uygun olanlarla ilgili ders materyalleri hazırlamak olabilir. Örneğin dönemin en sevilen şarkıcısı, onun resmi, onun hayatı üzerinden anlattığımız dilbilgisi konusu, okuma etkinliği ya da kelime öğretilerek dersler daha motive edici kılınabilir.

3. Açıkçası motivasyonlarını artırmak için en çok ön plana çıkardığım şey derste onlarla sürekli olarak İngilizce konuşmak. Başlangıç seviyesinde değil de daha sonra dersteki dili tamamen İngilizceye çeviriyorum. Şunu fark ediyorum, öğrenciler anladıklarını gördükçe daha çok hoşlarına gittiği için İngilizce konuşmaya motive oluyorlar. Benim söylediğimi anladıkları zaman aynı yönde cevap vermeye çalışıyorlar ve motivasyonları artıyor. Böylece dili kullanabildiklerini gördükleri zaman mutlu oluyorlar ve daha çok uğraşmaya çalışıyorlar. Adapte oluyorlar, kendileri cevap vermeye çalışıyorlar. İngilizce iletişim kurabildiklerini gördükleri zaman çok mutlu oluyorlar. Ben en çok bunu açıkçası kullanmaya çalışıyorum derslerimde.

4. Bire bir çalışma olabilir öğrencilerle. Gerekirse onların dille ilgili soruları varsa, endişe ve kaygıları varsa, öğrencilerle özel görüşülüp temaslar kurulup görüşmeler sırasında öğrencileri daha yakından tanımak, ortadaki sorun neyse dille ilgili onları kaygılandıran şeyler neyse biraz daha kökenine inip bunu çözmeye çalışmak. Aslında temel olarak onların ihtiyaçlarını, isteklerini dil öğrenmedeki hedeflerini anlayıp her öğrencinin ihtiyaçlarına cevap vermek. İhtiyaçlarına cevap verilince aslında büyük oranda sorun çözülmüş oluyor

5. Öncelikle yapılmaması gereken şeyler olduğunu düşünüyorum. Çünkü orası biraz hocanın yaratıcılığına kalıyor. Ama yapılmaması gereken şeyler bu olayı biraz akademikleştirmek. Öğrenilecek bir şey haline getirmek biraz sıkıcı oluyor ve öğrenciler bize direkt öğretmen gözüyle bakıyorlar. Onları yönlendirecek insanlar değil de onlara bir şey öğretecek insanlar gözüyle bakıyorlar. Öncelikle bunu kırmamız gerekiyor üstüne bir de akademik alan olarak İngilizceyi sununca geri dönülmez hale geliyor, bundan kaçınmak gerekiyor diye düşünüyorum. İngilizceyi öğrenilmesi gereken kurallar bütünü olarak sunmak yerine, hayatlarında kullanabilecekleri, kullanırken eğlenebilecekleri ve hani kendilerini apayrı, yeni bir dünya açabilecekleri bir anahtar olarak göstermek gerekiyor.

6. Öğrencinin ilgisini çekecek aktiviteler neler olabilir diye bir düşünmek lazım öncelikle. Bir de verdiğimiz eğitimin neyi istediğini bilmek lazım. Bizim verdiğimiz eğitim öğrencinin sene sonundaki yeterlilik sınavında yüksek notlar almasını bekleyen bir eğitim. Bunun için de öğrenciyi buna göre hazırlamak gerekiyor bu da belki sıkıcı olabiliyor. Öğrencinin motivasyonunu düşürebiliyor. Ama belki öğrenci bunu istemiyor yani bu şekilde öğrendiği İngilizcenin değerlendirmesini istemeyebilir. Farklı tarzda isteyebilir mesela bir konuşma becerisinin seviyesinin ölçülmesini isteyebilir. Yani buna yönelik bir şeyler yapılırsa iyi olur diye düşünüyorum. Ama her şey de tamamen öğretmene bağlı olmadığı için hem

öğrenciye hem de eğitim sistemimize görev düşüyor. Yüzde yüz her şey öğretmene bağlı değil. Sonuç olarak müfredata bağlı kalarak, sonuçta buna uymalıyız, öğrencilerin istek ve ihtiyaçlarına uygun şekilde öğretim yöntemlerimizi şekillendirmeliyiz diye düşünüyorum.

7. Biz konuyu bilen insanlarız. Zaten konuya hakim olan insanlarız ama nasıl daha fazla kendimizi geliştirebiliriz biraz bunun üstünde de durmamız lazım. Tamam, hepimizin bir ders işleyiş tarzı var. Bunu bazen öğrencilere de sormak gerekiyor çünkü onlarsız dediğim gibi hiçbir şey olmuyor. Nasıl biz onların ödevlerine ya da yanlışlarına dönüt veriyorsak, en azından her dönemin ortasında çocuklar ders nasıl gitti, hani böyle mi daha iyi anladınız, şöyle mi daha iyi oldu, ne çeşit aktivitelerden hoşlanıyorsunuz, öğrenme sürecinizde neler olmasını istersiniz diye sormamız lazım. Böylece çok ilginç ve farklı fikirler ortaya çıkabiliyor ve aynı zamanda öğrencilerin hakkımızdaki düşüncelerini öğrenme fırsatımız olabiliyor. Her dönemin sonu dedim çünkü bazen zamanımız belirli aralıklarla bunu yapmaya yetmeyebilir.

