

To my beloved family...

TEACHERS' AND STUDENTS' PERCEPTIONS OF TEACHER
MOTIVATIONAL BEHAVIOR

The Graduate School of Education
of
Bilkent University

by

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In Partial Fulfillment of the Requirements for the Degree of
MASTER OF ARTS

in

THE DEPARTMENT OF
TEACHING ENGLISH AS A FOREIGN LANGUAGE
BILKENT UNIVERSITY
ANKARA

JULY 2007

BILKENT UNIVERSITY
THE GRADUATE SCHOOL OF EDUCATION
MA THESIS EXAMINATION RESULT FORM

June 21, 2007

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ABSTRACT

TEACHERS' AND STUDENTS' PERCEPTIONS OF TEACHER
MOTIVATIONAL BEHAVIOR

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July 2007

The objective of this study was to investigate teachers' and students' perceptions of the motivational behaviors that English teachers in general perform in the classroom. Additionally, the study attempted to explore the relation between students' and teachers' perceptions, as well as their relations to what has been pointed out in the literature.

The participants were seven teachers who taught at two different levels, pre-intermediate and upper-intermediate, and their 138 students from seven classes, during the spring term of the 2006-2007 academic year in Erciyes University School of Foreign Languages (EU SFL).

Three classes of each teacher were observed to gather data on their observed motivational behaviors in the classroom, with the guidance of a checklist of motivational behaviors compiled from the literature. In addition, semi-structured interviews were conducted in order to gather more in-depth information about the teachers' perceptions of their own behaviors, and which of their behaviors they identify as motivating. Then, they were given a questionnaire in which they rated 56

motivational behaviors from the literature on a 5-point Likert scale. The questionnaire was also administered to the participant students. The student questionnaire consisted of four parts, reflecting the first research question, regarding what teacher behaviors the students find motivating in the classroom. The aim of the questionnaire was to gather a picture of the perceptions of the students towards teacher motivational behaviors derived from the literature, as well as their own ideas regarding teachers' behaviors that motivate and demotivate them.

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

The findings of the study might be beneficial for teachers as they will gain an insight into their students' beliefs about the motivational behavior of teachers. Teachers' awareness of how their students perceive teacher motivational behavior may help them in considering the effects of their actions in the classroom.

Key words: Motivational behavior, motivational strategies, perceptions.

ÖZET

ÖĞRETMENLERİN VE ÖĞRENCİLERİN GÜDÜLEYİCİ ÖĞRETMEN DAVRANIŞLARI HAKKINDAKİ ALGILARI

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Yüksek Lisans, Yabancı Dil Olarak İngilizce Öğretimi Bölümü

Danışman: Dr. JoDee Walters

Temmuz 2007

Bu çalışmanın amacı, İngilizce öğretmenlerinin öğrencileri güdülemek için sınıfta yaptığı güdüleyici davranışlar konusunda öğretmen ve öğrenci algılarını araştırmaktır. Ayrıca çalışma, öğretmen ve öğrencilerin algıları arasındaki ve bu algılarla literatürde dikkat çekilen noktalar arasındaki ilişkiyi ortaya çıkarmayı amaçlamaktadır.

Katılımcılar, Erciyes Üniversitesi Yabancı Diller Yüksekokulu'nda (EU YDYO) 2006–2007 bahar döneminde iki farklı seviyede İngilizce öğreten yedi öğretmen ve onların yedi sınıfındaki 138 öğrencidir.

Öğretmenlerin sınıfta yaptığı güdüleyici davranışlar hakkında veri toplamak için literatürden alınmış güdüleyici davranışlardan oluşan bir tablonun rehberliğinde her bir öğretmenin üçer dersi gözlenmiştir. Ayrıca, öğretmenlerin kendi davranışları ile ilgili algıları ve kendi davranışlarından hangilerini güdüleyici buldukları ile ilgili derinlemesine bilgiler elde edebilmek amacıyla öğretmenlerle mülakatlar yapılmıştır. Ardından, öğretmenlere literatürden alınmış 56 güdüleyici davranışı 5'lik Likert skalada güdüleyicilik dereceleri açısından değerlendirdikleri bir anket verilmiştir. Bu

anket ayrıca çalışmaya katılan öğrencilere de verilmiştir. Birinci araştırma sorusunun cevabını arayan ve öğrencilerin hangi öğretmen davranışlarını güdüleyici buldukları hakkındaki bu anket, dört bölümden oluşmaktadır. Anketin amacı, öğrencilerin hem literatürden alınan güdüleyici öğretmen davranışları ile ilgili algıları hakkında genel veriler toplamak, hem de onları güdüleyen ve güdülerini azaltan öğretmen davranışları hakkındaki kendi fikirlerini almaktır.

Verilerin analizi, öğretmenlerin ve öğrencilerin güdüleyici öğretmen davranışları ile ilgili algılarının, bazı farklılıklara rağmen benzer olduğunu ortaya çıkarmıştır. Hem öğretmenler hem de öğrenciler iyi bir öğretmen-öğrenci ilişkisinin ve öğretmenlerin arkadaşça ve destekleyici olmalarının en güdüleyici davranışlar olduğunu düşünmektedirler. Diğer taraftan, öğretmenler öğrencileri daha çok çalışmalarını konusunda teşvik etmenin ve önceden belirlenmiş bir amaca doğru çalışmalarını istemenin öğrencileri güdüleyici olduğunu düşünmelerine rağmen, öğrenciler bu davranışları öğretmenler kadar güdüleyici bulmamışlardır. Bunlara ek olarak, literatürde öğrencilerin kendi kendilerine çalışmalarının güdülenmeye olan etkisine verilen öneme rağmen, öğrenciler kendi kendilerine çalışmalarını ile ilgili davranışların güdüleyici olduklarını düşünmemişler ve öğretmenler de yapılan mülakatlarda öğrencilerin kendi kendilerine çalışmalarının önemine değinmemişlerdir.

Bu çalışmanın bulguları öğretmenlere güdüleyici öğretmen davranışları konusunda öğrencilerin düşünceleri ile ilgili fikirler vereceğinden, öğretmenler için faydalı olabilir. Öğretmenlerin öğrencilerinin güdüleyici öğretmen davranışlarını nasıl algıladıklarının farkında olmaları, onlara sınıftaki davranışlarının etkilerini düşünmeleri konusunda yardımcı olabilir.

Anahtar kelimeler: Güdüleyici davranış, güdüleyici stratejiler, algı.

ACKNOWLEDGEMENTS

I want to thank many people who have made this thesis possible with their contributions. I would like to express my deepest gratitude to my thesis supervisor, Asst. Prof. JoDee Walters for her genuine interest, invaluable help, support and encouragement, and also for being so generous and sincere about sharing her time and ideas with me during the entire thesis process. Her continuous guidance and precious feedback after each and every draft made this thesis what it is. Special thanks to Asst. Prof. Julie Mathews-Aydınlı, the director of the MA-TEFL Program, for her assistance and understanding throughout the year, and for making us enjoy the program with her witty jokes, as well as her psychological support, which always made me feel that I would succeed. I would also like to thank Dr. Hande Işık Mengü, who was also supportive, and who taught us a lot. I also owe thanks to Dr. Sibel Arıođul for reading my thesis and helping me come up with a better thesis with her bright ideas.

I am gratefully indebted to the director of EU SFL, Asst. Prof. Adem S. Turanlı, for giving me permission to attend the MA TEFL program, for being a model for my academic career, and for his guidance. I especially want to thank Asst. Prof. Dođan Bulut, who has always given his time and all his support when I need help.

I owe many thanks to my MA TEFL friends, especially to Neval Bozkurt, who has been my best friend during the MA TEFL ‘adventure’, and from whom I have learned how to be the most sincere person in the world, to Figen Tezdiker, my dearest dorm mate with whom I shared many nice days, to Özlem Kaya, the best fortune teller I have ever met, to Gülin Sezgin Kale, who I know would be there whenever I needed, to Seçil Büyükbay, who is one of the most sincere people I have ever met, and to

Şahika Arıkan for being so helpful and kind throughout the program. Thank you, dear friends, for all your invaluable friendship and endless support. Thank you all other MA TEFL fellows, for the wonderful relationships we shared, and for all you have taught me along the way. What I have learned from being with you is longer-lasting than what I learned in the classroom.

I also thank my whole family, especially my brother Alperen Vural, for their continuous encouragement and support throughout the year, and for their love throughout my life.

I am also grateful to my colleagues who participated in this study at Erciyes University School of Foreign Languages for sparing me time during the data collection process, and being so kind and helpful. I owe many thanks to other colleagues at EU SFL, Yasemin Sağlık Okur, Zübeyde Bakanyıldız, Asiye Doğan, Gülşah Güler Akkaş, Serdar Bayraktar, Nilgün Karsan, and Fevziye Kantarcı Aslan, who helped me with proofreading and translations, not to mention their support. Finally, many thanks to my participant students for their cooperation.

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CHAPTER 1: INTRODUCTION

Introduction

In the field of second language learning, the role of motivation has been a prominent research area (Chen, Warden & Chang, 2005; den Brok, Levy, Brokelmans & Wubbels, 2006; Dörnyei, 2001a; Dörnyei & Csizér, 1998; Dörnyei & Kormos, 2000; Oxford, 1996; Oxford & Shearin, 1994). As Dörnyei (2001a) states, motivation has a very important role in determining success or failure, and “99% of language learners who really want to learn a foreign language will be able to master a reasonable working knowledge of it as a minimum, regardless of their aptitude” (p. 2). Tremblay and Gardner (1995) also claim that second language achievement is related to motivation as well as aptitude.

Furthermore, the fact that Dörnyei defines teachers as powerful motivational socializers (2001b), and his claim that “teachers should aim to become good enough motivators” (2001a, p. 136) reveal that teachers’ motivational behavior in the classroom has an effect on students’ level of motivation. Therefore, teachers share the responsibility for generating motivation in the classroom with the students themselves, and while doing this, the students’ beliefs on how to generate motivation need to be considered. The reason for the importance of students’ perceptions is that students’ own perceptions regarding teacher motivational behaviors may be more relevant than the perceptions of external observers or general beliefs pointed out in the literature. Teachers’ awareness of their students’ perceptions of teacher motivational behavior may help them in appreciating the effect of their own behaviors. With this in mind, this study aims at exploring students’ perceptions of teachers’ motivational behaviors,

teachers' perceptions of their own motivational behavior in a local EFL setting, and how these perceptions relate to each other and to what has been pointed out in the literature.

Key words: Motivational behavior, motivational strategies, perceptions.

Key Terminology

The following terms are frequently used throughout the study:

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

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

Background of the Study

Motivation has been a field of interest for social psychologists, educational researchers, teachers and teacher trainers for several decades (Chen et al., 2005; den Brok et al., 2006; Dörnyei, 2001a, 2001b, 2001c; Dörnyei & Csizér, 1998; Dörnyei & Kormos, 2000; Ely, 1986; Gardner & Tremblay, 1994; Giltner, 1938; Ladd, 1970; Oxford, 1996; Tremblay & Gardner, 1995). Motivation is one of the key factors that determine why people behave in the way they do, and in the field of second/ foreign language teaching, most teachers and researchers agree that it has a very important role in determining success and failure in any learning situation (Dörnyei, 2001a; Dörnyei & Csizér, 1998; Dörnyei & Kormos, 2000; Winke, 2005). Research reveals that language learners who really want to learn a foreign language will be able to learn a

considerable amount of it regardless of their aptitude, ability or intelligence (Dörnyei, 2001a; Galloway, Rogers, Armstrong & Leo, 1998; Spaulding, 1992). Besides being an individual learning factor, motivation is also a factor that affects classroom learning. Appropriate curricula and good teaching would not be enough to ensure student achievement in the absence of motivation (Dörnyei & Csizér, 1998).

Dörnyei (2001a) and Dörnyei and Ottó (1998) maintain that the amount of research on how to motivate students or how the theoretical knowledge reflected in the literature can be applied in the actual classroom has been relatively small. However, the 1990s brought a shift to L2 motivation research in that researchers attempted to study motivation in a more education-centered approach to the field. This shift was crucial as it was more consistent with the perceptions of teachers, being more directly relevant to classroom application (Crookes & Schmidt, 1991; Dörnyei, 1994a; Dörnyei & Csizér, 1998; Dörnyei & Kormos, 2000; Oxford & Shearin, 1994). Dörnyei's framework of L2 motivation (1994a), which focuses on motivation from a classroom perspective, conceptualizes L2 motivation in terms of three levels. The first is the language level, which includes various components of the L2, such as culture and community, along with its intellectual and pragmatic values. The second is the learner level, which consists of the characteristics the student brings into the classroom, such as need for achievement, self-confidence and anxiety. The third level refers to situation-specific motives about various aspects of L2 learning in the classroom. The situation-specific motives have three components. The course-specific motivational components are related to the syllabus, the teaching materials, the teaching method and the learning tasks; the teacher-specific motivational components refer to the motivational impact of the teacher's personality, behavior and teaching style/practice,

and the group-specific motivational components are the characteristics of the learner group (Dörnyei, 2001a; Dörnyei & Csizér, 1998; Winke, 2005).

One of those studies which focused on an authentic classroom context was carried out by Li (2006), who aimed to understand how students' task motivations might be influenced by various factors over time, and to investigate students' motives which underlie their learning behaviors. Furthermore, Nikolov (1999) investigated the attitudes and motivation of children between the ages of 6 and 14 towards learning a foreign language.

As far as the teachers' impact on motivation is considered, den Brok et al. (2006) examined the relationship between teachers' interpersonal behavior and students' motivation. In their study, Sutton and Wheatley (2003) claim that teachers' emotions may affect students' intrinsic motivation, attributions, efficacy beliefs, and goals, and students are often aware of and influenced by teachers' expression of negative emotions. Therefore, teachers' emotions have an indirect impact on students' motivation. Barrs (2005) analyzed the factors contributing to teacher motivation and the impact of these factors on teachers' performance along with their implications for the quality of teaching. In addition, Dörnyei and Csizér (1998) conducted an empirical study with Hungarian teachers so as to obtain classroom data on motivational strategies, and arrived at ten important and frequently used motivational strategies for teachers to generate motivation in the classroom. In fact, if the teacher provides the students with the right conditions in the classroom, making use of some of a broad set of motivational strategies, all students can be motivated to learn (McCombs & Pope, 1994, cited in Dörnyei, 2001a, p. 25). Moreover, it is important for teachers to realize that providing a safe learning environment with "helpful, friendly and understanding

behaviors” is crucial for strengthening students’ motivation (den Brok et al., 2006, p.

17). Lightbown and Spada (1999) assert that

if teachers can make their classrooms places where students enjoy coming because the content is interesting and relevant to their age and level of ability, where the learning goals are challenging yet manageable and clear, and where the atmosphere is supportive and non-threatening, we can make a positive contribution to students’ motivation to learn. (p. 57)

Therefore, teachers have a role in evoking students’ motivation and creating the necessary atmosphere for it, as teachers cannot teach the curriculum without motivation.

Considering the facts that motivation has a positive effect on learning, and that teachers have an important role as motivators, it is apparent that teachers should make use of some motivational strategies in the classroom. Dörnyei defines motivational strategies as motivational influences that are consciously implemented to achieve a positive and long-term effect (2001a). Dörnyei’s process-oriented organization of motivational strategies includes creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation and encouraging positive retrospective self-evaluation (2001a).

When the question of how to motivate students is considered, Shellnut (1996) refers to Keller’s model of ARCS. In the acronym, A refers to attention, which includes initiating and increasing interest with the help of a variety of classroom materials; R stands for relevance, and entails linking the learners’ needs to the content of the class. As for C and S, they stand for confidence and satisfaction respectively.

Few though they are, research studies have been carried out on how teachers could motivate students. Although, as den Brok et al. (2006) state, the teacher-student relationship is a very important variable which affects students’ attitudes towards

language learning, and although teachers are considered to be responsible for the classroom atmosphere, which also has an impact on students' motivation; "teachers have been a rather overlooked factor in research on L2 motivation" (Dörnyei, 2001b, p. 79). Noels, Clement and Pelletier (1999) carried out a study on how students' perceptions of their teachers' communicative style are related to students' extrinsic and intrinsic motivational orientations. Furthermore, Hancock (2002) investigated the effect of verbal praise as an instructional variable on students' motivation, their homework habits and classroom achievement. However, there are no studies investigating the students' perceptions of their teachers' motivational behavior.

Statement of the Problem

The study of the definition of motivation, its theoretical aspects, components and dimensions, different models of motivation (Dörnyei 2001a, 2001b; Dörnyei & Ottó, 1998; Oxford, 1996), the correlation between motivation and autonomy (Spratt, Humphreys & Chan, 2002), major and frequently used motivational strategies (Cheng & Dörnyei, 2007; Dörnyei, 1994a; Dörnyei & Csizér, 1998; Oxford & Shearin, 1994), motivating and demotivating factors according to the participant students (Gorham & Christophel, 1992; Tagaki, 2005), the link between the teachers' motivational teaching practice and their students' language learning motivation (Guilloteaux & Dörnyei, in press), the role of motivation in oral task performance (Dörnyei & Kormos, 2000), the influence of culture on motivation (Chen et al., 2005), motivation and the use of learning strategies (Dörnyei, 2001c; Oxford & Shearin, 1996), and, as Dörnyei (2001a) states, how students' perceptions of the L2, the L2 speakers and the L2 culture affect their desire to learn the language, have received attention by social psychologists and

educationalists in literature. However, no studies have been carried out on students' or teachers' perceptions of teachers' motivational behaviors.

Erciyes University is a Turkish-medium university, and the English preparatory class is obligatory for almost all faculties. The School of Foreign Languages has struggled for years with the problem of demotivated students, as both the students' and the teachers' informal reports indicate. What is more, many students who have positive or neutral attitudes towards learning English become demotivated after a few months of study, as their interest and willingness to learn fade away. This fading is clearly observable in their behaviors in the classroom and their attention to learning English, and Gardner (2001b) also points out that though students are initially very enthusiastic about learning English, their enthusiasm wanes before the end of the first year. This situation creates problems in the classrooms in terms of both instruction and classroom management. When asked, informally, about the fading motivation, the teachers confirmed that some students are demotivated, and the existing student motivation fades as time passes. As for the students, some students reported that it is the teachers' responsibility to maintain the level of the motivation, and they fail to do so. Given the students' view of the teachers' role in maintaining motivation, perhaps classroom practices involving teachers' motivational behaviors should be considered. It goes without saying that teachers have a role to play in terms of generating and maintaining motivation, and thus, I believe that it is crucial to find out what motivational and demotivational behaviors teachers perform in the classroom. With this in mind, I would like to find out how students perceive their teachers' motivational behaviors and how teachers perceive their own motivational behaviors. In this way, I aim at getting into the students' and the teachers' minds, trying to consider the problem from their

points of view in order to offer solutions, benefiting from what has been pointed out in the literature.

Research Questions

This study addressed the following research questions:

1. To what extent do the students find their teachers' behaviors in the classroom motivating?
2. Which of their own behaviors do the teachers identify as motivating?
3. What motivating behaviors do the teachers actually do?
4. How do teachers' and students' perceptions of teacher motivational behaviors relate to each other?
5. How do the perceptions of teachers and students relate to motivating behavior as it is described in the literature?

Significance of the Study

Since the 1990s, research in the area of motivation has shifted its focus from the social psychological approach to a more practical focus looking at classroom realities, identifying and analyzing classroom-specific motives (Crookes & Schmidt, 1991; Dörnyei & Ottó, 1998). Taking this into consideration, the study aims at analyzing the students' perceptions of teachers' motivating behaviors, and the motivating behaviors that the teachers report performing in the classroom. Therefore, this study is useful in the sense that it is a triangulation of students' and teachers' perceptions of teachers' motivational behavior in a local setting, and how these perceptions reflect the literature. Thus, this study may contribute to the literature as a comparative study which reveals the students' and the teachers' ideas of teachers' motivational behavior,

and shows how these perceptions relate to each other as well as to what has been pointed out in the literature.

As Winke (2005) maintains, motivated students are every teacher's dream, and learner motivation is not only a concept that students bring into classroom but also one that teachers can implement, cultivate and promote throughout the year to enhance learning. As learner motivation is perceived by teachers to be a crucial problem at Erciyes University School of Foreign Languages, the study aims at revealing the existing motivational behaviors of the teachers in comparison to teachers' motivational behaviors described in the literature. Moreover, the perceptions of the students and the teachers will give the researcher an insight to the possible ways to cultivate more effective motivational behavior in the classroom.

Conclusion

In this chapter, the background of the study, the statement of the problem, the research questions the study will address, and the significance of the study have been presented and discussed. In the next chapter, a review of the literature is presented, and studies related to the present study are discussed. In the third chapter, the research methodology, which includes the setting and participants, the research tools, data collection, and data analysis procedures of the study, are described. Chapter four presents the data obtained through questionnaires, interviews and classroom observations. In the final chapter, the findings of the study are summarized, the results are discussed, the limitations of the study are mentioned, and pedagogical implications drawn from the study are suggested.

CHAPTER II: LITERATURE REVIEW

Introduction

This study aims to explore teachers' and students' perceptions of the motivational behaviors that teachers use or should use in order to enhance students' motivation to learn English. These perceptions are also compared to those claimed to be most important in the literature.

This chapter provides background information about the definition of motivation, motivational theories in L2 learning, the effect of motivation on academic achievement, the motivational strategies suggested in order to motivate students, the effect of motivational strategies on student motivation, and teachers' role in motivating students.

What is Motivation?

Many early theories explained motivated behavior in terms of drives, instincts, motives, and other internal traits (Weiner, 1990, cited in Meece, Anderman & Anderman, 2006). The Latin root of the word motivation means to move; therefore, the study of motivation is the study of action. Modern motivation theories deal with the relationship between beliefs, values, and action (Eccles & Wigfield, 2002). So, in very basic terms, motivation may be defined as the pre-requisite for all human action. Motivation refers to processes, within individuals, that influence the arousal, strength, and direction of behavior towards a goal. Gardner (2001a) claims that a motivated individual puts forward effort to achieve the goal, is persistent and attentive to the task at hand, enjoys striving through the goal, regards success as positive reinforcement, and makes use of strategies to achieve the goal. Hence, motivation is goal-directed behavior.

