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AWARENESS AND MOTIVATION: A NARRATIVE
INTERVENTION ON EFL LEARNERS

A MASTER'S THESIS

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Awareness and Motivation: A Narrative Intervention on EFL Learners

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June 2019

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Teaching English as a Foreign Language.

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ABSTRACT**AWARENESS AND MOTIVATION: A NARRATIVE INTERVENTION ON EFL LEARNERS**

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M.A. in Teaching English as a Foreign Language

Supervisor: Asst. Prof. Dr. Aikaterini Michou

July 2019

The aim of this study was to describe EFL learners' self-awareness of their motivation as well as the evolution of it through a narrative-based intervention. It also sought to determine the students' perceptions of this intervention. A series of writing prompts was created based on Narrative Therapy (NT; White & Epston, 1990). Classroom activities were included on the topic of motivation as defined by Self-determination theory (SDT; Ryan & Deci, 2017) to provide concepts to better define their motivation.

The study took place in a preparatory program in a Turkish university in Ankara over eight weeks. Data was collected from responses to the writing prompts, notes taken by the instructor, and interviews. Content analysis was employed utilizing rubrics based on emergent themes, SDT, and the purpose of each prompt. Data was categorized, analyzed, and quantified in terms of frequency by category.

The findings revealed these learners had *identified* motivation regarding their academic and professional goals, and viewed English as a tool to accomplish these goals. A positive shift in quality of motivation was found for a few students. A noticeable difference in quality of motivation between the global and local domain was observed among a number of students. It was found that awareness of motivation was expanded for some.

The study supports existing literature stating that EFL students in Turkey are generally motivated by professional and academic goals and that even a small motivational intervention can have a positive impact.

Keywords: EFL, narrative therapy, self-determination theory, EFL learner motivation, self-awareness, qualitative

ÖZET

FARKINDALIK VE MOTİVASYON: İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN ÖĞRENCİLERE ÖYKÜSEL MÜDAHALE

Brent Dingler

Yüksek Lisans, Yabancı Dil Olarak İngilizce Öğretimi

Tez Yöneticisi: Dr. Öğr. Üyesi Aikaterini Michou

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Bu çalışmanın amacı İngilizceyi yabancı dil olarak öğrenen öğrencilerin öğrenme motivasyonlarının öz-farkındalığını ve bu farkındalığın öyküsel terapi müdahalesi boyunca nasıl evrildiğini incelemektir. Bu çalışma aynı zamanda, öğrencilerin böyle bir süreçle ilgili algılarını belirlemeyi de hedeflemektedir. Öyküsel Terapi'den edinilen teknikler temel alınarak bir dizi yazma sorusu hazırlanmıştır (NT; White & Epston,1990). Öğrencilere motivasyonlarını daha iyi tanımlamak için gereken kavramları sağlamak amacıyla Öz-belirleme Kuramında (SDT; Ryan & F,2017) motivasyon konusunda tanımlanan çeşitli sınıf içi etkinlikleri de eklenmiştir.

Bu çalışma, Ankara'da İngilizcenin yabancı dil olarak öğretildiği bir Türk Üniversitesindeki iki yabancı dil hazırlık sınıfında, sekiz haftalık bir kursta gerçekleştirilmiştir. Veri, yazma sorularına verilen yanıtlardan, öğretim görevlisi tarafından alınan notlardan ve sözlü mülakatlardan toplanmıştır. Ortaya çıkan konulara, Öz-Belirleme Kuramına ve her sorunun amacına bağlı olarak hazırlanan yönergeler kullanılarak içerik analizi yapılmıştır. Veri her kategorinin sıklığına göre sınıflandırılmış, analiz edilmiş ve ölçülmüştür.

Çalışmanın bulguları öğrencilerin motivasyonu akademik hedefleriyle ilişkilendirdiklerini ve İngilizceyi bu hedeflere ulaşmak için araç olarak gördüklerini ortaya çıkarmıştır. Bazı öğrenciler için motivasyon kalitesinde olumlu bir değişim saptanmıştır. Önemli miktarda sayıda öğrencide geniş çaptaki ve küçük çaptaki motivasyon kalitesinde göze çarpan bir fark gözlemlenmiştir. Bazı öğrencilerin motivasyon farkındalığının arttığı görülmüştür.

Bu çalışma Türkiye'deki yabancı dil olarak İngilizce öğrenen öğrencilere genellikle profesyonel ve akademik hedeflerin motivasyon sağladığını ve hatta küçük çaplı motivasyon müdahalelerinin öğrenciler üzerinde pozitif etkisi olabileceğini belirten diğer çalışmaları desteklemektedir. Konuyla alakalı farklı çalışmalar için öneriler ve bu çalışmanın pedagojik anlamları sunulmuştur.

Anahtar kelimeler: Yabancı dil olarak İngilizce öğrenimi, öyküsel terapi, öz-belirleme kuramı, yabancı dil olarak İngilizce öğrenen öğrenci motivasyonu, nicel

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CHAPTER 1: INTRODUCTION

Introduction

Human beings display a remarkable ability to energize and organize themselves into action. The study of this phenomenon, motivation, goes back at least to the ancient Greeks with Plato's descriptions of spirit, reason, and appetite, and continues to our present day. Despite this long history, definitions and descriptions remain quite varied. In recent years there have been numerous theories to explain motivation. The wide variation in perspective and conclusions of these theories suggests that not only has the problem of what constitutes and creates motivation not yet been resolved, it does not look as if it will be any time soon.

Learner motivation differs from more general motivation in that it assumes a specific target and context for its energy and organization-education. The impetus for the study of learner motivation is obvious. Highly motivated students are reported to learn more, work more persistently, perform better on achievement tests, as well as produce superior work (Fredricks et al., 2011). This phenomenon extends to second language (L2) learning which depends perhaps more than other subjects on persistence of effort and practice. Due to the fact that learner motivation occupies such a crucial role in the language classroom, this study aims to investigate the nature of EFL students' self-awareness of their motivation, as well as how it potentially develops during a narrative-based motivational intervention.

Background of the Study

Learner Motivation

Learner motivation is the motivation that stimulates the individual into actions that lead to learning. English as a Foreign Language (EFL) instructors agree

that it is crucial for the language classroom as language learning requires more activity and practice than other subjects. Despite its importance being agreed upon, there is no universally consensus method for building learner motivation. This is perhaps due the very individual nature of motivation, or to the variety of theories that seek to explain motivation. Most of these theories derive from the broader field of psychology, and not specifically from the field of EFL itself.

Numerous theories have sought to explain the sources and nature of motivation. Examples include Kesebir and Pyszczynski's Terror Management Theory (2012), Regulatory Focus Theory, proposed by Higgins (1997), and Social Cognitive Theory, first defined by Bandura (1977). More specifically related to the field of EFL, Dörnyei (2009) proposed what he termed 'The L2 motivational self-system', which combines elements of Regulatory Focus and Dynamic Systems Theory. These theories, however, tend to focus on the theoretical underpinnings of motivation or the mechanics of motivation in practice, and less so on the elements that encourage or discourage motivation. Self-determination theory (SDT), as proposed by Ryan and Deci (2017) and Deci and Ryan (1985), is a more comprehensive theory which suggests that motivation is best understood as arising from both extrinsic and intrinsic factors and is best encouraged by the satisfaction of three basic psychological needs: autonomy, relatedness, and competency.

Self-determination theory is the result of the collaboration of psychology professors Edward Deci and Richard Ryan. SDT delineates a framework of extrinsic and intrinsic sources of motivation as well as a description of motivational orientations that interact with these sources. It furthermore describes how cultural and social factors inhibit and encourage individuals toward and away from certain behaviors. Central to this theory is the proposition that satisfaction of three

psychological needs-autonomy, relatedness, and competency-leads to the highest quality types of motivation, motivation that is creative, persistent, and increases performance (Deci & Ryan, 2012). Since its original development Ryan and Deci (2017) have continued to promote the theory. It has also since been applied and expanded upon by a network of researchers around the world. It has also been elaborated to include six mini-theories to explain in further detail phenomena encountered in SDT research (Ryan & Deci, 2017). The theory's detailed framework as well its practical applicability make it useful for a wide variety of fields, which have included: health care, education, organizations, psychotherapy, and sports organizations (Deci & Ryan, 2012). It is this applicability as well as the theory's comprehensive explanation of both learner and external factors that make it particularly useful for the EFL context.

SDT posits two basic motivational orientations: extrinsic and intrinsic (Deci & Ryan, 1985). Intrinsic motivation is motivation that arises out of interest or curiosity and is generally considered more sustainable and producing higher quality performance. Extrinsic motivation results from an intention to produce an outcome. Comprising a subset of extrinsic motivation are four 'behavioral regulation' types (Figure 1) comprising a spectrum from less self-determined towards self-determined types of regulation (Deci & Ryan, 2012). Regulations refer to the specific 'pushes' and 'pulls' that occur when engaging (or not engaging) in specific activities. These regulations are, in order from less self-determined to self-determined: *external*, *introjected*, *identified*, and *integrated* (Deci & Ryan, 2012). *External regulation*, as the name suggests, is related to external factors. It occurs when a person is motivated by external rewards or avoiding punishment of some kind. An example would be a student studying for an exam in order to avoid being punished by their parents or to

receive a reward for high marks. *Introjected regulation* occurs when a person is motivated by an avoidance of negative emotions (such as worry or shame) or to earn approval (whether self or others'). An example of this type of regulation would be a student working hard in class in hopes of receiving teacher approval. Still a bit more autonomous in nature, *identified regulation* refers to the type of regulation that exists when a person identifies with the need for a certain behavior. For example, a student may not enjoy working on a certain project, but still sees the value in the activity and therefore exerts effort on it. The most autonomous of these four is *integrated regulation*. This occurs when a person integrates the values of an activity or norm with his or her own values. An example might be a student who gets up early to study because it fits his or her broader goal of becoming a doctor.

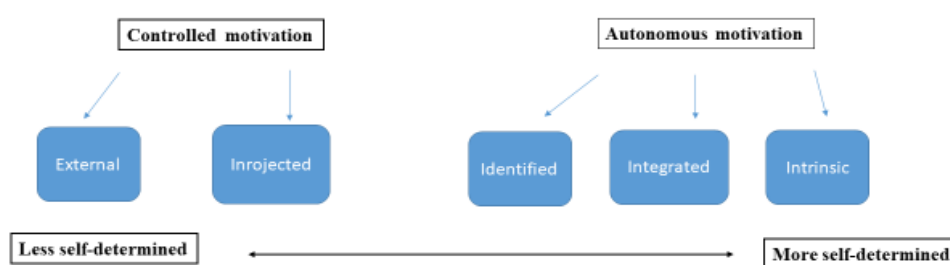


Figure 1. Behavioral regulation according to SDT

The self-determined types of behavioral regulations (i.e., identified and integrated) and intrinsic motivation constitute autonomous motivation, which is considered a high quality of motivation while the less self-determined types of behavioral regulations (i.e., external and introjected) constitute controlled motivation, which is considered a poor quality of motivation associated with negative outcomes. (Vansteenkiste, Sierens, Soenens, Luyckx, & Lens, 2009).

Narrative Therapy

Narrative writing has been used as a technique in psychology to allow clients to better understand themselves, pinpoint their strengths and weaknesses, and better handle their problems. It has been the foundation for therapies such as Narrative Therapy, which seeks to help clients find alternative paths for understanding their difficulties (Morgan, 2000). Created by clinical psychologists Michael White and David Epston (1990), Narrative Therapy (hereafter NT) is based on the analogy that an individual's understanding and perceptions of a phenomenon- for example a recurring problem- is akin to a 'narrative text' or story. This text is then recalled, elaborated or reconstructed every time the individual encounters the phenomenon. These 'texts' become the fabric from which the individual's realities are created.

Though these stories are the very material of the individual's reality, it is the individual who is telling and retelling the stories. Therefore, there is the possibility for redefining or 're-authoring' these narratives (White & Epston, 1990). Although NT can take many forms, it can generally be split into three basic steps: (1) externalize the problem; (2) generate re-descriptions; (3) create new, more desirable narratives (White & Epston, 1990).

A key step in this process is to separate the person from the problem, which is to place the writer in the position of an outside observer (White & Epston, 1990). This is chiefly done through asking questions which refer to the problem or issue in question as a separate entity and without judgement. Once this entity is defined from the narrative, it can be redefined. This is done by looking at the problem (if it should be referred to as such) from different perspectives. In addition, examples of successfully countering the problem can be examined. This provides the patient with

a more positive self-evaluation. From this, the patient can create a new and healthier self-narrative (Burgin & Gibbons, 2015).

The principles of NT can be seen not only as therapy, but as a tool for improving awareness, offering new perspectives, and changing attitudes. Namely, NT promotes objective perspectives on, and the treatment of, problems-not people and opens new possibilities for action (Gilling, 2016). It encourages autonomy and taking an agentive role in one's own circumstances. Moreover, it encourages awareness and unique perspectives on one's self and surroundings. As such, it offers unique potential to allow learners to analyze, adjust, and construct their own narratives regarding motivation.

Statement of the Problem

A theoretical framework to understand learner motivation is needed as well as a practical tool with which to intervene and develop it. The Self-determination theory of motivation has been applied to education and has been the subject of numerous studies. Some of these studies have used SDT as a framework with which to observe student performance and teacher orientations (e.g., Astuti, 2016; Harackiewicz & Pirinski, 2017). For example, Bartholomew et al. (2017) looked at 'controlling teacher behavior' and how it affected student performance. Astuti (2016) and Cheon and Reeve (2015) looked at methods for teachers to decrease amotivation. Other studies were more specifically related to training teachers in the principles of autonomy and autonomy support (e.g., Jang, Reeve & Deci, 2010; Oga-Baldwin, Nakata, Parker, & Ryan, 2017; Reeve, Jang, Carrell, Jeon, & Barch, 2004). Still another study focused on the aspect of relatedness, and did so in the context of an online discussion board, which showed improved learner self-efficacy (Butz & Stupnisky, 2017). Only one study focused specifically on the EFL context, a

longitudinal study of the dynamic relationship of motivation to learning environment and engagement of a group of young learners (Oga-Baldwin et al, 2017). There is, therefore, a lack of studies built on student motivation from the SDT perspective in the field of EFL. Furthermore, all of these intervention studies have centered on the relationship of learning environment or student motivation to educational outcomes. To the researcher's knowledge no studies have focused on university level EFL learners' self-awareness about the quality of their motivation and to what extent such a self-awareness could be the starting point for self-evaluation and internalization of external motives toward autonomous motivation.

Endorsing the goal to study EFL learners' self-awareness of their motivation, an appropriate tool to explore it is needed. EFL learners are exposed to narrative activities throughout their English courses. Narratives are not only the means to practice their writing skills but also to express their perceptions, opinions and feelings. For this reason, approaches that use narratives for self-exploration seem appropriate for the EFL context. One approach using narratives, Narrative Therapy (NT), has been almost exclusively devoted to psychotherapy. It has been implemented to build self-esteem in patients (e.g., Chadwick, Smyth & Liao, 2014), in the treatment of depressive disorder (e.g., Ribeiro, Gonçalves, Silva, Brás & Souza 2016), as well as to aid in recovery from strokes (Chow, 2015), just to name a few examples. Outside of clinical settings, NT has been used for HIV/AIDS education (Makalela, 2015), but has otherwise gone unused in the field of education. While it would not be feasible to implement full-scale narrative therapy to a large group of students in a university preparatory school context, it is possible to adopt and apply some basic techniques from NT. To the researcher's knowledge no study has

combined the techniques of NT with the theoretical framework of SDT for a motivational intervention on EFL learners.

Many Turkish university students prefer to attend universities where English is the language of instruction. Owing to this, and as a British Council (2015) report states, “students enter preparatory school with low English proficiency levels and low motivation” (p. 15), many are required to attend preparatory programs before entering their departments. The compulsory nature of these programs, their intensity in terms of time and workload, as well the frustration at not being able to enter their departments quickly, has a detrimental impact on motivation for the learners (British Council, 2015). These preparatory programs are often seen as a ‘roadblock’ as opposed to an ‘avenue’ for the careers and futures they desire. As motivation is key to successful educational outcomes, there is a clear need to build and maintain learner motivation in these programs.

Purpose

The purpose of this study is to describe EFL learners’ self-awareness of their motivational orientation and behavioral regulation as well as the evolution of it through a narrative-based intervention. It also aims to determine the perceptions of the students of this intervention.

Research Questions

This study aims to address the following research questions:

1. What is EFL learners’ self-awareness of their motivational orientation for learning English?
2. How does EFL learners’ self-awareness of their motivation for learning English evolve during a narrative-based motivational intervention?