8. Bir konuşma kulübü kurulabilir. İçlerinde mutlaka bir anadili konuşan kişilerin olduğu bir kulüp kurulabilir. Öğrencilerin motive olmasını sağlayan davranışlar bir şekilde uyarlanıyor ama çocuklar yine de tam olarak İngilizceyi öğrenmek istemiyor. Çünkü bu öğrendiklerini gerçek hayatta yapabileceklerine inançları yok. Eğer onlara bu fırsat verilirse, gerçek hayatta da öğrendiklerini kullanabilecekleri fırsat verilirse bence motivasyonları artacaktır.

9. Dil öğrenmek öğrenciler için farklı bir tecrübe olduğu için öğrenme süreçlerinde yardıma ihtiyaçları oluyor. Bu yorucu ve sıkıcı süreçte öğrencilerin yönlendirmeye ihtiyaçları oluyor ister istemez. Bu yüzden, ben olabildiğince onlarla birebir çalışmaya çalışıyorum, onların problemleriyle, ihtiyaçlarıyla bireysel olarak ilgilenmeye çalışıyorum ve dil öğrenmenin faydalarını anlatmaya çalışıyorum olabildiğince. Ben onların ilerleyişini takip ettiğim zaman öğrencilerin tutumları değişiyor bunu hissediyorum, onlara ve eğitimlerine önem verdiğimi anlıyorlar. Bu yüzden birebir onlarla çalışmak, ilgilenmek motive edici oluyor bence. Tabi 25-26 kişilik sınıflarda her bir öğrenci ile bireysel olarak ilgilenmek de kolay olmuyor açıkçası.

10. Öğretmenlerin, öğrencilerle iyi ilişkiler içerisinde olmaları önemli. Sadece dilbilgisi üzerinde etkinlik yaparak değil, farklı aktivitelerle monoton ders işleyiş şeklinden kaçınmaları gerekir bence. Dersi nasıl işledikleri çok önemli çünkü dersi sıkıcı şekilde işlemeleri öğrencilerin motivasyonunu kaybetmesine sebep olur. Dersi eğlenceli hale getirmeleri gerekiyor. Derse bir hikayeyle başlanabilir mesela. Ya da onlarla günlerini nasıl geçirdikleri, hafta sonu neler yaptıkları gibi sohbetler edilebilir. Yani öğrencilerin sıkılmasına izin vermeden eğlenceli bir şekilde ders işlemeliyiz.

11. Öğrenci ister belli bir motivasyon seviyesi ile gelsin ya da hiç motivasyonu olmasın özellikle ilk dersimde ulaşacakları hedefi söylüyorum öncelikle. İngilizceyi öğreniyorlar ama ne için öğreniyorlar bir kere bunu vurgularım. Bir de başka öğrencilerden geçmişte tanıdığım, başarılı hiç motivasyonsuz gelip sıfır İngilizceyle başlayan ama gayet güzel başarılı bir seviyeye ulaşmış öğrencileri örnek veriyorum mesela. Bu gerçekten gözlemlediğim kadarıyla iyi bir motive edici oluyor öğrencilerde. Başka öğrencilerin başarılarını örnek verip siz neden yapamayasınız mesajını vermeye çalışıyorum.

Peki, kendiniz İngilizce öğrenirken ki yaşadığınız zorluklardan hiç bahsederek onları motive etmeye çalıştınız mı?

Tabi ki. Dilbilgisi konularında olsun ya da her hangi bir çevresel faktörden ötürü olsun yaşadığım zorlukları, aklıma takılan ha demek böyleymiş diye öğrendiğim şeylerden tabi ki bahsediyorum.

12. Bir hafta bir öğrencinin haftası olsa mesela onun için ne kadar motive edici bir şey olur. Mesela bugün Ali'nin dersi, mesela bir gramer konusu işleniyor, çok basit bir örnek vereceğim. Mesela geniş zamanı işliyoruz, Ali'nin futbol takımı, Ali'nin sevdiği müzikle ilgili bir şey, böyle Ali'nin sevdiği filmden bir parça boşluk doldurma olur. Belki öğrencilere önem verdiğinizi, birey olduklarını kabullendiğinizi hissettirmiş olursunuz. Öbür hafta da başka bir öğrenci için başka bir şekilde. Herkesin bir günü olsa, sınıf da kaynaşır ve öğrenciler de kendilerini önemli ve iyi hissederler. Kendilerini önemli hissetmenin de öğrencileri çok motive edeceğini düşünüyorum.