Dörnyei (2001b) argues that the term motivation is rather controversial, and researchers have been confronted with some challenges that have prevented a consensus in motivation research. However, despite all the controversies, most researchers agree that motivation “concerns the direction and magnitude of human behavior,” which refers to “the choice of a particular action, the persistence with it, and the effort expended on it” (Dörnyei, 2001b, p. 8). Therefore, motivation is related to why people choose to do a particular action, how long they will sustain the activity, and how hard they are going to work to perform the activity. Gardner (2001a) agrees with Dörnyei’s argument that motivation refers to the driving force, and states that motivation to learn L2 requires three elements. First, a motivated student expends persistent and consistent effort to learn the language, by doing homework, seeking out opportunities to learn more, and doing extra work. Second, he wants to achieve the goal, expresses the desire to succeed, and strives to achieve success; and third, he enjoys the task of learning the language, and considers the learning as fun and enjoyable, even though the level of the students’ enthusiasm may fluctuate during the learning process. Gardner argues that all three elements, effort, desire, and positive affect, are necessary to distinguish between students who are more motivated and students who are less motivated. Each element is insufficient to reflect motivation on its own, and a motivated student exhibits many other qualities in addition to effort, desire and affect, but these three attributes adequately assess motivation.

The most well-known concepts in motivation theories are intrinsic versus extrinsic motivation. The former refers to activity performed for its own sake, to get pleasure or satisfaction, while the latter deals with behavior as a means to gain an extrinsic reward or to avoid punishment (Deci & Ryan, 2000; Ryan & Deci, 2000).

Deci and Ryan (2000) and Ryan and Deci (2000) state that another type of motivation is amotivation, referring to the lack of both intrinsic and extrinsic motivation.

Vallerand (1997) explores three subtypes of intrinsic motivation: to learn, which means engaging in an activity for the sake of the pleasure/satisfaction of learning something new; towards achievement, which implies engaging in an activity to accomplish something; and to experience stimulation, which refers to engaging in an activity to experience pleasant sensations.

Theories of L2 Motivation

The concept of motivation to learn is multifaceted, but when the target of the learning process is a foreign/second language, it becomes even more complex (Dörnyei, 2001b). Although L2 is a school subject whose grammar rules, vocabulary and pronunciation are taught, it also has social and cultural dimensions in that it serves as the primary means of communication in a particular society. Gardner (2001a, 2001b) also considers learning L2 as different from learning other subjects, such as mathematics or science, because learning L2 involves making something foreign a part of one's self. A student's conception of his self, his willingness to open it up to change, and his attitudes toward the other community influence to what extent he will succeed in making the material part of his own repertoire. Therefore, learning a second/ foreign language is not only an educational issue, but it is also a social event which entails the incorporation of the target culture (Dörnyei, 2001a). Gardner (2001b, 2005) claims that the learner's openness to other cultures has an impact on his motivation to learn the L2, and L2 learners are supposed to acquire the elements of a different language, such as words, speech sounds, grammar, and to make these elements part of their own language reservoir, which also includes the target culture. Gardner and Lambert (1959,

cited in Gardner, Tremblay & Masgoret, 1997) have found that an individual's orientation to start learning L2 is associated with his/ her motivation to learn the language, attitudes towards the people who speak the L2, and proficiency in the L2.

Gardner's Motivation Theory

Highlighting different aspects of L2 motivation, researchers have arrived at various L2 motivation theories, and the most influential motivation theory has been proposed by Robert Gardner. According to Gardner, an individual's attitude towards the L2 and the L2 community is regarded as of great importance because people's attitudes towards a target have an impact on their response to the target, and learning L2 involves taking on the behavioral characteristics of the L2 cultural group (Dörnyei, 2001b; Gardner, 2001a). Tang (1999) also states that language is culture, and when a person decides to learn a L2, he/she is not merely absorbing the linguistics of the language, but everything to do with the language and the country where it is spoken.

Dörnyei (2001b) maintains that Gardner's motivation theory focuses on the relationship between motivation and orientation; the latter is the term Gardner uses instead of 'goal'. Language learners' goals can be categorized as integrative orientation, which refers to positive attitudes toward the native speakers of L2, and being willing to interact with or even become similar to members of that community, or instrumental orientation, which is more related to practical reasons, such as getting a good job or a higher salary, or to pass a required examination (Crookes & Schmidt, 1991; Gardner, 2005). For example, in Seymour-Jorn's study (2004), the Arab-immigrant students living in the US were motivated to learn Arabic to be able to read the Qur'an or to communicate with their relatives back in their hometown.

Gardner's motivation theory has four distinct areas; integrative motive, socio-educational model, and the Attitude/Motivation Test Battery (AMTB) - the only published standardized test of L2 motivation (Tremblay & Gardner, 1995). The fourth area consists of an extended L2 motivation construct developed by Tremblay and Gardner (1995). Integrative motive is motivation to learn an L2 because of the positive feelings toward the target community, and it has three components (Gardner, 1960). The first component, integrativeness, includes integrative orientation, interest in foreign languages, and attitudes towards the L2 community, and reflects the individual's willingness and interest in interacting with the members of the community (Gardner, Tremblay & Masgoret, 1997). The findings of a study carried out by Dörnyei and Clément (2001) in Hungary shows that integrativeness is the most powerful general component of the participants' affective inclinations on language, determination of language choice, and the level of effort the participants intended to invest in the learning process. The second component, attitudes towards the learning situation, refers to attitudes towards the language teacher, the course materials, extra-curricular activities, and the L2 course as a whole; and the last component, motivation, is the effort and desire to learn the L2, and attitude towards learning (Gardner, 2001a; Dörnyei, 2001b). According to Gardner (2001a), a truly motivated learner displays these three components.

As for the second area, the socio-educational model, it is related with the role of various individual difference characteristics of a student during the language learning process (Dörnyei, 2001b). It separates the learning process into four distinct aspects: antecedent factors, such as gender, age or learning history; learner variables, such as intelligence, language aptitude, language learning strategies, language attitudes,

motivation and language anxiety; language acquisition contexts; and learning outcomes (Dörnyei, 2001b).

The third area of Gardner's motivation theory, the Attitude Motivation Test Battery (AMTB), is a motivation test which operationalises the main constituents of Gardner's theory (Dörnyei, 2001b). It is composed of 130 items, addressing attitudes towards the L2 community, interest in foreign languages, attitudes towards learning the L2, integrative orientation, instrumental orientation, language anxiety, and parental encouragement. Using the AMTB, Gardner found that instrumental motivation is positively related to achievement (1985).

The fourth area is the extended version of Tremblay and Gardner's social psychological construct of L2 motivation and suggests a sequence of language attitudes, motivational behavior and achievement (1995). The novelty is that three mediating variables, goal salience, valence, and self-efficacy, are added between attitudes and behavior. Goal salience refers to the specificity of learners' goals and the frequency of goal-setting strategies used; valence includes desire to learn the L2 and attitudes towards learning the L2; and self efficacy comprises anxiety and expectancy of being able to perform various language activities by the end of the learning process. Additionally, specific goals and frequent reference to these goals result in an increase in the motivation level (Tremblay & Gardner, 1995). The focus of the model is the differences in attitudes towards the learning situation that the students express (Gardner, 2001a).

In the study he carried out to explore motives for studying a second language, Markwardt (1948, cited in Gardner, 2001a) proposes five motives: to learn the language of a minority group in another speech area, to be an educated person, to

foster assimilation into a minority language group, to promote trade and colonization, and to learn a language required for scientific and/or technical use. The first motive is integrative and the other four are instrumental (Gardner, 2001a). In addition, Clément and Kruidenier (1983) compared the orientations to language acquisition of high school students who were studying Spanish, English and French, and found that the orientations common to all groups of students were instrumental, friendship, travel and knowledge orientations. However, integrative orientation was reported only by some students. On the other hand, researchers such as Clément, Dörnyei and Noels (1994) and Dörnyei (1990, 1998) argue that second language acquisition (SLA) and foreign language learning (FLL) contexts display significant differences, in that, in FLL situations, the students' not having to use the L2 in daily life or their not being directly in contact with native speakers in daily conversations make the learning less meaningful. Dörnyei (1990) claims that due to the fact that FLL learners do not have enough contact with the target community, their integrative motivation is based on only general beliefs and attitudes, such as an interest in foreign languages and people, and the cultural and intellectual values of the L2.

In spite of many effective motivational principles and guidelines to help teachers, these principles do not compose a coherent theory, and the practical recommendations have situational limitations (Dörnyei, 2001b). Graham and Weiner (1996, cited in Dörnyei, 2001b) point out that the goal that theories of motivation might help in creating rules to enhance human performance is a dream rather than a reality. Therefore, according to Graham and Weiner, teachers who expect to have motivated students soon after reading about motivational theories will be disappointed. Nevertheless, as Dörnyei (2001a, 2001b) states, a major shift in thinking took place in

the 1990s, and researchers started to focus more on the motivational processes underlying classroom learning, because they wanted to fill in the gap between motivational theories in educational psychology, such as Gardner's, and in the L2 field. The reason for this attempt was that the discussion of motivation was different before the 1990s from the way language teachers used the term motivation, as the primary emphasis was on attitudes and other social psychological aspects of L2 learning.

Self-determination Theory

The second motivation theory is offered by Deci and Ryan's self-determination theory (1985). According to the self-determination theory, four types of extrinsic motivation exist; external regulation, introjected regulation, identified regulation, and integrated regulation. External regulation refers to behavior which is decided by people/things external to the individual, such as the teacher's praise; introjected regulation refers to behavior which is more internalized than external regulation, such as attending classes regularly; identified regulation is related to behaviors caused by others, but the individual accepts that it is useful to perform the behavior for the sake of its results; and integrated regulation, the most autonomous regulation, represents full self-determination, as in the case of a person learning a L2, because the L2 is part of the culture the person has adopted. Although identified and integrated regulations, which are more autonomous, can be regarded as close to intrinsic motivation, they are different from intrinsic motivation in that learners who have autonomous extrinsic motivation, such as learning a foreign language for one's hobbies or interests, may find activities important for their goals and purposes, whereas intrinsically motivated students find activities interesting and fun (Ryan & Deci, 2000). Human motives can

be placed on a continuum between non-self-determined and self-determined behaviors, which includes amotivation, extrinsic, and intrinsic motivation respectively (Ryan & Deci, 2000).

Extrinsic motivation has been said to undermine intrinsic motivation, as students may lose their intrinsic motivation if they are forced to succeed to meet some extrinsic requirements (Dörnyei, 2001b; Ryan & Deci, 2000). Some psychologists argue that rewards, for example, may disrupt learning, and may have an undermining effect on intrinsic motivation (Deci & Ryan, 2000; Ryan & Deci, 2000). However, Brennan and Glover's (1980) study showed that extrinsic reward, which was a 10-point bonus to participating students' grades, did not decrease students' intrinsic motivation. On the contrary, the extrinsic reward provided to the participants increased students' time spent on task.

Dörnyei's Motivational Framework of L2 Motivation

One of the most influential frameworks of L2 motivation was developed by Dörnyei, whose 1994 framework of L2 motivation focuses on motivation from a classroom perspective, and conceptualizes L2 motivation in three levels: the language level, the learner level and the learning situation level (Dörnyei, 1994a). The language level includes components related to the L2, like culture and community, along with the pragmatic values and benefits the L2 brings about. Essentially, this level represents integrativeness and instrumentality in Gardner's motivation theory. The learner level is associated with the individual features that the learner brings to the learning process, such as need for achievement and self-confidence. The learning situation level involves situation-specific motives, which are the basis of various aspects of L2 learning in the classroom. It has three components: course-specific motivational components, which refer to the syllabus, the teaching materials, the teaching method

and the learning tasks; teacher-specific motivational components, such as the motivational effect of the teacher's personality, behavior and teaching style; and group-specific motivational components, like goal-orientedness, group cohesiveness, and classroom goal structure.

Figure 1- Components of foreign language learning motivation

LANGUAGE LEVEL	Interrogative motivational subsystem Instrumental motivational subsystem
LEARNER LEVEL	Need for achievement Self confidence -Language use anxiety -Perceived L2 competence -Casual attributions -Self-efficacy
LEARNING SITUATION LEVEL Course-specific Motivational Components	Interest (in the course) Relevance (of the course to one's needs) Expectancy (of success) Satisfaction (one has in the outcome)
Teacher-specific Motivational Components	Affiliative motive (to please the teacher) Authority type (controlling vs. autonomy- supporting) Direct socialization of motivation -Modeling -Task presentation -Feedback
Group-specific Motivational Components	Goal-orientedness Norm and reward system Group cohesiveness Classroom goal structure (cooperative, competitive or individualistic) (Dörnyei, 1994a, p.280)

Williams and Burden's Framework of L2 Motivation

Williams and Burden (1997), who offered another framework of motivational components, also regarded L2 motivation as a complex and multi-dimensional construct. Williams and Burden's framework categorizes the construct according to whether the motivational influence is internal or external. Internal factors include intrinsic interest and perceived value of activity, self-concept, attitudes to language learning, and other affective states; external factors are significant others, such as

parents, teachers and peers, the nature of interaction with significant others, the learning environment, and the broader context, including the local educational system, cultural norms, and societal expectations and attitudes.

Dörnyei and Ottó's Process Model of L2 Motivation

L2 learning is a long process, and motivation is not stable for the whole academic year. Dörnyei and Ottó (1998) describe how the level of students' motivation changes even in a single lesson, and pointed out that the spread of this fluctuation to an entire academic year might lead to academic failure and classroom management problems. The reasons for this fluctuation in the motivation level even in a single lesson might be time (students' motivation might fade away as time passes), not feeling the sense of success, the type of the activity, or the teacher's demotivating behavior. Considering motivation as dynamic, and in an attempt to explain the change in motivation over time, Dörnyei and Ottó (1998) arrive at a theory which reflects a novel approach in L2 motivation research in that it is based on a process-oriented approach. Dörnyei and Ottó (1998) state that motivation consists of three stages, within which action can be taken to minimize this fluctuation. Motivation needs to be generated in the pre-actional stage, maintained and protected in the actional stage, where the quality of the classroom environment is of great importance, and evaluated by the student in the post-actional stage. The pre-actional stage is referred to as choice motivation because in this stage, the goal is selected, intentions are formed and action is launched; the actional stage is referred to as executive motivation, and subtasks are generated and carried out; the post-actional stage is referred to as motivational retrospection, which is related to the learners' retrospective evaluation of past experiences and in turn determines which activities the students will be motivated to perform in the future.

The Effect of Motivation on Language Achievement

It is agreed upon by many researchers that motivation is one of the important factors which have an impact on learning a foreign language (Dörnyei, 1994a; Li & Wong, 2001, Oxford & Shearin, 1994). As Oxford and Shearin (1994) claim,

motivation directly influences how often students use L2 learning strategies, how much students interact with native speakers, how much input they receive in the target language, how well they do on curriculum-related achievement tests, how high their general proficiency level becomes, and how long they persevere and maintain L2 skills after language study is over. (p.12)

No matter how appropriate and effective the curriculum is, and no matter how much aptitude or intelligence students have, they are unlikely to accomplish long-term goals without sufficient motivation (Brown, 2000; Dörnyei & Csizér, 1998; Guilloteaux & Dörnyei, in press; Oxford & Shearin, 1994). Although motivation does not guarantee achievement, and achievement does not reflect motivation, students who have high motivation to achieve generally do well academically, while students with low motivation do not (Keefe & Jenkins, 1993, cited in Zenzen, 2002). Therefore, we can conclude that motivation and achievement are interrelated, as motivation drives the learner forward in the language learning process. Salisbury-Glennon & Stevens (1999) state that motivated students are more involved in the learning process. Students who have interest in learning the target language and thus have higher levels of motivation are more likely to be involved in the language learning process (Dörnyei, 2001a).

Researchers in social psychology and education agree on the importance of motivation for successful L2 learning (Dörnyei, 2000; Gardner, 2001b; Gardner & MacIntyre, 1993; Shie, 2003, cited in Yu, 2005). Motivation is one of the main determinant factors of second/foreign language achievement (Dörnyei, 1994a; Ehrman & Oxford, 1995; Gardner, 2001b; Gardner & MacIntyre, 1993; Maya, 2007; Oxford &

Shearin, 1996; Tremblay & Gardner, 1995). Language learning motivation is the drive that makes learners want to learn the language, and thus perform the language learning tasks efficiently, which leads to achievement. Dörnyei (1994b, p. 518) describes this sequence as the “motivation-causes-behavior-causes-achievement” chain. It is apparent that learners are more likely to engage in a particular task when they expect to do well and when the task has some value to them, which confirms the expectancy-value theory by Eccles and Wigfield (2002). Dörnyei (2001a) states that motivated learners can master a considerable amount of language, regardless of their aptitudes or other cognitive characteristics, whereas without motivation, even the most intelligent students fail to attain the language. In Gardner’s L2 motivation theory, motivation has three scales in the AMTB used to assess motivation; attitude towards learning the language, desire to learn the language, and motivational intensity, which are related with each other and which correlate more highly with achievement than do other components, such as integrativeness and attitudes toward the learning situation (Gardner, 2005). These claims reveal that motivation plays a key role in L2 learning, while integrativeness and attitudes toward the learning situation have supportive roles. Therefore, according to Gardner’s findings, motivation is significantly related to measures of L2 proficiency. Clément (1986, cited in Dörnyei, 2001b) and Clément and Kruidenier (1983) also propose that motivation leads to achievement, which confirms Gardner’s socio-educational model in that motivation, along with aptitude, is responsible for achievement in the L2. Gardner’s socio-educational model refers to the role of individual differences, which affect L2 attainment.

Not many research studies have been carried out to examine the factors affecting success, but the results of the existing studies confirm that motivation is an important factor. In Ehrman and Oxford's (1995) study, which investigated the correlates of success in learning a L2, cognitive aptitude was reported as the strongest correlate of language learning success, and other individual variables, such as motivation and self confidence, were also reported to have a significant impact on L2 learning. Therefore, besides the effects of cognitive factors, students' level of motivation also affects their academic achievement. Oxford (1993) also explored the factors that influence student achievement in the context of learning Japanese via satellite, and the results showed that motivation was the single best predictor, and thus an important feature of Japanese language achievement. Oxford concluded that many student features influence language achievement, and in learning Japanese through satellite, motivation made a great difference. In a study which focused on the effects of emotions on achievement, Pekrun, Goetz, Titz and Perry (2002) found that positive emotions on learning are achieved by a number of cognitive and motivational mechanisms and that students' motivation to learn should be of primary importance.

One of the earliest studies which examined the correlation between motivation and academic achievement was carried out by Dunkel (1948, cited in Pimsleur, Mosberg & Morrison, 1962). In the study, the experimental group students were offered money for their high achievement in the vocabulary or grammar achievement tests in Persian. The results indicate that although the difference between the mean scores was not statistically significant, the students who were offered money, which might be a sign of greater intensity of motivation, had higher mean scores than the other group. In another study, Politzer (1960) aimed at studying the role of motivation

in foreign language learning, and he found a positive correlation between students' grades in French and the number of hours spent in the language laboratory on a voluntary basis; however in another setting, the number of hours spent doing homework was not correlated with achievement. Therefore, the results of this study imply that voluntary study, which results from motivation, leads to success, whereas doing homework, which is a requirement, does not. Additionally, Jegede (1994) carried out a study to examine the influence of achievement motivation and gender on Nigerian secondary school students' performance in English and concluded that the students' English language performance could be inferred from their levels of motivation to achieve. The results of the study suggest that if students are adequately motivated, they are capable of mastering English. Keith, Wetherbee and Kindzia (1995) also conducted a study to examine how academic motivation influences middle school students' academic achievement, and found that students' motivation and their behavior at school directly influence their grades. Additionally, the results of Yu's (2005) study indicate that good motivators - in the case of this study, games - help to create a positive classroom climate, and thus enhance students' motivation and influence their academic achievement.

In addition to the investigation of motivation as a factor that affects success, many studies have been carried out to examine the impact of integrative and instrumental motivation on achievement. Gardner and Lambert (1959, cited in Dörnyei, 2001b) claimed that achievement in L2 learning requires the same type of motivation as the motivation necessary in order to learn the L1, namely, the desire to become a member of a cultural group. Therefore, they considered integrative motivation as more effective. In their study, they found correlations between teachers'

ratings of oral and aural skills and intensity of motivation and attitudes towards French-Canadians, using a measure called the orientation index, which was designed to differentiate the students who studied the language for their interest in the cultural group from the students who had other purposes. The group whose members were interested in the community was superior in achievement. The authors report that two main factors in achievement in L2 learning are verbal intelligence and willingness to be like members of the L2 community.

On the other hand, although some researchers consider integrative motivation as more efficient than instrumental motivation, this may not always be the case, especially in EFL situations where few students have integrative motivation. Gardner and MacIntyre (1991) investigated the influence of instrumental and integrative motivation on French/English vocabulary learning. According to the results of the study, both integratively and instrumentally motivated students learned more vocabulary than the ones who were not motivated. The study reveals that both integrative and instrumental motivation facilitates learning, and any factor that motivates an individual to learn will contribute to successful learning. In another study, Politzer (1954, cited in Pimsleur et al., 1962) analyzed the issue of French and Spanish college students' motivation and interest in learning these languages, asking them why they had chosen that particular language to study. The results revealed that 53% of the students who received grade A in the previous courses reported their reason to be the language being more likely to be of specific use, and 22% reported that their reason for the choice was a particular interest in French civilization, literature or people. On the other hand, among students who received grades D and E, 49% reported the former reason and only 4% the latter. It can be concluded from the results that lack of

motivation is reported more often by the weaker students, while the students with higher level of proficiency were motivated, either instrumentally or integratively.

Strategies for Teachers to Motivate the Students

How to motivate students is one of the challenges language teachers face. Because each student brings his/her own intelligence, aptitude, motivation and learning preferences, each classroom is unique. Therefore, fixed ways of motivating students do not exist. Nevertheless, researchers have attached importance to motives related to the learning situation, and arrived at practical strategies and guidelines to aid teachers when generating motivation in the classroom, though only since the 1990s. Therefore, as Dörnyei (2001a) and Tagaki (2005) state, few studies have been conducted to offer teachers practical suggestions to motivate students (Cheng & Dörnyei, 2007; Dörnyei, 1994a; Dörnyei, 2001a; Dörnyei & Csizér, 1998; Guilloteaux & Dörnyei, in press; Tagaki, 2005).

Keller's model for motivational instruction, which is called 'the ARCS model', points out four components: attention, relevance, confidence, and satisfaction (1987, cited in Shellnut, 1996). Many teachers would agree that getting and sustaining students' attention is not an easy task, especially in the long L2 learning context. Keller (1987, cited in Shellnut, 1996) suggests that teachers may attract students' attention by varying the materials or their presentation style, using humor and bringing into class activities that require student participation. The second component is the relevance; students need to feel that what they are learning in the classroom is useful for them in their lives. To build students' confidence, teachers should provide the students with success opportunities, help them set realistic goals, provide clear and specific criteria for evaluation, and attribute success to students' effort when giving feedback. Keller's

term 'satisfaction' refers to feeling good about accomplishing instructional goals. To increase students' satisfaction, teachers should provide activities that allow new skills to be used in realistic settings. Moreover, being flexible and providing students with options for objectives, study methods or evaluations increases students' sense of control. Providing rewards for progress or achievement and reinforcing students' feelings of pride also strengthen student satisfaction.