3. What are the perceptions of the EFL learners of a narrative-based motivational intervention?

Significance of the Study

Learner motivation has been the subject of numerous SDT studies, however, the majority of these either investigated the relationship of motivation or of learning environment to educational outcomes. To the researcher's knowledge no studies have focused on EFL learners' self-awareness of the quality of their motivation and interventions to alter it. The techniques of NT have demonstrated their effectiveness at raising awareness and changing perspectives (e.g. Morgan, 2000; Burgin & Gibbons, 2015; Gilling, 2016). Therefore, this study proposes an intervention based on the principles of SDT and utilizing the techniques of NT. The findings of this study may help to explain the relationship between learner self-awareness and motivation orientation. It may also help to evaluate the use of narratives in raising learner awareness and adjusting motivation.

Having a simple and effective tool that builds motivation utilizing an activity that is already in practice in the EFL context, namely writing, could be particularly useful to learners. These simple tools can be incorporated into syllabi as a means to address motivation issues. As motivation is often a problem in these contexts, having a means for students to build meaningful motivation, which is associated with optimal functioning and well-being, could be of particular benefit.

Definition of Key Terms

EFL (English as a Foreign Language)- the field of English language learning and teaching involving students whose first language is not English, and are learning English in a non-English-speaking environment.

Motivation for learning- According to SDT, motivation for learning can be defined by quality and split into two main categories: *autonomous* and *controlled*. Autonomous motivation is defined by having the perception of cause of motivation located internally, as in interest or personal goals. Controlled motivation is defined as having the perception of the cause of motivation located externally, as in approval from others or to avoid risk of punishment (Deci & Ryan, 2012).

Narrative-based intervention- a type of activity (in this case intervention) which is primarily composed of open-ended writing prompts with the intention of encouraging reflection on a topic, event, or situation. It is loosely based on the concepts of Narrative Therapy (White & Epston, 1990).

Self-determination theory (SDT)- a theory of motivation and behavior developed by psychologists Deci and Ryan (2017) which defines types of motivation along a continuum from controlled to autonomous. SDT is concerned with social and contextual factors and how they relate to the satisfaction of three basic human needs: autonomy, competence, and relatedness.

CHAPTER 2: LITERATURE REVIEW

Introduction

This study aims to study how EFL learners' self-awareness of their motivational orientation and behavioral regulation evolve during a narrative-based intervention. With this in mind, this chapter will present the previous literature on definitions of motivation as well as how it has been studied. It will cover interventions enhancing learner motivation, as well as motivation interventions more specific to the field of EFL. Motivational intervention studies utilizing the framework of Self-determination theory are covered. Studies on motivation interventions specific to Turkey will then be examined. Finally, Narrative Therapy (NT) will be defined and research on the topic will be discussed.

Learner Motivation

Noted motivation theorist Gardner (2001) stated, "The variable *Motivation* refers to the driving force in any situation" (p.6). This description of motivation as a unitary object of study is generalizable to nearly any arena, even physics, and is therefore less descriptive and useful than is necessary for the study of learner motivation. In recent years, motivation has been described more in terms of a process. For example, Pintrich and Shunck (1996) stated that, "Motivation is a process whereby goal-directed activity is instigated and sustained" (p.4). From this concept, various researchers have developed complex models incorporating both learner traits/orientations, aspects of learner environment, and the interplay between these factors. As Julkunen (2001) articulated, "In a classroom context, motivation can be seen as a continuous interaction process between the learner and the environment" (p.29). Although learner motivation may prove difficult to articulate, it

is clear that it produces and controls learning activity. From the Self-Determination Theory perspective, learner motivation can be evaluated by its quality, some types prove more resilient and lasting than others, and promoting these types of motivation is to the benefit of the learning process.

Motivation Interventions in Education

What is a Motivation Intervention?

The importance of learner motivation is attested to by the amount and range of theories that originate from or are used within the field of education. Examples include, Achievement Goal theory (Wright, 2015), Attribution theory (Weiner, 1982), Self-affirmation (Sherman & Cohen, 2006), Self-confrontation (Greenstein, 1976), Self-determination theory (Deci & Ryan, 2012), and many others. Though as the names might suggest there is great variety in approach, motivation theories within education place psychological and/or social aspects at their center.

An intervention has been defined by researchers Lazowski and Hulleman (2015) as, any action taken by a teacher or researcher taken with the intention of altering student behavior, emotion, or perception. When successful, learner motivation interventions result in increased learner participation, output or enthusiasm.

Motivation Intervention Research in Education

Hoyert and O'Dell (2006) based their study on Achievement Motivation, also known as Goal-orientation theory which posits two main types of motivational goals: mastery goals and performance goals. The two-part intervention was designed to shift the participants from performance goal orientations (desire to demonstrate competence) toward mastery goal orientation (desire to master the material), which has been identified as more beneficial. The first intervention, which took place in the classroom, produced an insignificant increase in mastery goal adoption, but a much

larger decrease in both types of motivation by the end of the semester, as well as a steady increase in exam scores. The second intervention, applied through an interactive computerized tutorial, showed much more promising results including an increase in mastery goal adoption, accompanied by a decrease in performance goal orientation. Another noteworthy aspect of this study was that each of these interventions consisted only of about one hour for the participants, yet the second intervention produced significant results. It appears that even a seemingly brief intervention can have meaningful results.

Goal-setting theory is based on the simple premise that setting explicit goals leads to improved performance and self-regulation, greater persistence and enthusiasm, while decreasing the effects of setbacks and anxiety (Locke & Latham, 2002). It arose out of industrial psychology and has been subject to over 40 years of research. It has more recently been applied to education in such studies as an intervention by Morisano, Hirsh, Peterson, Pihl, and Shore (2010), which applied an intensive online goal-setting program within a longitudinal study for students who were at risk of failing. The authors theorized that this type of intervention could be the starting point of a positive feedback-loop where increased goal awareness leads to increased self-regulation, a perception of greater self-efficacy, and so more energy and persistence in activity. The results were encouraging, the intervention group showed improved grade performance, retention and lower levels of self-reported negative emotion. Increasing goal awareness can be a catalyst to other motivational aspects.

Lazowski and Hulleman (2015) conducted a meta-analysis of motivation interventions within the field of education. This meta-analysis covered sixteen studies, grounded in fifteen different theoretical motivation frameworks such as,

“achievement emotions, achievement goals, attribution, expectancy-value, goal setting, implicit theories of intelligence (mindsets), interest, need for achievement, possible selves, self-affirmation, self-confrontation, self-determination, self-efficacy, social belongingness, and transformative experience” (p.5). Analysis revealed that on average these interventions produced positive outcomes in terms of both motivation and student achievement. The authors caution against taking the results of any particular study as representative of the theory as a whole, but suggest that interventions on motivation, despite distinct theoretical bases, do tend to produce positive outcomes. They further concluded that while there have been repeated calls for intervention studies on motivation, such studies have been on decline. No explanation was put forward to explain this decline.

Interventions Utilizing Self-determination Theory

Numerous motivation studies have been performed utilizing the framework of Self-determination theory, which is the framework of this study as well. Many of these studies have used the teacher or parent as the focal point of the intervention. However, for the purposes of this research a discussion of those studies that centered on the students seems more appropriate.

One such intervention was Patall, Cooper and Wynn’s 2010 study on the effects of providing choice in regards to homework assignments in two American high schools. Students in the intervention group were given options of homework assignments (designed by the instructor), while those in the control group were given no choice and simply given set assignments. It was found that those students given a choice in homework assignments reported more intrinsic interest in their assignments, had higher rates of homework completion, and even scored higher on unit tests than those from the ‘no-choice’ group (Patall, Cooper & Wynn, 2010).

Another notable SDT-based study was Vansteenkiste, Timmermans, Lens, Soenens, and Van den Broeck's (2008) experimental study of the effects of extrinsic versus intrinsic goal-framing of tasks. The study took place in Belgium and the subjects were fifth and sixth graders. Two groups were randomly assigned and both given a reading concerning a local charity including a set of tasks. The difference lied in the set of instructions given. One groups' instructions were framed in such a way as to suggest the goal of the assignment was to learn about and help the charity for altruistic purposes, whereas the other groups' instructions suggested that social recognition might be obtained. The study showed that extrinsically framing the instructions resulted in lower persistence, conceptual learning, as well as enjoyment of the activities (Vansteenkiste et al, 2008).

Similarly, Schaffner and Schiefele (2007) conducted a study of ninth-graders where the nature of instruction was varied to ascertain the effects. Three groups were given an identical assignment, each with a different set of instructions: the first extrinsic-complete the assignment to receive a grade, the second intrinsic-emphasizing the entertainment value of the text, and a third with no comment on the outcome of the assignment. The researchers then measured the students' level of interest, test anxiety, and situational text representation (a critical understanding of the text and ability to apply the ideas to other contexts). In parallel to findings of Vansteenkiste et al (2008), it was found that the intrinsic instructions resulted in greater interest and lower test anxiety than the other types of instructions. Findings related to situational test representation were mixed and perhaps affected by the varying academic levels of the participants.

These studies utilized the concepts of Self-determination theory within the context of education. The studies used these concepts to manipulate the learning

environment to assess the resulting effects on the learners. It was found that by offering options for student autonomy and by framing activities in such a way as to encourage intrinsic motivation, student motivation was positively impacted. Notably, none of these studies took place in an EFL context. Furthermore, none of these interventions dealt directly with the students themselves or on the role of self-awareness and its relationship to the quality of motivation.

Motivation Intervention Research in English as a Foreign Language Teaching Motivation in Second Language Acquisition Research

Motivation research within the field of EFL has followed a similar trajectory and mostly draws from Second Language Acquisition (SLA) research. Perhaps the most cited researcher in the field, Dörnyei (2007), has identified three main phases in the study of second language learner motivation. The first was a period beginning in the 60's which focused on research of social and psychological aspects of SLA learners' motivation. This socio-psychological approach gave way in the 90's to a more a cognitive-situated period with more focus on classroom specific factors. More recently, research on motivation has described it not so much as a factor, but as a process, a dynamic interplay between context and learner aspects. As a subset to SLA research, current EFL research tends to define motivation as a process, while incorporating aspects of the socio-psychological and cognitive-situated periods. (Boo, Dörnyei, & Ryan, 2015) Although much research has been done on motivation in this area, surprisingly few interventions have been conducted. This is despite the need to build and sustain learner motivation in the EFL classroom. It also must be noted that while some of these studies have focused on the quality of motivation (for example integrative and instrumental), none have examined the quality of motivation with the more clearly defined concepts of SDT.

Researchers have conducted studies on the motivational strategies already in use in EFL classrooms. One of the most prominent of these studies was Dörnyei and Csizer's (1998) article which compiled the "Ten Commandments of Motivation" from the results of a questionnaire administered to 200 EFL teachers in Hungary.

The *Ten Commandments of Motivation* are:

- 1 Set a personal example with your behavior.
- 2 Create a pleasant and supportive atmosphere in the classroom.
- 3 Present the tasks properly.
- 4 Develop a good relationship with the learners.
- 5 Increase the learners' linguistic self-confidence.
- 6 Make the language classes interesting.
- 7 Promote learner autonomy.
- 8 Personalize the learning process.
- 9 Increase the learners' goal-orientedness.
- 10 Familiarize learners with the target language culture. (Dörnyei and Csizer, 1998, p.215)

These survey results show which strategies that EFL teachers found most important for the classroom. However, they tell little about how such strategies were implemented, nor the frequency in which they were applied.

Noticing this gap, Sugita and Takeuchi (2010) attempted to measure the frequency that these types of strategies were employed as well as their effect on motivational strength. A survey was conducted to determine the 15 most important strategies for EFL teachers in a Japanese context. Next, a series of questionnaires were administered over a two-month period to determine how these strategies were being used. Results showed that although 15 strategies were considered important to teachers, only four of them were used constantly over the course of the two months. These strategies were: (1) maintaining a goal achievable class, (2) concentrating on the motivational flow of a lesson, (3) providing a supportive atmosphere in the classroom, as well as (4) affording multiple opportunities for success (Sugita & Takeuchi, 2010).

This study is important as it shows that although teacher behavior may be a crucial factor in learner motivation, strategies for building motivation are often implemented in a haphazard fashion. Additionally, many of the strategies perceived as important may in fact have negligible effect on learner motivation. Still, the Sugita and Takeuchi's (2010) study did reveal four strategies that had some significant effect, though it should be noted that these were not the most frequently used. These strategies were: (1) applying non-test based continuous assessment, (2) sharing personal interest of L2 learning, (3) encouraging learners to accept mistakes as part of the learning process, and (4) giving regular feedback on areas in need of more study.

Motivation Interventions in EFL

As mentioned earlier, though much research has been conducted on motivation within EFL, very few studies were intervention-based. One intervention conducted was Moskovsky, Alrabai, Paolini, and Ratcheva's (2013) study of 14 teachers and nearly 300 students at universities in Saudi Arabia. This study looked specifically at EFL teachers' motivational strategies and their effects on learner motivation. A program of strategies was developed and elaborated as well as a means to ensure consistent implementation of these strategies. Pre- and post-surveys revealed that the experimental group showed increased intrinsic motivation and individualistic (as opposed to collectivist) orientations, as well as reduced English learning anxiety.

Building on this previous study, Alrabai (2016) examined the effects of this type of intervention on learner achievement. As predicted, it was found that a similar but slightly more limited intervention again resulted in increased learner motivation as well as increased learner achievement compared to the control group. These

studies demonstrate the effects of teacher strategies on learner motivation, as well as learner motivation effects on achievement.

Ockert (2015) performed a different type of motivational intervention on EFL students in Japan by incorporating technology and positive self-review. Students used tablet computers (I-Pad) to video record themselves during a classroom speaking activity. Videos were later self-reviewed. Surveys were then administered and data analyzed utilizing a scale based on Self-determination theory. That is, the surveys measured levels of the different types of motives for learning English: amotivation, intrinsic, extrinsic as well as the subcategories of extrinsic regulations. It was found that this type of intervention had statistically higher levels of both identified and intrinsic behavioral regulation. It was concluded that such a type of positive self-review could benefit the EFL learning process as it contributes to a better quality of motivation.

Motivation Studies for EFL in Turkey

Turkey is a nation of some 80 million people with an economy that is becoming increasingly internationally integrated. In parallel, English speaking and English instruction has gained in importance in recent decades. Alongside this phenomenon, research within the EFL context has defined some of the aspects that differentiate EFL in the Turkish context and the Turkish EFL learner (Bektaş-Çetinkaya, 2012; Köseoğlu, 2013; Öztürk & Gürbüz, 2013). English is seen as the key to better future opportunities and there is therefore an emphasis placed on the language as sign of prestige (Bamgo, 2003). Furthermore, English has been made compulsory even at universities where the native Turkish is the medium of instruction (Official Journal, 2016)

More specifically, research done on motivation in EFL in Turkey has followed themes similar to those in EFL in general: types of motivation and the relationship of motivation type with other variables. Despite the limit in scope of quality research done in this context, valuable contributions have been made. In order to establish the context more fully it is useful to examine some of these studies briefly here.

Altun (2017) looked at how students from different degree programs differed in motivation type. The study surveyed 170 first-year students at a foundation university in 5 different departments: Aviation Technology (AT), Psychological Counselling and Guidance (PCG), Interior Architecture (IA), Civil Engineering (CE), and Nursing (N). Employing an adapted version of Gardner's Attitude/Motivation Test Battery (AMTB), the researcher attempted to measure the integrative (motivated by a desire to integrate with a community) and instrumental (motivated by professional or academic purposes) motivations of the students and what the relationship might be between these types of motivation and the students' respective departments.

Overall, the participants tended to have higher instrumental than integrative motivation. This the researcher attributed to the belief that English was necessary for a successful future career. Additionally, students of AT showed a significant difference (higher) in instrumental motivation compared to the PCG students. Students differed insignificantly in integrative motivation. This study confirms that EFL learners in Turkey are principally motivated by instrumental concerns. As there is generally little opportunity for interaction with native speakers, and much focus placed on English as a key to future opportunity, this is not surprising.

Utilizing the same constructs of instrumental or integrative motivation, Genç and Aydın (2017) conducted a study to relate Turkish Learners' attitudes, motivation, gender, parental involvement, department, and academic achievement. The study administered a modified AMTB-based questionnaire to 462 Turkish students at a state university and employed statistical analysis to compare the data. This produced several findings. A significant difference in motivation between females (higher) and males was reported. Attitudes toward English also varied by department with Foreign Trade students showing the most positive and Medicine the lowest. Perhaps surprisingly, there was a low correlation between either type of motivation and academic achievement, and insignificant correlation between parental involvement and academic achievement. Reported reasons for studying English mirror those found in other studies in this context. Most felt it important to study English, citing career and educational opportunities, followed closely by gaining social status. These findings confirm other studies in identifying some important aspects of learners in this context.