13. Hep not bazında düşünmemelerini sağlamalıyız, sınavda bunlar çıkacak çalışmazsanız kalırsınız gibi değil de onlara katacakları hakkına konuşmalıyız. Faydalarından bahsetmeliyiz biraz da. Yani bu dersi sadece iyi notlarla geçilmesi gereken bir ders olarak görmelerinin önüne geçmeliyiz. Onlara bu dilin faydalarını anlatarak öğrencilerde dil bilinci oluşturmalıyız.

14. Çeşitli zekâ tiplerine yönelik işler yapmalıyız. Sadece öğrenci oturuyor, öğretmen anlatıyor değil. Öğrencilere dili deneyimleme fırsatı vermeliyiz. Sadece oturduğu yerden öğretmeni dinleyen öğrenciler olmamalı artık. Aktif bir şekilde derse katılmalarını sağlamalıyız. Drama diye bir şey var. Mesela geçen bir sınıfta bunu yaptık ve katılmayan yoktu sınıfta. Hem çok eğlenip hem de çok öğrendik aslında. Etkinlikleri zenginleştirmeye çalışmalıyız, bir de şöyle bir şey var çok zengin zekâlara yönelik şeyler yaparsak azcık görsel, azcık işitsel, azcık kinestetik, azcık sözlü zekâ için bir şeyler yaparsak dersi zenginleştirmiş oluyoruz.

15. En başta bir şeyleri başardıklarını görmeleri lazım. Bence en fazla öyle yükseliyor. Yani öğrencilerin kendilerine inanmaları ve güvenmeleri gerekli. İşte burada öğretmenlere çok iş düşüyor. Her zaman öğrencileri yüreklendirmek ve kendilerine olan inançlarını güçlendirmek çok önemli çünkü kendilerine olan inançlarını kaybettiklerinde demotive oluyorlar. Benim bir tane öğrencim var mesela, yazma becerisinde hep kötü olacağını, yazabilecek kapasiteye sahip olmadığını düşünüyor. O yüzden de yazmıyor, bilerek de yazmıyor çoğu sınavında. Uzun zamandır onu cesaretlendirmeye çalışıyorum ve şu an artık uzun paragraflar yazabiliyor çünkü kendine inanmaya başladı. Ben onla ne kadar ilgilenirsem, bak çok güzel olmuş, ne güzel cümle kurmuşsun falan dediğim zaman, daha çok motive oluyor.

16. Aslında öncelikle bu program ve müfredatla daha çok ilgili. Okulun kuralları ya da sunduğu şartlar çok önemli. Diğer öğrencilerle de ilgileniyorum ama bunun yanında İngilizce öğretmenliği okuyan öğrencilerle daha fazla ilgilenmeye çalışıyorum. Bu onlara ayrıcalıklı davrandığım anlamına gelmiyor. Onlara ekstra materyaller, sunuyorum onlara. Haftada bir kez 15-20 dakikalık ders yapıyoruz birlikte. Böylece daha iyi olduğunu düşünüyorum. Tabi ki bu ders sadece İngilizce öğretmenliği okuyanlar için değil, diğer bölümlerden katılmak isteyen öğrencilere de açık, isteyen olursa onlar da katılabiliyorlar. Ama dediğim gibi pek ilgi olmadığı için katılım da çok fazla olmuyor.

17. Ben öğretmenlerin olabildiğince yaratıcı olmaları gerektiğini düşünüyorum. En azından öyle olmaya çalışmalılar. Öğrencilere videolar izleterek, ya da hikâyeler anlatarak dikkatlerini çekebilmeliler bunlar tabi sadece örnek. Öğretmenler çeşitli aktivitelerle öğrencilerini motive edebilirler aslında çünkü çeşitlilik derse renk katar ve öğrencilerin sıkılmasını önler. Öğrencilere dönüt verirken de yıkıcı değil yapıcı olmalılar mesela, onların çabalarını takdir etmeleri gerekir diye düşünüyorum. Ayrıca, anlayışlı ve özen gösteren yapıya sahip olmalılar. Sonuçta eğitim hayatında öğrencilerimiz her öğrettiğimizi anında öğrenemeyebiliyorlar ve hatalarını tekrarlayabiliyorlar. Bütün bunlar dikkate alındığında, tabi ki daha farklı bir sürü şey de eklenebilir bunlara, öğrencilerin motivasyonu artacaktır diye düşünüyorum.

ÖZGEÇMİŞ

Kişisel Bilgiler

Adı Soyadı : İclal PARTLAK

Doğum Yeri ve Tarihi : Safranbolu - 1986

Eğitim Durumu

Lisans Öğrenimi : İngiliz Dili ve Edebiyatı – Dumlupınar Üniversitesi

Yüksek Lisans Öğrenimi : İngilizce Dili Eğitimi – Ufuk Üniversitesi

Bildiği Yabancı Diller : İngilizce, İspanyolca

Bilimsel Faaliyetler : -

İş Deneyimi

Stajlar : -

Projeler : -

Çalıştığı Kurumlar : Atatürk İ.Ö.O. Kardemir Dershanesi,
Ufuk Üniversitesi

İletişim

E-posta adresi : İclal_seyyah@hotmail.com

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