Oxford and Shearin (1994) proposed a model that enhances and enlarges the L2 learning motivation theory in useful ways, although the strategies they offered are not based on classroom research. According to them, teachers could make use of the strategies listed in Figure 2 to motivate their students.

Figure 2- Suggested motivational strategies from Oxford and Shearin

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- Identify the reasons for students to study the L2
 - Determine which parts of L2 learning (e.g. speaking conversationally, listening to lectures in the L2, reading L2 newspapers) are especially valuable to students, and provide activities that include those aspects
 - Help shape students' beliefs about success in L2 learning by reminding them that success is not difficult as long as students put effort
 - Train the learners in self-assessment and setting challenging goals that give students a sense of progress
 - Accept varied student goals, as well as the way students meet their goals according to different learning styles
 - Provide a variety in instructional content and materials
 - Demonstrate the students the instrumental motives
 - Demonstrate the students the benefits and the enjoyable aspects of learning the L2 (as an exciting mental challenge, a career enhancer, and a vehicle to cultural awareness and friendship). For example, inviting native speaker visitors would be an effective way of confirming that the students can really use the language communicatively
 - Teachers can also make the L2 classroom a welcoming, positive place where language anxiety is kept to a minimum
 - Provide appropriate instructional frameworks, including various, clear and important activities, which offer richness of stimulation by recreating realistic situations where use of the language is essential (e.g., traveling, ordering meals, finding a doctor, solving a problem)
 - Provide students with appropriate feedback
 - Assist students according to their specific needs
 - Give them a chance for self-direction
 - Give extrinsic rewards
 - Urge students to develop their own intrinsic rewards, which will enable students to have an increased sense of self-efficacy whereby they attribute the outcome of their study to their own efforts (1994, p. 24)
-

Dörnyei (1994a, pp. 281-282) also proposed a number of motivational strategies based on the categories introduced in his L2 motivational construct, which is composed of three components: learning level, learner level, and learning situation level. Figure 3 displays the strategies arrived at by Dörnyei.

Figure 3- Motivational strategies according to the components of Dörnyei's L2 motivation construct

Language Level

- Include a sociocultural component in the L2 syllabus (films, music, native speaker guests, positive L2-related experiences)
- Develop learners' cross-cultural awareness (L2 culture teaching)
- Student contact with L2 speakers
- Develop learners' instrumental motivation (discussing the role L2 plays in the world)

Learner level

- Develop learners' self confidence (trust, praise, encouragement)
- Promote self-efficacy with regard to achieving learning goals (learning and communication strategies, help students develop realistic expectations)
- Promote favorable self-perceptions of competence in L2 (highlight what students can do, point out that mistakes are a part of learning)
- Decrease anxiety (create a supporting learning environment)
- Promote motivation-enhancing attributions (highlight links between effort and outcome)
- Encourage students to set attainable specific goals

Learning Situation Level

Course-specific motivational components

- Make the syllabus relevant (needs analysis)
- Attractive course content (authentic materials, interesting supplementary materials, visual aids, recordings)
- Arouse curiosity (unexpected/novel events, break the routine, make students move)
- Increase students' interest and involvement in the tasks (varied and challenging activities, personalizing tasks, meaningful exchanges)
- Match difficulty of tasks with students' abilities
- Increase student expectancy of task fulfillment (guidance about strategies to do the task)
- Facilitate student satisfaction (encourage them to be proud)

Teacher-specific motivational components

- Be emphatic and accepting, be yourself
- Adopt the role of a facilitator rather than an authority figure
- Promote learner autonomy
- Model interest in L2 learning (show students that you value L2 learning)
- Stimulate intrinsic motivation, and help internalize extrinsic motivation (connect the tasks with things that students find interesting, state the purpose of the task)
- Use motivating positive feedback (do not overreact to errors)

Group-specific motivational components

- Increase the group's goal-orientedness
 - Promote the internalization of group norms, and help maintain them
 - Minimize the detrimental effect of evaluation on intrinsic motivation (focus on individual progress)
 - Promote group cohesion, and enhance inter-member relations
 - Use cooperative learning techniques
-

Dörnyei admits that although his L2 motivation construct incorporates many lines of research, it is no more than a theoretical possibility, because many of his components have been verified by very little empirical research. Therefore, with the need for further research-based analysis on L2 motivation, he conducted an empirical study with Csizér (1998) with a view to obtaining classroom data on motivational strategies. The results reveal ten motivational strategies that teachers considered as important, which Dörnyei and Csizér call ‘Ten Commandments’ (p. 215).

Figure 4- Ten Commandments to motivate language learners

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

Tisher (1996) suggests three ways to create motivated students: The first one is a positive social climate, in which excellence in academic learning is fostered, valued and expected, and co-operation between students, and teachers and students, is promoted. The second is the way schools are organized and managed, and the way authority is exercised and delegated. Teachers may influence students through their expertise and competence in academic subjects, through their personality, or by reliance on school rules or their status as teachers. The third is the physical design and layout of classrooms and schools.

Tagaki (2005) conducted a study which aimed to investigate the motivational and demotivational factors in the language classroom. Figure 5 displays the results of the study (pp. 99-100), which show similar results to the ‘Ten Commandments’ in that both include teaching style and teachers’ positive attitude, which is expressed as ‘having good relationships’ in the previous study, and making the classes interesting through personalization.

Figure 5- Motivational and Demotivational Factors

Motivational Factors	Demotivational Factors
<ul style="list-style-type: none"> • Ability of speaking English • Personal relevance • Challenge • Teaching style • Praise • External motivation • Sense of achievement 	<ul style="list-style-type: none"> • Inappropriateness of the level of the class to the students’ proficiency level • Teacher’s negative attitude (laugh at student mistakes) • Teacher’s laziness (being late for class) • Monotonous teaching style • Peers

In addition, Cheng and Dörnyei (2007) conducted a large-scale empirical survey, which is a modified replication of the Dörnyei and Csizér’s (1998) study; the participant teachers were asked to rate a list of comprehensive motivational strategies in terms of how much importance they attached to these and how often they implemented them in their teaching practice. The results are very similar to Dörnyei and Csizér’s (1998) study.

Figure 6- The ten most motivational strategies according to the teachers' rank order

1. Set a personal example with your own behavior.
2. Recognize students' effort and celebrate their success.
3. Promote learners' self-confidence.
4. Create a pleasant and relaxed atmosphere in the classroom.
5. Present tasks properly.
6. Increase the learners' goal-orientedness.
7. Make the learning tasks stimulating.
8. Familiarize learners with L2-related values.
9. Promote group cohesiveness and set group norms.
10. Promote learner autonomy. (Cheng and Dörnyei, 2007, pp. 165-167)

In Dörnyei and Csizér's (1998) and Cheng and Dörnyei's (2007) studies, four of the five most motivating behaviors were the same: 'displaying motivating teacher behavior', 'promoting learners' self-confidence', 'creating a pleasant classroom climate' and 'presenting tasks properly'.

In addition, Sakui (2006) created her own motivational strategies to motivate her students who hated English. She adapted her teaching to the students' interests and their levels, tried to make their progress visual and tangible, encouraged them in every way, and praised them at every chance. In addition, she also tried to learn about their personal interests, and to prove that she was not there to evaluate and label who they were. In a few months, the students' perceptions changed a great deal; they thought it was "cool" to be able to speak English.

The Effects of Motivational Strategies on Student Motivation and Achievement

Although teachers' use of motivational strategies is believed to enhance student motivation, there is very little empirical evidence in the literature to support this claim. So as to fill in this gap in the literature, Guilloteaux and Dörnyei (in press) conducted a study to examine the link between the teachers' motivational teaching practice and their students' language learning motivation, and drew the conclusion that the teacher's motivational practice has a highly significant positive correlation with

students' motivated behavior. Put another way, teachers' motivational teaching practice is directly related to the students' immediate response in the classroom and their approach to classroom learning, in the form of an appreciation of the whole course.

As for the effects of motivational strategies on academic achievement, Tuckman (2003) carried out a study of the effect of learning and motivation strategies training on college students' achievement, using four specific strategies: take moderate risk, take responsibility for your outcomes, search the environment, and use feedback, suggesting that the use of strategies such as these increases learners' motivation and subsequent achievement. Tuckman deduced that the GPAs of the students who received the strategy training were significantly higher than the students who were not trained. In addition, the GPAs of the students were higher in the term in which the training was received when compared to the previous terms. Although one might argue that the strategies were not specifically motivational strategies, the issues of responsibility and risk-taking, with a substrategy of self confidence, are related to motivation.

Teachers' Role in Motivating Students in the Language Classroom

As there is no one set way of motivating students, as Scheidecker and Freeman (1999, cited in Dörnyei, 2001a, p. 13) state, "unfortunately, and realistically, motivating students yesterday, today, and tomorrow will never be a singular or simplistic process". The classroom is a real social world in which both teachers and students are bound to influence each other (Li, 2006), and teacher-student interaction might be a critical factor in the learning process (Seifert, 2004). Wilson and Wilson (1992) sought to determine which factors within the family and school environments

influenced adolescents' educational aspirations, and found that teachers' support had a significant effect on adolescents' achievement motivation. In addition, Maya (2007) examined the relationship between family environment, school environment and the achievement motivation of adolescents, and as the results indicate, an important factor associated with adolescents' achievement motivation was the adolescents' perceived teacher expectations and support. Brophy (2004, cited in Guilloteaux & Dörnyei, in press) also states that teachers play a crucial role in creating motivating learning environments by employing a number of conscious and proactive motivational strategies. Moreover, Dörnyei (2001b) states that demotivation is a salient phenomenon in L2 learning, and that teachers have a considerable responsibility in this respect.

Gorham and Christophel (1992) sought to determine the motivating and demotivating factors of the participant students, and found that teacher behaviors accounted for approximately 44% of the motivators. Additionally, Gardner (2005) points out the importance of teachers, asserting that an interesting, devoted, skilled teacher with a good command of the language is likely to promote higher levels of motivation. Being significant parts of the classroom environment, teachers obviously aim for effective instruction in the classroom. However, to achieve effective instruction, some conditions are required, such as effective classroom materials, appropriate teaching techniques, and motivated students. Allwright (2003) states that teachers should prioritize the quality of life in the classroom above their concern for instructional efficiency. Put another way, rather than focusing exclusively on developing their teaching techniques, they should try to develop their understandings of the quality of classroom life. Noels et al.'s (1999) study which aimed to explore

how students' perceptions of their teachers' communicative style are related to students' motivation yielded similar results to those of Allwright. Intrinsic motivation and intention to continue studying is related to the teacher's communicative style, and the teachers who are too controlling and who do not provide constructive feedback give students a feeling of demotivation. Similarly, Nikolov (1999) conducted a study to investigate the attitudes and motivation of students, asking them their reasons for studying a foreign language, and the most important motivating factors for them included positive attitudes towards the learning context and the teacher. The students stated that they are motivated because the teacher is supportive, nice, fair and kind, and because the teacher loves the students, he does not shout, and he is not angry. The results also indicate a general positive attitude to the learning context, activities and tasks, and students are intrinsically motivated to participate in the classes, all resulting from the strong emotional link to the teacher. It is also noteworthy that the students consider negotiation with the teacher as very important, and the teacher's interest in the students contributed to the development of a strong sense of cohesion and friendship.

Moreover, Tagaki (2005) deduced from the results of his study, which explored motivating and demotivating factors, that teachers' behaviors have an important impact on students' motivation. According to the results, the students find teachers' positive attitudes, such as being supportive, friendly and caring, their arousing interest in learning, praising the students, providing them with opportunities to speak English for the purpose of real communication, and giving constructive feedback to them motivating. On the other hand, teachers' boring teaching style, having the total control over the class rather than being flexible and listening to students' preferences and

interests, being uncaring and not developing a relationship with the students, being demotivated, being unpunctual and unconfident are claimed to demotivate the students.

Conclusion

To conclude, although there are not many classroom-based research studies in this area, this review of the literature suggests that motivation affects students' language learning, motivational strategies increase students' level of motivation, and teachers have an important role to play as motivators in the classroom.

The study described in the following chapters has been conducted with a view to exploring the students' and teachers' perceptions of teacher motivational behavior. In the next chapter, information about the setting and participants are provided, and the research tools of the study, such as questionnaire, interview and classroom observation checklist, and the data collection and data analysis procedures are discussed.

CHAPTER 3: METHODOLOGY

Introduction

The purpose of this study was to investigate students' and teachers' perceptions of teacher motivational behavior at Erciyes University, School of Foreign Languages (EU SFL). The study aimed at exploring students' perceptions of their ideal teacher's motivational behavior, and participant teachers' reported and actual practices carried out to motivate students in the classroom.

The study addressed the following research questions:

1. What teacher behaviors do the students find motivating in the classroom?
2. Which of their own behaviors do the teachers identify as motivating?
3. What motivating behaviors do the teachers actually do?
4. How do teachers' and students' perceptions of teacher motivational behavior relate to each other?
5. How do the perceptions of teachers and students relate to motivating behavior as it is described in the literature?

In this chapter, the methodological procedures for this study are presented.

First, the participants of the study and the setting in which the study was conducted are described. Then, the instruments used while carrying out the study are explained, and finally, the data collection procedure and data analysis are presented.

Setting and Participants

This study was conducted at Erciyes University, School of Foreign Languages (EU SFL). The instruction offered consists of two semesters, each of which lasts for 15 weeks. Students are placed at appropriate levels from beginner to intermediate via a placement test at the beginning of the academic year. They take an achievement test every fifth week of each semester; three in total each semester. The students who make quick progress are identified by their teachers with the help of students' grades and performances in the classroom, and the students are offered to move on to an upper level if they would like to. At the end of the first semester, beginner and elementary, pre-intermediate, and intermediate students who have GPAs of 75, 70 and 65 respectively have the right to take the mid-term proficiency test to continue their education in their departments. In the spring semester, there are slight differences in the groups of students due to the decreasing number of student population after the proficiency test. Likewise, the teachers of each group change in the second semester.

The students take reading, writing, CALL and course book classes, during which they study the four skills as well as grammar and vocabulary. Different levels have different numbers of class hours, ranging from 14 to 27. The course book they follow is a communicative one, and it attaches importance to especially speaking and listening skills. The aim of the reading and writing classes, which are four and two hours a week respectively, is to expose students to more materials and improve their proficiency. The CALL classes are once a week, and the students are provided with opportunities to practice the language they learn, by doing exercises, puzzles, listening to songs, playing language games, etc. The computers in the CALL laboratory are

equipped with many entertaining practice materials and activities in grammar, vocabulary and skills.

The participants of the study were four teachers of pre-intermediate level classes, the lowest level, three teachers of upper-intermediate level classes, which is the highest level, and their 138 students in the second term of the 2006-2007 academic year. The participant teachers were asked and volunteered to participate in the study. Table 1 and Table 2 display the profiles of the participant students and the participant teachers respectively.

Table 1- Profile of the participant students

Level	Age (mean, range)	Gender		Time having studied English	Faculty	
		M	F			
Pre- intermediate	18.9 17 to 23	55	23	5 months to 13 years	Engineering	44
					Economics and Administrative Sciences	14
					Health Services	8
					Medicine	4
					Architecture	5
					Civil Aviation	3
					Vocational	-
Upper Intermediate	19.2 17 to 23	34	26	2 years to 10 years	Engineering	32
					Economics and Administrative Sciences	7
					Health Services	7
					Medicine	7
					Architecture	5
					Civil Aviation	1
					Vocational	1

Table 2- Profile of the participant teachers

Level Taught	Teacher	Gender	Experience in Teaching English/ at EU SFL	Educational Background
Pre-intermediate	P1	F	7 years/6 years	MA, Eng. Lang and Lit.
	P2	M	8 years/7years	ELT
	P3	F	2,5 years/2 years	ELT
	P4		3 years/2.5 years	Eng. Lang and Lit.
Upper-intermediate	P5	M	19years/18 years	ELT
	P6	F	9 years/9 years	MA, Eng. Lang and Lit.
	P7	F	20 years/8 years	TEFL Course

Instruments

Observation Checklist

In order to explore what the participant teachers actually do to motivate their students and therefore to answer the third research question, ‘what motivating behaviors do the teachers actually do?’, three classes of each participant teacher were observed, using an observation checklist. The observation checklist was compiled from the literature by the researcher to be used both during and after each of the classroom observations for each participant teacher. Only observable behaviors were included in the checklist, whereas some unobservable behaviors, such as “find out students’ needs and build them into curriculum” or “use grades in a motivating manner, and reduce their demotivating impact” could not be included even though they may be important for motivation. The aim was to guide the researcher in determining whether the teacher uses the most commonly used and observable motivational strategies in the classroom.

The observation checklist consisted of three parts: course-specific motivational components, regarding teachers’ behavior to make the course motivating; teacher-specific motivational components, regarding their own behavior towards the students;

and group-specific motivational components, regarding their behavior to make the group motivated. It included 26 motivational strategies in total that were considered important, as indicated in the results of many studies (Cheng & Dörnyei, 2007; Dörnyei, 1994a, 2001a; Dörnyei & Csizér, 1998; Guilloteaux & Dörnyei, in press; Tagaki, 2005). The complete observation checklist can be found in Appendix E.

Table 3- Distribution of motivational behaviors on the observation checklist

Part 1	Course-specific motivational components	8
Part 2	Teacher-specific motivational components	4
Part 3	Group-specific motivational components	13

Piloting the Observation Checklist

In order to make sure that the items in the observation checklist were clear and observable, the observation checklist was piloted by the researcher at EU SFL on February 15th and 16th, 2007. The feedback gathered during the piloting experience, such as the difficulties encountered during the observation, or the categorization of the teacher behaviors, was taken into consideration and some necessary items were added and irrelevant ones were deleted, and the total number of behaviors remained 26. In short, some modifications were made to make the observation easier and fairer.

Questionnaires

A questionnaire was used in order to explore participant students' perceptions of their ideal teachers' motivational behaviors. The questionnaire sought an answer to the first research question, which was 'what teacher behaviors do the students find motivating in the classroom?' The questionnaire was chosen because it is easier and more practical to gather a considerable amount of data from a large group of people (Dörnyei, 2003). Likert-scale items were used in parts II and III of the questionnaire, because Likert-scale items were thought by the researcher to be the most effective means of measuring the participant students' perceptions and expectations of ideal

teacher motivational behavior, based on Dörnyei's statement that Likert-scale items are "simple, versatile and reliable" (2003, p. 36).

The questionnaire for the study consisted of four parts. The first part aimed at gathering background information about the participants: their names, gender, age, class and the number of years having studied English. In the second part, the participant students were provided with 28 motivational behaviors drawn from the literature, and were asked to choose one option according to the extent that they found the behaviors motivating. The response options were 'very motivating', 'motivating', 'no effect', 'demotivating', and 'very demotivating'. In the third part of the questionnaire, the participants were given four statements about the teacher's role as a motivator and were asked to choose the appropriate option from the 5-point Likert scale. The response options were 'completely agree', 'agree', 'uncertain', 'disagree', and 'completely disagree'. The first statement aimed at finding out whether the students regarded teachers as responsible for making the students learn the materials they study. The second statement measured whether the students considered teachers to be a factor that increased their extrinsic motivation. The third statement was about the students' perceptions of the correlation between teacher motivational behavior and students' level of motivation. The fourth statement aimed at finding out to what extent students regarded arousing their interest in learning a foreign language as the teacher's job. The fourth part of the questionnaire was composed of six open-ended questions, which were a means of getting students' own suggestions of teacher motivational behavior. In the first and the second questions, the students were asked to describe the behaviors of a current or previous English teacher who really motivated them to learn English and who demotivated them, respectively. The third question sought an answer

to the question of whether the students felt motivated to learn English at EU SFL, asking them also to provide the reasons. The fourth question asked them what they thought about their English teachers' motivational behaviors at EU SFL. The fifth question asked students what they thought their teachers could do to help them become more motivated in a language classroom. The last question was, whether there was anything else they could think of to motivate them to learn in a classroom, and what their ideal classroom would be like.

The questionnaire was prepared in English in two forms. The first part originally included 56 specific teacher motivational behaviors drawn from the literature, but it was thought that this number of items might be tiring and boring for the students. Therefore, the first part of the questionnaire was split into two parts, paying special attention to parallelism in terms of the macro strategies the items belonged to. Then, the questionnaires were translated to Turkish by the researcher and one colleague of the researcher at Erciyes University SFL. After that, the Turkish versions were compared and combined to compose a questionnaire with clear items, and the Turkish version was translated back into English by a colleague of the researcher. Finally, some alterations on wording were done in the final version as well as some word changes in the English version after the translations, because the translation necessitated some changes in wording.

Table 4- Outline of the questionnaire

Part 1	background information about the students' age, gender, faculty, level, and time having studied English
Part 2	28 items on teachers' specific motivational behaviors
Part 3	four statements to get students' ideas of students perceptions as to teachers' role
Part 4	six open-ended questions

Piloting the Questionnaire

In order to make sure that the items in the questionnaire were clear, understandable, and would not prejudice the students' perceptions, the questionnaire was piloted on February 15th and 16th, 2007, with 32 students and two instructors of EU SFL. One teacher from each level, and 11 students from an upper intermediate class and 21 from a pre-intermediate class participated in the pilot study. Participant teachers' and students' constructive feedback was taken into consideration in the process of rewording the items, adding new ones, modifying ambiguous wordings, and deleting the items that were irrelevant to the purpose of the study. Additionally, grammatical mistakes were corrected and instructions were modified. The final versions of the questionnaire can be seen in the appendices, both in English (Appendices A and C) and in Turkish (Appendices B and D).

Interviews

Semi-structured interviews were conducted in this study so as to get information about the participant teachers' reported motivational behaviors and their perceptions of teacher motivational behaviors in general. The interviews aimed at answering the second research question, which is, 'which of their own behaviors do the teachers identify as motivating to students?'

The aim of designing semi-structured interviews was to allow the participant teachers to state their ideas and provide room for them to explain their reasons for performing - or not performing - particular motivational behaviors. With the help of the questions in the interview, the researcher gathered data on how much importance the participant teachers attached to motivation in the classroom; on to what extent it is the teacher's job to make students interested in learning a L2; on their idea about whether teachers' motivational behaviors affect students' level of motivation, and how;

on what they reported doing to motivate the students; and what they thought could be done to motivate the students. The interview questions were prepared with the aim of getting teachers' pure perceptions, avoiding guiding them. Therefore, the teachers were asked what they did to motivate the students in the classroom, along with how and why they did them.

Piloting the Interviews

For the interviews, a number of semi-structured questions were prepared. Two participant teachers at EU SFL were interviewed on 15th and 16th February to make sure that the questions were understandable and clear. Necessary changes and additions were made with the help of the teachers' feedback and suggestions. The interview questions can be seen in Appendix F.