Working in a similar vein, Öztürk and Gürbüz (2013) utilized both quantitative and qualitative methods to look at motivational levels and orientation at a state university in Turkey. Again, it was found that most students had a moderate level of motivation to learn English. Most students displayed higher levels of instrumental motivation as compared to integrative. Qualitative findings listed instrumental reasons for studying the language (career and educational opportunities) as well the fact that motivational level is not a constant, but varies throughout the process of study.

In a slightly different context, a private high school in Turkey, Şener and Erol (2017) looked at the relationship between motivation and self-efficacy beliefs. Again

it was found that the students were moderately motivated and tended to have higher levels of instrumental than integrative motivation. Females tended to be both more highly motivated and to show higher levels of integrative motivation toward learning English in this study. The authors suggested that this was possibly linked to the fact that most who go into the profession of English teaching in Turkey are female. Relatedly, it was reported that career concerns were the most substantial reason for studying English. A moderate correlation between motivation levels and self-efficacy beliefs was also found.

These studies are valuable in that shed light into particular aspects of the Turkish context. A noted similarity is that the students in this context are generally motivated by instrumental concerns. That is, most see English as a means to career and academic goals (and for some perhaps the prestige that accompanies the achievement of these goals). For the purposes of this study, it is perhaps useful to suggest that this type of motivation, instrumental, best correlates with *identified* regulation, of Self-determination theory (Deci & Ryan, 2012). Identified regulation is a type of autonomous motivation when the student sees the object of learning or learning activity as important to meet his/her goals that are important personally.

Narrative Therapy

Research on Narrative Therapy

These three steps: externalizing the problem, generating re-descriptions, and re-authoring the narratives, have had a remarkable impact on clinical therapy and have allowed many to make profound changes in their lives. Many studies have been conducted on NT's application to psychological issues. It is useful to elucidate some of them here in order to perhaps extract the benefits of using NT's techniques.

Chow (2015) conducted an intervention based on Narrative Therapy whereby survivors of stroke participated in both individual and group activities to aid in their recovery. The intervention utilized a metaphor entitled the 'Train of Life' with which the participants imagined various stages of their recovery as 'stations' and were thus able to define the course of their recovery. Participants were encouraged to look back at various 'stations' of their lives and define aspects that carried them through difficult times. According to Chow (2015), locating personal strengths and attributes from the past can be used to build positive habits and dispositions for the present and future.

The purpose of Gilling's case study (2016) was to explore an alternative method for examining (and ultimately dealing with) 'problem' behavior. The case study included three participants, 'Daniel', 'Daniel's' mother, and his teacher, 'Susan'. The intervention included four NT sessions with each participant. These were aimed at redefining the language which was used to describe what had been termed 'problem' behavior. It was found that redefining descriptions of events through narratives allowed 'Daniel' and the other participants to focus on more useful interpretations and discover some personal characteristics that allowed him to react differently. The author concluded that the underlying principles of NT, more so than the therapy itself, is the most effective aspect. It is what Gilling (2016) entitles 'co-research', involving and enabling the patient in the research process, which allows for a transformative process.

Beaudoin, Moersch, and Evare's (2016) sixteen-week study looked at children's social and emotional skill development during an NT intervention. The intervention consisted of two groups, one project and one control. The project group was engaged in a series of writing tasks which encouraged the children to define

problems to challenges, look for alternate interpretations from their own experience, and then finally redefine to build better problem-solving skills. One interesting note was Beaudoin, Moersch, and Evare's (2016) use of open-ended sentence prompts such as, "I chose to keep the problem small by . . .", "What helped me the most was thinking . . ." (p.42). These prompts seem an obvious but very useful means of encouraging exploration. The results were quite encouraging, and the project group showed marked improvement in the categories of self-awareness, self-management, and responsible decision-making.

Burgin and Gibbons (2015) explored techniques for using NT for older adults with Bipolar Disorder (BD). To illustrate they presented a case study of a 61 year old woman, Julia, who had struggled for years with this disorder. NT allowed Julia to discover new perspectives on her illness and her life, and thus live in a way that was healthier and more fulfilling. Similar to the other studies, NT allowed the patient to re-author her own personal narratives and so take control of her own life.

NT, therefore, has proven its usefulness in helping people to transform their lives. Locating instances in the past where different attributes were operative can provide the materials to build more positive outcomes for the future. NT techniques allow the client an agentive role in building their own identities. Additionally, NT has demonstrated its usefulness in behavioral development by raising self-awareness, and increasing self-responsibility and responsible decision-making.

Conclusion

This section has surveyed the literature relevant to this study. It has been seen that learner motivation has been studied under a variety of fields and in many contexts. Motivation interventions performed in the field of education have utilized a variety of theoretical frameworks including Goal Orientation theory (Wright, 2015),

Goal-setting theory (Locke & Latham, 2002), as well as the framework for this study, Self-determination theory (Deci & Ryan, 2012). These studies have demonstrated that even a brief intervention can result in a meaningful effect, that increased goal awareness can have a positive impact on other motivational aspects, and that motivation interventions in general, regardless of their theoretical framework, tend to result in positive outcomes. These conclusions lay the foundation for this study and provide a justification for performing such a study in that the expected impact on learner motivation is a positive one.

Studies utilizing Self-determination theory have also featured interventions focused on learner motivation within the field of education. These studies have predominately been focused on manipulations to the learning environment in some way. Examples include the framing of instructions to educational activities (e.g. Vansteenkiste, Timmermans, Lens, Soenens, & Van den Broeck, 2008; Schaffner & Schiefele, 2007) as well as evaluating the effects of increasing student autonomy by making more choice available in course work (Patall, Cooper & Wynn, 2010). Consistent with the presumptions of SDT, it was found that increasing learner autonomy resulted in better quality motivation as well as better motivational outcomes. For the purposes of this study, these studies suggest that SDT provides a suitable framework for the study of learner motivation and that a gap exists in that all have focused on manipulating the learning environment, rather than dealing directly with learner self-awareness of motivation.

Motivation interventions within EFL have been less common than those in education at large, though similar outcomes have been noted. It was noted here as well that motivation interventions based in differing theoretical backgrounds generally resulted in positive outcomes. Specifically, for one study it was found that

they resulted in increased intrinsic motivation, individualistic orientations, as well as decreased learner anxiety (Moskovsky, Alrabai, Paolini, & Ratcheva, 2013).

Similarly, another intervention found that both learner motivation and achievement increased (Alrabai, 2016) These studies demonstrate once again that regardless of their theoretical underpinnings, motivation interventions seem to result in positive outcomes. Still another intervention based on SDT found that positive self-review resulted in higher levels of intrinsic and identified motivation, which is associated with more positive motivation outcomes. (Ockert, 2015). For the purposes of this study, it is important in that it demonstrates both the value of self-reflection for learners, as well as that it was possible to stimulate a shift in motivation orientation within learners.

EFL studies on motivation in the Turkish context have also been presented in this section. These studies primarily sought to build a profile of learner motivation in this context. It was found that levels of integrative motivation differ insignificantly by department (Altun, 2017) and that there was little correlation between type of motivation, integrative or instrumental, and learner achievement (Genç & Aydin, 2017). Notable for this study is the profile of Turkish EFL learners that these studies provide. A similar profile of motivation arises from all of these studies. These students tend to be motivated by instrumental concerns. That is, they are studying to reach professional or academic goals (e.g. Bamgo, 2003; Altun, 2017; Öztürk & Gürbüz, 2013). This current study will perhaps confirm or elaborate on this profile. It should also be noted that this profile best correlates with the SDT concept of *identified* motivation (Deci & Ryan, 2012).

Research on Narrative Therapy has taken place primarily in the clinical environment and demonstrated its usefulness for transforming individual lives. As a

specific example, it was found that locating personal strengths from the past allowed for building positive habits and dispositions in the present (Chow, 2015). Gilling's (2016) case study demonstrated that redefining descriptions of events enabled patients to find personal characteristics that allowed them to react differently. Beaudoin, Moersch, and Evare (2016) utilized open-ended writing tasks that resulted in improved self-awareness, self-management, and responsible decision-making. Research on NT has proven useful for this research in that it served as the basis for the intervention itself and has proven the techniques' usefulness building self-awareness and building more positive dispositions. It should also be noted that these techniques have yet to be applied to fields outside of psychology to the knowledge of the researcher.

CHAPTER 3: METHOD

Introduction

The purpose of this study is threefold: a) to describe EFL learners' self-awareness of their motivational orientation for learning b) to investigate how EFL learners' motivation evolves during a narrative-based motivational intervention c) to investigate the learners' perceptions of this intervention. In this chapter information on the setting, participants, instruments, as well as data collection and analysis will be presented.

Research Design

In order to explore the nature of the students' self-awareness, a qualitative research design was chosen. According to Mackey and Gass (2005), qualitative research is often defined by open-ended, explorative nature. This differs from quantitative research, which chiefly aims to confirm or disconfirm hypotheses, primarily by use of statistical analysis. A qualitative design is also particularly useful to study fewer subjects in further detail, as well as to document processes as they unfold. Qualitative research is often noted for being interpretive in nature and reliant on emergent data (Dörnyei, 2007).

This type of research design was chosen for several reasons. Firstly, the research questions began with no specific hypothesis and what was called for was a means to explore the topic and record whatever the results would be in order to provide a starting point for future research. Furthermore, it was chosen because it allowed for more in-depth exploration of the students' perceptions. This qualitative approach allowed for more rich descriptions and was felt that in this way the students would both feel more comfortable, and therefore respond more naturally as well as

provide more useful data. Although some quantification of data did occur, this study was based on approaches adapted from narrative therapy. This meant that narratives, or written responses were the main focus of study and therefore a qualitative research design was most appropriate.

Context

The study was conducted at a Turkish state university's preparatory program. This program is designed to bring students to a level of proficiency in English so they may successfully study in their departments. As many of the top-tier universities in Turkey feature English-medium instruction, these types of programs are common throughout the country. Such programs last from as little as six months, and students may attend for up to a maximum of two years by law (Official Journal, 2016). These programs vary in content from general English, to English for Academic Purposes (EAP) to specialized English for Specific Purposes (ESP) style courses. The setting for this study was at a program that can best be described as a mixture between general English and English for General Academic Purposes (EGAP). EGAP incorporates general academic skills such as academic writing conventions and critical thinking skills in addition to the standard reading, writing, speaking, listening, and grammar of general English (Blue, 1988). These programs generally group students by level and are often mixed without regard to their future respective departments.

Participants

For this study, thirty-two students from two classes were recruited by contacting an EFL instructor at a local institution and requesting to apply the material designed for this study in her classes. In total, the participating classes included 14 female and 18 male students (Table 1). Following approval and the required ethics

committee procedures, the intervention began. The selected class was studying at what correlates to a B1 level on the Common European Framework (n.d.). This was to ensure the participants were able to accurately complete their narratives for the study. As reported by the instructor, participants varied by department as well as years of English studied and ranged in age from eighteen to twenty-one.

Table 1

Participants by Gender

Gender	Group 1	Group 2
Male	10	9
Female	4	9
Total	14	18

Instrumentation

The designed material

The instrumentation of which the intervention was comprised was also the means of data collection. That is, as the participants were guided to raise self-awareness of their motivations, their responses were collected in order to serve as the bulk of the data for the study. Therefore, the following section describes by phase the instruments implemented which served as tools of both intervention and data collection.

It is important also to note that the majority of the instruments were writing prompts that had been extensively discussed with an expert in motivational psychology and English teachers. The prompts were also pilot tested as class activities in the researcher's own class, and finally adjusted for use in the study.

Phase 1. This qualitative study consisted of five main phases over the course of about eight weeks in the beginning of the term. The *first phase* (see APPENDIX A) consisted of a set of writing prompts that were developed by the researcher with the assistance of literature and advisor, and according to the principles and techniques of SDT and NT.

The objective of the prompts was to lead the participants to reflect on their own motivations as well as to provide a source of data regarding those motivations. Moreover, it was hoped that by focusing their attention on their own characteristics in action, the participants might identify the attributes that allow them to succeed. As such, the prompts were as follows:

1. One of my greatest successes in life was...
2. The personal attribute that most helped me to accomplish this was...
3. I was motivated to accomplish this because...
4. During this time I felt...

Participants were asked to reflect briefly on each item and then encouraged to write four to five sentences for each explaining their answers. This phase took approximately 20 minutes to administer and complete.

Phase 2. The *second phase* (see APPENDIX B) took place the following week and was designed to help the participants to generate different interpretations of their motivations through educating them about the nature of motivation as seen through the lens of SDT. Participants were shown a short video of one of the founders of SDT, Edward Deci, explaining aspects of the theory. Participants took notes while watching. This was in order to make the activity more engaging and meaningful to the participant, as well as to fit seamlessly with their normal classroom routines. The video was followed by questions and then discussions to assess

comprehension as well as to clarify any misunderstandings. A link to the video is provided here:

<https://mappalicious.com/2014/11/24/listen-to-the-founders-of-self-determination-theory-edward-deci-richard-ryan/>

A short set of questions to check understanding was then given:

1. Deci believes the quality of motivation is the most important thing.
2. In his example of the two women studying, the second woman was looking for concepts/big picture while she was reading.
3. In Self-Determination Theory, the two most important distinctions are between controlled and autonomous motivation.
4. Controlled motivation is ANSWERS WILL VARY/Carrot and stick/coerced or seduced/pressured, etc....
5. Controlled motivation is associated with negative/positive emotions.
6. Autonomous motivation is ANSWERS WILL VARY/ Out of interest/ You choose it/ interesting, etc...
7. The two 'flavors' of autonomous motivation are interest and fits your values.

Next it was necessary to have the participants to identify and evaluate their own motivations using the concepts they had just learned from the video. In order to bring these concepts from the theoretical to the real world, participants were returned to their original writings and given a new writing prompt:

1. Looking back at my greatest success, the type of motivation that best describes my motivation is...

This was meant to encourage the students to understand and become aware of the nature of their own motivations at work by reflecting on an experience from their own lives. Additionally, it was an opportunity for the participants to identify existing characteristics that allowed them to succeed in some area of their lives. This was in line with the process of narrative therapy in which participants tell the narrative of

their experiences and then are invited to retell these experiences after discovering different perspectives and aspects of these stories. In total, this phase took approximately 50 minutes to complete.

Phase 3. For the *third phase*, a session featuring three parts was administered. The purpose of this phase was to focus awareness of motivation as it related to the preparatory school and to connect the previously discussed concepts to the specific contexts of the participants. This was the beginning of the creation of sort of a ‘narrative text’, in which the students created a profile of their motivation in the academic context. This phase began with the administration of a new set of writing prompts (see APPENDIX C) more specifically related to the preparatory school context. These prompts were:

1. I chose to study at an English-speaking university because...
2. I want to succeed at preparatory school because...
3. When I do my homework, I do it because...
4. When I don’t do my homework, this is because...
5. What most motivates me to study is...

Participants were given approximately twenty minutes to answer the questions and encouraged to write four to five sentences for each prompt. The second step was to elaborate on the concepts of SDT. This was administered in the form of a reading task adapted from a short article on SDT taken from an online blog (see APPENDIX D). This was chosen for its accessibility of language, yet still required much adaptation both to make it more suitable for the participants and more accurate in content. The text included not only more detailed explanations of the types of motivation described by Self-determination theory, but also suggestions as to how to motivate oneself. A set of comprehension questions was added to check

understanding of the text. The final part of this phase (see APPENDIX D) was for the students to revisit the writing of the first part of this phase and evaluate what they had written about in light of the concepts contained in the reading. This was implemented using the following prompt:

1. What types of motivation (intrinsic, identified, etc....) did you describe in the first part of the lesson (about motivation at preparatory school)? Why do you say so?

Participants were given the rest of the class (approximately fifteen minutes) to answer the question and encouraged to answer as completely as possible. From start to finish, this phase spanned about 50 minutes.

Phase 4. In the *fourth phase*, in week five of the study, a film was shown to the two groups, *Macfarland, U.S.A.* The film, a Disney picture released in 2015, follows the story of Jim White, a coach who leads a group of disadvantaged teens to victory. The inspiring story was chosen because it features characters who are each motivated in distinct ways, providing a platform for raising awareness about motivation through reflection and discussion. This was also chosen as it features language that would need little explanation and is entertaining as well, which helped to maintain participant interest.