Data Collection Procedure

The classes of the teachers were observed from 26th February to 2nd March, 2007, and their observed motivational behaviors were determined with the help of the observation checklist (Appendix E). The student questionnaire (Appendices B and D) was distributed and collected on March 8th and 9th, 2007. The individual interviews with the participant teachers took place on 1st, 2nd, 8th and 9th March, and 5th and 6th April, 2007, in order to explore their reported motivational behaviors in the classroom (see Appendix F for the interview questions).

Classroom Observations and the Observation Checklist

Three classes of each participant teacher were observed, and their performance was recorded on the observation checklist sheet both during and after the observation. The reason for using the checklist after the observations was that some items, such as the teacher's 'acting as a facilitator (not an authority figure); minimizing external pressure and control as the leader of the class' (item 9), required a general

consideration after the classes as well as during the observations. The tape recording gave the researcher the opportunity to collect data effectively and record all of the teacher behaviors. The rationale underlying the classroom observations and the observation checklist was to investigate whether teachers performed, during the classes observed, the motivational behaviors in the observation checklist, which had been composed of the most common observable strategies to motivate students in the literature.

Distribution of the Questionnaire

The questionnaire was distributed to 138 participant students on March 8th and 9th, 2007, and the students were asked to fill it in during class time. The researcher was present in each class while the students were completing the questionnaire so that she could make explanations or make any vague points clear. The students were given the whole class hour to finish the questionnaire, and the questionnaire was collected at the end of the class hour.

Additionally, the students who gave unexpected answers or answers different from their peers were also interviewed informally in order to gather detailed information about their responses, which yielded invaluable data on the students' own ideas regarding the items.

Teacher Interviews

The seven teachers of the classes who participated in the study were interviewed in order to get their perceptions of their motivational behavior, both actual and ideal. A total of six questions (Appendix F) were prepared for the teachers, but since the interview was semi-structured, additional questions were asked to the participants according to the answers received. The total number of questions asked to the participants varied because of the nature of the interview. The interviews were

carried out in Turkish with the Turkish participants to avoid the teachers' focusing on the language they used, or being concerned about their pronunciation. One of the participants was British, so she was interviewed in English to avoid the same problems. The translations of the interviews were checked by a colleague in order to avoid misinterpretation.

The sources of rigor, such as prolonged engagement and peer debriefing, were maintained (Guba & Lincoln, 1989). Prolonged engagement, which might be defined as becoming a part of the research setting by frequent field returns, was maintained through the researcher's frequent visits to the setting during both the pilot study and the main study to observe the classes, to give the students questionnaires, and to interview the students. Moreover, the researcher is already part of the research setting, having taught at EU SFL for three years. In addition, peer debriefing, which involves the researcher's checking the analysis, the results, and the categories with a person outside the setting, was maintained through the researcher's collaboration with her supervisor. The supervisor frequently checked the analysis, the results, and the categories arrived at for the interviews in order to detect possible biases. However, to what extent the interpretations were reasonable could not be checked through member check due to the sensitive nature of the classroom observations, because post-observation interviews with the teachers regarding their behaviors in the classroom might have made them defensive and potentially uncooperative.

Data Analysis Procedure

In this study, quantitative data were collected through questionnaires, and qualitative data were gathered through classroom observations, interviews, and open-ended questions. The classroom observations and the observation checklist allowed the

researcher to gather some information about the teachers' observed motivational behaviors in the classroom. The interviews enabled the researcher to obtain data about the teachers' reported motivational behaviors and how they think an ideal teacher should behave to motivate the students. The classroom observations and the interviews were taped and the interviews were transcribed by the researcher. The transcript data were categorized according to the type of motivational behavior. The questionnaires, on the other hand, were designed to explore the students' and teachers' perceptions of an ideal teacher's motivational behavior. Part four of the questionnaire contained open-ended questions and they were analyzed through categorization of the responses. The items in parts 2 and 3 of the questionnaire were analyzed using the Statistical Packages for Social Sciences (SPSS). Descriptive statistics were used during the data analysis, such as the mean, percentages, and the standard deviation of each item.

Conclusion

In this chapter, the research questions, the setting and participants, the instruments used in the study, the details of both the pilot and the main study, and the data analysis procedures have been presented. In the next chapter, the results of the study are presented in detail.

CHAPTER IV: DATA ANALYSIS

Overview of the Study

This descriptive study was designed to investigate (1) what teacher behaviors students find motivating in the classroom, (2) which of their own behaviors teachers identify as motivating to students, (3) what motivating behaviors teachers actually do in the classroom, (4) how teachers' and students' perceptions of teacher motivational behavior relate to each other, and (5) how the perceptions of teachers and students relate to motivating behavior as it is described in the literature.

The participants of this study were 138 students from two different levels, pre-intermediate to upper-intermediate, and their seven teachers at EU SFL, in the second term of the 2006-2007 academic year. As a first research tool, a checklist, namely 'classroom observation checklist', was prepared by compiling the most common motivational behaviors in the classroom from the literature, and eliminating the ones which are impossible or difficult to observe. Three classes of each teacher were observed to see which of these motivational behaviors the teachers actually performed in the classroom and how they performed them, which will provide an answer to the third research question, 'what motivating behaviors do the teachers actually do in the classroom'. Then, questionnaires were distributed to the students to get their perceptions of how motivating they find certain motivational behaviors from the literature and how they regard the teacher's role as a motivator and an instructor. They also answered some open-ended questions about their perceptions of motivating and demotivating teacher behaviors, as well as their ideas as to what teachers could do to motivate their students and what their ideal classrooms would be like. Therefore, the

questionnaire sought to answer the first research question, which was ‘what teacher behaviors do the students find motivating in the classroom’. As a third means of data collection, seven teachers were interviewed individually, during which they answered questions about their perceptions of the effect of students’ motivation level on their learning, teachers’ roles as motivators, the motivational behaviors they performed in the classroom, what they could do to motivate students, and what their ideal classrooms would be like. The fourth question in the interview, ‘do you do anything special in the classroom to motivate the students? What do you do?’, aimed at finding an answer to the second research question, which was ‘which of their own behaviors do the teachers identify as motivating the students?’. After the interviews, the teachers were given the motivational behaviors the students had rated in their questionnaire, and were asked to rate them. The students’ and teachers’ perceptions were compared in order to answer the fourth research question.

The second and the third parts of the student questionnaire and the teacher questionnaire were analyzed quantitatively using the Statistical Packages for Social Sciences (SPSS). The frequencies and means of each item were taken. The fourth part of the student questionnaire, which consists of open-ended questions, the interviews and the classroom observation checklist results, were analyzed through categorization.

Results

Student Data

Analysis of the Questionnaire- Part II

The purpose of the second part of the questionnaire was to find out the extent to which the students regarded motivational behaviors from the literature as motivating. Fifty-six items were originally selected from the literature, but because this number was thought to be too many behaviors for each student to rate, the items were divided into two pools of items, and thus two forms of the questionnaire were prepared by the researcher. Therefore, in the second parts of each form, the participants were presented with 28 Likert-type items asking them to rate the motivational behaviors presented, considering these as general teacher motivational behaviors.

The most motivating behaviors according to the students

Table 5 shows the most motivating behaviors according to the students. These are the items that achieved the ten highest mean scores on the 5-point Likert scale, ranging from 1 (very demotivating) to 5 (very motivating). In addition, the means and the standard deviations of each of these behaviors as well as the percentage of students choosing 'motivating' or 'very motivating' are displayed in the table.

Table 5- The most motivating behaviors according to the students

Items	Motivational Behavior	M	SD	%
I 4	being supportive and friendly	4.78	.449	98.5
I 1	having good relationships with students	4.77	.425	100
I 8	monitoring and caring about students' progress and appreciating their success	4.68	.528	97.1
I 33	balancing the difficulty of tasks with students' competence	4.64	.618	92.7
I 30	being sensitive to students' feelings and trying to understand them	4.62	.621	92.8
I 2	setting a good example to students with his/her own enthusiastic and motivated behavior	4.59	.577	95.7
I 11	encouraging humor, smiles and fun in classes	4.59	.551	97.1
I 36	taking students' learning and achievement seriously	4.59	.649	94.2
I 44	breaking the routine by varying the tasks and presentation/practice techniques	4.58	.628	92.7
I 5	Providing students with positive feedback	4.57	.528	98.6
I 29	showing students that he/she accepts and cares about them	4.57	.630	95.6
I 37	noticing and reacting to any positive contribution from students	4.54	.531	98.6
I 52	teaching students strategies that will make learning easier	4.49	.678	89.8
I 28	encouraging questions and other contributions from the students	4.49	.633	92.7

Note: M- Mean, SD- Standard Deviation, %- Percentage of the students who chose 'motivating' or 'very motivating'

It can be noted that four of the most motivational behaviors, items 1, 4, 29, and 30, are to do with the teacher-student relationship and the emotional tie between students and the teacher. Two of them, items 5 and 37, are related to the students' wish to be noticed by the teacher. Items 11, 28, 33, 44 and 52 are related to the teachers' methodology and instruction. As for items 8 and 36, they are related to the teachers' attitudes towards the students' learning, and item 2 is related to the extent to which teacher motivation affects student motivation in the students' views.

Some of the student responses to the open-ended questions tend to support the results of the Likert scale items. When the students' responses to the open ended questions regarding the items about teacher-student relationship and the emotional tie

between the teacher and the students are considered, 27 students stated that teachers' supporting them (item 4) is a good motivator for them, and 40 students maintained that teachers need to be friendly rather than an authority figure, although they pointed out that teachers should not be too friendly, as this would lead them to lose control of the class. Another motivational behavior very close to this one was teachers' accepting and caring about students (item 29), which was reported as motivating by 22 students in the open-ended questions. As for item 1, which focuses directly on the teacher-student relationship, 44 students emphasized in the open-ended questions that a good teacher-student relationship is motivating, saying that the classes of teachers who have a good relationship with students are much more interesting, relaxing and fruitful. In addition, 28 students mentioned in their responses to the open-ended questions that teachers' understanding them (item 30) is motivating. They think that teachers should not forget that they were once students, and be more understanding.

As for the items related to the students' need to be noticed by the teacher, only three students referred in their responses to the open-ended questions directly to their teachers' noticing and reacting to any positive contribution (item 37) made by the students; instead, they expressed their wish to be appreciated for their success, and given positive feedback, which was item 5. In their responses, 36 students expressed that they want to be appreciated by their teachers when they achieve success; they claimed that teachers' giving them positive feedback triggers their motivation and enthusiasm to learn more, and therefore they become more involved in classes. Additionally, positive feedback, such as facial expressions that show approval, smiles or small rewards such as a candy, gives the students a sense that they are doing something good, and thus helps them become more confident. Praise is considered as a

more general term in this study, such as nice words that can be uttered at any time in the classroom, whereas positive feedback refers to any form of positive reaction that lets the student know that he/she was successful in using/comprehending the language.

The behaviors related to teaching methodology are also of great importance to the students. One of the most important factors which impede students' motivation and learning is boredom, as the responses indicate. The students' comments in the open ended questions are in parallel with their ratings in the Likert scale; both results reveal that students attach great importance to having fun while they are learning. Supporting their ratings for item 11, which was encouraging humor, smiles and fun in classes, 64 students stated in the open-ended responses that they expect their teachers to make them enjoy the class, and have fun. However, they think that they also need to fulfill the class requirements seriously; the teacher should balance the two. They reported that fun, such as jokes related to the subject, songs, or games, especially at the beginning of the class, or when the students become off-task, makes students active and willing to learn during the whole class. Another instrument that would create fun is films or video. Sixteen students suggested that watching films or TV programs in English would make them feel that they are progressing, by realizing that it is easy to handle English films. In addition, films would add spice to the classes, and make them more interesting. As for smiling, it is a very frequently uttered teacher behavior; 57 students mentioned in their open-ended responses that they feel more motivated when their teacher enters the class with a smile on his face. They claim that teachers' smiles in the classroom affect their whole day, whereas a sulky teacher puts them off.

Further, 19 students' wish to be involved in the learning process leads them to state in their open-ended responses that teachers' encouraging questions and other contributions from the students (corresponding to item 28 on the questionnaire) is motivating. This student contribution to the class is especially in terms of expressing their ideas regarding their learning. The open-ended responses also reveal that teachers' balancing the difficulty of tasks with students' competence (item 33) and teaching students strategies that will make learning easier (item 52) are other behaviors that were found motivating by 18 and 12 students respectively. The students expect teachers to present the material according to their proficiency level, and teach them how to learn English. Another very frequently expressed motivating behavior in the open-ended responses was teachers' varying the tasks, materials or presentation techniques (item 44), as 70 students claimed. According to the students, different activities in the classroom promote student involvement, and make the classes interesting and learning easier and more fun. Additionally, extra activities, in the students' view, help teachers regenerate student motivation when they are bored or off-task. Some suggestions for extra activities from the students are teachers' bringing in newspapers to study into the classroom, discussing current events, and relating them to the subject of the class, doing speaking practice, and role-plays. In sum, the students are in favor of activities that make learning easy, and attract their attention. Besides these, teachers' doing some warm-up activities before starting the class, rather than starting the class immediately after entering the classroom, is motivating, as 12 students reported.

As for teachers' approach towards students' learning, teachers' monitoring and caring about students' progress (item 8), and thus taking students' learning seriously (item 36) are reported to be motivating by 16 students in the open-ended questions. The results indicate that, though not very many in number, students want to feel that their teachers care about their success.

Finally, 41 students appreciate teachers' willingness and enthusiasm to teach (item 2), and become motivated when their teachers are motivated. The students asserted that seeing the teacher's endeavor to teach makes them active in class, and they study harder. One student's quotation indicates how important the teacher is:

To learn something, first, one should love it. To teach something, one should make the students feel that he loves it. Teachers who succeeded in doing this taught me English and made me love it. English is such a subject that a student can love it because of a good teacher, and hate it just afterwards when he has a bad teacher in the classroom.

The least motivating behaviors according to the students

Table 6 displays the behaviors with the ten lowest means, according to the students, as well as the mean and the standard deviation of each behavior, and the percentages of the students who rated the behavior as motivating or very motivating. It should be noted that the behaviors presented in the table are not necessarily seen as demotivating, because they do not have very low means; rather, they have the lowest means, and therefore have less effect on students' motivation.

Table 6- The least motivating behaviors according the students

Items	Motivational Behavior	M	SD	%
I 19	familiarizing students with the cultural background of English	3.16	.834	23.1
I 39	realizing that mistakes are a natural part of language learning, and not correcting every mistake students make	3.49	.949	49.3
I 18	speaking in English during classes	3.49	1.093	60.9
I 55	allowing students to self/peer correct	3.51	1.024	50.7
I 49	making students realize that he/she values English as a meaningful experience	3.65	.660	55
I 22	asking students to work toward a pre-determined goal	3.77	.667	69.5
I 20	reminding students of the benefits of mastering English	3.81	.912	72.4
I 7	making students remarks that he/she has high expectations for what they can achieve	3.84	.868	68.1
I 6	encouraging students to try harder	3.86	.733	65.2
I 54	minimizing external pressure and control as the leader of the class	3.90	.860	68.1
I 53	giving students responsibilities for their own learning process	3.91	1.025	75.4
I 10	Offering rewards for students' successes	3.91	.818	65.2

Note: M- Mean, SD- Standard Deviation, %- Percentage of the students who chose 'motivating' or 'very motivating'

As shown in the table, three of the items, 7, 10, and 55, are perceived as behaviors which might lead to students' losing face in the classroom. Four of them, 6, 20, 22 and 49, are to do with teachers' guiding students. Two of the items, 18 and 19, are related to teachers' approaches to English and its culture, and two of them, 53 and 54, are regarding teachers' or students' roles in the learning process.

The students who gave unexpected answers (such as reporting that teachers' not correcting every mistake students make is demotivating) or answers opposite to the majority responses were also informally interviewed, and were asked for their reason for their answer. These comments, which yielded very interesting student ideas, as well as the students' comments in the open-ended questions regarding the least motivating behaviors, have been incorporated in the presentation of the results of the Likert scale.

Five of the students who were interviewed think teachers' having high expectations for students' success (item 7) is demotivating. One student is concerned about the level of the expectations. According to him, if the expectations are achievable, there is no problem, but if the expectations are higher than the student's capacity, he feels stressed. Another student's comment is that if the teacher's expectation cannot be met, such as a student's getting a bad mark on an exam, the student becomes worried about not being able to succeed, and this leads to demotivation. One student exemplifies this as such: One of his teachers asks for interesting example sentences in the classroom, and the student remains silent thinking that his sentence is too simple. Hence, teachers' high expectations result in the student's remaining silent and passive. Moreover, 13 students emphasized their concern for teachers' high expectations in the open-ended questions; they complained that some teachers forget how difficult learning a foreign language is, and expect them to master the material they have been presented quickly. Another teacher behavior which might cause students to lose face is item 10, teachers' offering rewards for students' successes. Although more than half of the students find it motivating or very motivating, 23 students think it has no effect on their motivation. One student who finds it demotivating stated that he would feel disgraced if he was given a reward by the teacher.

The students also find being asked to work toward a pre-determined goal by the teacher (item 22) not very motivating, which is to do with intrinsic motivation. One student claimed that students' goals should come from within themselves; support from an outsider has an adverse effect. Another comment is that students feel disturbed

by the sentence “You should speak English very well” either by their teachers or their parents.

Almost six percent of the students think that teachers’ familiarizing students with the cultural background of English (item19) is very demotivating; just over seven percent think it is very motivating, and 68.1 % think it has no effect on their level of motivation. According to the interviewed students, the reason for their having either no interest or a negative attitude towards the cultural background of English is their idea that they do not need to learn the target culture; it does not have any contribution to their learning. One of the four students that were interviewed claimed that teachers’ praising the target culture demotivates him, another said that the cultures are different, and he feels disturbed when the two cultures are compared. Two of them said that they are not interested in the target culture; it is their own culture which they should be interested in. However, in the open-ended questions, only one student reported that teachers’ pointing out English culture demotivates him. As for teachers’ minimizing external pressure and control (item 54), 13 students reported in the open-ended questions that teachers should keep their authority, and have control over the students, as otherwise, students tend to abuse teachers’ positive attitude towards minimizing the control.

Behaviors about which the students have mixed perceptions

Table 7 shows the items with the highest standard deviations, their means and the percentages for each response. High standard deviations indicate that the students have disagreements amongst themselves; they have mixed feelings, which is implied by the full range of responses - from very demotivating to very motivating. All of these items also appeared on the list of least motivating behaviors.

Table 7- The items with the highest standard deviations

Items	VM	M	NE	D	VD	M	SD
I 18	14.5	46.4	18.8	14.5	5.8	3.49	1.093
I 53	29	46.4	17.4	1.4	5.8	3.91	1.025
I 55	18.8	31.9	31.9	15.9	1.4	3.51	1.024
I 39	14.5	34.8	39.1	8.7	2.9	3.49	.949
I 20	18.8	53.6	21.7	1.4	4.3	3.81	.912

Note: VM- Very motivating, M- Motivating, NE- No effect, D- Demotivating, VD- Very demotivating, M- Mean, SD- Standard deviation

As Table 7 indicates, students have different opinions regarding teachers' speaking English during the classes (item 18). Just over twenty percent of the students consider their teachers' speaking English to be demotivating or very demotivating, 18.8% think it has no effect, and 60.9% think it is motivating or very motivating. Out of the students who find it demotivating or very demotivating, eight who were interviewed stated that they find it difficult to understand the teacher if he speaks in English. Of this eight, one student commented that teachers' speaking in English would be useful in higher levels, but it hinders comprehension of the material at lower levels. Another student maintained that because he tries to understand the 'English', he cannot focus on the subject. Yet another student commented that the students do not understand what the teacher is saying, and they become off-task; therefore teachers' speaking in English during classes makes the arousal of students' interest more difficult. Additionally, in their responses to the open-ended questions, 19 students expressed their concerns regarding teachers' speaking English in the classroom due to the same reasons.

The students also have mixed feelings about teachers' giving them responsibilities for their own learning (item 53). Just over seven percent of the students find this behavior demotivating or very demotivating, 17.4% think it has no effect, and 75.4% think it is motivating or very motivating. Four students who think it is

demotivating or very demotivating were interviewed, and one student stated that the sense of responsibility should be existing inside a learner; it cannot be aroused by others. Two students said that they do not want to take responsibilities; they are not happy with the responsibilities their teachers give them, such as homework, dictionary use, or self-study. One student was concerned about teachers' giving all the responsibility to him, which would demotivate him, because he cannot learn on his own. On the other hand, he is ready to take the responsibility as a support to the teachers' presentation of the material. The students' responses to the open-ended questions reveal similar results in that seven students maintained that they would prefer teachers' giving less homework; although they did not express directly that they were unwilling to take any responsibility.

Another item with a large standard deviation has to do with self/peer correction (item 55). Of the participant students, 35 (50.7%) find teachers' allowing students to self/peer correct motivating or very motivating, 22 (31.9%) think it has no effect, and 12 (17.3%) find it demotivating or very demotivating. Out of these 12 students, 11 were interviewed, and they stated that peer correction is demotivating, face-threatening, disturbing and harmful for self-esteem. One student reported that if the teacher allows peer correction, he thinks the teacher does not care about the students. In addition, almost all the interviewed students reported that if the teacher asks for peer feedback from the class openly, which reveals the student's mistake, the student feels embarrassed and humiliated. One student said if the teacher says "No, that's wrong" openly in the class, that demotivates him. As for self-correction, only one student claimed that it is also demotivating: "If I make a mistake, that means I don't know the subject. If the teacher forces me to correct it, it will be worse. Because I am shy, the

best way is teacher correction.” One student suggested that teachers should correct students’ mistakes when they are alone, face-to-face, rather than in front of their peers. Only one student out of twelve stated that as long as she gets the correct information, there is no problem; the important thing is the correct information. Nonetheless, she agrees with her peers in that teacher correction leads to better retention. So, all of these students are in favor of teacher correction; it is the teacher who should intervene because it is better than self or peer correction as the students consider the teacher as the only bearer of correct information.

It is an interesting result that the other item about error correction also has a large standard deviation. In fact, eight (11.6%) students think that teachers’ not correcting every single mistake students make, because mistakes are a natural part of language learning, (item 39) is demotivating or very demotivating, 27 (39.1%) think it has no effect on their motivation, and 34 (49.3%) think it is motivating or very motivating. Four of the eight students who think that teachers’ ignoring some mistakes demotivates them stated that teachers should correct every single mistake so that they can learn. To them, if the teacher does not correct their mistakes, they cannot learn. One student commented that if the teacher does not correct the mistakes, he thinks the teacher does not care about the students’ learning. On the other hand, the students who think that ignoring some mistakes motivates them argued that being corrected continuously by the teacher would frustrate them, and make them lose their interest in the class. Another student suggested that teachers can talk to the student individually after the class if the mistakes are important, rather than correcting his mistakes in front of his peers, as also stated in the previous item.