Following the film, participants were encouraged to engage in discussion (see APPENDIX F) over the topics in the film. This was initiated by organizing them into groups of three or four and asking them to recall what they could of each character in the film, what motivations they displayed, and what methods were used to motivate them. Then, as a whole class the teacher asked the following questions:

1. Which character do you most relate to?
2. Which character is most like you in school?

3. What types of motivation did you see in this film?
4. Can people's motivations change? If so, how can they change?
5. Suppose you had to motivate a class of unmotivated students, what would you do?

The researcher instructed the teacher to take notes on answers the participants provided. Ample time for each question was given and every participant who wished to speak was given the opportunity to do so. This phase, including the film and the discussion, took approximately 2.5 hours to complete. The teacher was further instructed to go over her notes later that evening to be sure that they accurately reflected the day's discussion content. As the purpose of this exercise was to encourage the students to exchange information on the topic in order to consolidate knowledge of the concepts, it was considered unnecessary and potentially intrusive to record the discussions.

Phase 5. The *fifth phase* (see APPENDIX G) consisted of a final set of writing prompts intended to assess the state of student self-awareness of their motivation at this point as well as to provide a point with which any effects of the intervention could be ascertained. This latter process was to be undertaken by revisiting the topic of the earlier writing prompts to evaluate/reevaluate the state of their motivation for school currently. The prompts were as follows:

1. I study English because...
2. My motivation for studying comes from...
3. I can succeed at university because...
4. I would say that my motivation for studying since the beginning of this course has/hasn't changed because...

These were designed with three objectives in mind. First, they were designed to be simple, clear and to the point so as to be easy to understand, clear, and not to fatigue the participants. Second, they were both to encourage reflection for the participants as well as to provide useful data to the researcher. This final phase took approximately 25 minutes.

Interviews

Finally, in a post-intervention step, participants were interviewed to collect data on their perceptions of the intervention itself (see APPENDIX H). These interviews, developed by the researcher and discussed with experts in the field, consisted of open-ended questions such as:

1. What do you remember of the activities on motivation that you did as a class? How did you find them?
2. Have you found these activities to be useful? If so, how?
3. Did you reflect on your motivation for learning English? Do you think you are aware of the reasons that motivate you to learn English?
4. How would you describe your motivations for learning English now?

Interviews were conducted by the researcher himself as it was felt that a more direct approach might be appropriate in this format. A student sitting down for an interview with their teacher may have had certain connotations (such as effect on their grades or classroom relationship) that were wished to be avoided. Interviewees were informed that their answers were not being recorded, but that the researcher would be taking notes. As in the other parts of the study, they were informed that their names were not being recorded and that all data would be collected under a number. They were informed that nothing they said in the interviews would be

shared with their teachers or any school authorities. This had all been pre-approved by ethics committees and was in line with standard ethical research practices.

The interviews were aimed at discovering the participants' perceptions of the intervention. While it is true that self-evaluation is problematic for establishing objective truths, part of the aim of this study was to gauge the impressions of the participants on the activities administered and the intervention as a whole. A further aim was for the interviews to serve as a sort of cross-check to the data collected from the prompts.

The interview questions were designed to be open-ended and allow for discussion. The researcher took a moment to introduce himself and state that he was conducting research on learner motivation, but did not reveal the specific aims of the study. The researcher attempted to convey a relaxed, open attitude and allowed the participants to share whatever perceptions they had of the intervention. A total of three students participated in the interviews and three pages of notes were taken. On average, each interview lasted about twenty minutes.

Method of Data Collection

As this research was conducted at a different institution from the researcher's university, two separate ethics committees had to be considered. Approval applications along with samples of materials to be used and explanations of the nature of the research was submitted and approved. The research complied with all ethical regulations.

Following approval, a series of meetings were held with the teacher to clarify details of implementing the phases. The main ideas behind the research, including the research questions and methods of data collection and analysis were explained in

some detail to give the teacher some idea about how to carry out each activity and a general concept of the study.

As each phase had its own instructions, a brief description is in order here. For phase 1, the teacher was instructed to hand out the materials, instruct the students to write a few sentences for each prompt, and give approximately 20 minutes to complete the task. In case that the students had any questions, the teacher was instructed to perhaps give examples from her own life and to explain any vocabulary should it prove necessary. The task was to be collected upon completion. No further instruction was necessary.

For phase 2, the teacher was instructed briefly in the main concepts of Self-determination theory, as it was the point of focus for this phase of the study. The teacher was provided the link and the materials and instructed that the video be shown first, and afterwards the materials distributed. The video could be shown with subtitles if it proved too difficult on the first viewing. Following the video, questions were to be distributed and students given about 10 minutes to complete the exercise. Answers were to be either elicited or projected (depending on time). The teacher was instructed to try to elicit reasons for the answers given in order to check understanding of the content. Finally, the teacher was informed to administer the writing prompt and allow the students approximately 10 minutes for completion.

Phase 3 was a bit more complex than the previous two, yet instructions remained quite simple. For the first part, the teacher was to give the writing prompts with minimal instruction. The students were only to be told to write four to five sentences and that the content would not be read by the teacher, but that they were being elicited for outside research. They were to be given approximately ten minutes to allow ample time for completion as well as time for the remaining activities. The

reading part of this phase was to be administered as any in-class reading assignment would, with correct answers provided and discussed as in phase 2. Following the reading, writing prompts were to be shared and students instructed to answer in four to five sentences as completely as possible.

Phase 4 required more instruction than the other phases. For this phase, a separate meeting took place. In this meeting the role of the teacher in this phase was discussed in detail. The film was to be shown first, with little explanation other than that a discussion would follow. Following the film, students were to be divided into groups of three to four and asked to discuss the film. Specifically, they were asked to recall the characters in the film, to make a list of them, and to comment on the motivations of each character (Specific questions have been listed earlier in this chapter). It was important that the teacher take the role as a facilitator in this phase. The teacher was instructed to ask the questions as written, but clarify as necessary, and to probe further if the answers elicited were lacking in adequate information. Additionally, the teacher was instructed to take notes as the discussion took place. Major themes or any seemingly important details were to be recorded. Later that evening, she was to review her notes to ensure that they had been recorded as accurately as possible.

For phase 5, the final phase administered by the teacher, the instructions were similar to those given in the first two phases. The teacher was instructed to distribute the writing prompts and inform the students to write four to five sentences for each, answering as completely as possible. They were to be allowed 20 minutes to complete the prompts.

Data Analysis

For this study, qualitative data collection methods were employed. Data was largely taken from the narratives written by the participants but also included notes from the discussion, and interviews. Notes were taken during interviews as well as discussions to avoid missing or mischaracterizing important data. Content Analysis was applied to these narratives, discussion and interviews. The resulting data was categorized based on the emergent data and a system developed by the researcher based on SDT principles. As each phase had its own specific objectives, each item was given its own separate rubric. These rubrics are described phase by phase in the next section.

CHAPTER 4: RESULTS

Introduction

The aim of this study was to describe EFL learners' self-awareness of their motivational orientation and behavioral regulation as well as the evolution of it through a narrative-based intervention. The study also aimed to capture EFL learners' perceptions about a narrative-based motivational intervention. In order to describe this phenomenon an intervention consisting of a series of prompts that engaged students in narrative writing and reflection was developed. Data was collected using three methods: writing prompts administered by the class instructor, notes taken by the instructor during class discussions, notes taken by the researcher from interviews held at the end of the program. Data was later organized and rubrics developed to analyze it based on Self-determination theory (Ryan & Deci, 2017), which will be referred to often throughout this section. Thirty-one students took part in the study, yet participation diminished as the study continued. As a further note, student responses are presented without correction, with the exception of some minor changes in spelling.

This intervention consisted of five phases, each with its own specific goals and contributing to the overall goal of guiding the students to reflect on and build a narrative of their own motivations in the academic context. A copy of each activity, as presented to the students is located in the appendices. These phases are presented in order, along with analysis by category, in the following sections. Phases 1, 2, 3 and 5 consisted of sets of writing prompts. The responses to the prompts are presented sequentially and an interpretation of the data is offered along with examples to illustrate. This is followed by a chart for each to show the number of

responses by category. Phase 4 consisted of a class discussion which followed the viewing of a film, *Macfarland, U.S.A.*. A set of questions were given to guide the discussion and notes were taken by the instructor. The responses to these questions are presented in this section along with analysis. A comparison between phases for separate students was conducted, the results of which are presented. Finally, interviews of some of the participants were conducted by the researcher. These interviews were also guided by preset questions and the responses, along with analysis, are presented at the end of this section.

Analyses of the Five Phases

Phase 1

Phase 1 (see APPENDIX A) consisted of a set of writing prompts with the goal of leading students to explore their motivations and to raise awareness of their own strengths. The prompts were not specifically related to academia or university, but many students chose to write about academic related successes. The prompts in this phase were general by design. It was hoped that by encouraging students to pinpoint what they considered to be their greatest achievements, they could both become more aware of the nature of their own motivation and their own strengths. Additionally, this was to be a beginning to the self-reflection to occur in the subsequent phases where they would prepare their ‘narrative texts’.

The initial prompt for phase 1 was “One of my greatest successes in life was...”. The aim of this prompt was to encourage students to contemplate their own achievements. After scanning the responses a rubric of four items was created for categorization. These categories are: 1. *Competition*; 2. *Acknowledged Accomplishment*; 3. *Overcoming Adversity/Obstacles*; 4. *Developing a Skill* (Table 2) Categorization resulted in some responses falling into more than one category. From

the original thirty-one students, after discarding five of the responses as irrelevant or not related to the prompt, twenty-nine responses were analyzed.

The majority of responses (fourteen) belonged to the category of *Acknowledged Accomplishment* and most of these were in some way related to academic accomplishment. Examples included acceptance into university, passing university exams (YGS and LYS, the Turkish national exams), high scores on university exams, reaching the current level at preparatory school, as well as one mention of a high score on a Turkish Literature exam. Interestingly, only one respondent mentioned a non-academic accomplishment, a degree in jiu-jitsu. This lack of variety is perhaps due to the emphasis the culture places on university degrees, or perhaps due to the exams having taken place recently, or the fact that students are currently in an academic environment.

The next most common response was *Competition*, with ten responses falling into this category. Many of these responses were related to some type of sport or physical activity. Basketball was the most commonly cited competition, with four students having been involved in some type of tournament. Other sports competitions described were running, swimming, football, and table tennis. Many of these competitions were in connection with their schools or school teams. Other competitions included a cooking competition and a math tournament. As among most young people in the world, competitions are a common pastime and often provide many with a sense of achievement. It is unsurprising that many respondents listed a competition as their greatest success.

The final responses were comprised of two categories: *Developing a Skill*, and *Overcoming Adversity or Obstacles*. Four respondents described developing some kind of skill as their greatest achievement. One described composing original

pieces of music, another developing the athletic condition to become a swimmer. A third respondent described work in a (refugee) aid agency, and developing the ability to understand different perspectives. Still another listed attending a private high school and learning to live away from his parents during the experience. Only two of the responses were classed as *Overcoming an Obstacle or Adversity*. These were both related to losing weight or becoming fit. One student described losing eleven kilos, while another described his/her experience starting swimming in order to get fit.

Perhaps due to the fact that this was the first, or due to the more personal nature of it, this prompt elicited the most lengthy, detailed, and interesting responses. Respondents seemed eager to explain themselves and their experiences. Despite their being some obvious language difficulties, the responses feature detailed descriptions often full of emotion.

Table 2

Responses to Phase 1 First Prompt by Category

Category	Number of Responses	Example Statement
<i>Acknowledged Accomplishment</i>	14	One of my greatest successes in life was my Turkish literature degree in high school. One of my exams I scored 56 over 56 and it's a school record. This literature knowledge take 2 years from me. However, in real exam which is LYS I did 51 over 56.
<i>Competition</i>	10	One of my greatest successes in life, I had been champion at table tennis in high school at 2013-2017 over and over. I love playing table tennis and it reliefs me.
<i>Overcoming Adversity/Obstacles</i>	2	I lost 11 kilos. When I was 17 years old I put 15 kilos because of university exam. I was so upset and one day I decided to do diet and exercises. Now I am happy and I still want to lose kilos.
<i>Developing a Skill</i>	4	living in another city without parents until four years in high school. In 2013, my father sent me to high school and I graduated without failure.

The next prompt from the phase 1 of the study was, “I was able to accomplish this because...”. ‘This’ was referring to one of their greatest successes which they had described in the previous prompt. The aim of the prompt was to raise student awareness of the nature of the motivations behind their accomplishments as well as to lead them to acknowledge their own personal strengths. After analyzing the responses a rubric was developed. The four chosen categories were: *effort*, *personal attributes* (patience, ambition, focus, etc...), *love/enjoyment of the activity*, and *social support* (Table 3). As with the first prompt, some responses fell into more than one category, while other responses were irrelevant or showed a lack of comprehension of the prompt. There were a total of twenty-nine responses deemed useful for analysis.

Table 3

Responses to Phase 1 Second Prompt by Category

Category	Number of Responses	Example Statement
<i>Personal Attributes</i>	19	I always try to handle with my problem which I never give up my goal I think, I am determined person.
<i>Effort</i>	5	I worked study very hard
<i>Love/Enjoyment of the Activity</i>	2	I love playing basketball so it encouraged me.
<i>Social Support</i>	2	Although my family are not with me, I felt them near me.

Most responses (19) were categorized as *personal attributes*. While the responses varied widely, they could be grouped into certain subcategories. One such category was being ambitious. Sample responses include: “I think I am very ambitious person. I believe in that I can do everything which I wish”, “Ambition, desire”, and “I was able to accomplish win something because I'm winner. I standed

for election 3 times and I won 2 times. Some people thinks I'm very lucky but I don't agree with them. I don't get luck. I make my own luck. I'm very hardworking and ambitious person". Others referred to believing in themselves, for example, "I believe that I can do this. It always reach solution about everythings" while still others listed personal attributes such as being "eager", "open-minded", "self-reliant", and having "patience" and "will". Respondents were able to identify the personal characteristics that allowed them to succeed.

The second most common response (five) was referring to the *effort* put forth to achieve the goal. Sample responses in this category include: "I changed the partition with a sudden decision and I started to study. I worked hard and I won the university", "I worked study very hard", and "At the same time in our dojo-it means an area for doing this sport (jiu-jiutsu)-I am the only girl so I'm always too work being good".

Surprisingly, only two respondents described *love/enjoyment* of the activity as reasons for being able to accomplish their goals. Perhaps this is due to the nature of the accomplishments described. Many of the responses referred to university exams, entering university, or other academic achievements. These achievements are generally associated with external motivation as they are related to accomplishments that are expected by society and family, and less often chosen purely out of personal interest. One respondent referred to a love for basketball and enjoyment of the game, "I love playing basketball so it encouraged me". The other response referred to a love for literature, "I love Turkish literature especially Tanzimat Era. Because writers lifestyle, biography and letter they use pull me inside. If someone see me when I study literature maybe they think I am hardworker person but actually I am not".

Finally the last two responses were classified as *social support*. One student described his family's support while composing an original piece of music, "I was born in music thanks to my mother and father because they are musicians and music teacher. They have been teaching lots of think about music and thanks to them I experienced so much musical experimentations". The other example from this category was in reference to living away from home, stating, "Although my family are not with me, I felt them near me".

The third prompt of Phase 1 was "I was motivated to accomplish this because...". The aim of the prompt was to draw student awareness to the source of their motivations. The rubric of analysis for this prompt was Ryan and Deci's (2017) designations for types of motivation as explained in Self-determination theory. This was deemed to be the most useful as each category is predicated on the source of the motivation. The rubrics are taken from the SDT continuum of motivation and are as follows: *amotivation*, *external regulation*, *introjected regulation*, *identified regulation*, *integrated regulation*, and *intrinsic regulation* (operational definitions of these terms are provided below). Students' statements of course were not defined in these terms and required analysis on the part of the researcher to identify the categories in which they fit. As with the earlier prompts, some responses fell into more than one category while others were irrelevant or displayed a lack of understanding of the prompt on the part of the respondent. Upon omission of the invalid answers twenty-six items were analyzed and categorized (Table 4).

The majority of the responses (fifteen) belonged to the category of *identified regulation*. That is, the respondents replied to the prompt in a way that showed that they understood the need for the actions taken and saw the goal as a worthy one to pursue. Some of the responses fell quite neatly into this category: "I thought, you

will won a successful university if you study. And you will do a big things in your future”. Other responses were a bit more difficult to interpret but ultimately were deemed to fit this rubric: “I talk my mother or my sister. They encourage me to study or reach my goals. They give me advice and I always listen them. Sometimes when I give up, I give myself to calm and after that I keep going”. Though the respondent does not clearly refer to the source or nature of her motivation, there is the mention of family advice and an understanding of the importance of the goals. It is clearly not *intrinsic*, there is no mention of love or interest in the subject, nor does it seem to be *external* or imposed from the outside.