The last behavior for which the students had mixed feelings is also about teacher guidance: teachers' reminding students of the benefits of mastering English (item 20). Four (5.7%) students find this behavior demotivating or very demotivating, 15 (21.7%) think it has no effect, and 50 (72.4%) think it is motivating or very motivating. Three of the four students who think that this behavior would demotivate them were interviewed, and one of them stated that he does not want to be 'preached' advice, and another said that teachers' saying such sentences in the classroom hurts his feelings. Yet another student admitted that he wants to learn English, but such sentences as "This will be very useful for you, you need to learn this" demotivates him.

The Likert-scale results yielded some other items which a large percentage of the students identified as motivating or very motivating, but whose means were not among the ten highest means, such as item 48, teachers' 'pointing out the aspects of English that students will enjoy', with a mean of 4.48. Although 66 students (95.6%) find it motivating or very motivating, it has a lower mean than the others, because one student finds it demotivating and two think it has no effect. Item 3, 'making students feel that he/she is mentally and physically available to help them' and item 24, 'adopting the role of a facilitator rather than an authority figure', each has a mean of 4.46, but because of the five students who think it has no effect on their motivation, neither of them are considered to be as motivating as those which are presented in Table 5. Item 15, 'helping students to develop realistic beliefs about learning English', item 31, 'taking students' interests, beliefs, preferences, requests and needs into consideration' and item 38 'using a short and interesting opening activity to start each class' are also rated highly in the questionnaire, each with a mean of 4.43; however, two students for item 15 and seven students for items 31 and 38 think this behavior has

no effect on their motivation; therefore the items were not rated as one of the most motivating behaviors.

Analysis of the Questionnaire- Part III

Part III of the questionnaire aimed at revealing students' perceptions of the teacher's role as both an instructor and a motivator, and the effect of teachers' level of motivation on students' level of motivation. There were four statements, and the students were asked to rate them in a 5-point Likert-scale.

1. It is my teacher's fault if I don't learn the material in an English course.
2. I want to do well in this class because it is important for me to show my success to my teacher.
3. I think teachers' motivational behaviors affect students' level of motivation.
4. I think it is the teacher's job to make students interested in learning a foreign language.

Table 8- Descriptive statistics for the students' responses to Part III

Items	SA	A	U	D	SD	M	SD
I 1	8.0	26.8	35.5	26.1	3.6	3.09	.996
I 2	26.8	31.9	6.5	21.0	13.8	3.37	1.425
I 3	60.1	35.5	2.2	1.4	.7	4.53	.686
I 4	26.1	33.3	26.1	11.6	2.9	3.68	1.074

Note: SA- Strongly agree, A- Agree, U- Undecided, D- Disagree, SD- Strongly disagree, M- Mean SD- Standard deviation

Table 8 shows the item number, percentages for each response from strongly disagree to strongly agree, the mean, and the standard deviation of each item.

As the students' responses for the first item reveal, the greatest percentage of students is undecided about the responsibilities of teachers in terms of their success in teaching the material effectively, and the high standard deviation indicates that there is a great deal of disagreement among the students as to whether it is the teachers' fault when students do not learn. The students' wish to do well in the class, because it is

important for them to show their success to their teacher, also varies a great deal. Their ratings of agreement and disagreement for this item are also close to each other; 31.9% and 21% respectively, although 58.7% of the students agree or strongly agree with the statement. As for item 3, the percentages of the responses indicate that almost all the students, 95.6%, think teachers' motivational behaviors affect students' level of motivation. In line with this perception, 59.4% of the students agree or strongly agree with the statement that 'it is the teacher's job to make students interested in learning a foreign language', while 26.1 % are uncertain. Therefore, it is worth pointing out that according to a great many students (95.6%), teachers' motivational behaviors have an impact on their motivation, and more than half of them (59.4%) consider making students interested in learning a foreign language to be the teacher's job.

Teacher Data

Analysis of the Questionnaire

Participant teachers were also given the list of motivational behaviors that the students rated in part II of their questionnaire, to find out whether there is a difference between the perceptions of teachers and students when these particular behaviors are considered. The teachers were presented with all of the motivational behaviors, 56 in total. Table 9 displays the most motivating behaviors according to the teachers. According to the teachers' ratings, 21 behaviors were the most motivating, as they were considered to be very motivating by all seven teachers.

Table 9- The most motivating behaviors according to the teachers

Items	Motivational Behavior	M	SD
I 1	having good relationships with students	5.00	.000
I 2	setting a good example to students with his/her own enthusiastic and motivated behavior	5.00	.000
I 3	making students feel that he/she is mentally and physically available to help them	5.00	.000
I 4	being supportive and friendly	5.00	.000
I 5	Providing students with positive feedback	5.00	.000
I 6	encouraging students to try harder	5.00	.000
I 8	monitoring and caring about students' progress and appreciating their success	5.00	.000
I 14	giving students clear instructions and guidance for the purpose, procedures of the task	5.00	.000
I 21	encouraging students to speak in English during classes	5.00	.000
I 24	adopting the role of a facilitator rather than an authority figure	5.00	.000
I 28	encouraging questions and other contributions from the students	5.00	.000
I 29	showing students that he/she accepts and cares about them	5.00	.000
I 30	being sensitive to students' feelings and trying to understand students	5.00	.000
I 33	Balancing the difficulty of tasks with students' competence	5.00	.000
I 35	helping students recognize that language learning is not 100% an outcome of ability; and that it's mainly effort which is needed for success	5.00	.000
I 36	taking students' learning and achievement seriously	5.00	.000
I 37	noticing and reacting to any positive contribution (e.g. comment, example) from students during classes	5.00	.000
I 41	giving good reasons to students as to why a particular task is meaningful or useful	5.00	.000
I 44	breaking the routine by introducing unexpected events, varying the tasks and presentation/practice techniques	5.00	.000
I 45	introducing various interesting topics and supplementary materials	5.00	.000
I 50	enhancing inter-member relations by creating classroom situations in which students can share genuine personal information	5.00	.000

Note: M- Mean, SD- Standard deviation

Five of these behaviors, items 1, 3, 4, 29 and 30, are to do with the teacher-student relationship and the emotional tie between them; two of them, 8 and 36, are about monitoring students' progress; 13 of them, 2, 5, 6, 14, 21, 24, 28, 33, 35, 41, 44,

45, 50, are related to their perceptions of their own roles and responsibilities as teachers.

Table 10- The least motivating behaviors according to the teachers

Items	Motivational Behavior	M	SD
I 55	allowing students to self/peer correct	3.71	1.604
I 19	familiarizing students with the cultural background of English	4.14	.378
I 18	speaking in English during classes	4.43	.535
I 40	incorporating games in his/her teaching style	4.43	.535

Note: M- Mean, SD- Standard deviation

Table 10 shows the least motivating behaviors in terms of the teachers' perceptions. As the means are not very low, the behaviors cannot be considered as demotivating. As the standard deviation of item 55 indicates, teachers do not agree on whether promoting self or peer correction in the classroom is motivating. The mean of this item is rather low, and the standard deviation is high, because one teacher finds it demotivating, and one very demotivating. As for the 19th item, it has a lower mean than the others, because six out of seven teachers considered it as motivating whereas almost all other items were rated as very motivating by most of the teachers. Finally, because more than half of the teachers, four of them, rated speaking English in the classroom (item 40) and incorporating games into the classes (item 18) as motivating as opposed to very motivating, the means of these items are not as high as those of other behaviors.

Other behaviors which all of the teachers find motivating or very motivating, with means ranging from 4.57 and 4.86, are considering promoting a relaxing classroom atmosphere (items 11, 12, 13, 39, 51, and 54), making the classes interesting (items 17, 31, 38, 42, and 48), providing the students with a variety of materials (items 46 and 47), involving students in the learning process (items 27, 53 and 56), appreciating students' success (items 10, 32 and 34), guiding students to make learning

easier (items 15, 16, 22, 26, 43 and 52), promoting collaborative learning (items 23 and 25), caring about students' success (items 7 and 9), and reminding students of the place of English in his own and students' lives (items 20 and 49).

Classroom Observation Checklist

For this study, 26 motivational behaviors were selected from the literature according to their ability to be observed, as the items needed to be observable. These behaviors were incorporated into an observation checklist (see Appendix E), and the checklist was employed in seven classrooms, in order to determine whether each behavior was performed by the teachers. Some items in the checklist included more than one behavior, and yielded different results, so they were broken into pieces in Table 11. The numbers of the items in the table correspond to the numbers on the checklist.

Table 11- The observed motivational behaviors of participant teachers

Motivational Behavior	T	T	T	T	T	T	T
	1	2	3	4	5	6	7
1. accepting mistakes as a natural part of the learning process	√	√	√	√	√	√	
2. noticing any positive contribution from the ss		√	√	√		√	√
Providing ss with positive feedback	√	√	√	√	√	√	√
3. bringing in class smiles and fun	√	√	√	√		√	√
4. avoiding face-threatening acts such as humiliating criticism	√			√			
5. introducing unexpected, novel events						√	
Changing the interaction pattern/seating formation/making ss move			√			√	√
varying the tasks and presentation/practice techniques						√	
6. using interesting and challenging supplementary materials	√					√	
auditory aids	√	√	√	√	√	√	√
visual aids							
turning tasks into ones which require mental involvement from each participant	√	√	√	√		√	√
7. giving ss clear instructions/guidance on the procedures		√	√		√	√	
Modeling an example response		√	√			√	
giving ss appropriate strategies that the task requires			√				√
stating the communicative purpose and the usefulness of the task	√			√		√	
8. adapting the content/tasks to the ss' interests	√	√	√	√	√	√	√
9. acting as a facilitator (not an authority figure)	√	√	√	√	√	√	√
10. trying to be supportive, friendly, caring, empathetic, accepting and sensitive to ss' feelings	√	√	√	√	√	√	√
11. coming to class prepared, being committed, motivated and enthusiastic about the course material	√	√	√	√		√	√
12. showing the ss that he/she cares about their progress						√	
13. familiarizing the ss with English culture							√
using authentic materials							
14. speaking in English during classes	√	√	√		√	√	√
encouraging ss to speak in English						√	√
15. making remarks that he/she has high expectations for what ss can achieve						√	
16. highlighting what ss <i>can</i> do rather than what they <i>cannot</i> (how)			√	√		√	
17. pointing out the aspects of English that ss will enjoy						√	
18. matching the difficulty of tasks with ss' abilities	√	√	√	√	√	√	√
19. organizing group work activities					√	√	
pair work		√	√	√	√	√	√
20. avoiding any comparison among ss							
21. encouraging questions and other contributions from ss	√		√		√	√	√
22. offering rewards						√	
praising ss for a specific achievement						√	
23. using a short and interesting opening activity to start each class (how)		√		√		√	
24. elicitation of self/peer correction				√		√	√
25. teaching ss learning strategies	√			√	√	√	√
26. giving ss responsibilities for their learning process	√		√			√	√

The results reveal that though all seven teachers spoke English during classes, only two of them also encouraged the students to speak in English. One of them did this directly, saying “in English, OK?” and the other indirectly, as such:

Teacher: What color?

Student: Mavi.

Teacher: What?

Student: Blue.

Teacher: Blue.

Another behavior that all teachers showed was giving positive feedback, and the most frequently used words for feedback were “yes”, “thank you/thanks”, “OK”, “that’s fine/right”, “very good” and repeating what the students said. As for the teaching aids, all teachers used a cassette player as an auditory aid, whereas none of them made use of visual materials. The learning strategies the teachers taught were scanning and guessing the meaning of a word from the context. As for the responsibilities teachers gave to the students, they asked the students to use their dictionaries, assigned the exercises in the workbook as homework, and asked the students to revise the structures studied. All of the teachers were supportive and friendly; they all matched the difficulty of the tasks with the students’ proficiency level, and adapted the content of the task according to the students’ interests, mostly through personalization. Moreover, all of the teachers except P5 were observed to promote smiles and fun in the classroom, but this does not necessarily mean that P5 avoids smiles and fun; it simply indicates that he did not show any sign of smiles and fun during the classes observed. On the other hand, none of the teachers made use of authentic materials, and only one of them, who is a native speaker, referred to British culture, comparing it with the Turkish culture.

In the observation checklist, there were two negatively worded items, for which the researcher looked for instances in which the teacher had an opportunity to refrain from the behavior. If no such opportunity arose during the classes observed, the item was not ticked in table 11. For example, only two teachers were observed to avoid face-threatening acts such as humiliating criticism (item 4), because in only these two classes was there an occasion that required the teacher to avoid humiliating the students. Moreover, none of the teachers were observed to avoid any comparison among the students (item 20), but there was no observed opportunity in any of the classes to show this behavior.

Interviews

Semi-structured interviews were also used as a research tool. The purpose for using interviews was to gather more in-depth and detailed information, and to explore how teachers regard themselves as motivators. Participant teachers were asked what they think about the effect of students' motivation in learning English; to what extent it is the teacher's job to make students interested in learning a foreign language; whether they think teachers' motivational behaviors affect students' level of motivation, and how; whether they do anything special in the classroom to motivate the students, and if so what they do; what teachers could do to help students become more motivated in a language classroom; and what their ideal classroom would be like.

The teachers' perceptions of the effect of students' motivation on their learning

All seven teachers stated, with regard to the effect of students' motivation on their learning, that motivation is very effective in terms of the students' attitudes and approaches towards learning English, and makes students open to learning, care about their learning, work harder, struggle to solve their problems, and take responsibility

for their learning. In addition, motivated students are more successful because they are more energetic, alert and involved in classes; they listen more carefully and ask questions, all of which lead to success.

The teachers' perceptions of their job as motivators

When the extent to which it is the teacher's job to make students interested in learning a foreign language is considered, all participant teachers think that it is the teacher's job to motivate the students, but one of them, P1, adds a different perception. She thinks that the teacher's primary job is not to make the lessons interesting all the time, but to make the subject clear and understandable, and to teach it. If the class is interesting, it is an additional advantage. According to her, the classes being interesting and clearly understandable are directly related; however, sometimes they affect the class negatively. Because the students are too interested, they do not bother speaking English, and they tend to say whatever they want to say quickly, which makes them switch to Turkish. P2 thinks that teachers have an important responsibility for explaining to students that English is not a burden, but a necessity for their lives. He reported that throughout the year, he reminds the students in what situations they will need English and the advantages of speaking English. P4 shares the same idea in that it is the teacher's responsibility to guide the students and show them some examples as to the real achievements they will get when they learn English. She thinks because the students cannot be motivated by some other outside source, since they are EFL students, the teacher has an important role in consciousness raising regarding the importance of English. P3 and P6 maintain that although one may think that the students are adults, and it is their own decision to be willing to learn or not, teachers should have a responsibility for motivating students because of the responsibility that being a teacher brings, and because their students do not do what they are supposed to

do. P6 claimed that English is a tool, not an aim for her students, and students feel that they are prevented from their aim to start their major; therefore, they consider this one-year English instruction as a waste of time, and so, they are not motivated enough. That is why the students definitely need motivation, and the teacher is crucial. P5 points out that the key to motivation is making students feel that they are important to the teacher as individuals. If the teacher does this, student participation increases because students want to increase their value. As for P7, she relates the question with teacher motivation. According to her, if the teacher goes to the class with no energy and the students think he is bored, why should they bother with the teacher? If the teacher is not motivated, and walks into the class being unwilling to teach, he is in a way pressurizing the other people in the room to come down to his level, whereas the teacher should be doing the opposite. No matter how he feels, he has to be motivated to make the students motivated. If a teacher cannot motivate the students, they are not going to be listening, caring, and learning; therefore, in her view, one of the most important duties of the teacher is to motivate the students.

The effect of the teachers' motivational behaviors on students' level of motivation

When asked whether teachers' motivational behaviors affect students' level of motivation, all of the teachers maintained that teachers' motivational behaviors definitely affect student motivation. Despite that, P1 commented that sometimes teachers' behavior with good intentions might be misunderstood by students, and lead to demotivation. She also claimed that teachers' endeavor to motivate the students is up to a limit, and they cannot go beyond that. On some occasions, no matter how hard teachers try, they do not get a response from the students, and they ask themselves: "What am I struggling for?" Therefore, they do less than what they normally do, and

this affects student motivation negatively; their low motivation gets lower, which is a vicious circle. In short, she claims that teachers' motivational behavior is effective, but not on its own; there are other factors as well. P2 refers to a relaxing classroom atmosphere; asking students to sit and listen seriously would demotivate them. The teacher's job is to determine a topic that all students will be interested in and participate in. He considers this warm-up to the lesson as of vital importance. Moreover, teachers' smiles, or entering the class making a joke, and asking them how they are have a great impact on students' level of motivation. P6 and P7 relate this question with the teacher's energy and motivation. According to P6, teachers' saying nice words, smiling, being dynamic and willing to teach all have a positive effect on students' motivation. If the students get a message from the teacher saying that he is ready to teach, students become alert, thinking 'this teacher is going to teach us something, so I need to get ready'. As P7 perceives, if the teacher is not motivated, students might as well not bother to go into class. So, teacher motivation and teacher energy levels are very important. P4 and P5 exemplify the effect of the teacher on the students' level of motivation with positive feedback. They claimed that giving feedback to students makes students more involved in general, despite the exceptions. P4 adds that teachers' dealing with the students individually or explaining the subjects that they have not understood makes students more motivated. She concluded by giving an example that a student who did not know how to tell his name at the beginning of the term is quite successful now, and his teachers have an important role here; teachers should encourage the students. P3 also thinks that teacher behaviors definitely affect students' level of motivation, pointing out smiles and positive

feedback. However, she states that whether this effect is long term or short term is debatable.

The motivational behaviors the teachers reported doing in the classroom during the interviews

Table 12 displays the motivational behaviors of teachers that they reported using in the classroom to motivate the students, derived from the interview question about what the teachers actually did in the classroom to motivate their students. The first 15 items are from the classroom observation checklist, and the rest are the teachers' own suggestions. Each number refers to a particular participant teacher, and the number for each teacher is the same in both classroom observation data and the interview data.

Table 12- Motivational behaviors reported by the teachers during the interviews

Motivational Behavior	P 1	P 2	P 3	P 4	P 5	P 6	P 7
1. accepting mistakes as natural			√		√	√	
2. noticing any positive contribution from the ss			√	√		√	√
3. providing ss with positive feedback			√	√			√
4. bringing in class smiles and fun			√		√		
5. avoiding face-threatening acts				√			
6. introducing unexpected, novel events		√			√		
7. changing seating formation							√
8. using interesting and challenging supplementary materials			√				√
9. adapting the content/tasks to the ss' interests	√						
10. being supportive, friendly, caring, empathetic, and sensitive to ss' feelings		√		√	√		√
11. showing the ss that he/she cares about their progress							√
12. highlighting what ss <i>can</i> do rather than what they <i>cannot</i>						√	√
13. rewards						√	√
14. praise	√		√			√	
15. using a short and interesting opening activity to start each class		√			√		
16. giving examples from ss' own lives	√						
17. encourage the ss		√	√	√			
18. energetic		√	√				
19. one-to-one attention to ss			√				
20. ignore misbehavior/tells her concern without hurting the ss' feelings			√				
21. promote a relaxing atmosphere					√		
22. peer feedback while studying in groups/pair							√

Table 12 reveals that four teachers (P3, P4, P6 and P7) make the students realize that they notice the students' contribution. P4 reported that she makes the students understand that she realizes both the good and the bad things they do, and reacts accordingly, and P7 explained that she says "thank you" for any good thing the students do in the classroom. Hence, verbal or written positive feedback was reported as a teacher motivational behavior by three teachers (P3, P4 and P7), which all teachers actually do in the classroom; P3 and P7 reported that they put smileys or write notes on the students' written work, hang them up on the notice board, and encourage the students to do better as well as using grades as a means of positive feedback, although P3 confessed that it may not be something nice. On the other hand, P7 thinks low grades, especially for writing, are very demoralizing for students because they can actually see them as they keep the papers. Another form of positive feedback emphasized by three teachers (P1, P3 and P6) is praise, but P1 stated that although she praises the students, she does not praise them too often, so that the praise will not lose its meaning. Furthermore, two teachers (P6 and p7) reported giving the achievers rewards such as chocolate or candies, which they think motivate the students, and P6 was observed to give candies to the pair who wrote the best postcard during one of the classes observed. P7 has a different perception about rewards; when she wants to give a reward to somebody, she gives the student who achieves the task a packet of mini chocolates, and the packet is shared round the class not to punish the students who did not get the correct answer. As for praise, although three teachers (P1, P3, and P6) report praising students in the classroom, only P6 was observed to give praise for a student's achievement. P1 and P3 might have chosen to give positive feedback to the students rather than praising them during the classes observed.

A behavior which is mentioned by only one teacher (P1) is adapting the content/tasks to the students' interests, by giving examples related to students' lives, interests, or things they know, in order to make the students realize that English is connected to their lives, and that they will encounter the structures they are learning in the future, and thus make them see learning more positively. Her actual behavior in the classroom supports her report, as she adapts the content and tasks to the students' interests.

In parallel with their actual behaviors in the classroom, three teachers (P3, P5 and P6) reported that they react to students' mistakes with positive constructive feedback, and they do not correct every single mistake in the classroom. P5 maintained that he does not say directly that the student's answer is incorrect; rather, he asks for a better answer. The advantage of this, according to him, is two-fold: All the students struggle to find the correct answer, and the student who made the mistake does not feel upset. Additionally, because P6 thinks students should not fear making mistakes, she does not correct their mistakes, and prevents the peers from correcting. The reason for her avoidance of error correction is her belief that being corrected while he is speaking frustrates the speaker; the student may forget what he is going to say next, or may become demoralized and hesitant to speak. She also believes that instant correction does not make students learn, so correcting afterwards is a good method. Additionally, P6 and P7 pointed out the importance of highlighting what students *can* do rather than what they *cannot*; P6 stated that she does that by emphasizing the correct parts of the work rather than the mistake, and P7 directly says to the students that they can do it.

As for the teachers' attitude in the classroom, P2 and P3 claimed to give importance to being active and energetic, as teachers' energy has a mirror effect on students; the more active a teacher is, the more active students are. P2, P4, P5 and P7 stated that they try to be supportive, friendly, empathetic, caring, accepting and sensitive to students' feelings. P4 highlighted that she helps students who have difficulty in doing the task, and so she is supportive and friendly, but she keeps the balance; she is not too loose or too strict. Moreover, teachers' caring about students is another motivational behavior emphasized by P4 and P5, such as addressing students with their names, as P5 suggested. P4 maintained that one way of making the students feel that the teacher cares about them is to make references to what the students have said before, and considering them as individuals rather than just as students, as well as avoiding humiliating them. The classroom observations revealed the same results, as all the teachers were supportive and friendly towards the students. Another motivating behavior reported by two teachers (P3 and P5) is to bring smiles and fun into class, such as making jokes. P5 asserted that breaking the ice and creating a warm classroom atmosphere prevent students from being hesitant to make mistakes, and help them express their thoughts openly, and in the classroom, he was observed trying to provide the students with a warm classroom atmosphere, although he did not show any signs of smiles and fun.