The second most common category (six responses) was *intrinsic regulation*, which is the motivation comes from interest in or love for the activity itself. Most of the responses from this category were related to sports or other competitions. One example from this category was, “We were kid. We were only playing basketball. We were going to training with pleasure. So it has been easy”. Another example referred to a math competition, “I love math. My brain is tend to mathematic. I want and like the prize of the competition. But most important thing I enjoyed when I accomplished this”. These responses reflect an enjoyment of the activity itself and require little push from inside or from external sources.

Four of the responses belonged to the *external regulation* category. That is, these students were in some way motivated by external sources such as the desire for reward or to avoid punishment. One example of *external motivation* is the student who stated, “actually nothing I am a lazy person only thing that motivate me is when situation becomes more complicated and I have to do something for fix this situation. I fix it only thing that motivate me this”. Despite the fact that the majority of the accomplishments were some type of academic accomplishment, interestingly few

responses were externally motivated. It seems that most students from this group saw the value in their goals and required little external push toward their achievements.

The two remaining responses were characteristic of *introjected regulation*. *Introjected regulation* refers to being motivated by an effort to please others, or to avoid guilt or shame. A particularly clear example of this is, “He (my coach) trusted me very much. I mustn't left him in the lurch because he had arranged my scholarship in high school so I owned him”. It is clear from this response that the student was motivated by a desire to avoid disappointing his coach. Another response worth examining is, “I am the first one. And I have 4 siblings. I'll be been a role model and this situation motivated me. In addition my parents especially my father was trusting me. I didn't want disappoint my father”. The response displays avoidance of any guilt or shame that may accompany breaking her family's trust, which is characteristic of *introjected motivation*.

None of the responses fell into the category of *integrated regulation*. *Integrated regulation* refers to the adoption of external values into one's own. In addition to the categorized items, a few responses did not fall into any category as it appeared the student misunderstood the question. While these would normally simply be discarded as irrelevant, they will be noted here as they all seem to have the same theme. The prompt seems to have been understood as *what support allowed you to succeed?*, as opposed to *what were the sources of your motivation for engaging in the activity?* This should be evident from the response, “My term friends always support me and our teacher a very good fighter so, he teach me a lot of things”. Perhaps this prompt could have been written with more explanation or an example to better guide the students. Items of this type are listed on the chart below as ‘*DNUQ*’ - did not understand question.

Table 4

Responses to Phase 1 Third Prompt by Category

Category	Number of Responses	Example Statement
<i>Identified</i>	15	I want to learn English. If I finished the preparatory, I think that I will study at Poland. That circumstance motivated me.
<i>Intrinsic</i>	6	I had to win these tournaments because I loved volleyball and I wanted to show these people. Actually, it wasn't difficult because a few people played table tennis well and I have never lost a match against them.
<i>External</i>	4	actually nothing I am a lazy person only thing that motivate me is when situation becomes more complicated and I have to do something for fix this situation. I fix it only thing that motivate me this.
<i>Introjected</i>	2	He trusted me very much. I mustn't left him in the lurch because he had arranged my scholarship in high school so I owed him.
<i>Integrated</i>	0	-
<i>DNUQ</i>	3	I did meditate and felt hopeful. Thanks to, my family were near to me.

The final prompt administered in Phase 1 of the study was “During this time I felt...”. Initially the intention was to categorize the responses into two broad categories: *positive* and *negative*. However, the results proved a bit more complicated upon inspection. Perhaps in retrospect the prompt should have been more specific about what time in the process to which it was referring. Many of the respondents referred to their emotional states while they were working toward their successes. This was the original intention of the researcher. Some, however, also referred to their emotional state after succeeding. Still others reported feelings that may not be

categorized as *positive* or *negative*. For this reason and because the responses tended to be more descriptive, they proved much more difficult to quantify. To illustrate, the following example is provided:

Sometimes, I felt depressive and desperate because losing kilos is very difficult for me. I loved eating junk-food and I was feeling upset. Then, I got used to eating healthy. I'm feeling happy and fit now. I am conscious about health and body.

This response contains several negative emotional states: depressive(sic), desperate, feeling upset. It also contains two positive ones: happy, fit. Furthermore, it can be split into the time during the effort toward the goal as well as after success. According to the great amount of evidence provided by SDT research, intrinsic or well-internalized forms of motivation are related to positive affect and outcomes while less-internalized forms of motivation or amotivation are related to negative affect and outcomes (Ryan & Deci, 2017). Therefore, for the items which described both pre- and post-success states it was deemed appropriate to categorize those responses which displayed negative affect during the time of working toward the goal as *negative* and those which described positive affect at this time as *positive*.

Following this method twenty-eight items were counted. This includes two items which would not fall neatly into the categories of *positive* or *negative* (Table 5). A number of responses were judged to be invalid as they were left unanswered or did not relate to the question.

The majority of respondents described some type of positive emotion either while working toward or after reaching their goals. Sixteen items fell into this category. Examples include “happy”, “excited”, “great”, and “like a winner”. A smaller number of negative emotions were reported. This category contained only thirteen responses. Examples include “nervous”, “stressed”, “feeling unsuccessful”,

and “overwhelmed”. In addition to these responses, two students reported feeling “nothing”.

The responses which described the experience of both working toward the goal and the state after success tend to reflect the type of motivation at work. One example would be the music student, who described a type of *intrinsic motivation*. He reported, “I was so excited and happy while I was composing. When I passed the exam I thought my feeling don’t mislead me and it was really good”. This feeling of happiness is consistent with Deci and Ryan’s (2017) descriptions of *intrinsic regulation*. Other responses similarly confirmed the assertions of Self-determination theory. For example another student explaining an externally-motivated goal described her negative emotional state, “Sometimes, I felt disappointment. I thought, I can’t do this”. Most of the motivations were evaluated to be identified, and responses reflected a mix of both positive and negative emotions. This also is consistent with Self-determination theory in that while the subject might identify with the needs for the goal, it is not done out of interest or pleasure and therefore may involve some struggle and self-discipline. Respondents who commented on post-success generally reported some relief of stress or sense of accomplishment.

Table 5

Responses to Phase 1 Fourth Prompt by Category

Category	Number of Responses	Example Statement
<i>Positive</i>	16	I felt so good because I have enjoyed playing table tennis and so I had beaten everyone.
<i>Negative</i>	10	I didn't feel very happy, because I was tired due to stress and I think that I could do much better
<i>Other</i>	2	I feel nothing and I thought nothing I just only focus the questions and finishing when I finish again I feel nothing.

Phase 2

The purpose of phase 2 was to give students background knowledge of motivational orientation and types of behavioral regulations so that they would be able to better describe their motivation in their ‘narrative text’. Phase 2 (see APPENDIX B) consisted of students watching a short video of one of the creators of Self Determination theory, Edward Deci. In the video Deci gives a basic explanation of the theory in which he splits motivation into two broad categories: *autonomous* and *controlled*. *Autonomous* motivation is a wider category which includes intrinsic, integrated and identified motivations. *Controlled* refers to external, as well as introjected motivations. Following the video, a prompt was administered, “Looking back at my greatest success, the type of motivation that best describes my motivation is...”. The purpose of this prompt was two-fold: a) To ascertain if the students had gained a basic understanding of the types of motivation. b) To determine if the students could accurately evaluate the nature of their own motivations in the successes they had earlier described. Therefore, what is reported in this section is both the responses of the students as well as an evaluation of the accuracy of the student evaluation (Table 6).

Looking first at the student responses, a total of thirty students out of thirty-two answered the prompts. A very high number, ten of the thirty students, answered in a way that showed they clearly did not understand the prompt. These responses did not discuss *autonomous* or *controlled* at all and furthermore do not seem to share a specific pattern. These, therefore, have been discarded and the relevant responses were analyzed. From the remaining responses, some students reported both *autonomous* and *controlled* regulation. For example, one student reported,

I enjoy doing sports so it came from inside. It is an *autonomous* motivation on the other hand I felt little pressure, too. Because my coach trusted me very much and it is a good example of *controlled* motivation. I felt two kinds of motivation in the same time.

After compiling all responses, twenty-three were analyzed. There were fifteen examples of *autonomous* motivation. One student described *autonomous* motivation particularly well,

I am familiar with autonomous motivation because when I was a child, I danced every song or every rhythm. Especially, when I saw Asena who was a belly-dancer. Therefore I decided to be a dancer. Now, I am not professional dancer but 4 years ago I was but I quit this because of university exam. I love dancing very much. When I dance, I disconnect world, I connect and get into my world and it comes from my inside. Anyone doesn't force me to do it. I just dance and when I dance, I feel very happy and I realize that I find meaning of life.

Eight responses described *controlled regulation*. There was a particularly accurate description of this type of regulation as well, "The type of motivation that best describes my motivation is controlled motivation. I felt stressed and anxiety and I wanted to get rid of my stress' reason quickly, but it tooks very long time due to my stress".

As mentioned earlier, ten of the responses did not relate to these types of motivation at all. The prompt asks students to describe the type of motivation at work during their success, but these respondents instead described feelings and desires they had experienced. Judging from the nature of the answers this seems most likely to be due to not understanding the prompt and not due to a lack of understanding of

motivation types. This leaves the remaining responses with which to evaluate whether the students had gained a basic understanding of the types of motivation up to this point. The results were mixed. Fourteen of the remaining twenty-two responses showed an understanding of the regulation they described. Examples include those listed earlier in this section. Eight of the responses however, showed little understanding of the regulations. An example of this would be the student who described, “controlled because the motivation rate of mine is about stuff which I had done successfully”. This response does not accurately reflect the notion of controlled motivation. One response was ambiguous, not really demonstrating an understanding or lack of understanding, “sometimes controlled sometimes autonomous but when it's controlled or autonomous I don't know”.

The next step was to determine whether the respondent had accurately diagnosed their own motivations they had described in phase 1. As was noted earlier, only thirteen of the responses showed an accurate understanding of the concept of autonomous or controlled regulations. It was therefore necessary to compare these thirteen responses with what had been recorded earlier in phase 1. Of the fourteen responses analyzed, ten of them proved to have accurately evaluated the motivation. As an example, one respondent described her experience with losing weight and identified her motivation as *controlled*,

I think I believe in that I have a controlled motivation. Controlled motivation is associated with negative emotions. Negative emotions feed motivations. It gives you ambition. That makes you ambitious person and you want to show more success in your life.

Controlled motivation is associated with negative affect and this is reflected in her descriptions:

Sometimes, I felt depressive and desperate because losing kilos is very difficult to me. I loved eating junk-food and I was feeling upset. Then, I got used to eating healthy. I'm feeling happy and fit now. I am conscious about health and body.

Table 6

Responses to Phase 2 by Category

Category	Number of (accurate) Responses	Example Statement
<i>Controlled</i>	14	The type of motivation that best describes my motivation is controlled motivation. I felt stressed and anxiety and I wanted to get rid of my stress' reason quickly, but it tooks very long time due to my stress.
<i>Autonomous</i>	9	My motivation is consist of autonomous motivation because I enjoy playing basketball and I feel happy when I play basketball.
<i>Does Not Understand the Prompt</i>	10	spending time with my loved ones when my energy goes down. When I'm bored or shrunk, I'm listening to music or making pictures to collect my energy. I think, my motivation is be happy.

Phase 3

Phase 3 consisted of three parts. The first part (see APPENDIX C) aimed to have the students examine their own motivations in the preparatory school while the second (see APPENDIX D) was to give them a more detailed understanding of the types of motivation regulations found in SDT so they may analyze their motivations in further detail for the third part of the phase (see APPENDIX E). This was the initial building of the 'narrative text', and the first phase to focus specifically on academic effort. The prompts for this phase were similar to those found in Phase 1, but more related to the academic context. Thus, the first prompt was, *I chose to study at an English-speaking university because...* After analysis, a rubric was developed

based on the emergent themes noted in the responses. The rubric consisted of: *Quality of studies*, *Necessity for the discipline*, *Job opportunities*, *Improving in English*, and the *Value of English* (Table 7).

The most common response was related to *Job opportunities*. Eight students reported choosing an English-speaking university for job/career related reasons. As has been noted earlier in this study, Turkish students tend to view English primarily as an avenue to work opportunities and prestige (Bamgo, 2003). Given this, it perhaps unsurprising that many respondents described the potential for future careers that English could provide. Some examples of these responses are, “English is a global language and I have to learn English otherwise I cannot work in a good job”, as well as, “English is the most important language in the world. It is international language and if you want to find a good job in the future, I should learn it. Therefore, I chose to study here”.

The next most common response was related to English being an international language. This could also be called the *Value of English*. Five students described such a purpose for studying at an English medium university. Some examples from this category include, “english is a universal language and many countries speak english”, as well as, “It is the most spoken language in the world”. These responses did not expand on why this would be particularly useful for them (e.g. relationships, travel, communication), but simply stated the prevalence of English in the world.

Quality of studies, *Necessity for the discipline*, and *Love/interest in English* were the least represented categories at one response for each. One student described the quality of the university itself, “the best university I can go”. Another claimed the necessity of English for his department was his purpose for choosing the university,

“(I chose to study at an English speaking university because....) of my department. My department requires fluently and perfectly English. Also English is a global language and I sure during my life it can help me. The category of *Improving in English* was represented by, “I want to improve my speaking and other stuff skills”. This perhaps does not describe a love for English, but does assume that the student is motivated to speak English as it is considered a desirable skill to acquire.

It can also be noted here that the responses for Phase 3 were notably more brief and to the point than those in Phase 1 and Phase 2. This could be due to the fact that the topic was perhaps less interesting to them, or due to fatigue as it was administered later in the course.

Table 7

Responses to Phase 3 First Prompt by Category

Category	Number of Responses	Example Statement
<i>Job opportunities</i>	8	Nowadays all the people know English and it is obligation. I chose to study at an Eng. speaking uni. in order to best job.
<i>Value of English</i>	5	English is an international language. Nowadays, everyone speak English so I want to speak English. So I choose it
<i>Quality of studies</i>	1	the best university I can go
<i>Necessity for the discipline</i>	1	of my department. My department requires fluently and perfectly English. Also English is a global language and I sure during my life it can help me.
<i>Improving in English</i>	1	I want to improve my speaking and other stuff skills

The next prompt from phase 3 was “I want to succeed at preparatory school because...” The aim of this prompt was to draw the students’ attention to the reasons for studying English at preparatory school so that they might analyze their

motivations following this phase of the prompts. After initial analysis the responses were split into two categories: *autonomous* and *controlled* factors. Again, perhaps participant fatigue is evident at this phase of the study as only roughly half (17) of the students responded. Three responses fell into both categories, this left twenty responses in total, thirteen *autonomous* and four *controlled* (Table 8).

Controlled is defined as those factors which motivate students away from the preparatory school or to finish school itself. The responses tended to be brief and succinct. Examples from this category include, “I want to finish the school as soon as possible”, as well as “I want skip this part I want to start to department”.

Interestingly, none of the students reported much dissatisfaction with the preparatory school and most responses were in fact describing *autonomous* factors.

Autonomous factors are described as those which draw students toward some future destination, generally entering their departments. One such response was, “it provide me with more easy school life in terms of lecture that I will study”. In other words, the student is motivated to succeed in preparatory school in order to build the skills necessary to succeed in the department. Another response was, “I want to go to my department which was my dream. I have to succeed at there”. Scanning these responses the word ‘department’ appears thirteen times, which should illustrate the students’ view of preparatory school. It is seen as the step that precedes their departments, and perhaps not considered in terms of impact on their overall lives.

Three respondents reported both *autonomous* and *controlled* factors. One such response was, “I want to pass my department and studying in department is better than studying in preparatory school”. This response exemplifies both *autonomous* and *controlled* factors particularly well and little further explanation is needed.

Table 8

Responses to Phase 3 Second Prompt

Category	Number of Responses	Example Statement
<i>Controlled</i>	4	I want to finish the school as soon as possible
<i>Autonomous</i>	13	I want to study and graduate to my department in this university

The next prompt for phase 3 was “When I do my homework, I do it because...”. The intention behind this prompt was to direct the students’ attention to the motivations for their actions at the preparatory school. The rubric for analysis for this prompt was Deci and Ryan’s motivation regulations as described in SDT (Deci & Ryan, 2017). As the responses tended to be brief they proved to be difficult to categorize. Only eighteen out of thirty-one students responded, again perhaps indicative of respondent fatigue or simply student fatigue as it was taken later in the course. Some responses reflected more than one type of regulation and a total of nineteen regulations were recorded (Table 9).

The most common response fell into the category of *identified regulation*. That is, the student identified with the need for doing the activity. Examples from this category include, “It adds a lot to me. I learn better with homeworks because in order to learn English I need to do more practice”. Another example is, “I want to pass preparatory”. These students see homework as a necessary step for meeting their chosen goals. Eleven responses were categorized as *identified regulation*.

A number of responses (7) were *external regulation*. These were responses which showed that the motivation came from outside the respondent’s own interest and were motivated by a desire for reward or to avoid some type of punishment. In the response, “I have to but in my opinion homeworks are not useful for me. When I

sit an exam, I don't realize what I know”, the student demonstrates that the motivation comes from a requirement and not interest in the subject or an identification of the benefits of homework.

None of the responses could be classified as *introjected regulation*. None of the respondents seemed to be motivated to avoid a sense of shame or to please others. None of the responses were evaluated to be integrated, that is none of them reflected the goals of the preparatory program to be integrated with their own. Only one response was *intrinsic regulation*, “I think that I can improve my knowledge and my skills and I love writing English” The response demonstrates both *identified regulation* in the desire to improve skills as well as *intrinsic regulation*, a love or interest in the subject.

Table 9

Responses to Phase 3 Third Prompt by Category

Category	Number of Responses	Example Statement
identified	11	I think, it is improve my english
external	7	of grades. If I don't do my homework, I can't pass the preparatory school.
intrinsic	1	I love writing English
integrated	0	
introjected	0	

The fourth prompt for phase 3 was, “When I don’t do my homework, this is because...”. The intention behind this prompt was to lead students to examining their motivations for completing (or not completing) the requirements of the preparatory program. Analysis revealed a rubric of six categories: *Lazy/tired, Find it meaningless, Busy, Mistake/forgot, lack of competency/confusion over homework* and

Always do homework (Table 10). Seventeen students responded to the prompt. Two responses showed a lack of understanding of the prompt and were discarded.

The most common response (6) to this prompt was that the student felt *Lazy/tired*. Examples tended to be brief and straightforward such as the following, “I can be lazy sometimes”, and “I feel so tired and I don't want to do my hw”.

The majority of the remaining responses fell equally into the other categories with two examples of each. For example, two students reported a *lack of competency/confusion over homework*. To illustrate one respondent reported, “I am sick or I don't understand my homework” The first half of this response perhaps could have been another category, but was the only example of such a response. Two other students reported that they did not do homework when they were *busy*, reporting quite directly, “I'm busy”. Others responses fell into the category of *Mistake/forgot*. One such example is, “I could be tired or just might be forgotten”. This example clearly falls into more than one category.

The responses that remain were categorized into three groups. These groups were, *find it meaningless* (2), *always do homework* (2), and one response which was unable to be categorized. As an example of finding homework meaningless one student stated that, “some homework seem unnecessary to me. Generally I do my homework”. Interestingly, only two students reported this in contrast to the perception many have of students, these students do seem to understand the value in practicing English outside of the classroom. Another two students reported that they always do their homework stating simply, “I always do”. The final response defies categorization stating, “I feel sad”. It is unclear whether the student understood the prompt and it is sadness that prevents doing homework, or whether the student is sad in response to not doing homework.

Table 10

Responses to Phase 3 Fourth Prompt by Category

Category	Number of Responses	Example Statement
<i>Lazy/tired</i>	6	I feel so tired and I don't want to do my hw
<i>Find it meaningless</i>	2	I think homework is not useful for me(some of them) However, I did all of homeworks so far except for 1-2
<i>Busy</i>	2	I may have more priorities
<i>Mistake/forgot</i>	2	I could be tired or just might be forgotten.
<i>lack of competency /confusion over homework</i>	2	I am sick or I don't understand my homework
<i>Always do homework</i>	2	I do my hw
<i>Other</i>	1	I feel sad

The next prompt for phase 3 was, “What most motivates me to study is...”. The aim of this prompt was to encourage students to identify the source of their motivations for completing the responsibilities of the preparatory course. The responses were then evaluated using the regulations of Self-determination theory.

A total of eighteen responses were collected. Of these eighteen, four were deemed to be irrelevant as they did not relate to the prompt. An example of these irrelevant responses is, “death. Because you live what you are living for”. It is difficult to interpret what the student meant by this response and was not considered to be useful data for interpretation. Therefore, there were fourteen responses to evaluate (Table 11).

The majority of the responses (12) were evaluated to be *identified regulation*. Some useful examples of this are. “being able to do what I want in future” and “after

the preparatory I go to my department. I really want this”. These statements show an identification of studying with the future goals of the students. In other words, these respondents understand the need for and make a connection between the work performed now and future success.

The other type of regulation represented was *external regulation*. Although these responses tended to be brief, as were all from this prompt, each of them expressed an outside motivation for study. Responses from this category simply stated, “teacher”. No other types of regulation were discovered in for the responses to this prompt.

Table 11

Responses to Phase 3 Fifth Prompt by Category

Category	Number of Responses	Example Statement
<i>Identified</i>	12	I am so ambitious person. I would like to be a politician and I must be well disciplined. This goal motivates me to study.
<i>External</i>	2	teacher

The next prompt in this phase was not a prompt but in fact a question. It was intended to identify whether the students could accurately evaluate their own motivations using the motivation regulations as described in Self-determination theory. The question read as follows, “What types of motivation (intrinsic, identified, etc...) did you describe in the first part of the lesson (about motivation at preparatory school)? Why do you say so? The rubric for evaluating this section was in three parts: 1. The types of motivation regulations described by SDT. 2. An evaluation of each student’s description of the regulation type as accurate or inaccurate. 3. The accuracy of each student’s self-evaluation of their motivation described at the

beginning of phase 3 with the prompt, “I want to succeed at preparatory school because...” (Table 12)

The first section to evaluate was the student description of regulation type. Results were received from a total of thirteen respondents, two of which were discarded as invalid as the responses showed that the student did not seem to understand the question. While most respondents described one type of regulation each, one student responded by describing three different regulation types. Therefore there were a total of thirteen items evaluated.

Regarding students’ motivation at prep school, five students reported that their efforts were instigated by *integrated* regulation. However, from these five responses most were inaccurate descriptions of the regulation type. Four such answers were determined as such. Examples include, “integrated, because these lessons or preparatory school are a path for me to reach my future goal. Also, it is related to who I will be in the future”. This response is more descriptive of identified regulation than integrated, as it shows an understanding of the utility of preparatory school for the completion of future goals. The other responses reflected the same type of misunderstanding are likely indicative of a need to be a more clear explanation provided in the materials. One response was perhaps an accurate depiction of the integrated regulation type, “It can be integrated because I am successful and passing an exam is important for me”. This response may be close, but may more accurately be interpreted as *identified* regulation. Despite the students’ misconception of *integrated* regulation, all five descriptions belong to *autonomous* motivation.

The next response in order of occurrence was *external* regulation. Three responses fell into this category. Unlike the previous regulation type, students seem

to have an accurate understanding of this regulation. Descriptions include, “external motivation, because I study due to the fear of school”. Three students described their motivation as *identified*. These responses were imperfect but still managed to express an understanding of the concept. One accurate response, “Identified, because if I have something in mind, I do everything to achieve”, is a less than perfect description but still embodies a linking of a goal with present motivation. One of the other two responses described the regulation more accurately, “It can be identified because I have some goals and I should do it because I value the goals”.

One student responded that the motivation described was *intrinsic*. This student also provided an accurate description, “Intrinsic because if I don't want to do anything, or I do in bad ways. It don't bring me benefit. First I should want to do and love it. However if I want to do something, I do in best way”.

This question referred to the response the students had made in the first prompt of this phase. Therefore, the next step in evaluation was to compare their analysis in this response to that of the first prompt for accuracy. The results were roughly even, five students accurately diagnosed their previously described motivations, six students described them inaccurately.

The accurate evaluations will be described first. To demonstrate this with an example, the student answered the question, “Identified motivation because I don't want so much but should for my goals”. This was referring to the earlier response of, “reaching my goal but mostly I don't have such motivations”. It is clear that some of the students have gained an accurate understanding of these motivation types.

Other students, however, gave inaccurate evaluations of their motivations. This could be indicative of a lack of understanding of the regulations in general, or perhaps a misdiagnosis of the response in question. To explain with an example, one

student responded to the original prompt stating, “to starting department idea” This was evaluated to be *identified regulation* by the researcher as it expresses motivation as emanating from the awareness of the understanding of the activity as a means to reach a goal. However, the student described this motivation as *integrated*, which was further misdefined as “integrated because I need English for a better career. It’s important to reach my goal”. This description perhaps accurately describes the original response, but the designation is incorrect.

At this point of the intervention, most of the students have described some type of autonomous motivation. Their designations were perhaps incorrect, but their descriptions belong to this category. This suggests that the students have not clearly understood the regulation types up to this point, but their descriptions reveal the nature of their motivation.

Table 12

Responses to Phase 3 Part 3 by Category

Category + Accuracy of the Description(in this response)	Number of Responses	Example Statement (of an accurate response)
<i>Integrated</i> Accurate-1/Inaccurate-4	5	It can be integrated because I am successful and passing an exam is important for me.
<i>External</i> Accurate-4/Inaccurate-0	4	External motivation, because I study due to the fear of school.
<i>Identified</i> Accurate-1/Inaccurate-2	3	Identified motivation because I don't want so much but I should for my goals.

Phase 4

The purpose of phase 4 was to stimulate thinking on motivation and allow for more reflection on the subject by encouraging the students to analyze others’

motivations. It was further intended that by discussing motivation orientations that the students would be better prepared to describe their own. Phase 4 of the study consisted of two parts: the viewing of a film, and a class discussion (see APPENDIX F). First a film, *Macfarland, U.S.A.*, was shown to the students. The Disney picture was chosen for two main reasons: A. The language is accessible for students studying at this level; B. The film features a team of runners and their coach dealing with various aspects of motivation. Following the film, the teacher was instructed to lead a class discussion and to take notes while the students spoke. Instructor's notes were chosen over recording the discussion as this was determined to be less intrusive and would perhaps allow for a more comfortable discussion. A set of questions was provided to the instructor.

1. Which character do you most relate to?
2. Which character is most like you in school?
3. What types of motivation did you see in this film?
4. Can people's motivations change? If so, how can they change?
5. Suppose you had to motivate a class of unmotivated students, what would you do?

As reported by the instructor who administered the discussions, while some students were hesitant to participate, many contributed. The first question asked the students which character they related to the most. Answers of course varied, but it seems useful to give a few examples here. One student reported that he most related with Mr. White (the coach), because of his ambition. Another student mentioned the character Danny, as he always tries and is determined. Still another student claimed that he could not relate to any character in the film as he had never had such a difficult life. The point of this question was to point students toward their own

motivations and characteristics. In the process of evaluating others' motivations the students were determining their own. It seems that the questions have served their purpose.

The next question was a more specific follow-up to the previous question. Answers were of course similar to those to the previous question and varied greatly. One student reported that he was most like Thomas, in that he doesn't like to participate, but he never gives up. Another mentioned Danny, and the fact that he carried the race. Still another claimed that he was most like Victor, in that he started off as a bully, but he began to change. The aim of this question was to encourage the students toward defining their own characteristics. The responses demonstrate that for some at least, the aim of this question was achieved.

The third question and part of this discussion required the students to form into groups, discuss what characters there were, and try to describe the motivations of the characters from what they remembered of Self-determination theory. As reported by the administering instructor, this was done with mixed success. The groups were easily able to recall the characters, but less successful in evaluating their motivations.

The fourth question asked the students if it was possible for motivations to change and, if so, how they might change. While the students agreed that motivations could indeed change, they failed to give any examples of when this might happen or how this might occur. Perhaps it would have been more useful to make the question more personal by asking about a time in their own lives when they might have experienced such a thing.

The fifth and final question for this discussion proved to be more fruitful in terms of response. The question asked the students for advice in motivating a class of

unmotivated students. The students had much more to say in response to this question, perhaps because it relates directly to their daily experience. Some suggested using grade points as a motivator, though it was admitted by at least one student that this might be a ‘fake motivation’. Other students suggested reminding the group of potential consequences (both positive and negative). One mentioned giving motivational speeches, and another suggested somehow showing them their inner ability. Others recommended reminding the students of potential negative outcomes of not studying. One suggestion was to remind the students that if they did not study they would fail, another was that their parents would be angry. Still others suggested using games in class to motivate the students. This led to a further discussion in one of the classes on who has the responsibility for motivation in a classroom. Most students who responded suggested that it is ultimately the individual student’s responsibility. However, many in the discussion also mentioned that teachers had a duty to motivate their students and should know ways to do so. Some of these suggestions could perhaps have been taken from *Mr. White’s* practices or events in the film, yet most were not. The students seem to have been genuinely considering and offering their own ideas to the discussion. This perhaps signals that the goals of the phase were met and the students were reflecting on motivation.

Phase 5

Phase 5 was the final set of prompts (see APPENDIX G) and these were administered in order to guide the students to refine and perhaps redefine their ‘narrative texts’. Through these texts the students were intended to build a type of profile of their motivation orientations in the academic context. It was further hoped that in the process the students would develop more positive motivations. The first prompt administered for phase 5 was, “I study English because...”. The objective of

this prompt was to lead students to identify the reasons behind their choice of an English-medium university or for studying at present as well as to potentially raise their awareness to these reasons. In total thirteen respondents replied to the prompt. As with the other prompts, a rubric was developed based on themes that emerged from the data. This rubric consisted of *love of English*, *career/future goals*, *communication with others*, *obligation*, and *passing to his/her department*.

Two of the thirteen respondents showed no understanding of the prompt and therefore their responses were excluded from the evaluation. Of the remaining eleven responses recorded, some responses were evaluated to be of more than one category. This left a total of fourteen items (Table 13).

Two categories were represented more than the others with five items each. These categories were *communication with others* and *career/future goals*. Communication with others refers to being motivated by a desire to use English in order to be part of a larger community of those who speak the language. This roughly corresponds to what has been described as *integrative* motivation. Examples from this category include, “It is lingua franca” as well as, “English is the most important language in the world”.

Career and future goals were also noted in the responses. These responses show that these students are quite clear in connecting their present endeavors with their future goals. One example from this category is, “I have to learn if I want to communicate people that live in other countries and also very necessary for my job and network that I am going to create with other countries”.

Other categories were less represented. Two students referred to more immediate goals in their responses. One example of the category *passing to his/her department* is, “I have to study to go to my department”. One student referred to the

reason as an obligation, “I have no other choice” Another student stated the reason as both the requirement of the department as well as a live for the language itself, “I love English and want to pass my department. I would like to speak English very well”.

Table 13

Responses to Phase 5 First Prompt by Category

Category	Number of Responses	Example Statement
<i>communication with others</i>	5	I have to learn if I want to communicate people that live in other countries and also very necessary for my job and network that I am going to create with other countries or people.
<i>career/future goals</i>	5	I want to go to USA for masters
<i>passing to his/her department</i>	2	I want to pass my department and I would like to speak English very well.
<i>obligation</i>	1	I have no other choice
<i>love of English</i>	1	I love English

The next prompt in this final phase of prompts was, “My motivation for studying English comes from...”. After evaluation of the responses a rubric of four items was created which consists of, *inside, personal goals, self-consideration, and obligation*. There were twelve responses to this prompt, none of which were discarded due to irrelevance (Table 14).

The most common response was *personal goals*. These students referred to career goals, “When I graduate, I have a job which is important to live easily”. Others referred to more immediate goals, such as “thought of my department”. or less professionally-oriented ones such as “going abroad”. Still others answered much more generally, “My goals” Seven responses fell into this category.

One common response was *inside*, with three responses falling into this category. One of these responses is clearly describing an intrinsic regulation, “in my inside because if I don’t want to study, I can’t study so, it should come from inside”. Other statements were less descriptive, “It comes from inside”.

The remaining two responses each fell into their own category, *obligation* and *self-consideration*. The first, *obligation*, is quite simple and direct, “If I have to study, I study that’s all”. It is unclear what is meant by “have to”, whether this obligation comes from external or internal forces, or what exactly the nature of it is. The second, *self-consideration*, is equally opaque, “My self-consideration” Again, it is unclear exactly what is meant by this. These responses were distinct from the others and each other and therefore placed into separate categories.

Table 14

Responses to Phase 5 Second Prompt by Category

Category	Number of Responses	Example Statement
<i>Personal goals</i>	7	My target. To reach my goal that causes to choose My department I have to study hard and learn this language ideally.
<i>Inside</i>	3	It comes from my inside.
<i>Obligation</i>	1	If I have to study, I study that's all
<i>Self-consideration</i>	1	My self-consideration

The next prompt of phase 5 was “I can succeed at university because...”. The intention behind this prompt was dual-edged. On the one hand, the prompt was intended to gather information on what the students believed were the qualities or circumstances which would allow them to succeed. On the other hand, the prompts were to encourage the students by drawing their awareness toward their own

strengths. Thirteen students responded to this prompt, none of the responses were discarded due to irrelevance. After analysis a rubric of four categories was devised: *competence*, *fits personal goals*, *interest*, and *necessity* (Table 15).