As for motivational behaviors related to instruction, two teachers (P2 and P5) stated that they ask the students warm-up questions to make the students become more involved in the classes, more active, and ready to talk, as P2 states. By warming the students up, according to P5, the teacher gets students' attention and arouses curiosity, although he was not observed doing this in the classes observed. This was perhaps due

to the strict pacing schedule, or because the class observed was the second hour of a two-hour class by the same teacher. Bringing extra materials and games to the classroom is another motivational behavior reported by two teachers (P3 and P7). P2, P3 and P4 claimed to encourage especially the lower level students to do the tasks, by offering them to do the tasks with them, giving them clues, and suggesting that they should start from the part they know, which makes them self-confident. Finally, a very important behavior mentioned by only one teacher (P7) is trying to point out that a student is progressing, especially the ones who make an effort, although she did not point out the students' progress during any of the classes observed.

Conclusion

In the data analysis chapter, the questionnaire, the interview and the classroom observation data have been analyzed. The Likert-scale parts of the questionnaire have been analyzed quantitatively, and the open-ended questions, the interviews and the classroom observation data have been analyzed qualitatively, through categorization.

In the next chapter, the findings of this study, implications for teachers' motivational behavior, and the limitations of the study are discussed, and areas for further research are suggested.

CHAPTER 5: CONCLUSION

Overview of the Study

This study investigated teachers' and students' perceptions of teacher motivational behavior at Erciyes University, School of Foreign Languages (EU SFL). To gather data regarding the teachers' perceptions, classroom observations, questionnaires and interviews were used as data collection devices, and questionnaires and informal interviews were employed to discover the students' perceptions. The participants of this study were seven teachers working at EU SFL, and their 138 students from seven classes, who were studying at the pre-intermediate and the upper intermediate levels during the second term of the 2006-2007 academic year.

Three classes of each teacher were observed in order to gather data on their observed motivational behaviors. The classroom observations were carried out with the guidance of a checklist composed of the most common observable motivational behaviors from the literature, and the classes were recorded. Semi-structured interviews were conducted in order to gather more in-depth information about their reported teacher motivational behaviors, and were also recorded. A questionnaire was distributed to them to get their perceptions of the motivational behaviors from the literature. The participant students were also given questionnaires to get their perceptions of teacher motivational behaviors, and they were informally interviewed about the items with unexpected responses. The rationale behind the interviews was to give the students a chance to explain the reasons for their thoughts.

The motivational behaviors of the teachers from the classroom observation checklist, the students' responses to the open-ended questions in the questionnaire, and the results of the interviews, which were transcribed by the researcher, were analyzed

qualitatively. The analysis of the qualitative data was carried out through categorization; how frequently each category was quoted by the participants were taken into consideration. The responses to the questionnaire were analyzed quantitatively; frequencies, means and the standard deviations of the items were used to carry out the analysis.

Discussion of Findings

The Students' Perceptions of Teacher Motivational Behavior

In response to the first research question, which is “What teacher behaviors do the students find motivating in the classroom?”, the students were given questionnaires in which they rated the most common motivational behaviors. The findings of the analysis of the questionnaire showed that the two most motivating behaviors are to do with the teacher-student relationship - ‘being supportive and friendly’ and ‘having good relationships with students’. It can be deduced from these results that the students attach great importance to the affective relationship between themselves and the teachers, which is also in parallel with Dörnyei and Csizér’s (1998) results, in which developing good relationships with the students was ranked as the fourth most motivating behavior. Another finding which reveals the effect of the teacher-student relationship on the level of student motivation is ‘being sensitive to students’ feelings and trying to understand students’, as pointed out previously by Dörnyei (1994a).

In addition, the students’ desire to be cared about and their wish for their success to be noticed and appreciated are justified with the importance they give to teachers’ ‘taking students’ learning and achievement seriously’, ‘showing students that he/she accepts and cares about them’, ‘noticing and reacting to any positive contribution (e.g. comment, example) from students during classes’, and ‘monitoring and caring about students’ progress and appreciating their success’. ‘Providing

students with positive feedback' is another highly-rated motivational behavior in this study, the rationale behind which may be the students' wish to be noticed and appreciated. In addition to the high mean on the Likert scale, in the open-ended part of the questionnaire, most of the students maintained that teachers' providing them with positive feedback was very motivating for them. Therefore, the results might be considered as an indicator of the fact that the students want their teachers to care about them and to notice their success. The result supports those of previous studies (Cheng & Dörnyei, 2007; Dörnyei, 1994a; Oxford & Shearin, 1994; Tagaki, 2005), as these researchers have suggested that using motivating positive feedback and celebrating their success are good motivators for students. However, these results contradict Nikolov's (1999) findings, which reveal that such extrinsic motives in the form of rewards, grades and approval seem to be very important for young children, but as they are easily available in the classes, in the long run, they lose significance, and knowledge as an aim in itself takes the leading role. However, in the case of this study, the students seem to continue to depend on the teacher as a motivator, rather than the intrinsic or instrumental motive of appreciating the value of learning a foreign language; therefore, knowing a foreign language is not a motivator for them.

The students also regarded 'balancing the difficulty of tasks with students' competence, and making the tasks challenging enough so that students feel that they are learning something new' as another important motivational behavior. This is an interesting result, because in this researcher's experience, students generally tend to prefer easily manageable tasks to challenging ones, but the results show that they need to feel that they are learning. On the other hand, these results are parallel with

Nikolov's (1999) results, in that the participant students in Nikolov's study stated that they prefer cognitively challenging tasks.

Both students and teachers seem to regard teacher motivation as very motivating for students, as item 2, 'setting a good example to students with his/her own enthusiastic and motivated behavior', was highly rated by both groups. The students indicated during the informal interviews that the more motivated a teacher is, the more motivated they become. It must be noted that this result strongly supports those of previous studies, because this behavior was the most highly ranked item in Dörnyei and Csizér (1998) and Cheng and Dörnyei (2007).

Teachers' 'bringing in and encouraging humor, smiles and fun to classes' was another favorite motivational behavior in the students' views; in the open-ended part of the questionnaire, most of the students maintained that teachers' bringing in fun to classrooms was very motivating for them. This was an expected result, as experience shows that students definitely would like to enjoy the classes. Nikolov (1999) also arrived at the conclusion that for students, classes must be fun; students seek enjoyment in the classes, and they express that they would like to learn English because it is interesting, not boring. Students' wish for having fun in the classroom is supported by another behavior that they found motivating, 'breaking the routine by introducing unexpected events, varying the tasks and presentation/practice techniques'. This result supports the findings of the previous studies in that teachers need to make the learning tasks and the classes stimulating, and increase students' interest and involvement in the tasks by varied and challenging activities, personalizing tasks, and meaningful exchanges (Cheng & Dörnyei, 2007; Dörnyei, 1994a; Dörnyei & Csizér, 1998).

Other most motivating behaviors were ‘encouraging questions and other contributions from the students’, and ‘teaching students strategies that will make learning easier’, which indicate that the students highly value their teachers’ encouragement for student contribution to the classes, and the strategies they will teach them. An interesting result indicates that although 47 out of 69 students find teachers’ ‘minimizing external pressure and control as the leader of the class’ motivating or very motivating, two students think that the teacher should be the authority. The reason for the remaining 20 students to be undecided about the teachers’ being the authority figure might be their previous educational experiences; they might prefer more authoritative teachers, because they are used to this style. The item has a lower mean than expected, which contradicts Dörnyei’s (1994a) statement that teachers’ adopting the role of a facilitator rather than an authority figure motivates students.

Along with the Likert-scale, the fourth part of the questionnaire, which included open-ended questions, also provided fruitful information about the students’ perceptions of teacher motivational behavior in response to the first research question. The students think a teacher who smiles in the classroom, who is friendly, motivated and willing to teach motivates them. The results of both the Likert-scale items and the open-ended questions revealed that the students would like to have a relaxed classroom atmosphere. The importance of classroom atmosphere has also been highlighted in the previous studies, such as Cheng and Dörnyei (2007), Dörnyei and Csizér (1998), Oxford and Shearin (1994), and Clément et al. (1994), who claimed that a good classroom environment, which promotes student involvement and activity, is one of the most important motivational components.

The Teachers' Reported Motivational Behaviors in the Classroom

For the second research question, “Which of their own behaviors do the teachers identify as motivating to the students?”, two of the seven teachers stated that noticing students’ success in the classroom, even a correct answer to a question, is very motivating, and three of the teachers verbalized this as providing them with positive feedback, which is also claimed to be motivating to the students in Tagaki’s (2005) study. Dörnyei (1994a) also points out that teachers’ facilitating student satisfaction and encouraging them to be proud motivate the students. On the other hand, one of the teachers who think that praise is motivating is concerned with the frequency of the praise. She thinks if the teacher praises the students too often, then the praise loses its value, and the teacher has nothing to do when the students really achieve something.

Two of the teachers think that caring about the students and making them feel that the teacher regards them as individuals rather than just students increases student motivation to a great extent. One form of this behavior is to address the students with their names. When a student realizes that the teacher knows his name, he feels special. Hence, as one of the participant teachers points out, teachers should pay special attention to learn the students’ names as quickly as possible, and make the students learn their peers’ names with the help of ice-breaking activities.

Two teachers reported that they start the classes with a chat with the students, or with questions to ask the students to make them more alert and interested, and to arouse curiosity, which is also emphasized as motivating by Dörnyei (1994a). One of these two teachers thinks when students talk actively at the beginning of the class, even in Turkish, they become more involved in the class, and the other says that starting the class with a joke helps the teacher get students’ attention, and once he gets their attention, they are ready to learn whatever he teaches. Therefore, both teachers regard

the warm-up activities as important in stimulating students' interest, and in this way, they get students ready for the material they will teach.

Two of the teachers implied that avoiding error correction in the classroom is motivating for the students, but in different ways. One of the teachers said that she always reminds the students that making mistakes is natural in language learning, and they should feel free to make mistakes. As for the other, rather than saying directly to the student that his sentence is incorrect, he asks the class whether anybody has a better answer, another possible answer for the question. In this way, students do not become demoralized and feel a sense of failure.

One teacher stated that she tries to give examples related to the students' interests, or their lives. By doing this, she is trying to make students realize that English is in a way connected to their lives, and make them have a positive viewpoint about learning English once they become aware of the relationship between English and their lives. Although mentioned by only one teacher, this issue has taken much attention in the previous studies, expressed as connection of the tasks with things that students find interesting (Dörnyei, 1994a), personalization of the learning process (Dörnyei & Csizér, 1998), and personal relevance (Tagaki, 2005). The reason for this behavior being highlighted by only one teacher during the interviews might be that the other teachers take it for granted that the teacher should relate the examples or the content to the students' interests.

The Observed Motivational Behaviors of the Teachers

The third research question was concerning the observed motivational behaviors of teachers in the classroom: "What motivating behaviors do the teachers actually do?" The analysis of the classroom observation checklist revealed that all seven teachers spoke English during the classes, but only two of them also encouraged

students to speak in English. This is actually an expected result, because teachers' speaking English in the class is taken for granted at EU SFL. The reason for the teachers speaking English might be because they think it is their responsibility to provide a model for the students, and to provide the students with the necessary input. As EFL students do not have much chance to listen to English, in the teachers' view, this is one of the best ways to improve the students' listening skills. On the other hand, the results of a study carried out by Shimizu (2006) to explore the place of L1 in an EFL classroom indicate that appropriate use of the L1 depending on the students' goals can be beneficial for students as well as teachers. The reason for the teachers not encouraging the students to speak English does not actually mean that the students were allowed to speak in Turkish; it means that the situation did not necessitate the encouragement, as the students were already trying to speak in English.

Another motivating behavior exhibited by all the teachers was incorporating pair work into their classes. Teachers made the students work in pairs and groups very often, which means that they give importance to collaborative learning, and student interaction. In this way, students learn from each other, and feel freer to speak without the fear of making mistakes. The use of cooperative learning techniques to motivate students was also emphasized by Dörnyei (1994a).

In line with what has been suggested in the literature (Cheng & Dörnyei, 2007; Dörnyei, 1994a; Oxford & Shearin, 1994; Tagaki, 2005) another motivational behavior shown by all teachers is providing the students with positive feedback. Teachers are aware of the students' need to be appreciated, and thus they react to their successes with positive feedback, such as "thank you", "yes", and "good idea", or through smiling, nodding, or just by repeating the students' response.

All teachers used cassette players as auditory aids in order to improve students' listening skills because the auditory aids are readily available to the teacher. However, none of them made use of visual materials, probably because the course book does not provide the teachers with visual aids, and the teachers may not have time to prepare or adapt visual aids because of their strict pacing schedule.

Additionally, six of the seven participant teachers turned the tasks into ones which require mental involvement from each student, such as asking the students why a sentence is incorrect, asking the students to solve a problem presented and give advice, eliciting the difference between two structures from the students, and asking the students to read the heading of an article and guess the topic of the text. By doing this, teachers might have aimed at attracting students' attention and making the tasks more challenging, and the students more involved.

Unfortunately, only two teachers used interesting and challenging supplementary materials which make the classes more colorful and stimulating, even though this practice has been pointed out as motivating in previous studies by Dörnyei (1994a; 2001a), Dörnyei and Csizér (1998), and Oxford and Shearin (1994). The reason for this is not that teachers are unaware of the motivating effect of supplementary materials, as all of the participant teachers rated it as 'very motivating' in the questionnaire, but that they probably did not have time to prepare or incorporate them in their classes, perhaps because they were pressured by a strict pacing, as was learned in informal conversations with the teachers.

Four teachers gave clear instructions and guidance on the procedures of doing a task, which implies that teachers are aware of the effects of clear instructions on students' motivation. Dörnyei (1994a) also pointed out that this behavior is motivating,

as it helps teachers increase student expectancy of task fulfillment. Only three teachers modeled an example response, and this indicates that these teachers may be aware of the teacher's role as a guide. The teachers who model may be conscious of the possibility that the students will have difficulty producing the language. Only three of them stated the communicative purpose and usefulness of the task, which is disappointing, because students need to know for what, when and where they will use the structure they are learning (Tomlinson, 1998).

Six teachers taught students learning strategies, such as scanning and guessing the meaning of a word from the context. Teaching students learning and communication strategies is considered motivating by Dörnyei (1994a), as it is a means to promote students' self-efficacy with regard to achieving learning goals. On the other hand, only four teachers gave students responsibilities for their learning process, such as dictionary use, assigning the workbook as homework, and asking students to revise the structures studied.

Comparison of Teachers' Reported and Observed Motivational Behaviors

The data from the classroom observation checklist and the interviews are almost parallel to each other. Put another way, teachers generally tend to show the motivational behaviors that they report doing in the actual classroom, although there are some mismatches. For example, although P5 is one of the two teachers who state that they bring smiles and fun to the classes (item 3), he did not do so during the three classes observed. This might be due to the conditions in the classroom; the instructional objectives for the class might have been too loaded. In addition, P2 and P5 claimed to introduce unexpected, novel events to attract the students' attention, and P5 added that he uses a short opening activity to start each class, but no behaviors such as these were observed during the classroom observations. Another issue raised during

the interviews by P3 and P7 was the motivating effect of using interesting and challenging supplementary materials; however, neither of them used supplementary materials during the classes observed. This might be because they did not need supplementary materials during the classes observed; they might have just started to present new structures. Other behaviors that were reported being used by P7, but not observed were: showing the students that he/she cares about their progress, highlighting what students *can* do rather than what they *cannot*, and offering rewards. Her mentioning the behaviors during the interviews indicates that she is aware of the motivational effect of those behaviors; however, she did not show these behaviors, probably because the condition did not arise. Finally, P1 and P3 maintained that they praise the students for their academic achievement, but they failed to show an example behavior during the classes observed. The reason for this might be that the students did not do anything worth praising, and the teachers preferred to use positive feedback as a means of appreciation of success. In fact, P1 had already expressed her concern about the overuse of the praise; according to her, if the teacher praises the students for anything they do, they have nothing left to offer the students when they really deserve appreciation.

On the other hand, there are also some behaviors that the teachers did, but did not mention during the interviews. Although all teachers spoke in English during classes, acted as facilitators rather than authority figures, and used cassette players as auditory aids during the classes observed, none of them expressed these behaviors as motivational behaviors during the interviews. Furthermore, only P1 stated that she adapts the content/tasks to the students' interests, although all the participant teachers were observed to show this behavior. The reason for teachers' failing to state that they

make use of these motivational strategies in the classroom might be that they take them for granted, or they are not aware that they are motivational behaviors.

The Relation between the Teachers' and the Students' Perceptions of Teacher Motivational Behaviors

The fourth research question seeks an answer to how the teachers' and the students' perceptions of teacher motivational behavior relate to each other. With the aim to discuss this relation, first, the similarities, and then the differences between the perceptions will be presented.

The Similarities between the Teachers' and the Students' Perceptions of Teacher Motivational Behaviors

It is a significant result that 12 items out of 14 that the students find motivating are also regarded as motivating by the teachers. Table 13 displays the behaviors that are rated as very motivating by both the teachers and the students, with means ranging between 4.49 and 4.78 on the student questionnaire, and all of them with the mean of 5.00 on the teacher questionnaire.

Table 13- Motivational behaviors that both teachers and students find motivating

The teacher-student relationship/the emotional tie between students and the teacher:

- having good relationships with students (item 1)
- being supportive and friendly (item 4)
- showing students that he/she accepts and cares about them (item 29)
- being sensitive to students' feelings and trying to understand them (item 30)

The students' wish to be noticed by the teacher:

- providing students with positive feedback (item 5)
- noticing and reacting to any positive contribution from students (item 37)

Teachers' methodology and instruction:

- encouraging questions and other contributions from the students (item 28)
- balancing the difficulty of tasks with students' competence (item 33)
- breaking the routine by varying the tasks and presentation/practice techniques (item 44)

Teachers' attitudes towards students' learning:

- monitoring and caring about students' progress and appreciating their success (item 8)
- taking students' learning and achievement seriously (item 36)

The extent to which the students perceive teacher motivation:

- setting a good example to students with his own enthusiastic and motivated behavior (item 2)
-

It can be deduced from the table that both the teachers and the students consider the teacher-student relationship and the emotional tie between students and the teacher to be one of the most important motivational factors, as four of the 12 most motivational behaviors according to both groups, are composed of this category.

Additionally, the comparison of the students' and the teachers' perceptions of the least motivating behaviors reveal striking results: Three motivational behaviors with the lowest means, according to the views of both groups, are the same. Table 14 shows the comparison of the perceptions of teachers and the students with regard to the behaviors with the lowest means.

Table 14- The three least motivational behaviors according to both groups

Items	Motivational Behavior	Means	
		Students	Teachers
I 19	familiarizing students with the cultural background of English	3.16	4.14
I 18	Speaking in English during classes	3.49	4.43
I 55	Allowing students to self/peer correct	3.51	3.71

As shown in Table 14, both the teachers and the students think that familiarizing the students with the L2 culture, speaking English during the classes, and allowing students to self/peer correct are less motivating than the other behaviors. The students do not agree with Dörnyei's (1994a) and Dörnyei and Csizér's (1998) idea that developing learners' cross-cultural awareness (L2 culture teaching) is an important motivational behavior, and that culture should also be incorporated in teaching. The perceptions of the teachers and the students differ from what has been stated in the literature, as it is also indicated in the literature that students should be familiarized with L2-related values (Cheng & Dörnyei, 2007; Dörnyei, 2001a). In fact, the students reported during the informal interviews that they have no interest in the foreign culture. The teachers might have rated this item lower than the others either because they agree with the students on the issue, or because they are aware of the students' prejudice against the foreign culture, and thus believe that this behavior will not motivate them. The fact that only one teacher referred to the L2 culture during the classroom observations supports this possibility.

As for speaking in English in the classroom, the students find it not as motivating as the other behaviors, because, as they report in the informal interviews and the open-ended questions, they sometimes do not understand what the teachers say, they cannot focus on the content, and therefore they stop paying attention to the class. Teachers might know this from experience, and that might be the reason that

they rated it lower. This finding differs greatly from Tagaki's (2005) findings; the students in Tagaki's study reported that being given opportunities for them to practice their speaking motivates them. This difference in the perceptions of the students in this study and Tagaki's study might arise from the difference in the context. The students in this study are EFL students who have almost no opportunity to speak English outside the classroom, whereas the students in Tagaki's study are Japanese ESL students learning English in the UK. Some students in Tagaki's study reported that speaking English motivates them in the classroom because they want to speak fluently, and express themselves easily. Therefore, because of the lack of the need to speak English to communicate outside the classroom, the students in this study do not give importance to their speaking ability.

Finally, it has been pointed out during the presentation of the results that 17.3% of the students think self/peer correction makes them lose face in the classroom, and therefore they are against it. Teachers also rated it lower than the other items, possibly because of the same reason.

The Differences between the Teachers' and the Students' Perceptions of Teacher Motivational Behaviors

There are some behaviors that the teachers rated as very motivating, but the students rated lower, such as 'encouraging students to try harder' (item 6). The mean of the item is 5.00 according to the teacher data, and 3.86 according to the student data. The difference in perceptions indicates that teachers feel that students need teacher encouragement, while 34.8% of the students are undecided about the motivating effect of teacher encouragement. Moreover, only one teacher rated 'asking students to work toward a pre-determined goal' (item 22) as motivating, but the other six teachers rated it as very motivating; the mean of the item is 4.86, while the students rated it lower,

3.77. A similar item is ‘realizing that mistakes are a natural part of language learning, and not correcting every single mistake students make’ (item 39) with a mean of 3.49 according to the student data, whereas the mean for the teachers is 4.86. The difference between the perceptions results from the fact that only 49.3% of the students find this behavior motivating. In fact, 11.6% of the students believe that all of their errors need to be corrected by the teacher in order for them to learn.

Another point worth mentioning is that although 81.2% of the students find incorporating games in his/her teaching style (item 40) motivating or very motivating, and most of them mentioned it in their open-ended responses, this item is among the four least motivating behaviors according to the teachers. It is not that teachers find games demotivating, as the mean is 4.43; but they do not consider this item to be as motivating as the other behaviors, in contrast to the students’ enthusiasm regarding games. When compared to Yu’s (2005) findings, which indicate that games are good motivators, and help teachers create a positive classroom climate, thus enhancing students’ motivation, the participant teachers in the present study understated the value of games.

*How the Teachers’ and the Students’ Perceptions Relate to Motivational Behaviors
in the Literature*

The fifth research question addresses how the perceptions of the teachers and the students relate to motivating behavior as it is described in the literature. The findings of the present study support the fact that teachers are one of the components of the framework of L2 motivation offered by Williams and Burden (1997), in that the two most motivating behaviors according to the students are regarding teachers’ approach towards the students in the classroom: Their being supportive and friendly, and their having good relationships with the students.

One of the motivational behaviors with the lowest means according to both the students and the teachers' ratings in this study is familiarizing students with the cultural background of English, which is contradictory to the claim that learning a second/ foreign language is not only an educational issue, but also a social event which entails incorporation of the target culture (Cheng & Dörnyei, 2007; Dörnyei, 1994a, 2001a; Dörnyei & Csizér, 1998; Stapleton, 2000; Tang, 1999). The fact that both the students and the teachers find this behavior less motivating than the other behaviors also differs from Dörnyei and Csizér's (1998) 'Ten Commandments', in which this behavior is one of the ten very motivating behaviors. In addition, the results of Stapleton's study (2000) indicate that EFL teachers give importance to incorporating aspects of the target culture into their classroom teaching, although they think adapting their teaching style to meet the cultural expectations of the students is important. The rationale behind the students in this study being unwilling to learn about the target culture might be their educational background; due to the way they were taught English previously, it may be difficult for them to appreciate the role of the target culture in language learning, which also contradicts Tang's (1999) claim that languages come with some cultural associations attached. Alternatively, this finding might be due to the fact that the students are studying English in a foreign language setting, which supports Clément, Dörnyei and Noels' (1994) and Dörnyei's (1990, 1998) argument that second language acquisition (SLA) and foreign language learning (FLL) contexts display differences in terms of the extent to which learning the foreign language is meaningful to the students. The participant students' lack of interest in the target culture in this study might also be due to this difference. Because the students do not have any contact with the target culture or the people from the L2, they do not feel

the need to know the L2 culture. However, were they to study English in a second language (ESL) setting, their attitude toward the target culture might be different. Dörnyei (1990) also claims that because of the lack of contact with the target community, FLL learners' integrative motivation is based on only general beliefs and attitudes, such as an interest in foreign languages and people, and the cultural and intellectual values of the L2. Moreover, the findings of Dörnyei and Clément's (2001) study, which was also carried out in an EFL context, indicates that integrativeness is the most powerful general component of the participants' affective inclinations on language, determination of language choice, and the level of effort the participants intended to invest in the learning process. However, the students in the context of this study showed no sign of integrativeness, positive attitudes to or interest in the foreign culture or people. None of the students maintained that they are learning English in order to be a part of the L2 community; their reason for learning English was instrumental, such as passing the class, or because of departmental requirements. The reason for the difference between the results of this study and Dörnyei and Clément's study (2001) is probably that the students in this study are obliged to study the L2 rather than studying the language of their own free will, and their motivation is instrumental rather than integrative. This implication supports Tang's (1999) argument that instrumentally motivated learners are neither concerned with the L2 culture, nor interested in developing any feelings of affinity with the native speakers of that language.

In addition, the students' negative attitudes towards the English-speaking countries due to political reasons might have an effect on their perceptions of the target culture and its incorporation into the curriculum. In fact, in Turkey, anti-Americanism,

which might be defined as “an attitude of resentment and dislike for American politics or culture”, is grounded on political reasons and is among the highest in the world, as opinion polls reveal (Watson, 2007, p. 39). According to the results of the polls, the number of Turkish people who have favorable attitudes towards the US decreased from 23% in 2005 to 12% in 2006, and Turks are not just turned off to the US government; according to a poll in 2006, the percentage of Turks who have a favorable opinion of American people is also rather low (17%). The results of some other polls carried out in 2005 indicate that anti-Americanism has increased by 82%, and according to a poll conducted in İstanbul in 2003, 90% of Turks did not think America is a good and reliable ally, and 74% maintained that it is working only for its own interests (Watson, 2007). On the other hand, Watson (2007) states that anti-Americanism is not a widespread dislike of Americans or American culture, but a resentment of American policies that are regarded as a threat to Turkish interests. Nevertheless, this unfavorable attitude towards America, even though its source is political, might have an effect on the students’ view of the language which the people in the US speak, and the culture of this country. Additionally, the students might have negative attitudes towards other English-speaking countries, such as Britain, and British culture for similar reasons, as Britain and the US are allies. Put another way, because some students have negative attitudes to the countries where English is spoken and their policies, they might be uninterested or even resistant to learn their language in the classroom.

Additionally, increasing the students’ goal-orientedness (item 43) is another motivational behavior which was considered to be very important in the previous studies (Cheng & Dörnyei, 2007; Dörnyei, 1994a; Dörnyei & Csizér, 1998; Oxford &

Shearin, 1994; Petrosyan, 2005; Tremblay & Gardner, 1995). For example, Tremblay and Gardner (1995, p. 515) suggest that “specific goals and frequent reference to these goals lead to increased levels of motivational behavior” from the students’ side. The students’ or teachers’ not giving goal-orientedness as much importance as they give to other items is also contradictory to Petrosyan’s (2005) and Dörnyei’s (1994a) studies, both of which point out the importance of goal-orientedness in motivation. In addition, Assor, Kaplan and Roth (2002) claim that the primary task of teachers is to try to understand their students’ authentic interests and goals, and then help them to develop interests and goals. As for the present study, although the item was rated highly by both the teachers and the students, with means of 4.71 and 4.28 respectively, it is not among the most motivating behaviors. Moreover, the interview results indicate that none of the teachers mentioned helping students set goals as motivating behaviors they perform in the classroom. This might be because of the teachers’ belief that setting goals for the students is the student’s job rather than the teacher’s, or teachers’ prejudice that the students’ primary goal is to pass the class, so they do not feel the need to set goals. As for the discrepancy between the literature and this study in terms of attaching importance to goal-orientedness, the reason might just be that some of the students do not have specific goals for learning English, other than passing the class, or that they are not aware of the importance of English in their future careers. For example, some students state in the questionnaires that they are not motivated to learn English at EU SFL, because they believe that they will forget the English they will have learned in four years’ time, and they can learn English when they graduate. Data from the third open-ended question, which asks the students whether they feel motivated to learn English at EU SFL and their reasons, support this claim. The

answers of the students indicate that 52 of the 138 students stated they were not motivated to learn English, and one of the reasons given was that the course was compulsory. It can be inferred from this statement that, because they are obliged to study English, they do not have a specific goal.

Another result of this study which differs from the literature concerns the promotion of learner autonomy. Many researchers have pointed out the effect of learner autonomy on motivation (Cheng & Dörnyei, 2007; Dörnyei, 1994a; Dörnyei & Csizér, 1998; Oxford & Shearin, 1994; Petrosyan, 2005; Spratt et al., 2002). Moreover, Petrosyan (2005) maintains that teachers should expand learners' autonomy in order to increase their motivation, taking the fact that it is a job which requires time into consideration. However, in this study, the items related to autonomy in the questionnaire, such as encouraging students to motivate themselves to learn English (item 26), allowing students to evaluate their own progress (item 27), and giving students responsibilities for their own learning process (item 53), did not receive much attention by the students, and the teachers did not report during the interviews that they try to help their learners become autonomous. The means of these three items according to the student data were 3.99, 3.96, and 3.91 respectively. The means of these items are relatively lower than the others, probably because of the way the students have been taught English in the past. Many students in Turkey are used to being taught in teacher-centered classrooms where the teacher 'transmits' the knowledge, generally using traditional methods, although the situation is changing rapidly. It might be claimed that this is also the case for other subjects; this educational experience may lead students to have traditional learner preferences that give much value to teacher support and exclude student contribution to the learning process, and

worse than that, it is an easier way than putting some effort by taking responsibility. The idea held by some participant students that they cannot learn the material unless the teacher corrects every single mistake the students make reveals how much the students value teacher support. In other words, probably because some students are used to the teacher's not giving them many responsibilities, and not involving them in the learning process, they do not feel required to make any contribution to their learning process. For example, I have had several students in the past two years at EU SFL who regard doing homework as a virtue, not a task they do to improve themselves. On the other hand, there are some students who feel the necessity of student involvement in the learning process, expressing that they want to do group projects and present them to the class, which is a sign of the change. Therefore, the Turkish education system in general, which is generally based on lectures rather than student involvement with projects and presentations, might have an effect on the students' not giving very much importance to autonomy.

Another reason may be the negative attitude of some students towards the learning process. It might well be that because the students simply do not want to learn English, they are unwilling to do anything to make the process simpler or more effective. It might be inferred from the results of this study that some students' lack of motivation to learn English might affect their attitude to autonomy in language learning. Spratt et al. (2002) carried out a study to explore whether motivation is a result of autonomy or a necessary condition for it, and the results indicate that the absence of motivation seems to inhibit the practice of learner autonomy. Moreover, Salisbury-Glennon and Stevens (1999) maintain that the students who are intrinsically motivated to learn are in control of their learning and take responsibility

for it. Therefore, Spratt et al.'s and Salisbury-Glennon and Stevens' results contradict the results of the other researchers (e.g. Cheng & Dörnyei, 2007; Dörnyei, 1994a; Dörnyei & Csizér, 1998; Oxford & Shearin, 1994; Petrosyan, 2005) in that the former researchers maintained that motivation has an effect on autonomy, and motivated students are more autonomous, while the latter claimed that autonomy has a positive effect on motivation. Spratt et al. (2002) suggest that in situations where there is learner resistance to engaging in autonomous practices, the teacher may be advised to begin by developing student motivation rather than focusing on autonomy training. Therefore, in the case of this study, the students might have given more importance to autonomy if they were more motivated, so as their level of motivation increases, they may regard autonomy as more important.

Pedagogical Implications

Based on the mis-matches between students' perceptions and teachers' actions, teachers might reconsider their amount and level of English use in the classroom, because the findings of this study supports Shimizu's (2006) findings in that some students feel lost when a class is taught completely in English, find it discouraging, and lose interest in learning. Furthermore, they claim that "if students do not understand a class, it becomes meaningless. L1 use is necessary to help students understand the class". On the other hand, some other students in the study disagree with L1 use, saying that they should not fall back on Japanese, otherwise they will never learn English. Therefore, teachers and students might agree on the purposes of L1 use, and employ the most effective ways to employ it by discussing them together, which in turn would motivate the students and lead to acquisition, as suggested by Shimizu (2006). Additionally, it goes without saying that teachers who speak English

in the classroom make good models for the students; however, if the teachers speak at their normal speed, students may not understand them. Therefore, because the teachers' aim is not to show students how fluent their English is, but to present the language to students, they might use a slower pace or simpler language, especially at lower levels.

Moreover, taking the fact that the fun element and varying the materials are perceived as very motivating by the students, and that only two teachers used supplementary materials during the classes observed, we could conclude that teachers might need to pay more attention to incorporating interesting supplementary materials, such as games, into their classes. This will help them both in terms of instruction and classroom atmosphere, because the students will be both learning and having fun. For example, the students suggested in their responses to the open-ended questions that group work activities make them more involved and relaxed in the classroom. Therefore, students might be given a chance to prepare some projects and present them to the class. This would also help them improve their speaking skills, and make learning more effective.

In addition, the results indicate that the students consider teacher-student relationships and being noticed and appreciated by the teachers very motivating. Hard though it is for teachers to care about all the students, consciousness might be raised among teachers regarding the students' perceptions, and they might be encouraged to reconsider their relationship with the students, keeping the balance between an authority figure and a teacher who is too friendly.

When the students' perceptions and the teachers' actual behaviors are compared, it might be seen that the students rated teachers' showing the students that he/she cares about their progress as the third most motivating behavior (97.1%), and all of the teachers think it is very motivating; however, only one teacher emphasized the motivating effect of it during the interview, and only one teacher was observed to make the students feel that she cares about and acknowledges the students' progress, by reviewing the material that has been studied and reminding the students that they will review it again. Reviewing the material to make sure that the students have learned thoroughly might be considered as an indicator of the teacher's caring about the students' progress, because if their level of progress were not important for the teacher, she would simply go on with the next material, rather than reviewing. Therefore, the teachers might be reminded of the importance of making the students feel that they care about the students' progress.

'Encouraging questions and other contributions from students' and 'teaching students learning strategies' are other behaviors that were rated highly by the students, each with a mean of 4.49. However, these behaviors were pointed out by none of the teachers during the interviews, although shown by five of the seven teachers during the classes observed. Therefore, attention must be raised about teaching students learning strategies, because even those who have been studying English for a long time reported, in their open-ended responses, being unaware of learning strategies. Worse than that, as experience shows, some students have misconceptions about how to study English, such as memorizing vocabulary, or focusing only on grammatical form. Moreover, although 88.4% of the students emphasized the importance of stating the communicative purpose and usefulness of the task, none of the participant teachers

expressed that they used this strategy during the interview, and only three of them actually showed the behavior. The result is disappointing, because students need to know for what, when and where they will use the structure they are learning.

Therefore, teachers need consciousness-raising about explaining to the students the purpose and the usefulness of the structures they are learning so as to make the tasks more meaningful to them.

Finally, as all seven participant teachers and 95.6% of the students perceive, teachers' motivational behaviors affect students' level of motivation. Therefore, teachers should be more aware of the motivational strategies, and make use of at least the ones which are applicable to their context. Furthermore, teachers need to find ways to help the students motivate themselves depending on the needs and the goals of their students. Undoubtedly, as P2 and P6 maintained, students need to be 'ready' to learn, and unless they are motivated, they cannot be successful in any field, not just language learning.

Limitations of the Study

The research study investigated the perceptions of seven teachers and 138 students from different levels towards teacher motivational behaviors in the second term of 2006-2007 academic year at Erciyes University SFL. Since the research was done with a limited number of participants, the results of the study may not be able to be generalized to other students or teachers outside of EU SFL. It is, however, likely to reflect the general picture of the nearly 70 EFL teachers and 1200 students at EU SFL.

The study was also limited in that it relied only on students' questionnaires, although some students were interviewed for their unexpected answers. Because of the number of the students, it was impossible to interview all of them for a detailed explanation for their responses.

In addition, three classes of each participant teacher were observed to gather data on teachers' observed motivational behaviors in the classroom, and to see how these behaviors relate to what they report during the interviews. However, the classroom observation process might have been longer; more classes of each teacher could be observed in order to draw sounder conclusions. For example, one motivational behavior, 'varying the tasks and presentation/practice techniques' was not observed by the researcher, but it was deemed unfair to conclude that the teachers did not vary tasks, based on the limited observation period. The time limit also prevented the researcher's chance to observe some behaviors such as 'avoids face-threatening acts such as humiliating criticism'. Very few events that would prompt this behavior happened, but if the classes had been observed for a longer period, the researcher might have found some incidents that would allow her to arrive at clearer conclusions.

Suggestions for Further Research

Because of the time constraints, involving all the teachers working at EU SFL in the research was not possible. Therefore, the study was limited to the seven teachers who taught at the lowest and the highest levels, and their seven classes. The same study could be replicated to include a greater number of instructors teaching at all levels, and their classes from all levels. This would allow for a more in-depth exploration of teachers' and students' perceptions of teacher motivational behavior. Moreover, the differences in perceptions among the levels might be examined, which

would indicate whether high level students, most of whom had studied English before, are more conscious about learning a foreign language or not. Another comparison might be between students' gender in terms of evaluating the students' skill and motivation in learning languages.

Additionally, a questionnaire survey could be conducted at other institutions with similar contexts, thereby yielding more generalizable results. In another study, students could be given a motivation measure at the beginning of the year, and the correlation between the level of motivation and academic success might be explored.

Conclusion

The research investigated teachers' and students' perceptions of teacher motivational behaviors, exploring what the teachers actually do to motivate their students, which of their own behaviors they identify as motivating, teachers' and students' perceptions of certain motivational behaviors from the literature, and how teachers' and students' perceptions relate to each other as well as what has been pointed out in the literature.

The study revealed that the teachers' and the students' perceptions are very similar to each other; both groups attach great importance to the teacher-student relationship and the teachers' being supportive and friendly. However, there were also some mis-matches observed between the students' and the teachers' perceptions of motivational behavior. The teachers think that encouragement to try harder, setting goals for students, and the acceptance of errors as a natural part of language learning are motivating behaviors, while the students believe that these behaviors are not so motivating. On the other hand, when compared to the students' perceptions, teachers

do not think that the incorporation of games into the class is as motivating as the students do.

The results of the study and the pedagogical implications proposed in this chapter might be used to better motivate the students in the classroom, and thus making learning English easier and more effective.

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APPENDIX A: STUDENT QUESTIONNAIRE-FORM A

STUDENTS' PERCEPTIONS OF TEACHER
MOTIVATIONAL BEHAVIOR

Dear Students,

This questionnaire was prepared to collect data for a thesis study conducted at Bilkent University, MA TEFL Program. The study aims at gathering data about your perceptions of your ideal teacher's motivational behavior. Part I of the questionnaire consists of questions about personal information. In part II, some teacher behaviors are presented and you are asked to choose the correct option according to the degree you perceive them to be motivating. In part III, four statements are presented and you are asked to choose to what extent you agree at these statements. In part IV, there are some questions for you to answer about teachers' role as motivators. The purpose is to gather information regarding the behaviors your ideal teacher carries out to motivate the students; therefore it is very important that you choose your response keeping in mind the idea that the behaviors provided are teacher behaviors. There are no correct or incorrect answers in the questionnaire. Your ideas are of vital importance because the results will give valuable information concerning how students regard teachers' role to motivate the students. All responses will be treated as confidential, and your individual privacy will be maintained in all presented and published data resulting from the study.

If you agree to participate in the study, please sign in this form.

Part I- Personal Information

Please provide the information about yourself.

Name: _____ Class: _____
 Faculty: _____ Time having studied English: _____
 Age: _____ Date: _____
 Gender: M/F Signature: _____

Part II- Motivational Behaviors for Teachers in the Classroom

Please mark the box that corresponds to your answer.

Teachers'	is				
	Very motivating	Motivating	No effect	Demotivating	Very demotivating
1. having good relationships with students					
2. setting a good example to students with his/her own enthusiastic and motivated behavior					
3. making students feel that he/she is mentally and physically available to help them					
4. being supportive and friendly					
5. providing students with positive feedback					
6. encouraging students to try harder					
7. making students remarks that he/she has high expectations for what they can achieve					
8. monitoring and caring about students' progress and appreciating their success					
9. focusing on individual improvement and progress rather than on exams and grades					
10. offering rewards for students' successes					
11. bringing in and encouraging humor, smiles and fun to classes					
12. making it clear to students that communicating meaning effectively in English in class is more important than being grammatically correct					
13. avoiding face-threatening acts such as humiliating criticism					
14. giving students clear instructions and guidance/models for the purpose, procedures and the appropriate strategies that the task requires					
15. helping students to develop realistic beliefs about learning English					
16. encouraging students to use their creativity					
17. trying to include personal content that is relevant to students' lives to class content					
18. speaking in English during classes					
19. familiarizing students with the cultural background of English					

Teachers'	Very motivating	Motivating	No effect	Demotivating	Very demotivating
20. reminding students of the benefits of mastering English					
21. encouraging students to speak in English during classes					
22. asking students to work toward a pre-determined goal					
23. organizing group/pair work activities to enhance cooperative learning					
24. adopting the role of a facilitator rather than an authority figure					
25. encouraging peer learning and group presentation					
26. encouraging students to motivate themselves to learn English					
27. allowing students to evaluate their own progress					
28. encouraging questions and other contributions from the students					

Part III- Students' Perceptions and Expectations

Please mark the box that corresponds to your answer.

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1. It is my teacher's fault if I don't learn the material in an English course.					
2. I want to do well in this class because it is important for me to show my success to my teacher.					
3. I think teachers' motivational behaviors affect students' level of motivation.					
4. I think it is teachers' job to make students interested in learning a foreign language.					

APPENDIX B: ÖĞRENCİ ANKETİ- FORM A

ÖĞRENCİLERİN, ÖĞRETMENLERİN ÖĞRENCİLERİ MOTİVE EDİCİ DAVRANIŞLARI HAKKINDA DÜŞÜNCELERİ

Sevgili öğrenciler,

Bu anket, Bilkent Üniversitesi İngilizce Öğretmenliği Yüksek Lisans Programı'nda yürütülen bir tez çalışmasına veri toplamak için hazırlanmıştır. Anket, **öğretmenlerin öğrencileri motive etmek için yaptığı davranışlarla** ilgili algılarınız hakkında veri toplamayı amaçlamaktadır. Anket 4 bölümden oluşmaktadır ve bölümlerin içeriği şöyledir:

Bölüm 1- Kişisel bilgileriniz

Bölüm 2- Size bazı öğretmen davranışları verilmiştir ve sizden bu davranışları **öğrencileri ne dereceye kadar motive ettikleri** açısından değerlendirmeniz ve uygun seçeneği işaretlemeniz istenmektedir.

Bölüm 3- Size dört cümle verilmiştir ve sizden, **bu dört cümleye ne derecede katıldığınızı** belirtmeniz istenmektedir.

Bölüm 4- Öğretmenlerin, öğrencileri motive edici rolleri hakkında cevaplamanızın istendiği bazı sorular mevcuttur. Bu bölümde, **genel ifadeler yerine belirgin, gözlenebilir davranışlar yazmanız** son derece faydalı olacaktır.

Amaç, öğretmenlerin öğrencileri motive etmek için yaptığı davranışlarla ilgili siz öğrencilerin fikirlerini toplamaktır; bu yüzden cevaplarınızı, verilen davranışların öğretmen davranışı olduğu fikrini göz önünde bulundurarak seçmeniz çok önemlidir. Ankette doğru ya da yanlış cevap yoktur. Fikirleriniz son derece önemlidir, çünkü sonuçlar, öğretmenlerin öğrencileri motive edici rolleri hakkında öğrencilerin fikirleri ile ilgili değerli bilgiler verecektir. Tüm cevaplar ve kişisel bilgileriniz gizli tutulacak ve sadece çalışmada kullanılacaktır.

Çalışmaya katıldığınız için teşekkür eder, çalışmalarınızda başarılar dilerim.

Bölüm I- Kişisel Bilgiler

Lütfen kişisel bilgilerinizi yazınız.

İsim: _____

Sınıf: _____

Fakülte: _____

İngilizce öğrendiği toplam süre: _____

Bölüm: _____

Yaş: _____

Cinsiyet: K/E

Tarih: _____

Bölüm II- Öğretmenlerin Sınıf İçinde Öğrencileri Motive Etmek için Yaptıkları Davranışlar

Lütfen cevabınıza uygun kutuyu işaretleyiniz.