Table 15

Responses to Phase 5 Third Prompt by Category

Category	Number of Responses	Example Statement
<i>personal goals</i>	6	If I learn English, I can work international jobs.
<i>competence</i>	4	I am good at topic that I need to learn at university
<i>interest</i>	2	I am where I want to be.
<i>necessity</i>	1	I have to because there is no food for workers.

The most common response to the prompt was that it somehow fit with the students' personal goals, and therefore they would be successful. Six of the responses fit into this category. One particularly cogent example was, "I have a dream and a goal and both of them provide me with sufficient motivation to reach success so I can succeed by them".

The next most common response was that the student had the skills or ability to succeed at university, a category titled *competence*. Four of the responses fit in to this category. One example from this category stresses the skills necessary for success, "I can succeed at university because university life provide a lot of skills and opportunities for me. As a consequences of acquiring skills, I might be ready for my future life. For example, I can learn the management at university life and I can learn to take responsibilities".

The remaining responses comprise two categories: *interest* and *necessity*. Two of the respondents shared that it was their interest in their department or

university that would allow them to succeed. One such response was, “I really interested in my department and love it so I want succeed in my job”. The response for the necessity category is less clear, “I have to because there is no food for workers”. Although it is unclear exactly what is meant by this, the response still refers to necessity as the cause for eventual success”.

The final prompt of the data collection phases attempted to identify whether these activities have caused any shift in motivation. The prompt was, “I would say that my motivation for studying since the beginning of this course has/hasn't changed because...”. The rubric for this is quite direct-*has* or *hasn't*- with various reasons given for each. Thirteen respondents replied to the prompt with three of the responses discarded as irrelevant. This left ten responses to evaluate. The results were roughly even (Table 16).

Six of the respondents reported that their motivations had changed. Five of these stated that their motivation had increased since the beginning. Two of these increases were due to realization of the difficulty of the course as in the following example, “At first I couldn't study very well but now I realize that this level is very hard so I have to study more. Therefore, I have been studying for exams”. Another described support as the reason for an increase in motivation, “My teachers and my friends gave me as a chance and because of that my motivation is enhanced”. One respondent reported a decrease in motivation, “In the end of the course always my motivation dry up”. Notably, none of the students reported that a change had occurred due to the intervention.

Four of the respondents reported no change in motivation. The clearest explanation from this category is the following:

My motivation for studying since the beginning of this course hasn't changed because I know that I need motivation which is essential to my success. I know pieces of information regarding motivation from my previous experiences. If my motivation had changed, I wouldn't have succeed.

Table 16

Responses to Phase 5 Fourth Prompt by Category

Category	Number of Responses	Example Statement
<i>Has</i>	6	Has changed because it's necessary to change study habits for being successful in life.
<i>Hasn't</i>	4	I'm always being motivated by thinking these

Horizontal analyses of the phases for each student

These prompts have attempted to evaluate the student responses one prompt at a time. This has allowed for an analysis of the group as a whole and looking at the nature of student motivation in general. This still leaves, however, the question of what student motivational profiles are, as well as if any change in motivation can be discerned from the data. What was needed was horizontal analysis from phase to phase for each student to complement the vertical analysis of student statements in each prompt separately. This presented one main difficulty, the fact that the data as a whole was incomplete. That is, the students did not participate consistently throughout the study. Only thirteen sets of responses were complete from start to finish and only these were appropriate for a horizontal analysis.

Phase 1 concerned students identifying their greatest success, and was therefore distinct from the later phases regarding university and the preparatory program. In contrast to the data included in the overall study, the responses to Phase

1 for this select group were more equally divided in terms of *controlled* and *autonomous motivation*. Seven of the thirteen were deemed to be *controlled* motivated, five *autonomous*, and one response was irrelevant for this prompt.

Looking at phase 3, which concerns itself more specifically with motivation in the university context, the regulations are less equally divided. To be more precise, of a total of twelve responses, ten were autonomous (eight identified and two integrated), while only two were controlled (one introjected and one external). This makes it difficult to give a profile of these students in general, but it can be stated that they tend to be motivated by autonomous regulation in relation to their academic goals. It seems that the students have different quality of motivation in different domains.

Next it was necessary to investigate whether any shift in motivation had occurred within these participants. For this only phases 3-5 were analyzed, as the motivations described were all concerning the same subject. A shift was seen in only three of the thirteen participants. Two of the respondents shifted from an *identified* regulation toward an *intrinsic*, an *autonomous* one. The third shift was from *external* to *identified*. According to the spectrum of regulations presented by SDT, this is also a shift from controlled motivation toward a more autonomous motivation.

The Analysis of Interviews

Data was collected and analyzed through prompts administered as well as notes taken during discussions. This data was collected in order to answer the questions: What is the nature of student motivation in an English preparatory program at a Turkish university? Can a program of lessons and reflective practice raise student awareness on the nature of their motivation? In order gather more in depth student impressions as well as to study the further question on how the

program materials were received the program was finished with a set of interviews of a few of the participants.

As a follow-up stage to the prompts administered, interviews were conducted with a few of the participants (see APPENDIX H). The intent of these interviews was to gather impressions of the activities and further feedback on its effects. These interviews were conducted by the researcher himself in order to avoid giving the impression of an effect on the student's grades or classroom relationship with the instructor. The questions were open-ended to allow for more complete responses and adequate time was given to the students for them to formulate and articulate their thoughts.

The first question posed was, "What do you remember of the activities?" Two of the respondents mentioned the videos watched and all of the respondents described some of the prompts given. One student mentioned, "What was your last accomplishment? and "What motivated you?" as examples of some of the prompts answered. Another student mentioned external and internal motivation as well as gave a description of introjected regulation, describing it as a feeling of guilt for doing something wrong. It is clear that these activities stood out and had some impact on the participants.

Perhaps more informative was the question that followed, "How did you find them (the activities)?" The students were more descriptive in their responses for this question. The responses were quite positive. One student stated that the activities "helped me to think a different perspective for a while". Adding also that, "it was beneficial". Another interview stated that he thought the activities were "useful" because they helped him to "identify motivation system. I find my motivation". He

further added that the activities were “very different from other activities. We haven’t done like this ever”.

Comments on the videos varied. One student claimed “The video was cool. It affected my motivation to learn and my aims and goals”. While another commented that the videos were “just normal, not boring and not fun”, but that they were informative. Another gave a recommendation, stating that the most effective way (to motivate) is “talking by the teacher (because), they are real. Showing their self and their experience is more effective”. and that the videos were less effective.

The third question of the interview was “Did you reflect on your motivation for learning?” Responses to this question varied. One participant was quite positive, stating, “Yes, I learned with writing and exercises. If I succeed in something, I feel more motivated. If I fail it decreases”. The next student was slightly less positive, answering, “yes, but only while we were doing the activities”. The third interview reported a more negative impression, saying that, “to be honest, these questions just happen but if you don’t have these questions they won’t help”.

The final question was meant to obtain impressions on whether the activities had had any effect on the students’ motivation. The question was, “What do you think your motivation for learning English is now?” The answers do not seem to directly respond to the question, but perhaps do give insights into the state of the students’ motivations. The first interview responded by stating that, “I learned don’t care my family’s feelings are not important”. and that “after this I watch a lot of videos”. Two of the students reported a lack of motivation at this point. One stated that he had “given up on homework until the end of the course” and another said she was “looking at another school. I want to leave and to be relaxed”. One interview expressed a new perspective on school had emerged for them, claiming “I have given

up dreaming of university for being given knowledge. It (simply) helps me to be able to find it". It is not clear whether this more mature outlook was the product of the activities or the experience of being at university.



CHAPTER 5: CONCLUSION

Introduction

The purpose of this study was to explore the nature of English as a Foreign Language (EFL) learners' self-awareness of motivation for learning as well as how it evolves during a narrative therapy-based intervention. It further aimed to determine the perceptions of the students of such a process. This chapter begins with an overview of the study. Next, major findings and conclusions are presented in reference to the relevant literature. Implications for teacher practice are offered as well as implications for further research in hopes of benefiting future studies. Finally, the limitations of the present study are discussed.

Overview of the Study

This study has investigated English as a Foreign Language (EFL) learners' motivation at a university preparatory school in Turkey. To this end, the study was designed in order to answer the following questions:

1. What is the nature of EFL learners' self-awareness of their motivations for learning English?
2. How does EFL learners' self-awareness evolve during a narrative-based motivational intervention?
3. What are the perceptions of the EFL learners of a narrative-based motivational intervention?

For the purpose of answering the first two questions it was necessary to create a study that was simultaneously diagnostic and interventional. This consisted mainly of writing prompts for the students to create a sort of 'narrative text' of their motivations for learning English. The concept for this design was based loosely on

the techniques of Narrative Therapy (White & Epston, 1990). The interventional aspects consisted of classroom activities designed to raise awareness of the nature of motivation based on the concepts of self-determination theory, or SDT (Deci & Ryan, 2012). These activities included videos, a reading assignment, and a classroom discussion. Finally, in order to address the third research question, short interviews were conducted with a few of the students.

Participants were 32 EFL learners from two classes of a university preparatory school in Ankara, Turkey. These were chosen according to the willingness of their teacher to apply the Narrative Therapy-based intervention to her classes.

Data was obtained chiefly from the writing prompts which were administered in five phases over the course of about eight weeks. Rubrics were created for the responses for each writing prompt based on emergent data. Data was then analyzed, categorized, and quantified. Categorization varied according to the purpose of each prompt. For example, the responses to prompts designed to ascertain the quality of motivation were categorized by the regulation types posited by SDT, whereas those designed to gather information on student achievement were categorized by achievement type. This data was collected with the purpose of investigating the nature of EFL learners' self-awareness of motivation. Through comparison of different phases it was also possible to investigate the evolution of this self-awareness in response to the intervention. Finally, notes were collected from the interviews which took place after the final phase of the intervention. These were similarly categorized and all of this data has been described in the last chapter.

Major Findings and Conclusions

This section will present the major findings and conclusions of this study. These findings will be presented in relation to each of the research questions, and ordered by phase where appropriate.

What is the Nature of EFL Learners' Self-awareness of their Motivations for Learning?

In order to answer this question it is necessary to look at phases 1, 2, 3 and 5 of the intervention. Phase 4 consisted of a discussion over a film and the interviews conducted are not relevant to this question. Vertical analyses, that is analyses compiling the responses of all students to each prompt, were conducted with the intent of answering this question. The first phase of the section was not related specifically to an academic context, so did not directly address the question. It was administered with the intent of providing a sort of positive 'backwash' in that it encouraged students to focus on their past successes. This was in keeping with the techniques of narrative therapy. Still, many participants responded by referring to some type of academic achievement and it is therefore perhaps useful for discussion here.

In phase 1, the fact that approximately half of the respondents referred to an academic success when asked what their biggest success had been could perhaps lead to several conclusions. First of all, this could speak to the emphasis the society places on education. In some circles of Turkish society it is often a foregone conclusion that young adults will attend university. This may also be due to the fact that these prompts were being administered in an academic context and therefore, an academic success would be at the forefront of students' thoughts. Finally, previous studies noted have found that Turkish EFL students tend to have *instrumental* motivation for

learning English (e.g. Altun, 2017; Genç & Aydin, 2017), that is the language is a means to future job or academic opportunities. This is further reflected in the motivations for these success in this phase. Most of the responses were evaluated to be *identified* motivation, which is also defined by SDT as a behavioral regulation through personal goals and values. It could be that this is a more generalizable motivational profile to these students. This suggests that most of these students are goal-oriented, see English as path to future academic and professional success, and are autonomous in their motivational orientation. There is further support for this idea found in the later phases.

Phase 2 consisted of two simple activities, a short video by one of the founders in SDT, Edward Deci and a writing prompt that followed. Restated, this phase contained one educational activity meant to give the students some basic concepts of SDT so that they might better understand and describe their motivations, and one diagnostic one, a writing prompt to check their ability to correctly evaluate their own motivations. After discarding the responses of the significant number who did not understand the question, it appeared of the remaining most were able to accurately evaluate their motivation types, and that most reported some type of autonomous motivation. On a general level, this fits with the findings of other phases which show that most of the students have *identified*, a type of *autonomous* motivation.

Phase 3 more directly addresses the first research question in that it inquired specifically on the academic context. The first two prompts were concerned with success at university and preparatory school. It was found again that most of the students were evaluated to have *identified* motivation in relation to their academic

goals. Most of the respondents reported job or career opportunities or some type of academic achievement as the source of their motivation.

The last three prompts of this phase addressed motivations for homework and study, meaning activities included in the educational program. For these prompts the responses shifted slightly, but still most were evaluated to be *identified*. This time, a much higher number were evaluated to be *external* regulation. Perhaps this illustrates the difference between the perception of the overall picture, and perception of the everyday activities that comprise the language learning process. This also perhaps suggests something about the value of encouraging student awareness of overall goals, as the overall goals are generally associated with a better quality of motivation. Furthermore, these findings support the overall thesis of Goal-setting theory (Locke & Latham, 2002) in that having explicit goals leads to a better quality of motivation.

Phase 5 was mostly a repetition of the earlier phases. It was meant to consolidate the 'narrative texts' created up to this point. It was hoped at this point that the responses would be clearer, that the students would have developed some greater awareness of their own motivations. Four prompts were administered. Only the first two are relevant to the first research question.

The first prompt guided students to explain their reasons for studying English. Once again, most students reported career or academic goals. This is consistent with the finding that most students had *identified* motivation, as well as with earlier literature that described Turkish EFL learners as *instrumental* in motivational orientation (e.g. Altun, 2017; Genç & Aydin, 2017). A significant number of students reported that they were learning the language in order to communicate with others, which would fall under the category of *integrative*

motivation but it must be noted that even many of these also reported the communication was for work-related goals.

The next prompt of the phase referred to the source of the motivation for study. Most responses fell into the category of personal goals. This again reinforces the finding that these students tend to have *identified* motivation. Results from the remaining two prompts will be discussed in relation to the second research question.

The first research question sought to ascertain the nature of Turkish EFL learners' self-awareness of their motivation. In order to do so, a series of writing prompts were administered and responses analyzed. The findings demonstrate that these EFL learners tend to have *identified* motivation in relation to their academic goals. This is a type of autonomous motivation and associated with positive outcomes according to SDT research (Ryan & Deci, 2017). In addition, these students tend to be goal-oriented, that is most were motivated to learn English as a tool with which to accomplish personal goals. Furthermore, most seem to have clear plans for their future. The majority of responses related to goals that were minimum 4-5 years in their future, some even further. Less responses related to more immediate goals. Finally, these students accomplish personal goals, usually career related ones. If not completely precise, a sort of profile of these students' self-awareness of their motivations has emerged from the analysis.

Another interesting finding to emerge in relation to the first research question was that despite their *autonomous* motivation for learning English, many student responses were evaluated to be *controlled* when they referred to daily study and homework activities. Differences in quality of student motivation from subject to subject have been reported in literature (e.g. Guay & Bureau, 2018). However, differences within the subject, that is motivation for the subject and motivation to do

the activities associated with it, have not been observed. In fact, for one subject the opposite was found. Lavigne and Vallerand (2010) found that global motivation for science correlated positively with situational motivation for the subject. According to Chanal and Guay (2015), *controlled* motivation at school was strongly correlated with *controlled* motivation at a specific subject, while *autonomous* motivation was a weaker correlate. It could be that, as Chanal and Guay (2015) proposed, autonomous motivation is less likely to be maintained in every context. Findings for this research question can be summarized as follows:

- Students mostly report *identified* regulation.
- Most see English and study at English-medium university as a path to career goals.
- Quality of motivation varies from global to situational domains.

How Does EFL Learners' Self-awareness Evolve during a Narrative-based Motivational Intervention?

This question can be viewed from two different perspectives. Firstly, does the learner's quality of motivation evolve throughout the process? And secondly, is there evidence that one of the primary goals of the intervention-to give the students a set of concepts with which to better self-evaluate their motivation- had worked?

In order to answer these questions it was first necessary to do a horizontal analysis for each students between some of the phases. Phase 3 and phase 5 were most relevant to this analysis as phase 5 was in some sense a repetition of phase 3. Additionally both were concerned with motivation in relation to academic contexts, and therefore germane to the subject at hand. As noted in the previous chapter, unfortunately due to attrition there was a much smaller sample size available for this analysis. However, some conclusions can still potentially be drawn. Of the thirteen

respondents who were profiled for this analysis, three were shown to have a change in motivation. All three had moved toward a more autonomous type of motivation. This is encouraging and perhaps supports the thesis from earlier literature that suggests that even a brief intervention can have a positive impact (Hoyert & O'Dell, 2006). Given the small sample size and lack of controlled conditions, it is far from conclusive. However, as the other students' motivations remained consistent, and these few were affected positively, it does suggest a net positive benefit of the intervention.

It also seems useful to evaluate whether or not a perception in change of motivation had occurred for the students. The sample size was small in this phase of the intervention and results nearly evenly split, six reported affirmative, and four negative. This indicates that a significant number had perceived some kind of change in motivation since the beginning. This question had two parts and also inquired of the reasons for any change. Here none of the respondents related the change to the intervention or any of the activities. One student reported that their motivation had "dried up", which is consistent with other motivation studies which report a sort of motivation attrition as a common occurrence. Those that reported a positive shift still did not attribute it to the intervention and suggested that it was related to some increased awareness of the difficulty of university study. It can be stated that overall the students did not perceive the intervention as having affected a change in motivation.

This leaves the second aspect to this research question: how successful was the intervention at giving the students concepts of motivation with which to self-evaluate? The responses to two prompts can be used to address this question, the prompt from phase 2: *Looking back at my greatest success, the type of motivation*

that best describes my motivation is.. As well as the last prompt from phase 3: What types of motivation (intrinsic, identified, etc...) did you describe in the first part of the lesson (about motivation at preparatory school)? Why do you say so?

These prompts guided the students to evaluate their own motivations based on the concepts of SDT to which they had recently been exposed. The results are mixed. For the first prompt fourteen out of the twenty-two responses were accurate evaluations of the motivations described. Eight, however, were not. This shows that, for some, the input resulted in understanding the concepts of SDT as well as a more precise self-evaluation of motivation.

A much smaller sample size was gathered for the second prompt, and here it was evenly split between accurate and inaccurate responses, six of each from the total of twelve. It seems unlikely that students would actually be less accurate in their responses. Two differing explanations can be offered. First, perhaps the difference lies in the sample group as the respondents were inconsistent in their participation. In other words, the second group is not comprised of all the same participants and therefore ability to accurately evaluate varied. Second, this later phase followed a more detailed description of the motivation types, and therefore made it more difficult to evaluate the motivations at work. This resulted in fewer accurate evaluations. Either way, the question cannot be conclusively answered given these inconsistencies.

In conclusion, this study sought to investigate what the potential evolution of EFL learners' self-awareness of motivation during an intervention might be. The answer seems to be that while, on the whole, student acquisition of the concepts of SDT was mixed, there was some evidence of understanding the concepts and the ability to evaluate motivations accurately. That is to say, student awareness of their

motivation was for some, expanded. Secondly, it can also be stated that for a few of the students a positive shift in motivation occurred. Findings for this research question can be summarized as follows:

- A shift occurred for a small number toward more *autonomous* motivation.
- Evidence was found of successful intake of the concepts of intrinsic/extrinsic, but not of the more detailed regulations.
- About half of the respondents self-reported some change in motivation.

What are the perceptions of the EFL learners of a narrative-based motivational intervention?

The responses to the final prompt have been discussed in the previous section and it was noted that while some students had perceived a change in motivation, they did not attribute it to the intervention. In addition to the investigating whether the students believed the intervention was effective or not, it was also necessary to gather some overall impressions of the intervention. For this question the answer was primarily to be found in the interviews conducted post-intervention.

These students were asked what they remembered of the activities, what they thought of them, and whether they reflected on their motivation due to them. These students generally remembered the main points of these activities. They described them to be “useful” and “beneficial”. However, later the students’ comments on the value of the activities were mixed. One claimed that the activities really helped her to understand her motivation, while another stated they only helped during the activity. The third commented that they did not seem to help at all. One student also commented that they were quite different than other activities they did in class. It is possible to state that while the activities were not seen overwhelmingly positive, they were not seen to be harmful either. And finally, they were noticeably different from

the other classroom activities given. This perception as different may or may not be a negative factor, but is worth considering before implementing such an intervention. While the format of the activities was much the same as other classroom activities, the content was perhaps a noticeable departure. Findings related to this research question are summarized as follows:

- Mixed reports about the usefulness of the intervention were taken from the interviews.

Implications for Practice

This study has several implications for pedagogical practice. Firstly, knowledge of the profile of learners is crucial for the development of curricula, classroom activities, and classroom management approaches. This study offers support to the conclusion of earlier studies in the Turkish context which stated that these EFL learners tend to be *instrumental* in their motivational orientation. This study went a step further by suggesting that more precisely their motivational orientation can be described as *identified*, a more exact description and better defines their motivational profile. As most of these learners identify the reasons for their efforts at university with greater personal goals, it may be useful to remind or encourage the learners to consider their future goals during a course. Furthermore, it may be beneficial to connect classroom activities to the larger goals of the students, or to support students to see the connection themselves, in order to enhance motivation. One suggestion might be to use activities related to the students' future career paths, or to utilize activities that guide students to consider their overall goals in order to link to specific activities to their larger goals.

Secondly, the use of writing prompts to encourage the students to explore their motivations, goals, and characteristics was beneficial to at least some of the

learners. Though some prompts are in need of fine-tuning, the activity proved appropriate for classroom use and succeeded in guiding the students to consider their own motivations. Furthermore, the students were able, to varying degrees, to acquire an understanding of some new concepts of motivation, and to better understand their own motivational profile. Therefore, it can be suggested that integrating this type of activity to explore motivation can be useful in the EFL classroom.

Thirdly, the adoption of aspects of narrative therapy: building a profile, examining it, recreating a profile based on the newly acquired knowledge; had a positive impact on the motivation of at least a few of these participants. This shows, at a minimum, that this type of approach to positively affecting motivation is possible within the classroom context. While results to this particular study were minimal, it is feasible that with some development such an intervention could be made more effective.

Some suggestions to improve the intervention could be made here. First of all, it would perhaps be useful to have more of the informative activities, such as videos and reading texts, to better reinforce the concepts of SDT. In addition, more activities to check understanding of the concepts could be administered. Also, for some of the prompts the responses gathered belied a consistent misunderstanding of the prompt. This could be remedied by adjusting the prompts for clarity, or by closer supervision by the administering instructor. This latter suggestion, however, risks interference to the participants' autonomy. The fourth phase featuring the film *Macfarland, U.S.A.* was enjoyable for the students, but perhaps could be further exploited through activities and better utilized to test understanding of motivational concepts. In this way class time spent on the intervention can be used more

efficiently and the motivational concepts reinforced. To reiterate the important implications for practice:

- It may be beneficial to link classroom activities with overall academic or career goals.
- Writing prompts proved useful means of helping students explore quality of motivation.
- Techniques of NT are applicable to EFL classroom settings.

Implications for Further Research

This study also has implications for further research. By design, this study was qualitative and meant to explore rather than to provide definitive answers. Future studies might incorporate a more strict experimental design, utilizing a control group as well as pre and post-tests. The rudiments of such a study can be found here in the form of some of the phases, but a more strict measurement system and statistical analysis would be required. This combined with a qualitative analysis of the responses to the writing prompts would provide more conclusive results.

It was found that for a small group of the students, a positive shift in motivation occurred. Perhaps this shift only occurred in high achievement or low achievement students. Perhaps these students began with low levels of motivation. This study simply sought to identify motivational profile of these students and the question remains as to how different types of students respond to efforts to raise self-awareness of motivation. It remains for future research to determine which characteristics might respond more positively to such an intervention. Participants could also perhaps be categorized by department to provide a more robust profile of the students. Student performance might also be taken into account to analyze the

relationship between quality of motivation and achievement. Utilizing an experimental design would be appropriate to address such questions.

Another suggestion for further research would be to adjust the design of the intervention more heavily incorporating the techniques of narrative therapy. To illustrate, the prompts could allow for longer, much more detailed descriptions and efforts made to more distinctly connect the students' daily academic efforts to their overall goals. This may result in more students experiencing a positive shift in motivation.

It also remains to be explored whether the format of this type of intervention would be useful to explore other aspects of the learning environment. One example would be to use the format to have students explore goals and to exploit writing prompts as a goal-setting exercise. This format would lend itself well to this type of study. To reiterate the important implications of this study:

- A more strict experimental design for detailed measurement of motivation shift is recommended for future research.
- A more intensive NT-based design with a smaller sample (perhaps high-risk students) is recommended for a future study.
- This style of intervention is recommended for a future goal-setting study.

Limitations

The first limitation of this study is its depth. Due to limited class time, the prompts and activities were necessarily brief. It is clear from some of the responses that more exposure to some of the concepts of SDT are necessary to ensure intake. Also, more time for responding to the prompts may produce more robust data. One option may be to assign certain phases as homework. This was considered during the

planning stage of the study, but decided against as it was supposed that this might decrease the number of responses received.

Another obvious limitation to this study is the sampling method and sample size. Regarding the sample size, the sample initially consisted of 32 students, but the attrition rate was high during the course of the intervention. It could be that motivational profiles as well as specific university context may impact results significantly. This is to say nothing of students in other Turkish preparatory programs or in countries where norms and educational systems differ greatly. The generalizability of the conclusions is open to doubt.

One limitation that arose from this study was the high attrition rates, which resulted in few responses in the later phases of the study (Table 17). This could be countered by greatly expanding the sample size and perhaps using only the complete sets of responses for analysis. This could result in a substantial number of responses as well as more complete profiles of the students.

Table 17

Number of Participants by Phase

	Phase 1- Week 1	Phase 2- Week 2	Phase 3- Week 4	Phase 5- Week 8	Interviews- Post- Intervention
Number of Participants	32	30	18	13	3

Still another limitation relates to the third research question. The data to answer this question came mostly from the post-intervention interviews. It would have been more useful to incorporate a question into the intervention itself, or perhaps a survey, with which to assess student perception of the intervention at the moment that they experience it.

Finally, this study neglected to differentiate students by department. As has been noted from Altun (2016), attitudes toward learning English vary between departments and this likely affects motivation, certainly quality of motivation. This would likely not have affected the outcome of this study, but would have given more depth to the profiles provided as well as provided more avenues for future research.



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APPENDIX A**Writing Prompts from Phase 1**

1. One of my greatest successes in life

was... _____

2. I was able to accomplish this

because... _____

3. I was motivated to accomplish this

because... _____

4. During this time I

felt... _____

APPENDIX B

Comprehension Questions and Writing Prompt from Phase 2

VIDEO LINK: <https://mappalicious.com/2014/11/24/listen-to-the-founders-of-self-determination-theory-edward-deci-richard-ryan/>

Comprehension questions for listening. As you listen to the talk fill in the blanks with 1-4 words.

1. Deci believes the _____ of motivation is the most important thing.

2. In his example of the two women studying, the second woman was looking for _____ while she was reading.

3. In Self-Determination Theory, the two most important distinctions are between _____ and _____ motivation.

4. Controlled motivation is _____.

5. Controlled motivation is associated with negative/positive emotions. (circle the best answer)

6. Autonomous motivation is _____.

7. The two 'flavors' of autonomous motivation are _____ or fits your _____.

Part 2 - Looking back on my success, the type of motivation that best describes my motivation is.....(Why do you think so? Did the way you feel fit Deci's descriptions? For example, if you said 'controlled' did you feel stressed? Or rush to find the shortest way to finish?)

APPENDIX C

Writing Prompts from Phase 3-Part 1

1. I chose to study at an English-speaking university because.... _____

2. I want to succeed at preparatory school because.... _____

3. When I do my homework, I do it because.... _____

4. When I don't do my homework, this is because... _____

5. What most motivates me to study is... _____

APPENDIX D

Reading Exercise from Phase 3-Part 2

I. Before reading

1. What do you remember about SDT?
2. What are the 2 main types of motivation that it described?

II. Vocabulary- Look up the following words in a reliable

framework underlies inherently external sustainable

dictionary:

What is Self-Determination Theory?

Adapted from [Neutrino](#) on March 27, 2012 in [Blog, GoGlossary!](#)

The technical definition

Self-determination theory (SDT) is a framework describing the motivation which underlies the choices people make. The theory was developed by Edward L. Deci and Richard M. Ryan in the mid 1980s.

Huh? What does that mean?

Self-determination theory is all about human motivation. SDT indicates there are two basic types of motivation: **intrinsic** and **extrinsic**. Intrinsic motivation comes from within. Let's say you're reading a new book by your favorite author; it's probably not difficult to motivate yourself to finish the book because it's enjoyable! You experience intrinsic motivation when the task at hand is inherently interesting, enjoyable, fulfilling, and absorbing.

Now imagine you're reading a book for an exam. Sure, you read the book because you fear that you won't pass the exam, but it's not inherently satisfying (in fact, it's more like pulling teeth)! This is a type of extrinsic motivation-*external* motivation; you perform activities to gain positive external rewards or to avoid punishment. It's much better to work toward goals from a place of intrinsic motivation. Intrinsic motivation facilitates greater concentration, effort, and task completion.

Of course it's not possible to only focus on the things that are interesting and intrinsically motivating. We all must also do tasks that we are not naturally interested in. That's ok because other types of motivation are also associated with positive emotions and vitality. *Identified, integrated*, as well as *intrinsic* motivation are all types of Autonomous motivation. If you have *identified* motivation, you see the value in the goal that you are working toward. If you have *integrated* motivation, the goal is important to who you are as an individual. Whether identified, integrated or intrinsic, autonomous motivation means a healthier, happier, and more sustainable motivation for doing things.

What kind of motivation?			Autonomous	Autonomous	Autonomous
Non-Self-Determined -----→	(extrinsic) -----→	(extrinsic) -----→	(extrinsic) -----→	(extrinsic) -----→	Self-Determined
Amotivation/Impersonal	External	Introjected	Identified	Integrated	Intrinsic
There is no real point in doing this. My success is unlikely or impossible.	I'm doing this to get a reward or to avoid a punishment. I'm forced to do this.	I'm doing this because I feel guilty or think I ought to.	I'm doing this because I value the goal.	I'm doing this because it is important to who I am.	I'm doing this because I want to or am interested in it.

How can I use this in my life?

When possible, **cultivate** what you find to be intrinsically rewarding. During study time, use activities for study that you find to be interesting. For example, you can find enjoyable videos or books on your subject. This can make education more enjoyable. Plan a reasonable schedule of study, this will give you control over your own education and make you more autonomous.

Look at your own goals and possible outcomes of the activities you engage in. Be clear about your goals in life. What is it that you really want to accomplish and why? Try to understand the 'big picture' and how each activity fits into your larger goals. Look for autonomous reasons for doing the activity. Although you may not enjoy the task in front of you, you can understand the need for it. To illustrate, you may hate writing essays, but have to in order to pass a class. It may help to first realize that your goal is not just to complete the essay, or to pass the class, but to graduate from

school and start a career that it is interesting and rewarding. Also, producing work that you are proud of can give you a feeling of accomplishment.

1. The three types of autonomous motivation are:

2. The word '**Cultivate**' in the seventh paragraph is closest in meaning to:
 - a. raise
 - b. develop
 - c. search
 - d. create
3. Who developed Self-Determination Theory?
4. Playing sports because you enjoy them is an example of _____ motivation.
5. Why does the text say that reading a book for an exam is probably "more like pulling teeth"?
6. Helping your mother because you want to be a good son or daughter is an example of _____ motivation.
7. Reading a book about anatomy only because you have an exam is an example of _____ motivation.
8. Not smoking because you feel it would hurt your ability as an athlete is an example of _____ motivation.
9. Studying astronomy because you want to become an astronomer is an example of _____ motivation.
10. What does the 'big picture' in the last paragraph mean?

APPENDIX F**Class Discussion Questions from Phase 4**

(following the viewing of MacFarland, U.S.A.)

1. Which character do you most relate to?
2. Which character is most like you in school?
3. What types of motivation did you see in this film?
4. Can people's motivations change? If so, how can they change?
5. Suppose you had to motivate a class of unmotivated students, what would you do?



APPENDIX G**Writing Prompts from Phase 5**

1. I study English
because... _____

2. My motivation for studying comes
from... _____

3. I can succeed at university
because... _____

4. I would say that my motivation for studying since the beginning of this course
has/hasn't
changed
because... _____

APPENDIX H

Interview Questions

- 1) What do you remember of the activities on motivation that you did as a class?
How did you find them?
- 2) Have you found these activities to be useful? If so, how?
- 3) Did you reflect on your motivation for learning English? Do you think you are aware of the reasons that motivate you to learn English?
- 4) How would you describe your motivations for learning English now?