Öğretmenin	Oldukça motive edicidir	Motive edicidir	Etkisi yoktur	Motivasyon kırıcıdır	Oldukça motivasyon kırıcıdır
1. öğrencilerle iyi ilişkiler içerisinde olması					
2. kendi istekli ve içten davranışlarıyla öğrencilere iyi bir örnek oluşturması					
3. öğrencilere, onlara yardım etmek için zihinsel ve fiziksel olarak hazır olduğunu hissettirmesi					
4. öğrencileri destekleyici ve arkadaşça tavırlar içerisinde olması					
5. öğrencilere olumlu dönütler vermesi					
6. öğrencileri daha çok çalışmaya teşvik etmesi					
7. öğrencilere, başarabilecekleri şeyler konusunda yüksek beklentileri olduğunu belirtmesi					
8. öğrencilerin ilerlemesini takip etmesi, önemsemesi ve başarılarını takdir etmesi					
9. sınavlar ve notlardan çok, öğrencilerin bireysel gelişim ve ilerlemelerine odaklanması					
10. ders içi başarılarından dolayı öğrencilere ödüller vermesi					
11. derse eğlence, gülmece ve mizah katması ve bu öğeleri teşvik etmesi					
12. öğrencilerin, derste söylemek istediklerini İngilizce olarak ifade edebilmelerinin, gramer açısından doğru cümleler kurabilmeleri kadar önemli olduğunu ifade etmesi					
13. öğrencileri aşağılayıcı eleştiriler gibi gurur kırıcı davranışlardan kaçınması					
14. öğrencilere, aktivitelerin amacı, nasıl yapılacağı ve aktiviteyi kolaylıkla yapmak için gereken stratejiler konusunda açık talimatlarla yol göstermesi					
15. öğrencilerin İngilizce öğrenme konusunda kendine güven duygusu geliştirmelerinde yardımcı olması					
16. öğrencileri yaratıcılıklarını kullanmaları konusunda yönlendirmesi					
17. öğrencilerin hayatlarıyla alakalı konuları (futbol, müzik vb)dersin içeriğine katması					
18. derste İngilizce konuşması					
19. öğrencileri İngilizce'nin kültüründen haberdar etmesi					
20. öğrencilere İngilizce öğrenmenin faydalarını hatırlatması					

Öğretmenin	Oldukça motive edicidir	Motive edicidir	Etkisi yoktur	Motivasyon kırıcıdır	Oldukça motivasyon kırıcıdır
21. öğrencileri derste İngilizce konuşmaları konusunda cesaretlendirmesi					
22. öğrencilerden belirledikleri bir hedefe doğru çalışmalarını istemesi					
23. işbirliği içerisinde öğrenmeyi sağlamak için grup ve ikili çalışma aktiviteleri organize etmesi					
24. bir otorite figürü olmaktan çok, öğrencileri yönlendirici rol üstlenmesi					
25. öğrencilerin birbirlerinden öğrenmesini ve grup sunumlarını teşvik etmesi					
26. öğrencilerin İngilizce öğrenimine karşı kendilerini motive etmelerini teşvik etmesi					
27. öğrencilerin İngilizce öğrenmedeki ilerlemelerini değerlendirmelerine zemin hazırlaması					
28. öğrencileri soru sormaları ve derse katkıda bulunmaları konusunda yüreklendirmesi					

Bölüm III- Öğrencilerin Algıları ve Beklentileri

Lütfen cevabınıza uygun kutuyu işaretleyiniz.

	Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum
1. Eğer derste konuyu öğrenmiyorsam, bu öğretmenimin hatasıdır.					
2. Derste başarılı olmak isterim çünkü başarıyı öğretmenime göstermek benim için önemlidir.					
3. Bence öğretmenlerin öğrencileri motive edici davranışları öğrencilerin motivasyon düzeyini etkiler.					
4. Bence öğrencilerin yabancı dil öğrenmeye olan ilgilerini uyandırmak öğretmenlerin görevidir.					

Bölüm IV- Açık uçlu Sorular

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

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

APPENDIX C: STUDENT QUESTIONNAIRE-FORM B

STUDENTS' PERCEPTIONS OF TEACHER
MOTIVATIONAL BEHAVIOR

Dear Students,

This questionnaire was prepared to collect data for a thesis study conducted at Bilkent University, MA TEFL Program. The study aims at gathering data about your perceptions of your ideal teacher's motivational behavior. Part I of the questionnaire consists of questions about personal information. In part II, some teacher behaviors are presented and you are asked to choose the correct option according to the degree you perceive them to be motivating. In part III, four statements are presented and you are asked to choose to what extent you agree at these statements. In part IV, there are some questions for you to answer about teachers' role as motivators. The purpose is to gather information regarding the behaviors your ideal teacher carries out to motivate the students; therefore it is very important that you choose your response keeping in mind the idea that the behaviors provided are teacher behaviors. There are no correct or incorrect answers in the questionnaire. Your ideas are of vital importance because the results will give valuable information concerning how students regard teachers' role to motivate the students. All responses will be treated as confidential, and your individual privacy will be maintained in all presented and published data resulting from the study.

If you agree to participate in the study, please sign in this form.

Seniye Vural

Part I- Personal Information

Please provide the information about yourself.

Name: _____ Class: _____
 Faculty: _____ Time having studied English: _____
 Age: _____ Date: _____
 Gender: M/F Signature: _____

Part II- Motivational Behaviors for Teachers in the Classroom

Please mark the box that corresponds to your answer.

Teachers'	is . . .				
	Very motivating	Motivating	No effect	Demotivating	Very demotivating
29. showing students that he/she accepts and cares about them					
30. being sensitive to students' feelings and trying to understand students					
31. taking students' interests, beliefs, preferences, requests and needs into consideration					
32. highlighting what students <i>can</i> do rather than what they <i>cannot</i>					
33. balancing the difficulty of tasks with students' competence, and making the tasks challenging enough so that students feel that they are learning something new					
34. praising students effectively for a specific achievement					
35. helping students recognize that language learning is not 100% an outcome of ability; and that it's mainly effort which is needed for success					
36. taking students' learning and achievement seriously					
37. noticing and reacting to any positive contribution (e.g. comment, example) from students during classes					
38. using a short and interesting opening activity to start each class					
39. realizing that mistakes are a natural part of language learning, and not correcting every single mistake students make					
40. incorporating games in his/her teaching style					
41. giving good reasons to students as to why a particular task is meaningful or useful					
42. making tasks attractive by including novel and fantasy elements					
43. increasing students' goal-orientedness by encouraging them to set explicit learning goals					
44. breaking the routine by introducing unexpected events, varying the tasks and presentation/practice techniques					
45. introducing various interesting topics and supplementary materials					
46. using various auditory and visual teaching aids (e.g. cassette player, movies, pictures) in classes					
47. introducing authentic cultural materials (e.g. newspaper) in classes					

Teachers'	is . . .				
	Very motivating	Motivating	No effect	Demotivating	Very demotivating
48. pointing out the aspects of English that students will enjoy					
49. making students realize that he/she values English as a meaningful experience					
50. enhancing inter-member relations by creating classroom situations in which students can share genuine personal information, including game-like inter-group competitions					
51. avoiding any comparison among students					
52. teaching students strategies that will make learning easier					
53. giving students responsibilities for their own learning process					
54. minimizing external pressure and control as the leader of the class					
55. allowing students to self/peer correct					
56. involving students in running the English course					

Part III- Students' Perceptions and Expectations

Please mark the box that corresponds to your answer.

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1. It is my teacher's fault if I don't learn the material in an English course.					
2. I want to do well in this class because it is important for me to show my success to my teacher.					
3. I think teachers' motivational behaviors affect students' level of motivation.					
4. I think it is teachers' job to make students interested in learning a foreign language.					

Part IV- Open-ended Questions

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

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

APPENDIX D: ÖĞRENCİ ANKETİ- FORM B

ÖĞRENCİLERİN, ÖĞRETMENLERİN ÖĞRENCİLERİ MOTİVE EDİCİ DAVRANIŞLARI HAKKINDA DÜŞÜNCELERİ

Sevgili öğrenciler,

Bu anket, Bilkent Üniversitesi İngilizce Öğretmenliği Yüksek Lisans Programı'nda yürütülen bir tez çalışmasına veri toplamak için hazırlanmıştır. Anket, **öğretmenlerin öğrencileri motive etmek için yaptığı davranışlarla** ilgili algılarınız hakkında veri toplamayı amaçlamaktadır. Anket 4 bölümden oluşmaktadır ve bölümlerin içeriği şöyledir:

Bölüm 1- Kişisel bilgileriniz

Bölüm 2- Size bazı öğretmen davranışları verilmiştir ve sizden bu davranışları **öğrencileri ne dereceye kadar motive ettikleri** açısından değerlendirmeniz ve uygun seçeneği işaretlemeniz istenmektedir.

Bölüm 3- Size dört cümle verilmiştir ve sizden, **bu dört cümleye ne derecede katıldığınızı** belirtmeniz istenmektedir.

Bölüm 4- Öğretmenlerin, öğrencileri motive edici rolleri hakkında cevaplamanızın istendiği bazı sorular mevcuttur. Bu bölümde, **genel ifadeler yerine belirgin, gözlenebilir davranışlar yazmanız** son derece faydalı olacaktır.

Amaç, öğretmenlerin öğrencileri motive etmek için yaptığı davranışlarla ilgili siz öğrencilerin fikirlerini toplamaktır; bu yüzden cevaplarınızı, verilen davranışların öğretmen davranışı olduğu fikrini göz önünde bulundurarak seçmeniz çok önemlidir. Ankette doğru ya da yanlış cevap yoktur. Fikirleriniz son derece önemlidir, çünkü sonuçlar, öğretmenlerin öğrencileri motive edici rolleri hakkında öğrencilerin fikirleri ile ilgili değerli bilgiler verecektir. Tüm cevaplar ve kişisel bilgileriniz gizli tutulacak ve sadece çalışmada kullanılacaktır.

Çalışmaya katıldığınız için teşekkür eder, çalışmalarınızda başarılar dilerim.

Bölüm I- Kişisel Bilgiler

Lütfen kişisel bilgilerinizi yazınız.

İsim: _____

Sınıf: _____

Fakülte: _____

İngilizce öğrendiği toplam süre: _____

Bölüm: _____

Yaş: _____

Cinsiyet: K/E

Tarih: _____

Bölüm II- Öğretmenlerin Sınıf İçinde Öğrencileri Motive Etmek için Yaptıkları Davranışlar

Lütfen cevabınıza uygun kutuyu işaretleyiniz.

Öğretmenin	Oldukça motive edicidir	Motive edicidir	Etkisi yoktur	Motivasyon kırıcıdır	Oldukça motivasyon kırıcıdır
29. öğrencilere onları oldukları gibi kabul ettiğini ve onları dikkate aldığını göstermesi					
30. öğrencilerin duygularına karşı duyarlı olması ve onları anlamaya çalışması					
31. öğrencilerin ilgi, inanç, tercih, istek ve ihtiyaçlarını dikkate alması					
32. öğrencilerin yapamadığı değil, <i>yapabildiği</i> şeyleri vurgulaması					
33. aktivitelerin zorluğunu öğrencilerin kapasiteleriyle dengelemesi ve öğrencilerin yeni bir şeyler öğrendiklerini hissettirecek aktiviteler sunması					
34. ders içi başarılarından dolayı öğrencileri etkili bir şekilde övmesi					
35. öğrencilerin dil öğreniminin %100 yeteneğin sonucu olmadığını, başarı için asıl gerekenin çaba olduğunu fark etmelerine yardımcı olması					
36. öğrencilerin öğrenme ve başarılarını ciddiye alması					
37. öğrencilerden ders işlenirken gelen herhangi bir olumlu katkıyı (yorum, örnek vb) fark etmesi ve onlara tepki vermesi					
38. derse başlamak için kısa ve ilgi çekici bir başlangıç aktivitesi kullanması					
39. hataların dil öğrenmenin doğal bir parçası olduğunu farkında olması ve öğrencilerin yaptığı her bir hatayı <u>düzeltilmemesi</u>					
40. öğretim stiline oyunları dâhil etmesi					
41. bir aktivitenin neden anlamlı veya faydalı olduğunu öğrencilere açıklaması					
42. yeni ve ilginç öğeler katarak aktiviteleri ilgi çekici hale getirmesi					
43. öğrencileri, kesin öğrenme amaçları belirlemeye teşvik ederek onların hedef bilincini artırması					
44. alışılmışın dışında şeyler yaparak, aktiviteleri ve ders sunum/pratik tekniklerini çeşitlendirerek derste monotonluğu kırması					
45. çeşitli ilginç konular ve öğrenmeyi destekleyici materyaller kullanması					
46. derslerde çeşitli görsel ve işitsel öğretim araçları (teyp, film, resim vb.) kullanması					
47. derslerde gerçek hayatla ilişkili kültürel materyaller (gazete vb) kullanması					

Öğretmenin	Oldukça motive edicidir	Motive edicidir	Etkisi yoktur	Motivasyon kırıcıdır	Oldukça motivasyon kırıcıdır
48. öğrencilerin dikkatini, İngilizce'nin hoşlarına gidecek yönlerine çekmesi					
49. İngilizce'ye değer verdiğini öğrencilerin anlamasını sağlaması					
50. sınıfta, öğrencilerin gerçek kişisel bilgilerini paylaşabilecekleri durumlar (oyun benzeri gruplar arası yarışmalar vb.) yaratarak kişilerarası ilişkileri geliştirmesi					
51. öğrenciler arasında herhangi bir şekilde kıyaslama yapmaktan kaçınması					
52. öğrencilere öğrenmeyi kolaylaştıracak stratejiler öğretmesi					
53. öğrencilere kendi öğrenmeleri için sorumluluklar vermesi					
54. sınıfın lideri olarak baskıyı ve kontrolü en aza indirmesi					
55. öğrencilerin hatalarını kendilerinin ya da arkadaşlarının düzeltmesine izin vermesi					
56. öğrenim sürecine öğrencileri de katması					

Bölüm II- Öğrencilerin Algıları ve Beklentileri

Lütfen cevabınıza uygun kutuyu işaretleyiniz.

	Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum
1. Eğer derste konuyu öğrenmiyorsam, bu öğretmenin hatasıdır.					
2. Derste başarılı olmak isterim çünkü başarıyı öğretmenime göstermek benim için önemlidir.					
3. Bence öğretmenlerin öğrencileri motive edici davranışları öğrencilerin motivasyon düzeyini etkiler.					
4. Bence öğrencilerin yabancı dil öğrenmeye olan ilgilerini uyandırmak öğretmenlerin görevidir.					

Bölüm IV- Açık uçlu Sorular

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

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

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

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

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

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

6. Sizi İngilizce öğrenmeye isteklendireceğini düşündüğünüz başka sınıf içi öğretmen davranışları var mı? İdeal bir İngilizce sınıfı sizce nasıl olurdu?

APPENDIX E: CLASSROOM OBSERVATION CHECKLIST

Instructor: _____

1. accepting mistakes as a natural part of the learning process	
2. noticing and reacting to any positive contribution from the students; providing students with positive feedback	
3. bringing in class smile and fun in class	
4. avoiding face-threatening acts such as humiliating criticism	
5. introducing unexpected, novel events, changing the interaction pattern/seating formation and making students move, varying the tasks and presentation/practice techniques	
6. using interesting and challenging supplementary materials, auditory and visual aids , including game-like features, turning tasks into ones which require mental involvement from each participant	
7. giving students clear instructions and guidance on the procedures and the appropriate strategies/models that the task requires, stating the communicative purpose and the usefulness of the task	
8. adapting the content/tasks to the students' interests	
9. acting as a facilitator (not an authority figure); minimizing external pressure and control as the leader of the class	
10. trying to be supportive, friendly , caring, emphatic, accepting and sensitive to students' feelings	
11. coming to class prepared , being committed, motivated and enthusiastic about the course material	
12. showing the students that he/she cares about (acknowledges) their progress	
13. familiarizing the students with English culture , using authentic materials	
14. speaking in English and encouraging students to speak in English during classes	
15. making remarks that he/she has high expectations for what the students can achieve	

16. highlighting what students <i>can</i> do rather than what they <i>cannot</i> (how)	
17. pointing out the aspects of English that the learners will enjoy	
18. matching the difficulty of tasks with students' abilities	
19. organizing group/pair work activities to enhance cooperative learning	
20. avoiding any comparison among the learners	
21. encouraging questions and other contributions from the students	
22. offering rewards/praising students for a specific achievement	
23. using a short and interesting opening activity to start each class (how)	
24. elicitation of self/peer correction	
25. teaching students learning strategies	
26. giving students responsibilities for their learning process	

APPENDIX F: INTERVIEW QUESTIONS

1. What do you think about the effect of students' motivation in learning English?
2. To what extent is it teachers' job to make students interested in learning a foreign language?
3. Do you think teachers' motivational behaviors affect students' level of motivation? How?
4. Do you do anything special in the classroom to motivate the students? What do you do?
5. What do you think teachers could do to help students become more motivated in a language classroom?
6. Is there anything else you could think of to motivate students to learn in a classroom? What would your ideal classroom be like?

APPENDIX G: SAMPLE TEACHER INTERVIEW

1 R: What do you think about the effect of students' motivation on their learning?

P: It's probably the most important thing for their learning, because when they are not motivated, they don't listen, they don't care and they don't learn. I've actually been doing some research on motivation and they say that motivation and achievement are very closely connected, which I wasn't aware of before. Or you are aware of it, but you don't realize how closely connected it is. When motivation goes, everything goes. Teacher's motivation goes; not mine personally; I try not to let it go. But I think motivation is one of the most important things. Motivation gives them confidence for a start, when they are not motivated they are not confident. When they are not confident they just lose everything. It's one of the most important factors.

R: What is the connection between motivation and learning? Why does a motivated student learn better?

P: More highly motivated students have more energy; they've got more energy for everything in their life, not just learning. Because of this more energy, they are more willing to learn, they are more open to learning. That's all I can say.

2. R: To what extent is it teachers' job to motivate the students?

P: It's very important. If you go to the class with no energy, the students, first of all, think you are bored. If the students think you are bored, why should they bother with you? But if you are not motivated as a teacher, and you walk into that class, you are in a way pressurizing the other people in that room to come down to your level, whereas the teacher should be doing it the opposite; no matter how you feel, you have to be motivated to make the students motivated. Our job is to motivate. If you can't motivate

the students, they are not going to be listening, caring, and learning. It's one of the most important things in our jobs to motivate the students. Most definitely.

3. R: Do you think teachers' motivational behaviors affect students' level of motivation, and how?

P: Yeah, if the teacher is not motivated, you might as well not bother to go into class. One year, the pacing schedule was really hard and I was looking at the watch to make sure I was doing enough in the lesson, and one of the students said: "Are you bored teacher?" Even such an action makes the students think that the teacher is bored, which is a terrible thing for the students to think. Teacher motivation and teacher energy levels are very important. If I feel really bad, I sometimes tell the students, "I'm sorry, but" and they see that it's not because of them or because of the lesson, but because of not sleeping enough or whatever. I feel comfortable saying that.

4. R: What do you actually do in the classroom to motivate the students?

P: I like to say "thank you" no matter what they do for me, even it's the wrong or right answer, for anything in the classroom, such as helping me, picking up a pencil. I say "well done", I write notes in their writing if it's good. If a student is progressing, I try to point out that they are progressing, because they don't see it themselves, especially the ones who make an effort. I think if they are making an effort, you should also make the effort. I tell them that they can do it all the time. If they are having a bad day, I tell them to go out, to go to the canteen to have breakfast.

R: So, you consider giving the students positive feedback as motivating?

P: Oh, yes. What else do I do? To give them energy, give them physical exercises because they have too much energy. By doing that, I try to make them relax. I let them change places, let them sit where they like, let them feel confident enough to do that.

R: Do you have anything else to say about what you do to motivate the students?

P: I can't really think. I don't approve prizes, because when you give somebody something, and you are punishing the other students by not giving them something. So, when I want to give a prize, I give the student a packet of mini chocolates, and the packet is shared round the class. I never give it to one student. That's praising, but the punishment is not getting the chocolate. If the students are losing their energy doing an exercise and it's quite lengthy, I tell them that if they do it quickly and correctly, and finish it, they can do something else for the last 5-10 minutes, something totally different. It helps with especially at lower levels, not higher levels, because games come childish to them maybe due to the age difference. I sometimes tell them that they can leave early, which I don't let them to; but it does help. To motivate students for writing and speaking activities, I give them higher grades than I normally would give in the exam. If you give them low grades, and you're teaching, low grades reflect your teaching, not being able to teach, and low grades for writing is very demoralizing for them because they can actually see them. They keep the papers, and they have them there all the time. Students rewrote the writings, other students have also rewritten or expanded; even giving low grades motivated them, but the other ones, I give higher grades than I normally do.

5. R: We talked about you actual motivational behaviors, now let's talk about the ideal. What do you think teachers could do to help students become more motivated in a language classroom if we had fewer limitations?

P: Giving free books to the good students might motivate them. That's one definite thing, because the books are really quite expensive. So, providing the successful students with books would help. And giving them time off, not time out, but time off,

that would also help. For example, 5 hours extra absenteeism, not as a punishment but as a prize. The teacher should be as relaxed as possible. If the teacher is not a good manager, he shouldn't teach. Because the problem is to manage the students in the classroom first. By managing it means dealing with all the different characters. And I am very fond of my students. Even I hate my students; I never think that I hate them. I always try to be as fair as possible. I tend to look after them, maybe too much, if they have a headache, or they don't look right or they are half asleep. But I think sometimes they abuse it. Can you ask the question again?

R: What else could teachers do to motivate students?

P: Prizes. Shared prizes such as being allowed to watch a film could be a prize for students who get the top mark in the pop quiz, students who improved the most.

6. R: What would your ideal classroom be like?

P: I'm trying to think back. There should be stuff on the walls; it should be colorful and bright. No matter how old you are, as a student, you need colorful stimulus. It could give students ideas for writing or speaking. More comfortable chairs, some kind of soft furnishing to avoid echo in the classroom, video, tape-recorder, computer, OHP. OHP is a brilliant thing in the classroom, it really is.

R: What about an ideal teacher?

P: Smiley, happy teacher, conscientious, full of energy. Knowing the students' names is not enough, the teacher needs to know who the students are and their background, give examples about them, good student rapport. Knowing the students' names is one of the most important things in the classroom. What else? OK, preparation. You must be very very well prepared, teachers must know what they are doing, when and how to present the material. And you must kind of look presentable, and no coffee or tea in the

classroom. You have to treat the student as if they are adults then become the teacher, if you are the teacher all the time, they don't know what to do, how to react towards you. You have to be active, you can't sit in the classroom, and go up to the student, not ask the student to come to you. You must be in full control.